

PADM 500
INTRODUCTION TO PUBLIC MANAGEMENT AND POLICY
Spring, 2019

■ **Instructor**

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■ **Introduction**

This seminar is an introductory-level graduate seminar introducing key concepts in public administration and policy. It is designed as an introduction to the Public Administration curriculum; to key elements in government; to key issues in systems of governance; and to the multiple environments within which public administrationists will work in the future, including the fiscal, ideological, social and cultural environments.

■ **Course Objectives**

The seminar is organized around three broad themes, each of which has a number of specific objectives.

Theme One: Introducing Public Administration and Policy – Sessions 1 - 5

By the end of this section of the course, you should be able to demonstrate your understanding of:

- The multiple definitions and meanings of the phrase “public administration”;
- How public administration incorporates key disciplines including economics, finance, and budgeting; human resources; research and program evaluation, organizational theory, and others;
- Differences between “government” and “systems of governance”;
- The differences between “policy” and “administration” as these terms have evolved over time;
- The major elements of the public policymaking cycle; and

- The evolving relationship between different levels of government over the last two-plus centuries (“Federalism) and the implications of that evolution for citizens in the private sector and those who work in the public sector.

Theme Two: The Foundations of Public Administration and Policy – Sessions 6 – 9

By the end of this section of the course, you should be able to demonstrate your understanding of:

- The growing demand for data to design public policy and how that demand is changing the shape of public administration and management;
- The complexity of government in an era when the public sector is growing increasingly large; and
- The impact that technology is having on the public sector and the implications of that impact on how we govern ourselves as a nation.

Theme Three: The Evolution of Public Administration and Policy: Going Boldly Where No One Has Gone Before: Sessions 10 – 13

By the end of this section of the course, you should be able to demonstrate your understanding of how significant changes in key components of public administration and policy might have an impact on our profession in the future:

- How organizations shape the public sector and define effective public management;
- The role of sound financial management in planning, implementing and evaluating public policies and being an effective public manager;
- The role of effective personnel management in creating and maintaining effective public-sector organizations: and
- The importance of sound ethical judgment in protecting and preserving the public’s trust.

■ Resources

Resources of several types will be used.

- The text for the course is Jay Shafritz, E.W. Russel and C.P Borick, *Introducing Public Administration*, eighth or ninth edition.
- We will review parts of the *Constitution of the United States*. This will be distributed electronically.
- Throughout the semester, we’ll be doing in-class case studies of current controversial issues in Public Administration. These will form the basis for in-class discussions of these issues as

they relate to issues of public-sector governance. Brief written material concerning the case will be distributed electronically before the class session at which each is discussed.

- Class notes in Power Point will be sent to you as e-mail attachments late in the week prior to Monday's class. You may print them out, or bring them to class on your laptop, tablet or holographic machine. *You are not expected to read the Power Point class notes before class; they are distributed as a convenience only.* However, please have them handy either electronically or in hard-copy at each class session.

■ Expectations

There are six broad expectations for participants in this seminar.

“Being There”: It's important that you attend all sessions. Life emergencies occur, but if these should prevent you from attending a session, please contact me before class so we can discuss how the material will be made up. Class sessions are available through video on demand.

Read: Class sessions will supplement, not duplicate, the text readings. Therefore, it is important you read all materials distributed before class and come to class prepared to discuss the assigned readings for the day.

Wired (or Wireless): One important assumption made for this class is that you (a) have ready access to high-speed internet connections; (b) have the ability to download and print files from internet sites; (c) check e-mail regularly; and (d) have the skill and interest to surf the web. If these assumptions are not true for you, please let me know as soon as possible so we can devise a work-around.

Timeliness: All assignments not handed in by the due date shown on the syllabus will result in an automatic grade of “F” unless you have made prior arrangements with me.

Take Initiative: Even though this is a large class, you are expected to engage in dialogue, ask questions about things discussed in class that don't make sense and rebut assertions that seem wrong both in and between classes. Secondly, many of the assignments will require you to utilize the Web or engage in other information-seeking tasks. You are expected to take the initiative and be proactive in these tasks.

Attention to the Public Sector: This is a seminar that is centrally concerned with issues revolving around the public sector, including broad, theoretical issues such as the proper scope of government as well as technical issues such as budgeting, finance and personnel. To succeed in the class, you'll need to be attentive to public-sector issues in the media and more traditional academic sources. This means, among other things, some combination of watching the news, read-

ing newspapers or electronic news sites and in general being attentive to both governance and government in the United States today.

Evaluation

Each participant will complete three assignments and be given a discretionary grade as outlined below. Detailed instructions for each assignment are distributed at the beginning of the semester.

Assignment One: The Research Paper Proposal

You will prepare a one-page proposal for a research paper you will complete in Assignment Three using criteria described in the detailed assignment.

Assignment Two: The Preliminary Annotated Bibliography

You will submit a preliminary annotated bibliography of sources you have gathered for the research paper, with brief annotations of each source.

Assignment Three: The Research Paper

You will prepare a research briefing paper using criteria described in the assignment.

<i>Assignment</i>	<i>Weight</i>
One: Research Paper Proposal	20%
Three: Annotated Bibliography	20%
Four: Research Paper	40%
Discretionary Grade: (includes participation, demonstration that you have read the text and other materials, and timeliness of assignments)	20%
Total:	100%

All assignments are to be sent to me as e-mail attachments in Word (not Adobe!).

Assignments must be named as follows: Last Name Assignment #.

Example: "Cahill Assignment One"

■ Class Schedule

Class #	Date	Topic(s)	Readings	Assignment
Theme One: Introducing Public Management and Policy				
1	Mon 1/14	Welcome to the Semester!	--	<i>Assignments distributed</i>
--	Mon 1/21	No Class; Martin Luther King Day		
2	Mon 1/28	Evolving Definitions of Public Administration and Policy	Shafritz, chs. 1, Defining Public Administration and 2, The Political and Cultural Environment of Public Policy and Its Administration	
3	Mon 2/4	Skills You Really, Really Need: The Difference Between “Ideas” and “Topics”; Successful Search Strategies, Assessing the Quality of Sources; Accessing Full-Text Articles Through UNM	--	
4	Mon 2/11	The Sticky Nature of Governance in the United States I: Federalism	Shafritz, ch. 4, Intergovernmental Relations	
5	Mon 2/18	The Sticky Nature of Governance in the United States II: Federalism	--	
Theme Two: The Foundations of Public Administration and Policy				
6	Mon 2/25	Changing America: the Impact of Demographic Shifts on Public Administration and Policy	--	<i>Assignment One, Research Paper Proposal, Due</i>

Class #	Date	Topic(s)	Readings	Assignment
7	Mon 3/4	The Complexity of Government in the United States	Shafritz, ch. 3, The Continuous Reinventing of the Machinery of Government	
--	Mon 3/11	No Class; Spring Break		
8	Mon 3/18	“Government By Data” - Data and Public Policymaking	Shafritz, ch. 14, Program Audit and Evaluation	
9	Mon 3/25	The Impact of Technology on Reforming Government	Shafritz, ch. 8, Managerialism and Information Technology	<i>Assignment Two, the Preliminary Annotated Bibliography, due</i>
Theme Three: The Evolution of Public Administration and Policy: Going Boldly Where No One Has Gone Before				
10	Mon 4/1	The Evolution of Management Theories in the Public Sector: From Scientific Management to Post-Bureaucratic Organizations	Shafritz, ch. 6, The Evolution of Management and Organization Theory and ch. 7, Organizational Behavior	
11	Mon 4/8	Human Resource Management: The Crucial Difference Between Management and Leadership in the Public Sector	Shafritz, ch. 11, Personnel Management and Labor Relations and Shafritz, ch. 10, Leadership	
12	Mon 4/15	Financial Management: Fiscal Choices as Instruments of Policy and Ideological Preferences in America	Shafritz, ch. 13 Public Financial Management	
13	Mon 4/22	Ethics, Values and Public Policy: The Rise of Accountability in Government and the Role of Government in Enforcing “Equal Treatment Under Law”	Shafritz, ch. 5, Honor, Ethics and Accountability Shafritz, ch. 12, Social Equity	
--	Mon 4/29	“Fudge” Class		<i>Assignment Three, Research Paper, Due</i>

Accommodations

“In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she are not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.”

■ **Title IX**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

■ **Academic Integrity**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.