Introduction to Public Administration

CRJU/POSC 320 — Winter Intersession 2024-25

Asynchronous Online Course

Professor: David P. Adams, Ph.D.

Contact Information:

- Office: 516 Gordon Hall

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- email: dpadams@fullerton.edu

- Office Hours:
    - Monday: 10:00 am — 12:00 pm
    - Schedule meetings throughout the week: https:dadams.io/appt

Technical Problems

University IT Help Desk

Contact the instructor immediately to document the problem if you encounter any technical difficulties. Then contact the Student IT Help Desk for assistance. You can also call the Student IT Help Desk at (657) 278-8888, email, visit them at the Pollak Library North Student Genius Center, or log on to the my.fullerton.edu portal and click "Online IT Help" followed by "Live Chat".

Canvas Support

If you encounter any technical difficulties with Canvas, call the Canvas Support Hotline at 855-302-7528, visit the Canvas Community, or click the "Help" button in the lower left corner of Canvas and select "Report a Problem". The Student Support Live Chat is available 24 hours a day, 7 days a week.

Response Time

I will strive to respond to all student emails and *Canvas* messages within 24 hours, except on weekends and holidays. If you are still awaiting a response within 24 hours, please send a follow-up message. If you are still waiting to receive a response within 48 hours, please send another follow-up message and contact me via phone or SMS at (657) 278-4770.

Catalog Description

Introduces public administration through current trends and problems of public sector agencies in such areas as organization behavior, public budgeting, personnel, planning and policy making. Examples and cases from the Criminal Justice field. (POSC 320 and CRJU 320 are the same course.)

Course Description

Public administration plays an important role in our everyday lives. What do public administrators do? What makes this important field of government work? How are decisions made and how does the political environment impact those decisions? Our public administrators have to respond to various demands from United States residents and deal with situations and demands from abroad. The values we share interact and compete for the way our administrators create and implement policy. The core values of public administration include accountability, efficiency, and equity. We'll explore these topics and more as we engage in our class together.

This course is an introduction to the study and practice—the science and art—of public administration. Students will be acquainted with the theoretical and practical aspects of public administration in the American political setting. Topics include organizational theory and practice, decision making, systems analysis, performance evaluation, and administrative and managerial improvement, among others. The emphasis is placed on understanding the roles and responsibilities of public administrators in a democratic political system.

Student Learning Objectives

1. Display a broad understanding of public administration and its role in a democratic society.

2. Demonstrate knowledge of the concepts and theories in public administration.

3. Identify complex problems that face public organizations.

4. Exhibit critical thinking by interpreting information, comparing ideas, and developing opinions.

5. Contrast public and private administration with their corresponding benefits and shortfalls.

6. Demonstrate effective written communication skills.

Required Text

- Kettl, Daniel F. 2023. *Politics of the Administrative Process* (9th ed.) Washington, D.C.: CQ Press.

- Additional readings posted to Canvas

Prequisites

POSC 100 and completion of G.E. Category D.1. If you have not already taken and passed this course or its equivalent, you should not be enrolled in POSC/CRJU 320.

General Education Information

Requirements Satisfied

This course satisfies General Education Explorations in Social Sciences subarea D.4 for those using Catalog Years 2018 and later. The writing assignments in this course, including the policy memo papers and current event summaries described below, meet the requirement of UPS 411.201:

> Writing assignments in General Education courses shall involve the organization and expression of complex data or ideas and careful and timely evaluations of writing so that deficiencies are identified, and suggestions for improvement and/or for means of remediation are offered. Evaluations of the student's writing competence shall determine the final course grade....

General Education Student Learning Goals

Students completing courses in this subarea shall encounter the following learning goals:

1. Examine problems, issues, and themes in the social sciences in greater depth; in a variety of cultural, historical, and geographical contexts; and from different disciplinary and interdisciplinary perspectives.

2. Analyze and critically evaluate the application of social science concepts and theories to particular historical, contemporary, and future problems or themes, such as economic and environmental sustainability, globalization, poverty, and social justice.

3. Analyze and critically evaluate constructs of cultural differentiation, including ethnicity, gender, race, class, and sexual orientation, and their effects on the individual and society.

4. Apply theories and concepts from the social sciences to address historical, contemporary, and future problems confronting communities at different geographical scales, from local to global.

University Student Policies

In accordance with UPS 300.004, students must be familiar with certain policies applicable to all courses. Please review these policies as needed and visit the Cal State Fullerton website for `syllabus policies` for links to the following information:

1. University learning goals and program learning outcomes.

2. Learning objectives for each General Education (GE) category.

3. Guidelines for appropriate online behavior (netiquette).

4. Students' rights to accommodations for documented special needs.

5. Campus student support measures, including Counseling & Psychological Services, Title IV and Gender Equity, Diversity Initiatives and Resource Centers, and Basic Needs Services.

6. Academic integrity (refer to UPS 300.021).

7. Actions to take during an emergency.

8. Library services information.

9. Student Information Technology Services, including details on technical competencies and resources required for all students.

10. Software privacy and accessibility statements.

Academic Integrity

Students are expected to adhere to the highest standards of academic integrity. Any student found to have engaged in academic dishonesty will be subject to the sanctions described in the Academic Dishonesty Policy (UPS 300.021). Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, and submitting previously graded work without prior authorization. Students are expected to be familiar with the university's policy on academic dishonesty and to adhere to this policy in all aspects of this course. Any student who has questions about the policy should ask the professor for clarification.

Course Student Policies

Course Communication

All course announcements and communications will be sent via *Canvas* and university email. Students are responsible for regularly checking their *Canvas* notifications and email. Students are also responsible for ensuring that their *Canvas* notifications are set to receive messages from the course. Students are expected to check *Canvas* and their email at least once daily.

Participation

Students are expected to participate in all course activities. This includes completing all assigned readings, watching all assigned videos, and participating in all discussions. Students are expected to participate in discussions in a professional and respectful manner. Students are expected to be familiar with the university policy on netiquette and to adhere to this policy in all aspects of this course. Any student who has questions about the policy should ask the professor for clarification.

> Netiquette refers to a set of behaviors that are appropriate for online activity (e.g., social media, email, discussions, presentations). All personnel at Cal State Fullerton are expected to demonstrate appropriate online behavior at all times. A good summary of netiquette can be found in the CSUF Canvas self-help guides, which adapts ten rules to the online course situation from the website for the book Netiquette by Virginia Shea and other sources referenced at the bottom of the guide.

Artificial Intelligence Policy

Definitions of Generative AI

For the purposes of this course, generative AI refers to artificial intelligence systems capable of producing human-like text, images, or other content. This includes, but is not limited to:

- Large language models (e.g., GPT-3, GPT-4)
- Text-to-image generators (e.g., DALL-E, Midjourney)
- AI-powered writing assistants (e.g., ChatGPT, Claude)
- Automated content generators

AI Use Policy

In this course, the use of AI is permitted and encouraged as a learning tool, with the following guidelines:

- **Allowed**: Using AI to generate feedback on writing assignments, such as grammar suggestions, style improvements, or additional insights.
- **Allowed**: Using AI to generate ideas or prompts for discussions, essays, or other assignments.
- **Allowed**: Using AI to assist in research, such as summarizing articles, generating citations, or providing additional context.
- **Not Allowed**: Submitting AI-generated content as your own work without proper attribution.
- **Not Allowed**: Using AI to complete assignments that require original thought, analysis, or interpretation.
- **Not Allowed**: Using AI to generate responses in discussions or other interactive activities where personal engagement is required.
- **Not Allowed**: Using AI to take quizzes, exams, or other assessments that are meant to evaluate your individual understanding and skills.
- **Not Allowed**: Using AI to engage in academic dishonesty, such as plagiarism, cheating, or misrepresentation of your work.

Rationale for AI Policy

This AI policy is designed to align with our course objectives:

1. It supports the examination of public administration theories by encouraging critical engagement with AI feedback.
2. It enhances literature review skills by allowing AI to provide additional perspectives on annotations and syntheses.

3. It improves writing skills by providing an additional source of feedback and encouraging revision.

4. It fosters critical thinking by requiring students to evaluate and incorporate AI feedback thoughtfully.

5. It contributes to professional development by familiarizing students with AI tools they may encounter in their public administration careers.

Guidance for Students on AI Use

- When using AI for feedback, always cite it as a source. For example: "ChatGPT (Version X.X) [AI model]. OpenAI. Feedback received on [Date]."

- Be critical of AI-generated content. AI can make mistakes or provide biased information.

- Use AI as a tool to enhance your learning, not as a substitute for your own critical thinking and analysis.

- We will discuss ethical AI use and its implications for public administration during our course.

Repercussions for Policy Breaches

- Suspected misuse of AI (e.g., submitting AI-generated content as your own without proper attribution) will be addressed on a case-by-case basis.

- Detection methods may include inconsistencies in writing style, unusual phrasing, or content that doesn't align with the student's demonstrated knowledge and skills.

- Consequences for policy breaches may range from a required revision of the assignment to more severe academic integrity penalties, such as dismissal from the MPA program, depending on the nature and extent of the misuse.

Remember, the goal of this policy is to enhance your learning experience and prepare you for a future where AI will likely play a significant role in public administration. Use these tools responsibly and ethically to support your academic and professional growth.

Due Dates

If you have concerns about meeting assignment deadlines, please get in touch with the professor in advance to discuss potential accommodation. This is a fast-paced course, and late assignments will deducted a half letter grade for each day (24 hours) they are late.

Alternative Procedures for Submitting Work

Students are expected to submit all assignments via *Canvas*. If you cannot submit an assignment via *Canvas*, please get in touch with the professor to discuss alternative submission procedures.

Extra Credit

There are no extra credit assignments in this course.

Course Delivery

This course will be delivered asynchronously online via *Canvas*. Students are expected to log on to *Canvas* at least once daily to check for announcements and updates. Students are also expected to check their university email at least once daily.

Course Structure

This course is divided into 10 modules. Each module will include a video lecture, assigned readings, a discussion, and a writing assignment.

Course Requirements

Video Lectures and Quizzes

Each module will include a video lecture. Students are expected to watch each video lecture and complete the corresponding quiz. Video lectures will be available on *Canvas* and on YouTube. Quizzes will be administered via *Canvas*.

Readings

Each module will include assigned readings. Students are expected to complete all assigned readings. Readings consist of the textbook material covered in each module and additional readings posted to *Canvas*.

Discussions

Each week will include a discussion. Students are expected to participate in all discussions. Discussions will be administered via *Canvas*. Instructions for each discussion will be posted to *Canvas*.

Writing Assignments

Over the course of this term, you will complete a Policy Brief Project, a scaffolded assignment that builds on the topics and concepts covered each week. This project challenges you to analyze a real-world issue in public administration and propose actionable solutions. The project is broken into four components: identifying the problem (Week 1), analyzing the context (Week 2), developing recommendations (Week 3), and finalizing the brief (Week 4). Each step provides structured guidance to help you apply course material effectively and create a professional, evidence-based document. By the end of the course, you will have a polished, 6-8 page policy brief that demonstrates your ability to synthesize research, critically analyze issues, and communicate recommendations clearly. Detailed instructions and rubrics for each stage will be provided in Canvas.

Quizzes

Each module will include a quiz. Quizzes will be administered via *Canvas*. Quizzes will cover the material presented in the video lectures and assigned readings for each module.

Grades

Grading Scale and Grade Weights

The grading scale is shown in Table 1. Grades will be given based on Table 2 weights.

Table 1: Grading Scale

Grade	Percentage	Grade	Percentage
A+	98.0 − 100	C+	78.0 − 79.9
A	92.0 − 97.9	C	72.0 − 77.9
A-	90.0 − 91.9	C-	70.0 − 71.9
B+	88.0 − 89.9	D+	68.0 − 69.9
B	82.0 − 87.9	D	62.0 − 67.9
B-	80.0 − 81.9	D-	60.0 − 61.9
		F	Below 59.9

Table 2: Grade Weights

Assignment	Percentage
Video Lectures and Quizzes	30%
Discussions	15%
Writing Assignment (Policy Brief)	55%

Grade Disputes

If you have a question about a grade, please contact the professor via email or *Canvas* message. Please include a detailed explanation of your question and a copy of the assignment in question. Please allow up to 48 hours for a response.

Course Schedule

Week 1: Introduction and Foundations (12/22 - 12/28)

- **Module 1:** Course Introduction and Overview
  - Introduction video
  - What is Public Administration?

- **Module 2:** The Foundations of Public Administration
  - Video 1: Basic Concepts
  - Video 2: Historical Context

- **Discussion:** Importance of Public Administration

- **Writing Assignment:** Policy Brief Project: Identifying the Problem

Week 2: Government Functions and Organizational Theory (12/29 - 1/4)

- **Module 3:** Government Functions

  – Video 1: What Government Does
  – Video 2: How Government Functions

- **Module 4:** Organizational Theory

  – Video 1: Basics of Organizational Theory
  – Video 2: Application in Public Administration

- **Module 5:** The Executive Branch and Organization Problems

  – Video 1: Structure of the Executive Branch
  – Video 2: Common Organizational Problems

- **Discussion:** Real-world examples of government functions

- **Writing Assignment:** Policy Brief Project: Analyzing the Context

Week 3: Human Capital and Decision Making (1/5 - 1/11)

- **Module 6:** Human Capital in Government

  – Video 1: The Civil Service
  – Video 2: Human Capital Management

- **Module 7:** Decision Making and Budgeting

  – Video 1: Decision Making in Public Administration
  – Video 2: Budgeting Process

- **Discussion:** Challenges in managing human capital in public sector

- **Writing Assignment:** Policy Brief Project: Developing Recommendations

Week 4: Implementation, Performance, and Accountability (1/12 - *Friday 1/1*)

- **Module 8:** Implementation and Performance

  – Video 1: Strategies for Effective Implementation
  – Video 2: Measuring Performance in Public Sector

- **Module 9:** Regulation and the Courts

  – Video 1: Role of Regulation
  – Video 2: Public Administration and the Judiciary

- **Module 10:** Accountability and Oversight

  – Video 1: Concepts of Accountability

- Video 2: Mechanisms for Oversight

- **Discussion:** Balancing regulation and innovation

- **Writing Assignment:** Policy Brief Project: Finalizing the Brief

- **Course Wrap-Up:** Summary video, feedback, and next steps