PAD 5302.001 – THE PUBLIC ADMINISTRATION PROFESSION

Bradley S. Chilton, Ph.D., J.D.  
Professor, Public Administration Program  
Office: 105 Benedict Hall; hours: 3:00-6:00pm Tuesdays

objectives:  “PAD 5302 – The Public Administration Profession (3-0). Overview of public administration as an academic discipline and practitioners in public, nonprofit and other organizations providing public services and goods, with emphasis on professionalism, strategic communications & information processing.” 2019 UTEP Graduate Catalog.

PAD 5302: The Public Administration Profession is a 3-credit-hour graduate course involving an overview of the academic discipline of public administration and of practitioners in public, nonprofit and other organizations providing public services and goods. First, we will overview public administration – management, policy, law, ethics and public interests – constituting the scope of public administration and its practice. Second, we analyze in-depth the ethical principles of public administration and ASPA Code of Ethics professionalism in the workplace and in providing public services and goods, with application to case-study problems from actual organizational settings. Finally, we critique these topics with applications to your strategic communication and information processing in the study of public administration. Because this is a graduate course at a university, we take a scientific approach to systematically understand public administration and its practices. By getting to know and critique these topics and applications, we hope to better understand the modern administrative state and the public administration profession and find practical working solutions to current pressing needs and problems.

Our class format is primarily traditional face-to-face with lectures, discussions, student presentations, quizzes, a final examination, and development of term papers and book reviews. Our main required textbook will be available for free at the course website on UTEP Blackboard, along with other course materials. If you have any special needs or challenges in the course, please tell me and I will work with you to ensure your reasonable access needs are met. Finally, follow the UTEP honor code, don’t plagiarize, and be truthful and honest in your efforts.


grades:  Term Paper (on a topic of mutual interest, following course formats) 40%

Book Review Paper (of Thompson, Without Purpose of Evasion, by our format) 20%

Take-home final examination (questions to assess general course themes) 20%

Class Participation: (a) quizzes and (b) topical readings & paper presentations 20% 100% TOTAL

requisites:  Term Paper, to research the literature on a specific topic of mutual interest in the area of public administration & public policy. Focus your term paper on a narrow topic of mutual interest, critiquing at least 10 or more scholarly references. Submit your term paper following the attached format guide. [worth 40% of your course grade]

Book Review Paper, to overview, compare and critique a book by Thompson, Without Purpose of Evasion (2017). Submit your book review paper following the format in Appendix C. [worth 20% of your course grade]

Take-home Final Examination, includes essay and objective questions to assess your understanding of general themes in the course. The take-home final examination begins and is due on. [worth 20% of grade]

Class Participation is encouraged by the award of one-fifth of your grade for nine (9) in-class quizzes and your in-class presentations of the readings. In-class PRESENTATIONS are by self-selection of group presentations of nine (9) of the topical readings (the ones with quizzes), as well as WORKSHOP discussions. [worth 20% of grade]
TOPICAL OUTLINE OF THE COURSE:

<table>
<thead>
<tr>
<th>class dates</th>
<th>quiz</th>
<th>topical theme of readings; course activities, presentations &amp; discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 27</td>
<td></td>
<td><strong>TOPIC:</strong> Introduction to the Public Administration Profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: syllabus &amp; get the textbooks: Chilton, et al. (2019); Thompson (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OPTIONAL/EXTRA BOOK: Lynch &amp; Lynch (2019) for supplemental extra readings</td>
</tr>
</tbody>
</table>

**WORKSHOP: WORKSHEET 1:** Introductions & Prepping Term Paper; TENTATIVE PAPER TOPIC
READ: Chilton, et al., Appendix C

Sept. 3     1  TOPIC: Administration in the Public Interests
READ: Chilton, et al., chp 1; Thompson, chps 1&2 (1-44); Extra-Lynch & Lynch, chps 1,2&3

Sept. 10    -  WORKSHOP: WORKSHEET 2: Paper Proposal; Aiming your research argument in the literature review
READ: Chilton, et al., Appendix C

Sept. 17    2  TOPIC: A History of Public Administrators & Virtue Ethics
READ: Chilton, et al., chp 2; Thompson, chps 3,4&5 (45-100); Extra-Lynch & Lynch, chps 4,6,8

Sept. 24    3  TOPIC: Democratic Policymaking & Utilitarian Ethics
READ: Chilton, et al., chp 3; Thompson, chps 6,7&8 (101-145); Extra-Lynch & Lynch, chp 5

Oct. 1      -  WORKSHOP: WORKSHEET 3: References, bibliographies & paper-writing in APA style
READ: Chilton, et al., Appendix C
REFERENCE PAGE: at least ten (10) scholarly sources for your term paper in APA style.

Oct. 8      4  TOPIC: The Constitution, Administrative Law & Deontological Ethics
READ: Chilton, et al., chp 4; Thompson, chps 9,10&11 (147-197); Extra-Lynch & Lynch, chp 5

Oct. 15     5  TOPIC: Federalism, States, Communities & Honesty
READ: Chilton, et al., chp 5; Thompson, chps 12,13&14 (199-258); Extra-Lynch & Lynch, chp 7

Oct. 22     6  TOPIC: Public Organizations Management & Loyalty
READ: Chilton, et al., chp 6; Thompson, chps 15,16&17 (259-300); Extra-Lynch & Lynch, chp 9

Oct. 29     7  TOPIC: Human Resources Management & Diversity
READ: Chilton, et al., chp 7; Thompson, chps 18,19&20 (301-343); Extra-Lynch & Lynch, chp 10

Nov. 5      8  TOPIC: Public Financial Management & Corruption
READ: Chilton, et al., chp 8; Thompson, chps 21,22&23 (345-390); Extra-Lynch & Lynch, chp 11

Nov. 12     9  TOPIC: Nonprofits & Faith-Based Organizations
READ: Chilton, et al., chp 9; Thompson, chps 24,25&26 (391-427); Extra-Lynch & Lynch, chp 12

Nov. 19     -  THANKSGIVING HOLIDAYS [work on your papers!]

Nov. 26     -  WORKSHOP: WORKSHEET 4: Writing Check-Sheet, Book Review & Term Paper
READ: Chilton, et al., Appendix C; Thompson, chps 27,28,29&epilogue (429-474)
BRING ROUGH DRAFT: of your literature review term paper & book review paper

Dec. 3      -  INDIVIDUAL PRESENTATIONS of term papers

BEGIN: Take-Home FINAL EXAMINATION: handed-out during the last class meeting, Tuesday, December 3, 2019
DUE: Take-Home FINAL EXAMINATION DUE: Tuesday, December 10, 2019, during finals week
DUE: FINAL DRAFT of your BOOK REVIEW PAPER DUE: Tuesday, December 10, 2019, during finals week
DUE: FINAL DRAFT of your LITERATURE REVIEW TERM PAPER DUE: Tuesday, December 10, 2019, during finals week
TERM PAPER – PAPER FORMAT GUIDE

The term paper is designed so that you will understand in greater depth a specific topic of mutual interest in the area of the public administration profession. Your term paper should focus on a narrow topic of mutual interest, incorporate at least ten (10) or more bibliographic references on your narrow topic, and critique what you have read – and what future research needs to be done. Submit your term paper typed in English, with 12-point Times New Roman font, in APA-style, following the format guide below. If you have any challenges or questions with this project, please feel free to discuss these concerns with me and I will work with you.

PAPER FORMAT GUIDE
The term paper will be at least ten (10) pages long, double-spaced, 1-inch margins, and typed in 12-point Time New Roman font. If you are unfamiliar with the writing of term papers, you may use the UTEP writing center (you’ve already paid the fee) for additional help. And we will discuss the paper project in classes. The term paper is a style of paper-writing that is organized, focused on a narrow subject, and documents the sources of all borrowed ideas, quotes, and materials. Your term paper must include:

- **TITLE PAGE**: with the full title, author’s name (you), and other information in APA-style;
- **ABSTRACT**: short summary of your paper on a separate page, following the APA-style;
- **ESSAY**: using complete sentences to develop ideas within paragraphs and sections;
- **INTERNAL CITATIONS**: consistent use of APA-style internal citations to credit things you borrow;
- **REFERENCES**: at the end of the paper, a separate page with APA-style reference citations for all cited works.

GRADING: In grading term papers, First, I check that your paper follows directions and is complete:

- Did you pick a mutually accepted topic, as instructed in the course?
- Did you write an original paper, or was it plagiarized? Was it at least 10 pages?
- Did the paper include a title page, abstract, essay, internal citations, and references?
- Did the paper properly use APA-style internal citations and references?

Second, I check for misstatements and misinformation in presentation and writing style:

- Did the paper misstate any important idea(s) in its presentation and/or writing style?
- Did the paper misinform or confuse the reader as to what is not the case?

Finally, I check for cogency or how effectively you communicate your ideas.

- SO, FOLLOW DIRECTIONS, BE COMPLETE, BE CLEAR, BE TRUE!

WRITING A LITERATURE-REVIEW CRITIQUE: You may find relevant literature by researchers, professors, practitioners, and agency policy analysts in journals and books in libraries in the stacks, by online journals and books, and by inter-library loan. In reading and summarizing these scholarly works, develop your literature review in an essay-style with paragraphs and themes, not just an annotated bibliography summary of one scholarly work at a time. Consider the following when you write your literature review critique: (1) what does the specific work say? (2) how does the content of the specific work relate to the narrow topic of your term paper? (3) what do you think of what the author arguments? In your critique, generally discuss how you agree or disagree with the author by engaging in a dialogue with the author, not just repeating what the author said. In your critique, try to be impartial by reading sympathetically with the author, acknowledging your opinions on the subject. According to Mortimer Adler, How To Read a Book (1940; 1973), there are usually four ways in which we make a general criticism of the SOUNDNESS of the author’s argument/theme:

- **The author is uninformed**: the author lacks some vital relevant information
- **The author is misinformed**: the author asserts what is not the case
- **The author’s analysis is incomplete**: the author hasn’t solved all problems as set out
- **The author is illogical**: there is a fallacy in the author’s reasoning, for example:
  - non sequitur: a conclusion doesn’t follow the given reasons
  - inconsistency: 2 or more statements are inconsistent
  - cogency: the author reasons poorly from otherwise good grounds

OTHER HELPFUL HINTS: 1) Make sure you understand each part of the term paper in entirety. I’ll be happy to answer your questions. 2) Use quotation marks when directly quoting from a source. Underline or italicize court case titles. 3) Run the spell checking on your computer, but note that you still need to proofread because spell checking will not catch all mistakes (e.g., its and it’s, trail and trial, there and their). 4) Use short, simple sentences with effective verbs to make your writing more persuasive. 5) Organize the overall structure of your paper, making each sentence, paragraph, and sub-section a logical part of your argument. 6) Don’t procrastinate! 7) Proofread your paper again! 8) Revise, revise, and then revise again!
The book review paper is a short, 4 pages (or longer), digitally printed review of John Thompson, *Without Purpose of Evasion* (2017). The final draft of your book review paper is due at the end of the semester. It should include a complete APA-style citation of the book and APA-style citations for any of your outside references. For fairness in grading, please follow the 3-part format below:


2. **HOW DOES THE BOOK RELATE TO OUR COURSE?** Compare and contrast the ideas presented in Thompson, *Without Purpose of Evasion* (2017) in 3 paragraphs to 3 distinct topical themes of the course (see page 2 of syllabus for 9 topical-themes; 1 per quiz). Cite specific pages where appropriate to make your specific comparisons or contrasts.

3. **WHAT DO YOU THINK OF THE BOOK?** Discuss how you agree or disagree with the author; focusing on the IDEAS presented.

---

### WRITING SKILLS -- SELECTED INTERNET SITES

<table>
<thead>
<tr>
<th>SITE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.wikihow.com/Improve-Your-Writing-Skills">http://www.wikihow.com/Improve-Your-Writing-Skills</a></td>
<td>Four ways to improve one’s writing.</td>
</tr>
<tr>
<td><a href="http://www.smashingmagazine.com/2009/06/28/50-free-resources-that-will-improve-your-writing-skills/">http://www.smashingmagazine.com/2009/06/28/50-free-resources-that-will-improve-your-writing-skills/</a></td>
<td>Fifty free resources.</td>
</tr>
<tr>
<td><a href="http://michaelhyatt.com/improve-writing.html">http://michaelhyatt.com/improve-writing.html</a></td>
<td>Seven “tricks.”</td>
</tr>
<tr>
<td><a href="http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/">http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/</a></td>
<td>University of Bristol, grammar rules.</td>
</tr>
<tr>
<td><a href="http://web.mit.edu/me-ugoffice/communication/technical-writing.pdf">http://web.mit.edu/me-ugoffice/communication/technical-writing.pdf</a></td>
<td>MIT technical writing slide show.</td>
</tr>
<tr>
<td><a href="https://owl.english.purdue.edu/owl/section/4/16/">https://owl.english.purdue.edu/owl/section/4/16/</a></td>
<td>Purdue University, Owl – technical writing.</td>
</tr>
<tr>
<td><a href="https://owl.english.purdue.edu/owl/section/4/18/">https://owl.english.purdue.edu/owl/section/4/18/</a></td>
<td>Purdue University, Owl – social science writing.</td>
</tr>
<tr>
<td><a href="http://gsoc.ucla.edu/gwc/resources/writing-in-public-affairs.html">http://gsoc.ucla.edu/gwc/resources/writing-in-public-affairs.html</a></td>
<td>UCLA, writing resources for public affairs</td>
</tr>
</tbody>
</table>

### APA Style on www

| University of Wisconsin – Madison Writing Center | http://writing.wisc.edu/Handbook/DocAPA.html |
| American Psychological Association | http://www.apastyle.org/ |
| Purdue Owl | https://owl.english.purdue.edu/owl/resource/560/01/ |
| Cornell University | http://www.library.cornell.edu/resrch/citmanage/apa |
| University of Illinois | http://www.cws.illinois.edu/workshop/writers/citation/apa/ |
| Penn State University | http://www.libraries.psu.edu/lls/students/apa_citation.html |
| University of Washington | http://www.lib.washington.edu/help/guides/43APA.pdf |
COURSE POLICIES

ACADEMIC DISHONESTY AT UTEP

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

A. CHEATING includes:

• Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
• possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
• using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
• collaborating with or seeking aid from another student for an assignment without authority;
• substituting for another person, or permitting another person to substitute for one's self, to take a test;
• and falsifying research data, laboratory reports, and/or other records or academics offered for credit;

B. PLAGIARISM means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one’s own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors;

C. COLLUSION means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

TAKING PRECAUTIONS - What can you do to avoid being charged with academic dishonesty?

• Avoid procrastination
• Get to know your professors as well as their expectations regarding collaboration and citation
• Find a tutor to help with difficult classes
• Physically distance yourself from others when taking exams
• Do not loan completed assignments to other students
• Refuse to help students who cheat
• Use a handbook as a reference for how to appropriately cite sources
• Become familiar with the UTEP policies and procedures related to academic dishonesty
• Class participants are strongly encouraged to review the materials at http://www.plagiarism.org/.

The professor will recommend a course grade of “F” in cases of plagiarism. The Director of the Public Administration/MPA Program will be informed of all cases of plagiarism. Potential penalties may be severe. If one has any questions regarding what needs to be referenced, contact the instructor.
WORKING TOGETHER:

You are encouraged to work together, to cooperate, share ideas, resources and insights. However, make certain that the final product reflects your efforts. Learning, like almost everything, is more fun when it is a share experience.

SUBMISSION OF QUIZZES, TESTS, POSTINGS, and PAPER:

Please submit all quizzes, tests, postings, the book review paper, and the term paper in-class or at my office at Room 404 Kelly Hall. Submit each paper or item separately so that I can tell which quizzes, tests, or papers you are submitting. LATE submission will receive a deduction of one (1) letter grade for each day of lateness following the due date. Exceptions may include a mutually agreed arrangement made IN-ADVANCE, or any bona-fide emergencies (be prepared to later supply documentation). Review the schedule on page 2 of this syllabus. If there are conflicts, let's discuss them as soon as possible.

COMMUNICATION:

You may contact me in a number of ways:

- Phone me at my office: (915) 747-5016
- Make an appointment to see me in person
- Email me directly (bschilton@utep.edu) or within UTEP Blackboard. I will respond to any email within two working days (usually one day). I usually read my email in the morning, Monday-Friday. Please note that an email sent late Friday might not receive a response until Monday.
- There's always snail-mail!

INSTRUCTOR AVAILABILITY:

The instructor is available for in-person consultation or via telephone, and Blackboard (e-mail or discussion) (please see my contacts on page 1 of this syllabus). You – the class participants – are my number one (1) professional priority!

---

I seek to maintain an inclusive environment. I comply with procedures established by the UTEP Disabled Student Services Office (DSSO). If a student has a disability or suspects he/she may have a disability, and would like reasonable accommodation, it is her/his responsibility to: 1) inform me at the beginning of the course and 2) contact DSSO at 915-747-5148, dss@utep.edu, or Union East Building (Room 106). Let me know and I will try to accommodate students who register with DSSO.