
UNIVERSITY OF TEXAS AT EL PASO
PAD 5302: The Public Administration Profession
Fall 2022

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Office Hours: TR 9-10am (by appointment)

CRN: 18904/12099
Classroom: HUDS 300
Date/Time: W 6:00pm-8:50pm

COURSE OVERVIEW

The primary goal of this *PAD 5302* course focuses on the role of administration in government and the primary relationships and responsibilities that influence and explain administrative behavior and public administration performance. We will study management processes involved in accomplishing administrative government and explore the various trends in, and techniques of public management. In doing so, we will concentrate on relationships that affect public administrators because we want to understand the craft of public administration and its influence on society. We will also consider in-depth the ethical concerns and responsibilities associated with the administration of public organizations through case study analyses and other class activities. In addition, the course will also deal with community engagement issues and the prospects for key policy reforms in the current political environment, namely through a Civic Design research paper project as well as some extra-curricular community engagement opportunities. I look forward to working with you during the course of the semester and encourage you to be active in our activities and discussions.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Learning outcomes relevant to Social and Behavior Sciences (SBS) and in line with UTEP's CEL and Edge Missions - Students can expect to learn the following by the end of this course:

- To define, understand, and apply basic concepts, principles, and practices regarding public administration and its role in U.S. governance (Targeted Edge Advantages: Critical thinking, Problem solving)
- To apply a body of factual knowledge directly relevant to understanding the role of administrators across a range of public organizations (Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence)
- To critique and apply major ideas that are directly relevant to analyzing the effects of historical, social, political, economic, and global forces on the state of public administrators and the organizations they lead (Targeted Edge Advantages: Communication, Critical thinking, Problem solving)
- To recognize and apply basic analytical methods and approaches that social scientists use relevant to the study of the craft of public administration (Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence, Global Awareness, Social responsibility)
- To develop ideas about the role that citizens play in national politics through various means of skill-building in political participation, including social communication,

interpersonal teamwork, and change-making skills, which lend themselves broadly to leadership in community engagement (Targeted Edge Advantages: Global awareness, Social Responsibility, Change-Making Skills, Initiative and Responsibility)

- To understand and apply the basics of academic writing and generate theories from the literature to evaluate the current events and conditions related to the administrative craft (Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence, Global Awareness, Social responsibility)

OBJECTIVES FOR PROFESSIONALISM

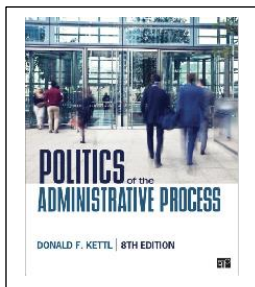
As a member of this classroom it is vital that you to adhere to the following principles of professionalism:

- interpret the consequences of one's own actions (unprofessional conduct will be dealt with swiftly through the university)
- have responsible civic engagement—that is,
 - respect different points of view and different cultures
 - work effectively as a member of the classroom
 - articulate the value to society and the workplace of a diverse and global perspective

As such, it is essential that the utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be discussing at times sensitive and controversial topics. Avoid any unnecessary arguments with other class members, such as targeted polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views.

No inappropriate behavior will be tolerated. Unprofessional conduct will be dealt with swiftly through the university and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

REQUIRED COURSE TEXT



Kettl, Donald F. 2020. *Politics of the Administrative Process (8th Edition)*. Thousand Oaks, CA: CQ Press. (ISBN: 978-1544374348)

This book is available at online bookstores and suppliers in hardback, paperback, and online formats for purchase or rent.

Apart from the one required book, I will also share some additional scholarly readings and activity links that I will list on the class schedule and make available for instructional purposes on our Blackboard course page.

GRADING POLICY

Your final grade in this class will be based on the following requirements:

Course Requirement	Due	Weight
Class Attendance & Participation	All Meetings	20 percent
Homework Assignments	Various dates	10 percent (in total)
Civic Design Research Project	11/30	30 percent
Midterm Exam	10/19	20 percent
Final Exam	TBD	20 percent
Community Engagement	Extra Credit	Up to 2 bonus points
Total		100

All grades (including the final grade) are based on the following distribution of points:

Points	Letter
≥ 89.50	A
79.50-89.49	B
69.50-79.49	C
59.50-69.49	D
≤ 59.49	F

I do not change grades or give individual-specific extra-credit opportunities to be fair to everyone. If you are concerned about your grade, please come and see me during my office hours. This is particularly important if your grade on the first exam is not what you expected. I will not change the grade, but I can give you feedback and suggestions on how to improve your performance in the class.

CLASS PARTICIPATION

I expect everyone to attend class on the scheduled dates and times. Keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions. To do so, you should complete the assigned readings before each class meeting. Exams will cover material from the readings and the lectures, so doing just one or the other will leave you at a disadvantage.

You will be asked to sign an attendance sheet at each class meeting and it is your responsibility to make sure to sign-in. In-class attendance and participation will count for 10% of the final grade such that one must attend and participate in class to earn an A. Only those students who attend class regularly and actively participate in class discussions will receive full credit (100) for their class participation grade. *After one unexcused absence, I will begin to deduct 10 points from your participation grade for each absence thereafter. If you arrive late and request to sign-in at the end of the class meeting, I will deduct 5 points from your participation grade for each incident of tardiness after two late arrivals. The same policy will apply to incidents of leaving class early (Note that if you leave the class early, the time of your departure will be recorded).*

The class participation portion of the grade is non-negotiable and left solely to the discretion of the instructor.

CIVIC DESIGN RESEARCH PROJECT

Full instructions will be provided in class. In the meantime, below is a brief introduction:

The notion of “civic design,” introduced by Dana Chisnell and the Center for Civic Design, a nonprofit, has helped electoral officials across the US create user-centered documentation including paper ballots and voter educational materials. Still, linguistically, culturally, and racially diverse communities have yet to be fully included in civic design products and systems. Intercultural approaches are integrated to push civic design to more globally networked and justice-oriented directions. For this project, students will explore the concept and past application of civic design, and come up with their own civic design ideas and how they could be developed and implemented to address key issues and community needs.

Note: As you may know, UTEP has recently begun an initiative called Edge, which recognizes that “Students enter UTEP with many talents, great strengths, and big dreams. The UTEP Edge – the cross-campus culture of student success and empowerment – develops these assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni and community partners.” Accordingly, the course assignments are developed with a mindset to allow each student to apply their learning exercises and skills in a way that aligns with what UTEP refers to as “Edge Advantages” goals as listed under our learning outcomes for the course. To see more information about UTEP’s Edge Experiences and Edge Advantages assets, visit: <https://www.utep.edu/edge/about/about.html>

EXAMS

There are two exams for the course: a midterm exam and a comprehensive final. Questions are based on the readings, lectures, and class discussions.

Make-up exams

Make-up exams will be given *only* in the case of a *documented* university-excused absence (see the “excused absences” section below). Note that make-up exams may be in a different format than the original exam and may require more intensive preparation. If you miss a test and your absence is not considered excused, you will receive a zero on the test. This policy will be strictly enforced.

EXTRA CREDIT

I will be providing up to 2 bonus points added to the final average for those who complete 2 hours of voter registration outside of class on their own. Essentially, you can do 1 hour for 1 bonus point or 2 hours for 2 bonus points (I will provide more information about this opportunity at the time I assign it for those who are interested).

Note: This community engagement activity allows one to put into practice some of the skills being developed for the course that fall in line with UTEP’s overall longstanding mission of outreach as well as our current UTEP Edge Advantage mission of engagement, with a particular

focus on community leadership, building self-confidence by getting out into the community, global awareness of voter participation needs, social responsibility in helping to fill that need, and communication in engaging others in a nonpartisan manner about active participation in the electoral process. As such, Targeted Edge Advantages for this activity apply particularly to the categories of Leadership, Confidence, Global Awareness, Social Responsibility, and Communication.

EXCUSED ABSENCES

I will excuse absences and late work *only* when a student participates in an official university-recognized activity, observes a recognized religious holiday of her/his faith that happens to coincide with a class session, is called to and participates in active military service for a reasonably brief period, or confronts a medical emergency. To be excused, you must notify me *in writing* prior to the date of absence. That said, in cases where advance notification is not feasible (e.g. a medical emergency), you must provide notification as soon as possible following your absence. Such notification must include an explanation of why notice could not be sent in advance. You must also provide satisfactory documentation verifying the reason for the absence. In case of an illness, a doctor's note is the proper documentation required. *For my records, you should e-mail me a scanned copy of the documentation that verifies the reason for your absence (if you don't have access to a scanner, you can take a photo of the documentation).* *Documentation that is not provided in a timely manner will not be accepted.* Please do not ask me to excuse absences for minor illnesses or scheduling conflicts. I am aware that students have other interests and obligations, but you should nevertheless make this class a priority. If you are likely to have recurring conflicts, please take another course that better fits your schedule.

See academic regulations in UTEP Undergraduate Catalogue for a list of excused absences: <http://academics.utep.edu/Default.aspx?tabid=54418>. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline."

CLASSROOM AND E-MAIL PROTOCOL

Chatting, e-mailing, internet browsing, or any activity not related to official class activity is prohibited. The best way to contact me is via UTEP e-mail. I will make every attempt to respond to your e-mail within 24 hours of receipt during weekdays. I will respond to weekend messages by Monday at the latest. When e-mailing me, please put the course number in the subject line. In the body of your e-mail clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

ACADEMIC DISHONESTY AND MISCONDUCT

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, collusion, and plagiarism. Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test. Collusion involves collaborating with another person to

commit any academically dishonest act. *One example of collusion is signing in for another person (or having someone sign for you) on the class attendance sheet.*

Plagiarism is commonly defined as passing off the ideas, works, writing, etc., of another person as your own. Accordingly, you are committing plagiarism if you copy the work of another person and turn it in as your own work, even if you have the permission of that person. If you are unsure whether a citation is required, err on the side of caution and provide one. A document detailing different forms of plagiarism is provided on Blackboard. Here is an informative webcast on plagiarism: <http://www.plagiarism.org/resources/webcasts>.

Be aware, just as the internet has made it easier to find material, it has also made it easier to trace the source of any written work. All written work submitted for this course will be checked by the instructor for originality via *SafeAssign*—an online originality checking service made available by UTEP.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <http://studentaffairs.utep.edu/Default.aspx?tabid=4386> for further information.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you require specific accommodations and support services, please contact the Center for Accommodations and Support Services (CASS). Please keep in mind that accommodations need to be requested at least two weeks (or a month if advance planning, such as the acquisition of books-on-tape, is required) prior to the beginning of the semester. Here is the contact information for CASS: web: <http://sa.utep.edu/cass/>; phone: (915) 747-5148; fax: (915) 747-8712; e-mail: cass@utep.edu; location: UTEP Union Building East Room 106.

COVID-19 PRECAUTIONS AND ACCOMMODATIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Further COVID-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

Under no circumstances should anyone go to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let the University know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Students who refuse to follow UTEP's preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus but have face-to-face classes, you should contact your professors as soon as possible so necessary and appropriate accommodations can be arranged.

Students who are considered high risk according to [CDC guidelines](#) and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

SOFTWARE REQUIREMENTS

You will need the following software on your computer to efficiently work in this course (your computer may already have some of these programs installed):

- Adobe Acrobat Reader. To get this program, go to <https://acrobat.adobe.com/us/en/products/pdf-reader.html> and follow the instructions.
- Adobe Flash Player. To get this program, go to <https://get.adobe.com/flashplayer/> and follow the instructions.
- QuickTime Player. To get this program, go to <http://www.apple.com/quicktime/download/> and follow the instructions.

Microsoft Office. If you do not have a word-processing software, go to <https://my.apps.utep.edu>. Using My.Apps interface, UTEP students can access most software offered in student computer labs (including Microsoft Office) from their personal computing devices. Students can use any laptop, tablet, or smartphone with an Internet connection and use the software from anywhere at any time. For more information, go to <http://admin.utep.edu/Default.aspx?tabid=73740> and follow the instructions.

UTEP TECHNICAL SUPPORT

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.

[Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

The course materials used in this course are copyrighted. By course materials, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lecture notes and PowerPoint slides, in-class materials, review sheets, and additional problem sets. This also includes any information posted on the course webpage. Because these are copyrighted, you do not have the right to distribute the course materials, unless I expressly grant permission.

COURSE SCHEDULE AND READING ASSIGNMENTS*

<p>Note: This is a provisional course schedule. With advanced notice, I may introduce specific changes or updates based on progress in class. Thus, the course schedule may change at the instructor's discretion.</p>	
8/24	<p>Introduction and Course Overview Intro Discussion: Accountability & Ethics in Public Administration ~During this session, we will also review the syllabus/schedule, key requirements, and preview the class project requirements and options. ~Please order/buy your required textbook, thanks! <i>Readings:</i> Kettl Chapter 1 * Finer, H. 1941. "Administrative Responsibility in Democratic Government." <i>Public Administration Review</i> 1: 447-452.</p>
8/31	<p>Government Role and Functions <i>Readings:</i> Kettl Chapter 2 *Rosenbloom, D. (1983). "Public Administration Theory and the Separation of Powers." <i>Public Administration Review</i> 43(3): 219-227. *Meier, K.J., and O'Toole, L.J. 2006. "Governance and the Bureaucracy Problem," In <i>Bureaucracy in a Democratic State: A Governance Perspective</i>, K.J. Meier, and L.J. O'Toole. Johns Hopkins University Press: 1-20.</p>
9/7	<p>Defining and Studying Public Administration <i>Readings:</i> Kettl Chapter 3 *Wilson, W. 1887. "The Study of Administration." <i>Political Science Quarterly</i> 2(2): 197-222. *Cook, B.J. 1996. "Public Administration as Instrument and Institution," In <i>Bureaucracy and Self-Government: Reconsidering the Role of Public Administration in American Politics</i>, B.J. Cook. Baltimore, MD: Johns Hopkins University Press: 1-23.</p>
9/14	<p>NO CLASS (APSA CONFERENCE) *Work on class projects</p>
9/21	<p>Organizational Theory <i>Readings:</i> Kettl Chapter 4 *Simon, H. A. 1946. "The Proverbs of Administration." <i>Public Administration Review</i> 6(1): 53-67.</p>
9/28	<p>The Executive Branch <i>Readings:</i> Kettl Chapter 5</p>

	<p>* Pfiffner, J.P. 1999. "Can the President Manage the Government?" In <i>The Managerial Presidency</i>, J.P Pfiffner (ed.). College Station: Texas A&M University Press, 3-20.</p> <p>*Vaughn, J.S., & Villalobos, J.D. 2010. "White House Staff." In <i>New Directions in the American Presidency</i>, L.C. Han, ed. New York: Routledge, 120-135.</p>
10/5	<p>Organization Problems</p> <p><i>Readings:</i> Kettl Chapters 6</p> <p>*Fernandez, S., & Rainey, H. G. 2006. "Managing Successful Organizational Change in the Public Sector." <i>Public Administration Review</i> 66(2): 168-176.</p>
10/12	<p>Administrative Reform</p> <p><i>Readings:</i> Kettl Chapters 7</p> <p>*<i>The Hatch Act</i>, see: https://www.history.com/news/hatch-act-fdr-politics</p> <p>*Midterm Exam Review and Instructions</p>
10/19	<p>The Civic Service</p> <p><i>Readings:</i> Kettl Chapter 8</p> <p>*<i>Pendleton Civic Service Reform Act</i>, see: https://www.archives.gov/milestone-documents/pendleton-act</p>
10/26	<p>Human Capital</p> <p><i>Readings:</i> Kettl Chapter 9</p> <p>*Perry, J. L. 1996. "Measuring Public Service Motivation: An Assessment of Construct Reliability and Validity." <i>Journal of Public Administration Research and Theory</i> 6(1): 5-22.</p> <p>*Midterm Exam Due</p>
11/2	<p>Decision-Making: Rationality and Risk</p> <p><i>Readings:</i> Kettl Chapter 10</p> <p>*<i>Rational Decision Making vs. Other Types of Decision Making</i>, see: https://courses.lumenlearning.com/wmopen-principlesofmanagement/chapter/rational-decision-making-vs-other-types-of-decision-making/</p>
11/9	<p>Budgeting</p> <p><i>Readings:</i> Kettl Chapter 11</p>

	<p>*Dumitrescu, A., & Dogaru, T.C. 2014. “Budgeting Mechanisms in Public Administration: Meeting Today’s and Tomorrow’s Development Challenges.” <i>Theoretical and Applied Economics</i> 21(1): 131-140.</p>
11/16	<p>Implementation and Performance <i>Readings:</i> Kettl Chapter 12 *Milward, H. B., & Provan, K. G. 2000. “Governing the Hollow State.” <i>Journal of Public Administration Research and Theory</i> 10(2): 359-379.</p>
11/23	<p>Thanksgiving Holiday (NO CLASS) <i>No class – continue work on class projects.</i></p>
11/30	<p>Regulation, Adjudication, and Accountability in Politics <i>Readings:</i> Kettl Chapters 13 & 14 *Administrative Procedure Act (1946), see: https://www.archives.gov/federal-register/laws/administrative-procedure/553.html *Civic Design Research Projects Due</p>
TBD	<p>FINAL EXAM</p>