PPA240A: PUBLIC MANAGEMENT & ADMINISTRATION I

Section 1: Tuesdays 6-8:50 pm, DTN 110
Section 2: Wednesdays 6-8:50 pm DTN 108

Instructor: Ahrum Chang, PhD
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Office Hours: Tuesdays & Wednesdays 4:30-6pm, at DTN 230 or by appointment; if you would like to meet me outside of office hours, please email me at least 24h in advance.

Course Description and Learning Objectives

This course will help you understand basic concepts, foundational theories, and general themes in public management. Using various cases, previous literature, and in-class activities, you will engage in a discussion about public management, critically think about issues, and develop a sense of analyzing them from various perspectives. The PPA240A and PPA240B sequence is about understanding and improving the function of public organizations and employees therein. In PPA240A, you will have opportunities to learn various concepts and theoretical frameworks in human resource management and organizational behavior and use them in your class discussion, literature review, and group project.

PPA240A addresses five of 19 learning objectives of our MPPA program. The following table shows the objectives applicable to PPA240A and how they are applied in this course.

PPA Learning Objectives	Applications to PPA240A
(1) c. Construct clear problem definitions with attention to client interests and varied stakeholder perspectives.	Work with group members to explore problems or dilemmas in California, construct a clear problem definition, and identify varied stakeholders'/clients' roles and interests.
(1) h. Critically review literature to help understand and address a problem from various perspectives.	Prepare a literature review by critically reading the previous literature to identify what has been underexplored in your interests. Become familiar with various authors and how they address and analyze the problem from various perspectives.
(2) e. Write clearly and succinctly as appropriate to various audiences.	Practice writing clearly and succinctly in your toolkit and literature review.
(3) b. Understand obligations to advance public value consistent with rule of law and an enduring search for reasonable and just action.	Understand public value by learning various concepts such as public service motivation, public interests, and ethics; Work with group members to identify conflicting values, think about potential actions, and seek feasible solutions that can advance the public value consistent with the rule of law.
(3) c. Consider ethical dimensions of choices in public policy and administration.	Draw lessons from multiple cases that have ethical dilemmas in the field of public administration. In groups, discuss the best decisions to make and share this with the class.

Class Format & Textbook

PPA240A is a seminar-style class where students are expected to read weekly readings before class and engage in class discussions and group activities. During each session, students will focus on concepts or theoretical frameworks in assigned readings and apply them to cases or relevant activities in small groups. There is no required textbook for this course. Reading materials can be found through library services or google scholar. Weekly readings will start after the first week, and their list will be announced via Canvas on the first day of the PPA240A class.

Course Schedule

This schedule will serve as a general plan for the course, not a rigid constraint throughout the semester. Every semester, I conduct a mid-course evaluation to reflect your feedback and suggestions for the course. Depending on your needs and interests, we may spend more time on a specific topic and less on another. Also, we spend some time preparing for our group projects during class. Any changes to the syllabus or course schedule will be announced in advance.

Week. Date	Topics
1. Aug 27/28	Welcome and Course Overview
2. Sep 3/4	Organizational Structure
3. Sep 10/11	Organizational Goals and Performance
4. Sep 17/18	Bureaucratic Representation and Distributional Equity
5. Sep 24/25	Bureaucratic Representation and Democratic Values
6. Oct 1/2	Recruitment
7. Oct 8/9	Public Service Motivation
8. Oct 15/16	Employee Retention & Turnover
9. Oct 22/23	Making a Toolkit for Practitioners
10. Oct 29/30	Public Service Delivery and Citizen Participation
11. Nov 5/6	Digitalization and Automation in the Public Sector
12. Nov 12/13	Behavioral Public Administration
13. Nov 19/20	Public Value and Ethics
14. Nov 26/27	Reading Day
15. Dec 3/4	Group Presentation

Grading

Course grades will be determined by the following weights:

1. Attendance & Preparation & Participation (30%)

We have a tremendous opportunity to learn from each other. Class attendance (20%) and participation (10%) are the most basic and important components of this class. Your participation and engagement will be measured in three ways:

o Attendance
o Class readings
o Contribution to class discussions and group activities

Class Absence

Please email me in advance if you need to miss a class due to an emergency. Even if you cannot attend the class, you are responsible for reading assigned materials, getting notes from your classmates, and meeting deadlines already announced in the syllabus/first week. At my discretion, I might give you a make-up assignment if you notify me of your circumstances and request this modification in advance.

2. Literature Review (30%)

A literature review is a select analysis of existing research that is relevant to your topic, showing how it relates to your investigation. A good literature review includes both summary and synthesis of previous literature on the topic. By critically reading the previous literature on the topic of your interest in public administration/management, you can identify the understudied areas within that topic. This will make you develop your own research question(s) and prepare a literature review on that topic.

o   Topic check-in (2%)
o   Research question (5%)
o   Progress check-in (5%)
o   Peer Feedback (3%)
o   Paper (15%)

Detailed guidelines and rubrics for literature review will be announced via Canvas.

3. Group Project (40%)

First Project: Making a Toolkit for Practitioners (20%)

The first group project is to write a one-paged toolkit for practitioners in California's public/nonprofit sector based on any public administration topics covered in the class. For example, the toolkit aims to enhance the selected practitioner's public service motivation or work engagement, prevent potential burnout, or promote his/her workplace diversity and inclusion. The toolkit will provide actionable plans and strategies based on supporting evidence and group discussion. Each group's toolkit will be shared with those in the MPPA program. Detailed guidance will be announced via Canvas.

Second Project: *Coping with Public Value Conflicts* (20%)

While the first group project looks into individual/organizational issues, the second project aims to analyze the problems in our society. Students will be placed into groups and required to develop one incident, social issue, program, or policy in California that affects/is related to public interests/values.

Please pick one problem and prepare a group presentation in the last week of class. The following questions should be answered in presentations:

1.   What is the problem? (In most cases, problems are not just one. Define all of them clearly and concisely.)
2.   Who are the stakeholders, and what are their respective roles and interests?

3. Relatedly, what are the multiple conflicting values? Make sure to include what public value is involved.
4. What are the potential actions for each stakeholder and the expected outcomes? What is your group's suggestion or strategy to advance public value consistent with the rule of law and resolve the dilemma?
5. If your group's suggestion is implemented, what are the potential barriers and expected outcomes?

It is highly recommended that you incorporate learnings from class readings and group discussions. Please use PowerPoint for your presentations. All members should contribute to the oral presentation. Each group will present in a public forum, and the class will ask pertinent questions. There is no writing requirement for this project.

Electronic Devices

To create a conducive learning atmosphere for all students, laptop use should pertain to in-class exercises, article readings, and note-taking only. Please refrain from using cell phones, laptops, or any other electronic devices to browse and read non-course relevant information or send messages. Studies have shown how off-topic device usage impedes class engagement and student performance. For example, students who texted typically during the class took lower quality notes, retained less information, and performed worse than those who did not (e.g. Kuznekoff & Titsworth, 2013; Lee et al, 2017; Rosen et al, 2011). These findings are also consistent with my previous experience and observations in the classroom. I expect a high level of courtesy and professionalism in the classroom.

Late Assignments

I will not accept late assignments unless you experience highly unusual circumstances. All students are expected to behave professionally throughout this course. If unexpected circumstances prevent you from meeting the deadline, please email me ASAP. I will work with you to arrive at a solution that is as fair as possible to you, me, and the other students.

Academic Honesty

Students should familiarize themselves with the University Honor Code and Academic Honesty Policy, particularly as it relates to *plagiarism*. The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. Details are available at https://www.csus.edu/student-affairs/student-conduct/academic-dishonesty.html.

Student with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) covers issues relating to disability and accommodations. Students with disabilities that could affect their ability to participate in the course or perform well on graded assignments should see me early in the semester. I am receptive to these situations and will try to make any reasonable accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), please contact:

Services for Students with Disabilities

Division of Student Affairs,
(916)-278-6955, sswd@csus.edu.

Emails and Academic Support

I am always willing to meet students concerned about in-class activities or assignments/projects throughout the course. If you experience difficulties in this course, please do not hesitate to contact me. I am also willing to listen to your feedback/suggestions and answer any questions regarding course materials, class topics, and activities. Questions about this course or other assignments can be emailed to me. I try to reply to your email within 24 to 48 hours on weekdays. General academic support services are available at https://catalog.csus.edu/academic-support-services/.

Diversity and Inclusion in Classroom

All students, regardless of their race, ethnicity, gender, national origin, occupations, political affiliations, religion, sexual orientation, marriage, disability, or any identity category or background, are valued and equal members of this class. When we have class conversations and group activities, please feel free to discuss openly, interact with each other actively, and listen carefully to what others are saying. However, assumptions about any class member and generalizations about social groups should be avoided.