PPA240A: PUBLIC MANAGEMENT & ADMINISTRATION I

Section 1: M 6-8:50 pm, DTN 108
Section 2: W 6-8:50 pm DTN 108

Instructor: Dr. Ahrum Chang
Email: ahrum.chang@csus.edu
Office Hours: M & W 4:30-6 pm, DTN 230, or by appointment; if you would like to meet me outside of office hours, please email me at least 24 hours in advance.

Course Description and Learning Objectives

This course will help you understand basic concepts, foundational theories, and general themes in public administration. Using various cases, previous literature, technical reports, and in-class activities, we will learn core concepts of public management, critically examine contemporary issues, and develop the ability to analyze them from multiple perspectives. The PPA240A and PPA240B sequence focuses on understanding and improving the function of public organizations and the employees within them. In PPA240A, you will have opportunities to learn various concepts and theoretical frameworks in human resource management and organizational behavior, and apply them in your class discussions, literature reviews, and group projects.

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 social dilemmas in any policy/administration issues in California, construct a clear problem definition, and identify varied stakeholders' and clients' roles and interests.
(1) h. Critically review literature to help understand and address a problem from various perspectives.	Critically read PA literature to prepare your weekly reading reflections. Become familiar with how each paper addresses the problem from multiple PA perspectives. Consider whether and how the topic can be applicable in your work contexts.
(2) e. Write clearly and succinctly as appropriate to various audiences.	Practice writing clearly and succinctly in your weekly reading reflections, toolkit, and administrative memo.
(3) b. Understand obligations to advance public value consistent with the 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 with ethical dilemmas in the field of public administration. Discuss the best decisions to make and share these with the class.

Class Format & Textbook

PPA240A is a graduate-level seminar class where students are expected to read weekly materials, think about them, and come prepared to share their ideas with classmates through class discussions and small group activities. Each session will focus on concepts or theoretical frameworks from the assigned readings and involve applying them to cases or related activities in groups. There is no required textbook for this course. Reading materials can be accessed through CSUS library services or Google Scholar. The weekly reading list will be posted on Canvas on the first day of the PPA240A class.

Course Schedule

This schedule will serve as a general plan of the class, not a rigid constraint throughout the semester. Based on students' learning pace and needs, we may spend more time on specific topics and less on others. Any changes to the syllabus or course schedule will be announced in advance.

Date	Topics
1. Aug 25/27	Course Overview & Introduction to PA
2. Sep 1/3	Labor Day
3. Sep 8/10	Public Service Motivation & Recruitment
4. Sep 15/17	Work Engagement & Communication
5. Sep 22/24	Employee Turnover & Burnout
6. Sep 29/Oct 1	Representative Bureaucracy
7. Oct 6/8	Organizational Structure & Culture
8. Oct 13/15	Organizational Goals, Resources, & Performance
9. Oct 20/22	Making a Toolkit for Practitioners
10. Oct 27/29	Citizen Participation and Coproduction
11. Nov 3/5	Street-Level Bureaucracy and Coping Behavior
12. Nov 10/12	Digitalization in the Public Sector & Behavioral Public Administration
13. Nov 17/19	Public Value and Ethics
14. Nov 24/26	Reading Day
15. Dec 1/3	Group Presentation

Note: There will be a regular class after syllabus reviews on the first week. No readings are required.

Grading

Course grades will be determined by the following weights:

1. Attendance & Class Participation (20%)

We have a tremendous opportunity to learn from each other. Besides seat time, class participation is a key part of this class. This involves not only engaging in class discussions and small group activities but also paying attention to what your classmates are saying.

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 still responsible for reading assigned materials, submitting weekly reading reflections, getting notes from your classmates, and meeting deadlines for projects already announced

<u>in the syllabus/first week</u>. At my discretion, I might give you a make-up assignment if you notify me of your circumstances and request this modification in advance. Except under very unusual circumstances, missing three classes will result in a one-grade penalty.

Class Attitudes

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, feel free to discuss openly, interact actively, and listen carefully to what others are saying. However, assumptions about class members and generalizations about social groups should be avoided.

2. Weekly Reading Reflection (20%)

A reading reflection assignment is due the night before each class. This is a hard deadline for all, so please plan ahead if you have a busy schedule. Starting in week 3, students will read the assigned materials and answer the following four questions for each article. Then the assignments need to be submitted to Canvas. There is no limit on the response length, but a couple of sentences would be sufficient per question. Evaluation is based on your level of engagement with readings.

1) Main ideas and findings
2) Concepts and theories you newly learned and briefly explain them
3) Key takeaways (e.g., anything applicable to your work/lives, reorient thinking, or disagree, etc.)
4) Question(s) you have after reading (e.g., anything you would like to share with the class, any relevant topics that come to your mind, etc.)

3. Individual Project: Administration Memo (20%)

An administration memo is due by the end of the semester. This memo aims to help practitioners understand any PA concept and how to translate it to their daily jobs. Each student will select one public administration/managerial concept/topic/theory and write 1) what the concept is and why it matters to them/their work/their clients, 2) how it has been studied in the field of public administration, and 3) provide a couple of lessons for them to translate this into practice. The administration memo needs to include your review of previous literature on the topic. Detailed guidelines and rubrics will be announced via Canvas.

o Topic check-in: Week 6
o Progress check-in: Sometime during the semester
o Final Memo: Dec 4 for section 1/Dec 6 for section 2

4. Group Project (40%)

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

The first group project involves creating a one-page toolkit for practitioners in California's public or nonprofit sector based on any public administration topics covered in the class. For example, the toolkit aims to boost the public service motivation or work engagement of selected practitioners, prevent potential burnout, or promote workplace diversity and inclusion. It will include practical plans and

actionable strategies supported by evidence and group discussion. Each group's toolkit will be shared with the class at the end. Detailed instructions will be provided via Canvas.

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

Public administration is fundamentally rooted in the idea of public value. This means the field focuses on creating and providing benefits to the public. Students will be divided into groups and identify a social issue or policy in California that impacts or relates to public interests or values.

Please pick one problem/issue 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, there is not just one problem. Identify 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 to incorporate the 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 relevant questions. There is no writing requirement for this project.

Electronic Devices

To foster a positive learning environment for all students, laptop use should be limited to in-class exercises, article readings, and note-taking. Please avoid using cell phones, laptops, or other electronic devices to browse non-course-related content or send messages. I expect a high level of courtesy and professionalism in the classroom.

Late Assignments

I will not accept late assignments unless you encounter highly unusual circumstances. All students are expected to act professionally throughout this course. If unexpected circumstances prevent you from meeting the deadline, please email me immediately. I will work with you to find a solution that is as fair as possible for everyone involved.

Academic Honesty

Students should familiarize themselves with the University Honor Code and Academic Honesty Policy, particularly regarding *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) cover 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.

Instructor's Support and Email

Aside from office hours, I am willing to meet students concerned about any class activities, assignments/projects throughout the course. If you experience difficulties in this course, please do not hesitate to contact me. I am 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/.