

**GEORGE MASON UNIVERSITY**  
**SCHAR SCHOOL OF POLICY AND GOVERNMENT**

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**Administration in Public and Nonprofit Organizations**  
**PUAD 502 – Spring 2019**

**PROFESSOR**

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Office: Founders Hall Room 677  
Hours: By Appointment  
Time: Wednesday, 7:20 pm – 10:00 pm  
Location: Founders Hall Room 475

**GRADUATE ASSISTANTS**

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**DESCRIPTION**

This course is the first graduate level class leading to the Master of Public Administration degree. It is a survey course that will introduce students to the history, ideas and practices of public administration. This includes studies of organization, policy, law, management, public service, and reform issues. Public administration study includes all three constitutional branches of government in addition to its main focus on the operation of the bureaucracy. Its study includes all levels and types of governmental bodies and increasingly non-governmental organizations.

This course is an intensive review of the theoretical foundations of public administration scholarship, an exploration of important literature in the field, and an introduction to advanced research. This course could be taught by any of the Public Administration faculty and would reflect that individual's specific background, training, and interests.

This is also a cumulative course. This means that in order to understand the materials covered in week 5, it is imperative that students comprehend the material for weeks 1-4. If students miss scheduled times or assignments, they may seriously jeopardize their standing in the course. Students will be tested on any materials that they may have missed – it is their responsibility to comprehend all materials covered so they should be sure to catch up and ask questions of the professor and their peers.

**LEARNING OBJECTIVES**

Public administration is a large and diverse discipline; it addresses many important normative (i.e., how something ought to be) and positive (i.e., descriptive and explanatory) questions. Reading together, it will survey material from many of the sub-fields of public administration, and include both classic and recent scholarship from a variety of sources. Some of the pertinent questions that will receive attention are:

- What are central problems and issues that concern scholars of public administration?
- What major organizing frameworks do scholars of public organization use (and have they used) to investigate public administrative problems?
- What are the goals of the study of public administration?
- What principal methods do scholars of public administration use?
- What major conclusions are being drawn today, in various public administration subfields?
- What are the relationships between the study of public administration and study in other fields?

- What are particular intellectual, ethical, and political responsibilities of scholars of public administration?

The answers to these and related questions are crucially important, since they determine how our public sector is organized and how well it functions. While no single course can address and answer all of these questions completely, this course offers an opportunity for intense consideration and discussion of each, in the context of material we will read together. It is designed as a survey course, and so it aims for breadth of topical coverage instead of depth.

## **PEDAGOGY**

By integrating facilitated discussions, executive training programs, individual assignments, group activities, and other assignments, students will be provided a robust educational experience grounded in literature-based and practitioner-supported research.

## **DISCLAIMERS**

This is a tentative, contractual syllabus. The professor reserves the right to make any revisions that may be necessary to meet the objectives of this course. While informative and well-structured, improvements can always be made. Ongoing feedback on the usability of the outline, intelligibility of discussions and assignments, and other relevant materials is always welcome. Students will be promptly notified of any revisions via Mason Email.

Students are expected to use official channels for all electronic course communication via Mason Email.

In the event of a scheduled discussion session cancellation, students will be notified via Mason Email. Otherwise, every effort has been made to not hold class or require assignments due on major federal holidays or national events of significance. For more information, see <http://registrar.gmu.edu/calendars/>.

## **INSTRUCTIONS**

This is an in person course and some (not all) materials will be posted on the MyMason-Blackboard interface. To access the course, log into MyMason at <https://mymasonportal.gmu.edu/> and enter your Mason Net ID and Password. Then click on the “courses” tab and select the appropriate course under the “course list” section. From there, search through the far left tabs to review the materials (i.e. home page, syllabus, etc.). For more information, see <https://coursessupport.gmu.edu/Students/>.

## **EXPECTATIONS AND POLICIES**

Etiquette – Students are expected to maintain an environment that is conducive to learning by arriving to the class on time, demonstrating collegial respect to others, avoiding any disruptive behaviors, and using technology in an appropriate manner. For more information, see <http://catalog.gmu.edu/content.php?catoid=17&navoid=1316#Conduct>.

Privacy – Students’ educational records are federally protected and will not be released to anyone other than to the student unless proper legal documentation is obtained. For more information, see <https://registrar.gmu.edu/students/privacy/>.

Writing – Students who need assistance in developing papers or manuscripts should contact Mason Writing Center. For more information, see <http://writingcenter.gmu.edu>.

Troubleshooting – Students who experience technology difficulties should contact Mason IT Services. For more information, see <https://itservices.gmu.edu/>.

Disabilities – Students who need service accommodations should inform the professor in writing prior to the beginning of the course and register their disability with the university. For more information, see <http://ods.gmu.edu>.

## **REQUIRED MATERIALS**

### **Books**

*Public Administration: An Introduction*, 2<sup>nd</sup> Edition, by Marc Holzer and Richard W Schwester

*Classics of Public Administration*, 8<sup>th</sup> Edition, by Jay M. Shafritz and Albert C. Hyde

*Memos to National Leaders*, by Paul L. Posner, Janice R. Lachance, and Tonya T. Neaves  
(electronic or hard copy to be provided by professor)

*\*Materials are available through the university bookstore, available at: <https://gmu.bncollege.com/>.*

## **EXTENSION RESOURCES**

American Society for Public Administration at <http://aspanet.org/>

National Academy of Public Administration at <http://www.napawash.org/>

United Nations Public Administration Network at <http://www.unpan.org/>

Public Administration Gateway at <https://pagateway.newark.rutgers.edu/portals-listing>

National Institute of Urban Affairs at <http://niua.org/>

## **ASSIGNMENTS**

Participation – Students must participate in discussion sessions by being attentive, bringing information forward for dialogue, making comments about course-related materials, and asking relevant questions. This also includes attending the local government night event schedule for Thursday, March 21, 2018, in which case most professors are willing to excuse an absence since it is a larger school and degree program event.

Survival Exercise – Students must individually rank items and as well as rank items as part of an assigned group to demonstrate their survival knowledge in a fictional exercise.

Reading Reflections – Students will need to complete 2 reading reflections from the assigned Posner, Lachance, and Neaves book entitled *Memos to National Leaders*. The reading reflections can be selected by choice – a part from the first two week's review. All entries should be 1 page, double spaced, excluding the title page.

Annotated Bibliography – Students will develop an annotated bibliography that examines literature to date on public administration theory and practice. Students should be sure to summarize the source in their own words by identifying the piece's main argument or key point as well as noting any strengths and/or weaknesses. The annotated bibliography should have 5 authoritative sources (i.e., peer-

reviewed journals, government reports, academic books, etc.) should be referenced that are 1/2 of a page, single spaced, excluding the title/author page.

Research Paper – Students will write a 10 page, double spaced paper, excluding references, on a topic related to public administration theory and practice. Once an area of interest is selected, students will submit their idea to the professor for approval.

Research Presentation – Students will develop a 5-6 minute presentation that highlights the respective sections of their research paper. The presentations should be broken down into a series of sections, including an introduction, problem statement, literature review, findings, discussion, and references.

Final Examination – Students will complete a 16 question final examination. Question types will consist short answer and an essay.

*\*More information will be provided on each assignment at a later date.*

*\*Hard and electronic copies of all assignments must be turned in to receive credit.*

## **SCORING**

Participation	10 points	Research Paper	20 points
Survival Exercise	10 points	Research Presentation	10 points
Reading Reflections	20 points	Final Examination	20 points
Annotated Bibliography	10 points		

There is a total of 100 possible points with the following grade scales:

A+	97 points and above	B	84-86 points	C-	70-73 points
A	94-96 points	B-	80-83 points	F	69 points and below
A-	90-93 points	C+	77-79 points		
B+	87-89 points	C	74-86 points		

The grades of an A/A- indicate sustained excellence and outstanding performance on all aspects of the course. The grades of a B/B+ denote mastery of the material and very good performance on all aspects of the course. The grade of a B- is given for marginal quality work that is not quite up to graduate-level standards as related to the course. The grade of a C denotes work that may be adequate for undergraduate performance, but is not acceptable at the graduate level as related to the course. The grade of an F denotes the failure to perform adequately on course assignments.

Due dates are listed in the course schedule. Mitigating circumstances will only be considered on a case-by-case basis if, and only if, the professor is provided advance notice via Blackboard and Mason email.

*\*All assignments are due by the start of class on the assigned day given.*

## **HONOR CODE**

For consideration of grading, each student must submit to the professor a signed and dated university honor code page which reads: "Student members of George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Any honor code and/or other ethical infractions made by students will be handled in accordance with university policies. This signature form will be made available as a handout during the first scheduled session. For more information, see <http://www.gmu.edu/academics/catalog/9798/honorcod.html#code>.

## SCHEDULE

Date	Activities	Assignments
Week 1 Jan 23	Participate in introductions  Review syllabus  Honor code	<i>Conduct survival exercise***</i>
Week 2 Jan 30	Public administration context and society  <i>Review reading reflections assignment</i>	Read <ul style="list-style-type: none"> <li>• Holzer and Schwester Chapter 1</li> <li>• Posner, Lachance, and Neaves Memo 1, 2, 3, 4, 5 and 6</li> <li>• Shafritz and Hyde Sections 1, 5, 6, 11, 19, 28, 39, and 45</li> </ul> Ms. Nicole Decker to discuss ASPA experience
Week 3 Feb 6	Bureaucracy  <i>Discuss book review (Dog and Spark Plug)</i>  <i>Conduct word cloud definition – part 1</i>  <i>Conduct Kuhn's perception exercise</i>  <i>Review annotated bibliography assignment</i>	Read <ul style="list-style-type: none"> <li>• Posner, Lachance, and Neaves Memo 7 and 8</li> </ul> Mr. Phillip Carlisle to discuss ASPA membership  Catch up on Shafritz and Hyde readings
Week 4 Feb 13	Catch Up  <i>Conduct Maslow's hierarchy of needs exercise</i>  <i>Review research paper assignment</i>	Read <ul style="list-style-type: none"> <li>• Posner, Lachance, and Neaves Memo 9</li> <li>• Shafritz and Hyde Sections 10, 16, 23, 25, and 47</li> </ul> <i>Turn in resumes***</i>
Week 5 Feb 20	No Class – At a Conference (Catch up on readings and assignments)	
Week 6 Feb 27	Organizational theory and behavior  <i>Hold research paper idea session</i>  <i>Conduct resume review</i>	Read <ul style="list-style-type: none"> <li>• Holzer and Schwester Chapter 2</li> <li>• Posner, Lachance, and Neaves Memo 10 and 11</li> <li>• Shafritz and Hyde Sections 8, 12, 14, 17, 18, 20, 34, and 43</li> </ul> <i>Turn in research paper – abstract***</i>

Week 7 Mar 6	Managing human resource management  Public service motivation  <i>Conduct resume review</i>  <i>Conduct Cattery Row case study</i>	Read <ul style="list-style-type: none"> <li>• Holzer and Schwester Chapter 3</li> <li>• Shafritz and Hyde Sections 44 and 46</li> </ul> Catch up on Shafritz and Hyde readings  Bringing king cake
Week 8 Mar 13	No Class – Spring Break Holiday (Catch up on readings and assignments)	
Week 9 Mar 20	Public budgeting  <i>Review research presentation assignment</i>	Read <ul style="list-style-type: none"> <li>• Holzer and Schwester Chapter 9</li> <li>• Posner, Lachance, and Neaves Memo 17 and 18</li> <li>• Shafritz and Hyde Sections 9, 22, 26, 38, 48, and 49</li> </ul>
Week 10 Mar 27 (1/2 night)	Public sector leadership  Politics and power  Street level bureaucracy	Read <ul style="list-style-type: none"> <li>• Holzer and Schwester Chapter 5 and 10</li> <li>• Posner, Lachance, and Neaves Memo 19</li> <li>• Shafritz and Hyde Sections 27 and 37</li> </ul> <i>Turn in research paper – references***</i>
Week 10+ TBD	Local government night	<i>Attend the NOVA seminar and dinner***</i>
Week 11 Apr 3	Public decision-making  Public policy and analysis  Ethical considerations	Read <ul style="list-style-type: none"> <li>• Holzer and Schwester Chapter 4 and 11</li> <li>• Posner, Lachance, and Neaves Memo 20 and 22</li> <li>• Shafritz and Hyde Sections 3, 21, 24, 30, and 40</li> </ul> Catch up on Shafritz and Hyde readings
Week 12 Apr 10	Catch up	Stay tuned  <i>Take final examination***</i>
Week 13 Apr 17	Public performance  Program evaluation  <i>Conduct word cloud definition – part 2</i>  <i>Review final examination assignment</i>	Read <ul style="list-style-type: none"> <li>• Holzer and Schwester Chapter 7 and 8</li> <li>• Posner, Lachance, and Neaves Memo 22 and 23</li> <li>• Shafritz and Hyde Sections 4, 31, and 32</li> </ul>
Week 14 Apr 24	Intergovernmental relations	Read <ul style="list-style-type: none"> <li>• Holzer and Schwester Chapter 6 and 12</li> <li>• Posner, Lachance, and Neaves Memo 24 and 25</li> </ul>

	Use of technology	<ul style="list-style-type: none"> <li>• Shafritz and Hyde Sections 35 and 50</li> </ul> <p><i>Turn in reading reflections***</i></p>
Week 15 May 1	<p>Popular culture</p> <p>Future trends</p> <p><i>Hold research meetings</i></p> <p><i>Ask final questions</i></p>	<p>Read</p> <ul style="list-style-type: none"> <li>• Holzer and Schwester Chapter 13 and 14</li> <li>• Shafritz and Hyde Sections 13, 33, 41, 51, 52, and 54</li> </ul> <p>Catch up on Shafritz and Hyde readings</p> <p><i>Deliver research presentation***</i></p> <p><i>Fill out evaluations***</i></p>
Finals May 8	No class	<i>Turn in research paper***</i>

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