San José State University
Political Science
POLS 114 – Introduction to Public Administration
Fall 2019

Course and Contact Information

Instructor:	Matthew Record
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Office Hours:	MW 3:45-5:45 and by appointment w/ sufficient notice (including via Skype/other web meeting tools)
Class Days/Time:	MW 12:00p – 1:15p
Classroom:	Dudley Moorhead (DMH) 149A

Course Description

A broad overview of the theory and practice of public policy analysis and management in the modern context. Topics will include aspects of organizational theory, leadership, budgeting, finance, personnel management, problem formulation, analysis and decision making in a political environment.

Welcome!

Welcome to Introduction to Public Administration! This course is an introduction to the range of topics that constitute "public administration." First, it provides an introduction to the policymaking process – emphasizing theoretical frameworks which will help you understand how actors and institutions, both in and out of government, interact to produce public policies. Second, the course introduces you to the core crafts on which schools of public affairs focus: policy analysis/evaluation and public management. The former entails the generation of rational advice relevant to public decisions and the systematic evaluation of the impact of public policies and programs. The latter focuses on the management of public agencies and non-profit organizations and the implementation of public policy.

This course is designed to give a broad survey of the practical behavior of government on a day-to-day basis and introduce students to the area of government in which there is, quantitatively, the greatest need: analysis and management in the executive branch/non-profit sector.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, can be found on the Canvas learning management system course website. Please make sure you are consistently reachable via the messaging system as e-mails through the Canvas system and the student's individual e-mails are how I maintain contact with the class over the course of the semester. The responsibility for being up-to-date on developments in the class and assignments lies with the student.

By enrolling in this course you consent to all course requirements listed in this syllabus, published on our Canvas site, and announced in class. You accept responsibility for accessing the Canvas course website to download any required handouts, assignments, or readings. You also accept responsibility for checking the course website regularly for any announcements. You also accept responsibility for receiving any messages sent via the MySJSU email system. Make sure that MySJSU has your current email address. Contact me by Thursday of week one if you cannot access the Canvas website, download and read .pdf files, link to other websites, or send or receive email.

Communication

It is essential that you check the class Canvas page routinely. This is a course requirement. All course materials will be posted on Canvas. I will also frequently make announcements on Canvas. I will make every effort to promptly return emails between M-F. If I do not respond within 24 hours, please feel free to send me another email. I will answer emails on the weekends and evening, though I can't guarantee prompt response at those times. I am available to meet with you by appointment if you have class or work during my regularly scheduled office hours.

Class Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. CLO 1. Acquire a broad knowledge of the administrative process and the relationships among and between political institutions, office holders, public administrators and stakeholders. Assessed by class examinations and the final policy analysis

2. CLO2. Communicate effectively about public administration and public policy. Assessed by class case studies, the policy problem statement, analysis presentation and final policy analysis

3. CLO3. Apply a variety of techniques to identify, understand, and analyze the issues in public management and public policy. Assessed by class case studies, examinations, the policy problem statement, analysis presentation and final policy analysis

Program Learning Outcomes (PLOs)

1. Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.

2. Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.

3. Disciplinary methods: Student should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.

4. Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.

5. Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

Required Texts/Media

Textbooks/Media

Kettl, DF. (2017). The Politics of the Administrative Process, 7th ed. Washington, DC: CQ Press. [ISBN-10: 1608716880 | ISBN: 978-1608716883]

Kraft, ME., & Furlong, SR. (2017). Public Policy: Politics, Analysis, and Alternatives, 6th ed. Washington, DC: CQ Press. [ISBN: 978-1506358154]

Democracy 3 (2013). Positech Games. United Kingdom (Download link is on Canvas)

Papers, Please (2014). Lucas Pope Games, independent. (Download link is on Canvas)

Tamar Gendler, *An Introduction to the Philosophy of Politics and Economics* (https://www.youtube.com/watch?v=mm8asJxdcds&t=20s)

Please note: Older editions of the Kettl and Kraft and Furlong books are perfectly acceptable to purchase. Key information, page numbers and chapter numbers may vary from edition to edition. It is the student's responsibility to account for these discrepancies when they exist.

Course Requirements and Assignments

Learning Policy Systems Through Simulation (September 9th & 25th)
One of the most stressful parts of learning a new topic is not knowing the boundaries on inquiry or how different elements of the systems you're leaning interact with one another. In this class,

we are going to surmount this difficult, in part, through simulations. I will provide to each of you a license for the game Democracy 3. It is a text-and-icon based strategy game that allows you to take control of a country and run it. The game does an excellent job of visualizing the interconnectedness of policy sub-systems, how they relate to one another and the trade-offs and difficulties policy and administration presents.

A 30 minute tutorial on how to play the game is here: https://www.youtube.com/watch?v=GiHMadFbAxw&t=986s. After getting themselves acquainted with the game, students should play as the United States under all default settings for at least 1-2 hours (more if they're enjoying themselves). Play long enough so that you make it to at least one election (unless you've been assassinated a few times—yes, there are assassinations in the game). After playing the game, you must submit a minimum 600-word response memo addressing the questions outlined below.

The purpose of these memos is to prepare the class such that we can have a productive and lively discussion of the topic. These memos need not be stressful or particularly detailed. Please address the following:

1) What did you do first in the game? Why? What policies were most important to you to change? What problems/issues did you first want to address?
2) Did you end up changing policies or making decisions you would prefer not to have made for political reasons?
3) Did you get re-elected? Why or why not? Did you get assassinated? If so, by whom and why?
4) If it is the second memo: how did this version of the game go differently than your original version?

To receive credit, students must their memos to Canvas before class begins on the day the assignment is due and participate in the day's discussion. This assignment assesses CLOs 2 and 3.

Case Study Response Memo (October 9th)

You will review the provided chapter from the *CQ Issues for Debate* text. You must submit a 1,000-word response memo for this case. The purpose of this memo is to prepare the class such that we can have a productive and lively discussion of the topic. This memo need not be stressful. Please address the following and be prepared to discuss these questions in detail in class

1) Why is the issue covered in the chapter considered to be a problem? Do different groups have differing opinions on whether the issue is a problem or what exactly the problem is?
2) Why is this issue a *public* problem? Why should the government be involved or *should* the government even be involved at all? Is this something the market could handle without government interference? Is this a political problem or a technical problem or both?

3) What are your thoughts on this issue? Is there something you feel the chapter overlooked/shortchanged?

To receive credit, students must their memos to Canvas before class begins on the day the assignment is due and participate in the day's discussion. This assignment assesses CLOs 2 and 3.

Ethics Simulation Memo (November 18ᵗʰ)
Similar to the Learning Policy Systems Memo, for this assignment, you will be playing another game called Papers, Please. In Papers, In the game, the communist state of Arstotzka has ended a 6-year war with neighboring Kolechia and reclaimed its rightful half of the border town, Grestin.

Your job as immigration inspector is to control the flow of people entering the Arstotzkan side of Grestin from Kolechia. Among the throngs of immigrants and visitors looking for work are hidden smugglers, spies, and terrorists. Using only the documents provided by travelers and the Ministry of Admission's primitive inspect, search, and fingerprint systems you must decide who can enter Arstotzka and who will be turned away or arrested.

Play through a new game for as long as you can; it is available for download on Canvas. You must submit a 600-word response detailing your experience. The purpose of this memo is to prepare the class such that we can have a productive and lively discussion of the topic. This memo need not be stressful. Please address the following and be prepared to discuss these questions in detail in class

1) What was your success rate? Did you receive any sanctions from the government? If so, was it for improperly letting people in or for turning away people you should not have?
2) Did you find the game hard? Did you find the activity of going through people's documents boring? Repetitive? Strangely rewarding?
3) Explore any additional thoughts you have about this experience. What was the purpose of this exericise?

To receive credit, students must their memos to Canvas before class begins on the day the assignment is due and participate in the day's discussion. This assignment assesses CLOs 2 and 3.

Policy Paper Problem Statement (Due November 14ᵗʰ at 11:59p)
This assignment serves as an early "first draft" of your policy paper. It is a 1-2 page document that outlines a public problem including the problem's scope, magnitude and trend citing relevant sources including government reports and academic articles. This assignment assesses CLOs 2 and 3.

Midterm Exams (Beginning of Class, September 11ᵗʰ and October 21ˢᵗ)
The midterm exams will consist of multiple-choice questions. A review sheet of relevant terms and essay questions will be provided ahead of time. These exams will assess CLOs 1 and 3. Bring a Scantron 882-E and #2 pencil.

Policy Analysis Presentation (Various)
Students will make a 5-minute presentation to present the preliminary findings of their staff report, including a presentation of the scope, magnitude and trend of the problem, outline the status quo policy response as well as two alternatives and provide a quantitative and qualitative analysis as to the costs, benefits and relevant stakeholders effected by each policy alternative. At the end of the presentation the student will make a recommendation as to which policy alternative should be implemented and why. The presentation will assess CLOs 2 and 3.

Policy Analysis Paper (Due 12:15pm, December 16th)
You will be required to write a research paper – minimum 2,000 words not including works cited, appendices and headings – addressing a *local* domestic policy issue of your choice. You will posit a public problem, identify its cause, justify that it *is* a problem, research this issue, and describe and critically evaluate both the current policy and at least one possible policy change that you will propose. The evaluation will draw on both the existing research literature and your own cost-benefit calculations. Finally, you will make a recommendation as to the most effective policy paper will assess CLOs 2 and 3.

Class Participation
Students will be graded on the quality and quantity of their participation in class discussion, group projections and during lectures. Specifically, students are expected to participate in interactive question and answer sessions through **Peardeck.com** (I will explain the logistics of how this works in class). The student's responses will be judged on their comprehensiveness, thoughtfulness and the extent to which they reflect student's preparedness. Answers to class discussions need not be "correct" per se, so long as they reflect genuine engagement with the material. In addition, I will also use Peardeck for very short question and answers at the beginning of class on non-quiz days to verify that students have completed the readings.

Assignment	Due Date	CLOs evaluated
Simulation Memo #1	September 9th	2 & 3
Mid-term Exam #1	September 11th	1 & 3
Simulation Memo #2	September 25th	2 & 3
Case Study Memo	October 9th	2 & 3
Mid-term Exam #2	October 21st	1 & 3
Policy Problem Statement	November 14th	2 & 3
Ethics Simulation Memo	November 18th	2 & 3
Policy Analysis Presentations	Nov 26th – Dec 5th	2 & 3
Final Policy Analysis	December 16th	1, 2 & 3

While I expect you to attend class regularly, per University Policy F-15-12 (http://www.sjsu.edu/senate/docs/F15-12.pdf), students will not be graded on daily attendance. One of the purposes of this class is to help simulate the stamina necessary to stick with a project day-in, day-out even as your interest in it naturally waxes and wanes. It is very, *very* unlikely that a student who misses class regularly will do well. More importantly, classroom discussion will

tease out much of the important nuance in the readings. As such, regular attendance is strongly encouraged.

Assignments and exams will be weighted accordingly:

Assignment	%
Midterm Exam #1	15
Midterm Exam #2	20
Participation	10
Final Policy Problem Statement	25
Assignments (30%)	
Simulation Memo #1	5
Simulation Memo #2	5
Case Study Memo	5
Ethics Memos	5
Policy Presentation	5
Policy Paper Problem Statement	5

Your grade will be calculated as follows:

	Grading Paradigm				
98 to 100%	A plus	93 to 97.9%	A	90 to 92.9%	A minus
87 to 89.9%	B plus	83 to 86.9%	B	80 to 82.9%	B minus
77 to 79.9%	C plus	73 to 76.9%	C	70 to 72.9%	C minus
67 to 69.9%	D plus	63 to 66.9%	D	60 to 62.9%	D minus
		Below 60%	F		

Make-up/Late Policy
There are no make-up exams or other assignments without appropriate documentation (serious medical illness or serious medical emergency, religious holiday, pre-approved university-sanctioned event or activity, military orders, family emergency) that you were unable to complete the assignment on time.

This also applies to in-class assignments. If you are seriously ill, you must notify me as soon as possible by email or on my office phone that you will be unable to complete an assignment on time. Except in cases of documented medical emergency, you *must* notify me before the scheduled assignment.

Out of fairness to your colleagues, work, missing an alarm, and generally not feeling well will not be accepted excuses for missing assignments. Be sure you schedule all of our assignments right away. If you have a vacation or similar event planned during one of these assignment days, you may want to take this course during another session or make arrangements to hand in the assignment early.

Major assignments like the policy paper will be graded if handed in late; however, these will be penalized commensurate with how late they were. If you have reason to think you will not make a deadline, always at least discuss it with me first. I can't guarantee anything, but I can guarantee a fair hearing. Communication will always lead to a better outcome for you than not communicating.

Classroom Policies and Protocol

Attendance

Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. Attendance is fundamental to course objectives and is the responsibility of the student.
It is expected that you will attend class regularly although attendance is not an explicit portion of your grade. If you miss class, it is your responsibility to obtain class notes from a colleague in class. If you are late, please do not be disruptive. If you know that you need to leave early, please give me a heads up before class and sit near the door so as to draw as little attention as possible when leaving. Every student is expected to participate in class discussion regularly.

Cellphones, laptops, and other technology

You may not use your cell phone in class for non-class purposes. If you need to have it on for family reasons, please let me know ahead of time, turn it on vibrate and leave it out of sight. If you must make an emergency text, feel free to step outside of class. All other texting needs to take place before or after class. Laptops, tablets, and other such technology are allowed in class but for notetaking and educational use only. I reserve the right to bar specific students from using these technologies if they are making inappropriate use of them during class time. Please see me if you have questions about this policy or questions regarding SJSU academic accommodations related to this policy.

Recording of Lectures

Please obtain my permission before taking an audio or video recording of lectures or other class activities. I will almost certainly grant such permission but it is common courtesy to let people know you will be recording them before you do so. Thus, out of respect to your colleagues and to me, please do not record this class without my explicit permission.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/"

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Political Science Department Writing Policy

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks. Ideas from others must also be referenced. Failure to cite your sources constitutes academic misconduct, which carries with it serious sanctions. A tutorial on citations is available at http://libguides.sjsu.edu/writeandcite.The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center visit http://www.sjsu.edu/writingcenter/.

Useful Information for Students

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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Please note, the schedule below is subject to change with fair notice. It is the student's responsibility to stay apprised of changes to the course schedule.

Course Schedule

Date	Topic	Readings/Media	Due
	Unit #1 - The Policymaking Process		
21-Aug	Class Introduction and Overview	*Gendler Introduction*	

Date	Topic	Reading	Assignment
26-Aug	Public Policy, Public Management & Politics	Kraft & Furlong - Chapter 1	
28-Aug	Government Institutions and Policy Actors	Kraft & Furlong - Chapter 2	
2-Sep	Labor Day - No Class!		
4-Sep	Understanding Public Policymaking	Kettl - Chapter 3	
9-Sep	Policy Interconnectedness through Simulation	CQ - Chapter 2	Simulation Memo #1
11-Sep	Exam #1		
Unit #2 - Public Management			
16-Sep	What Government Does and How It Does It	Kettl - Chapter 2	
18-Sep	What is Public Administration?	Kettl - Chapter 3	
23-Sep	The Executive Branch	Kettl - Chapter 5	
25-Sep	Policy Systems through Simulation	CQ - Chapter 3	Simulation Memo #2
30-Sep	Organizational Theory	Kettl - Chapter 4	
2-Oct	The Civil Service	Kettl - Chapter 8	
7-Oct	Managing Human Capital	Kettl - Chapter 9	
9-Oct	Case Study: For-Profit Prisons	CQ - Chapter 2 (Canvas)	Case Study Memo
14-Oct	Accountability to Congress: Administrative Discretion	Kettl - Chapter 14	
16-Oct	Accountability to the People: Administrative Responsiveness	Kettl - Chapter 1, NPM Readings	
21-Oct	Regulation and the Courts	Kettl - Chapter 13	
Unit #3 - Policy Analysis and Evaluation			
23-Oct	Exam #2		
28-Oct	Policy Analysis: An Introduction	Kraft & Furlong - Chapter 4	
30-Oct	Public Problems and Policy Alternatives	Kraft & Furlong - Chapter 5	
4-Nov	Assessing Policy Alternatives	Kraft & Furlong - Chapter 6	
6-Nov	The Logic of Program Evaluation	Kraft & Furlong - Chapter 6	Policy Problem Statement
11-Nov	Veterans Day - No Class!		
13-Nov	Policy Evaluation Practice		
18-Nov	Evaluative/Administrative Ethics	Canvas Readings	Ethics Simulation Memo
20-Nov	Policy Analysis Presentations		
25-Nov	Policy Analysis Presentations		
27-Nov	Thanksgiving Break – No Class		
2-Dec	Policy Analysis Presentations		
4-Dec	Policy Analysis Presentations		
9-Dec	Parting Thoughts on PA in the Future		
Final Policy Analysis Due – Monday, December 16th @ 9:45am			