

POLS 351/MGMT 374: Public Policy and Administration

Instructor: Dr. Giovanni D. Pleites-Hernandez (he/him) Semester: Fall 2021
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Course Description and Purpose

This course is designed to introduce students to public administration through a survey of its founding, history, and contemporary issues. In doing so, the course will explore topics ranging from public lawmaking to the interactions between the administration and the different branches, and levels, of government. As part of such exploration, we will look at organizational problems and reform; organizational theory; the civil service; governmental decision-making; rulemaking and regulation; and implementation, amongst others. The course is also designed to explore the policy making process and the different actors involved. On this front, students will be exposed to the core components of policy analysis, such as the identification of policy problems and assessment of alternatives. The last part of the course will be centered around exploring contemporary issues in the study of public policy and applying the concepts learned in the second part of the course (i.e., policy analysis).

Course-Specific Learning Objectives

After this class, students should be able to:

1. Explain the development of the bureaucratic state in the U.S. and the subsequent issues that have accompanied it.
2. Describe how theories of public administration and policy help explain the development and implementation of American public policy.
3. Understand the fundamental aspects of policy analysis and how to apply them to public policy problems.
4. Critically engage with contemporary public policy issues and key debates that surround them.
5. Succinctly write a policy memo that demonstrates an understanding of a policy problem and provides an insightful strategy for addressing it.

Political Science (POLS) Student Learning Outcomes

POLS Outcome No. 1: Knowledge of the Field – Concepts, Theories, and Methods

- Students learn the defining concepts and theories social scientists use to study and explain political phenomena in the discipline

POLS Outcome No. 2: Writing – Academic Writing and Information Literacy

- Students learn to effectively use argument to communicate claims to know in academic writing appropriate for the discipline.

Management (MGMT) Student Learning Outcomes

MGMT Outcome No. 1: Critical Thinking

- Students apply critical thinking skills for analysis, decision making, and problem solving.

MGMT Outcome No. 2: Effective Communication

- Students are effective communicators.

MGMT Outcome No. 3: Ethics

- Students are able to ethically reason.

Departmental and University Requirements Met

POLS 351 contributes to the requirement of at least 20 (of the 34 required for the political science major) that have to come from the 300 to 400 level range. MGMT 374 can serve as an elective (a minimum of 4 is required for the major) credit for the management major. This course also contributes to the required 120 semester hours of credit required for receiving a baccalaureate degree.

Required Materials*

1. Donald F. Kettl. 2018. *Politics of the Administrative Process*, 8th Edition. Thousand Oaks, CA. CQ Press. ISBN: 978-1506357096.
2. Kraft, Michael E. and Scott R. Furlong. *Public Policy: Politics, Analysis, and Alternatives*, 7th Edition. Thousand Oaks, CA. CQ Press. ISBN: 978-1544374611.

*Additional materials will be distributed in class, via e-mail, or posted on Moodle (<https://learnonline.unca.edu/>).

Required Instructional Technology

Familiarity with the Moodle learning management system.

Student Assessment and Evaluation Methods

Attendance and Participation

You are expected to attend all class meetings, complete the assigned readings before class, and participate in class discussions. Being able to apply the concepts and theories learned in class to real-world problems is an important part of this course. Public administrators and policymakers are called on time and time again to identify problems, analyze the relationships between the organizations and actors involved, and come up with adequate solutions to those problems. As will be discussed in more detail below, the textbooks provide us with opportunities to engage with the material by applying those acquired skills to various case studies and contemporary problems. The in-class discussions are a way to share our ideas, provide alternative perspectives, and evaluate the assessments and proposals presented. As a result, participation constitutes a large part of your grade here.

Together, attendance (13%) and participation (22%) will make up 35% of your overall course grade. Students may be excused from class with written evidence of sickness or required participation at a school-sponsored event. Individuals with more than 5 absences, unless cleared by the instructor, will receive a zero for attendance. Any individual with more than 9 (or more) absences will receive an F for the course.

Reading Quizzes

Students are responsible for **completing five quizzes for the Kettl text**. A link to these quizzes can be found on the course Moodle page or via the textbook companion site (link:

<https://edge.sagepub.com/kettl7e>). These quizzes are administered on the publisher's (Sage/CQ Press) website, not Moodle. Once complete, the publisher's system allows individuals to email a report of the quiz. Students are to email it to themselves and submit a pdf of said confirmation email to Moodle. We will go over the process together in class. These quizzes are open book and untimed. These quiz reports are due on **Wednesday of the corresponding week by 11:59 p.m.** No late submissions will be accepted.

Case Studies and Discussion Questions

The textbooks, at the end of each chapter, provide case studies (Kettl) and discussion questions (Kraft and Furlong) that will allow you to showcase your acquired knowledge and a way to improve your writing skills. **Each week, from week 2 to week 12, you are required to provide a written response to two of the case studies** (only in the Kettl text) and **all of the discussion questions** (only in the Kraft and Furlong text) for the assigned readings on one of those two days. **Note that you are only responsible for the case studies or discussion questions for one of the assigned chapters for the day of the week that you choose.** Say, for example, that you choose to do Tuesday, August 31st in week 3 instead of Thursday, September 2nd. In that case, you would only be responsible for writing a response for two of the case studies in either chapter 7 or 8 in the Kettl text. *You are never required to write on case studies for both chapters assigned.* However, once we transition to the Kraft and Furlong text, you will be responsible for answering all of the discussion questions at the end of those chapters for the weeks mentioned above.

The responses need to be typed and submitted electronically **the day before class by 11:59 p.m.** on the Moodle course page (see below for information about formatting). So, for example, if you choose to do case studies from the second chapter in the Kettl book for our meeting on Tuesday, August 24th, you will need to have your written response submitted electronically by Monday, August 23rd at 11:59 p.m. Though there is no set length for these responses, they are expected to adequately answer the questions asked as part of the case studies or at the end of the chapters in the Kraft and Furlong text (see rubric on Moodle).

Exam

There will be a single exam that takes place on **Tuesday, September 21st** during our regularly scheduled meeting time. The exam will primarily consist of multiple-choice questions, though others – such as short answer, matching, fill-in-the-blank, and essay format – should be expected. The exam will cover only the material from weeks 1 through 4, which means that chapters 1 through 8 (and 10 & 12) from the Kettl text are those for which you will be accountable. You will be provided with a study guide and we – as a class – will have a review session the class meeting before the exam (i.e., Thursday, September 16th).

Public Meeting Report

Students are to attend an open meeting for a governmental entity at the local level of governance (e.g., town/city council, county board of commissioners) for the town/city/county in which they live (or have lived) and provide a short (i.e., 1-2 single-spaced pages) report of their experience. The report should include the following: 1) meeting information (e.g., governmental entity name, date attended, modality); 2) a summary of the primary subject(s) of the meeting; 3) commentary on the topics addressed; 4) discussion of any controversial or contentious topics addressed and/or

interactions between members of the governmental body and the general public in attendance; and 5) remarks on any topics/issues that should have been addressed in the meeting but were not. **Student reports are due on Moodle by September 30th at 11:59 p.m.**

Policy Memo

Instead of a final exam, you will write a policy memo on a public policy topic of your choosing. This is an opportunity for you to demonstrate that you are able to apply the concepts and skills acquired over the semester. Examples and instructions will be provided in class and on the course Moodle page. We will also go over the different components of a policy memo and guidelines for writing one in class on **Tuesday, October 12th**. The completed assignment is due on **Thursday, December 2nd – the day on which the final for the class is scheduled – by 12:00 p.m.**

Writing Guidelines

All written assignments are expected to be in either a Microsoft Word or Adobe PDF format. These assignments should be single-spaced, in Times New Roman, size 12-point font, and have 1-inch margins all around. As far as citations go – whenever applicable – I don’t have a preference for any particular format (e.g., MLA, APA, or Chicago), but I do expect consistency, so pick a format that you’re comfortable with and stick with it throughout the document.

Late Work

No late work will be accepted except in extraordinary circumstances. Make sure you pay attention to the due dates and the times at which these assignments are due.

Extra Credit

One extra credit opportunity will be made available before Thanksgiving break. More information will be provided in class and/or Moodle.

Grading and Course Requirements

Your final grade will be determined by your performance on the abovementioned assignments. See the following grading scale and assignment breakdown:

Grading Scale				Grading Formula	
A	92 – 100	C	72 – 77	Attendance & Participation	35
A-	90 – 91	C-	70 – 71	Quizzes	5
B+	88 – 89	D+	68 – 69	Case Studies/Disc. Questions	20
B	82 – 87	D	60 – 67	Public Meeting Report	10
B-	80 – 81	F	Below 60	Midterm Exam	15
C+	78 - 79			Policy Memo	15
				Total	100%

Key Dates

Exam: Tuesday, September 21st
 Public Meeting Report: September 30th
 Policy Memo: Thursday, December 2nd

Office Hours

You must make an appointment to meet with me by email. I have office hours Mondays and Wednesdays from 9:00 a.m. to 10:00 a.m. and Thursdays from 12:00 p.m. to 1:00 p.m. In addition to these set hours, I am willing to work around your schedule whenever possible.

Technology

Computers and tablets are allowed in the classroom for note-taking and other class-related purposes. You are not allowed to use these devices for browsing the internet, social media, or checking email. Cell phones must be silenced and cannot be used in class at all. Failure to comply with these rules may result in a zero for both attendance and participation for the day. In addition, you may be asked to leave for the day.

Communication of Announcements

Announcements will be sent via e-mail to your official UNCA e-mail address and/or posted on Moodle. You are responsible for monitoring your school e-mail account and the course Moodle site (<https://learnonline.unca.edu/>) daily.

E-Mail

All emails sent to me must include the following: the student's name, course section number (i.e., POLS 351/MGMT 374), a proper and formal greeting, a clear subject line about the purpose of the e-mail, and the actual request or question that prompted the email. You should expect a response within 72 hours. If you have not received a response within 72 hours, then please send me another email.

The Writing Center

You are encouraged to visit the University Writing Center (<https://writingcenter.unca.edu/>) on campus for help with assignments for this and other courses. The center supports writers in one-on-one sessions lasting 10 to 45 minutes. Consultants can help writers organize ideas, document sources, and revise prose. If you visit the UWC, bring a copy of your assignment, any writing or notes you may have, and the sources you are working with. Make an appointment by visiting writingcenter.unca.edu and clicking on "Schedule an Appointment."

Academic Integrity

All rules concerning academic honesty as set out in the current edition of the university's academic catalog (<http://catalog.unca.edu/>) will be enforced. Particular attention should be paid to the policies regarding cheating and plagiarism.

Academic Alerts

Faculty at UNC Asheville are encouraged to use the university's [Academic Alert](#) (AA) system. The purpose of this system is to communicate with students about their progress in courses. Academic Alerts can reflect that a student's performance is satisfactory at the time the alert is submitted or they can indicate concerns (e.g., academic difficulty, attendance problems, or other concerns). Professors use the AA system because they are invested in student success and want to encourage open conversations about how students can improve their performance. When a faculty member submits an alert that expresses a concern, the student receives an email from Academic Advising notifying them of the alert and subsequent registration hold on their account. To clear the hold, the student must complete an online Response Form included in the alert e-mail. The student's responses will be shared with the

instructor and advising staff. If a student receives three or more alerts, they will need to meet with an advisor by scheduling an appointment using the online appointment service at advising.unca.edu and select 'Academic Alert Appointment' as the type of appointment. The professor may also request to meet with the student to discuss the alert. It is in the student's best interest to complete the alert process quickly, as students who do so are more likely to earn credit for the course. Failure to complete the alert process means the student won't be able to register for the next semester's classes until they have submitted the required form and completed any requested meeting requirements. Questions about the alert system can be directed to Anne Marie Roberts (amrober1@unca.edu) in the [Academic Success Center](#).

Student Accommodations

UNCA values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources.

Students who experience a barrier to full access to this class should let the professor know, and/or make an appointment to meet with the Office of Academic Accessibility as soon as possible. To make an appointment, call 828.232.5050; email academicaccess@unca.edu; use this link <https://uncaoaaintake.youcanbook.me/>; or drop by the Academic Accessibility Office, room 005 in the One Stop suite (lower level of Ramsey Library). Learn more about the process of registering, and the services available through the Office of Academic Accessibility here: <https://oaa.unca.edu/>.

While students may disclose disability at any point in the semester, students who receive Letters of Accommodation are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

Sexual Harassment and Misconduct

All members of the University community are expected to engage in conduct that contributes to the culture of integrity and honor upon which the University of North Carolina at Asheville is grounded. Acts of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking jeopardize the health and welfare of our campus community and the larger community as a whole and will not be tolerated. The University has established procedures for preventing and investigating allegations of sexual misconduct, sexual harassment, dating violence, domestic violence and stalking that are compliant with Title IX federal regulations. To learn more about these procedures or to report an incident of sexual misconduct, go to <https://titleix.unca.edu/>. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Office.

Health and Wellness

UNCA offers resources for students who are coping with both physical and mental health issues. If you would benefit from assistance, please contact the Health and Counseling Center. Contact information can be found at <https://healthandcounseling.unca.edu/>.

Mask Policy and Social Distancing

The university has been very clear about how all individuals in our community at UNC Asheville are expected to behave during the semester (see here: <https://coronavirus.unca.edu/return-to-campus/community-expectations/>). I will not belabor those points made by the school here but know that students (and faculty/staff) are expected to wear a face mask and maintain social distancing in our class meetings and other settings on campus. Failure to adhere to these guidelines may result in a student's grade being negatively affected and/or a referral for discipline from the university.

Alteration of this Syllabus

The instructor reserves the right to revise, alter, and/or amend this syllabus as necessary. Students will be notified by email and/or Moodle of any such revisions, alterations, and/or amendments.

Key Resources for Students

Coronavirus Information: <https://coronavirus.unca.edu/>
Political Science Department Website: <https://politicalscience.unca.edu/>
Academic Planning: <https://advising.unca.edu/>
Student Affairs: <https://studentaffairs.unca.edu/>
University Catalog: <http://catalog.unca.edu/>
Ramsey Library: <https://library.unca.edu/>
Career Center: <https://career.unca.edu/>

Schedule and Topics**

Part 1: Public Administration

Week 1:

August 17th (Tu): Course Introduction

August 19th (Th): Public Administration

Assigned Reading: Chs. 1 and 3 in Kettl

Week 2:

August 24th (Tu): What Government Does

Assigned Reading: Ch. 2 in Kettl

August 26th (Th): The Executive Branch and Organization Problems

Assigned Reading: Chs. 5 and 6 in Kettl

Week 3:

August 31st (Tu): Administrative Reform and The People in Government

Assigned Reading: Chs. 7 and 8 in Kettl

September 2nd (Th): Administrative Ethics and Leadership

Assigned Reading: T.B.D.

Week 4:

September 7th (Tu): Organizational Theory

Assigned Reading: Ch. 4

September 9th (Th): Decision Making in Government and Implementation of Policy

Assigned Reading: Chs. 10 and 12 in Kettl

Week 5:

September 14th (Tu): Accountability and Politics

Assigned Reading: Ch. 14 in Kettl

September 16th (Th): The Bureaucracy and the Courts

In-Class Review Session (Second Part of Class)

Assigned Reading: Ch. 13 in Kettl

Part 2: Public Policy Foundations

Week 6:

September 21st (Tu): Exam 1

September 23rd (Th): T.B.D.

Assigned Reading: T.B.D.

Week 7:

September 28th (Tu): Introduction to Public Policy and Politics

Assigned Reading: Chs. 1-3 in Kraft and Furlong

September 30th (Th): Policy Analysis

Assigned Reading: Ch. 4 in Kraft and Furlong

Public Meeting Report Due

Week 8:

October 5th (Tu): No Class (Fall Break)

October 7th (Th): Problems and Alternatives & Assessing Alternatives

Assigned Reading: Chs. 5 & 6 in Kraft and Furlong

Part 3: Public Policy Issues

Week 9:

October 12th (Tu): Policy Memo Discussion

October 14th (Th): Economic and Budgetary Policy

Assigned Reading: Ch. 7 in Kraft and Furlong; skim: Ch. 11 in Kettl

Week 10:

October 19th (Tu): Health Care Policy

Assigned Reading: Ch. 8 in Kraft and Furlong

October 21st (Th): Welfare and Social Security Policy

Assigned Reading: Ch. 9 in Kraft and Furlong

Week 11:

October 26th (Tu): Education Policy

Assigned Reading: Ch. 10 in Kraft and Furlong

October 28th (Th): Environmental and Energy Policy

Assigned Reading: Ch. 11 in Kraft and Furlong

Week 12:

November 2nd (Tu): Foreign Policy and Homeland Security

Assigned Reading: Ch. 12 in Kraft and Furlong

November 4th (Th): Gun Control

Assigned Reading: T.B.D.

Week 13:

November 9th (Tu): Immigration

Assigned Reading: T.B.D.

November 11th (Th): COVID-19

Assigned Reading: T.B.D.

Week 14:

November 16th (Tu): For-Profit Prisons and Privatization of Government Services

November 18th (Th): In-Class Writing Session

Week 15:

November 23rd (Tu): No Class (Undergraduate Research Symposium)

November 25th (Th): No Class (Thanksgiving Break)

Week 16: Finals

November 30th (Tu): Course Wrap-Up (Last Day of Classes)

**December 2nd (Th): Final Exam Period for POLS 351/MGMT 374 is 11:30 a.m. to 2:00 p.m.
Policy Memo Due by End of Exam Period**

**The topics, as displayed on this syllabus, serve as a general plan for the course. However, since not all classes move at the same pace, the instructor will adjust as is necessary.