



FOUNDATIONS OF PUBLIC ADMINISTRATION

PUBA 709 Fall 2023
The University of North Carolina at Chapel Hill



COURSE INFORMATION

Credit Hours: 3.0

Pre or Co-Requisites: None

Target Audience: First year MPA students

Meeting Pattern: Tuesdays 1:15- 4:15 pm

Instructional Format: In-person

Classroom or Location: Knapp Bldg - Rm 3301

INSTRUCTOR INFORMATION

Name: Dr. Obed Pasha (he/him)

Email Address: pasha@unc.edu

Office Location: Knapp Bldg - Rm 4601

Office Hours: By appointment

COURSE CONTENT

Course Description

This course aims to equip students with a practical understanding of governance through a multi-disciplinary approach, drawing from the theories of public administration. Throughout the course, students will engage in discussions encompassing public management, values, organizational theory, politics, and other relevant subjects. It will explore the historical evolution of public administration, delve into fundamental theories within the discipline, and examine practical methodologies for applying these theories. By integrating theory with real-world governance practices, this course serves as a cornerstone for future studies in the field. Notably, there are no prerequisites for enrollment, making it accessible to all interested students.

Course Texts & Materials

No textbook is required for this course. All readings can be accessed through Canvas. Please focus your reading on the assigned pages for each item.



Course Goals & Student Learning Outcomes (SLOs)

The course PUBA 709 aims to equip students with the following learning objectives:

- Identify, comprehend, and synthesize the historical ideas, schools of thought, key theories, and debates in the field of public administration.
- Develop a comprehensive understanding of the major intellectual traditions in public administration and gain insight into the theoretical approaches that have shaped the discipline.
- Challenge preconceived notions about government, bureaucracy, and public service, encouraging critical examination and fresh perspectives.
- Utilize models and theories to study, research, and analyze public administration, fostering a strong analytical foundation.
- Apply public administration theory to real-life scenarios, bridging the gap between theory and practice.
- Effectively present ideas and arguments, employing appropriate research methods, oral, visual, and written communication skills.
- Prepare for advanced coursework, career paths in public service leadership, and a lifelong commitment to reflective practice.



COURSE ASSIGNMENTS & ASSESSMENTS

Assignment Descriptions

Analytical Memoranda

To showcase critical thinking and professional writing skills, students will respond to four prompts centered around realistic problems or issues within the public-sector and nonprofit domains. Each response must identify and define the problem, specify associated research question(s), and provide realistic recommendations based on course material. In addition to the assigned readings, students are expected to incorporate external sources. The memo should be a two-page paper, single-spaced, written in a professional memo format, employing Times New Roman 12 or an equivalent font, with one-inch margins. Please refer to Appendix A for further details.

Group Presentations

Students will gather information on a selected public service organization through document analysis, website searches, background research on similar organizations, and news sources. Each group will deliver a 15-minute presentation consisting of 10-12 slides. Additionally, the group will interview a public administrator or manager in a leading or supervising role to gain insights into their organization and personal experiences. The collected information will be synthesized into two comprehensive presentations. For more information, please refer to Appendix B.

Organizational Background

Based on the findings from Group Presentation 1, students will synthesize the information into a five-page summary (double-spaced), using Times New Roman 12 or an equivalent font, with one-inch margins. Refer to Appendix B for specific instructions.

Organizational Analysis

In this assignment, students will select any four theories, theorists, or concepts covered in the course and discuss their relevance to the chosen organization. The analysis should be a 15-page paper (double-spaced), utilizing Times New Roman 12 or an equivalent font, with one-inch margins. To complete this assignment, students should collect information on the organization through document analysis, website searches, background research on similar organizations, and news sources. Additional instructions can be found in Appendix B.



Class Participation

Active participation from all students is essential for a successful learning environment. Participation will be evaluated based on engagement in class discussions, completion of assigned activities, and contributions to fostering a supportive learning atmosphere. Ten percent of the course grade will be allocated to participation. [Describe assignment #1, provide due dates, and indicate what percentage the assignment will contribute to the final grade (e.g., 10% of the final grade). If applicable, consider describing the typical amount of time required to complete work for the assignment]

Grading Scale & Schema

Grading Scale

To successfully complete the course, students must demonstrate at least a minimal level of achievement in meeting the learning objectives. All assignments should exhibit critical thinking, intellectual rigor, and attention to detail. A grade of "P" (Pass) signifies that these expectations have been met, which is the standard grading criterion for graduate-level work. An "H" (High Pass) represents exceptional performance deserving special recognition. An "L" (Low Pass) indicates that while the basic course requirements were fulfilled, the work falls below the expected standards for Carolina MPA students. An "F" (Fail) suggests that either all course requirements were not met or the overall quality of the work is unacceptable.

Final Score Grade

94–100	High Pass
80–93	Pass
70–79	Low Pass
0–69	Fail

Assignments	Grade Points	Total Grade Points
Analytical Memoranda	10x4	40
Group Presentations	10x2	20
Organizational Background	5x1	5
Organizational Analysis	25x1	25
Class Participation	10x1	10
Total		100

Grading Criteria

To assess assignments, a set of criteria will be employed, as detailed below. As assignments involve subjective responses, no definitive right or wrong answers exist. The following aspects will guide the grading process:

- **Original Thought:** Students are encouraged to demonstrate personal comprehension and viewpoints, avoiding mere repetition of facts.
- **Organization:** Assignments should exhibit a coherent and logical progression of ideas. Avoid disjointed transitions between sentences and paragraphs.
- **Connection to Theory:** Points presented in assignments must be firmly rooted in relevant theories and readings covered in the course.
- **Writing Quality:** Exemplary writing is expected of all students. Errors in grammar and writing mechanics will not be tolerated.

Important:

- **Hardcopies:** Please ensure that you submit all assignments on Canvas AND bring a printed copy to class.
- **Late work:** Late submissions will be considered on a case-by-case basis, subject to the instructor's discretion, and only if accompanied by a valid justification.



COURSE SCHEDULE AT A GLANCE

Week 1 (8/22): Overview and History

Week 2 (8/29): Public Service Structure

September 5 (No Class)

Week 3 (9/12): Public Service Motivation

Assignment Due: Analytical Memorandum 1

Week 4 (9/19): Values and Ethics

Week 5 (9/26): Who Do We Serve?

Assignment Due: Analytical Memorandum 2

Week 6 (10/3): Public Service on the Frontlines

Week 7 (10/10): Decision-Making in Public Service

Assignment Due: Analytical Memorandum 3

Week 8 (10/17): Group Presentation 1

Assignment Due: Organizational Background

Week 9 (10/24): New Public Management

Week 10 (10/31): New Public Service

Week 11 (11/7): Solving Wicked Problems

Week 12 (11/14): Panel on Summer Nutrition Programs

Assignment Due: Analytical Memorandum 4

Week 13 (11/21): Tools of Government

Week 14 (11/28): Careers in Public Service

Week 15 (12/6): Group Presentation 2

Assignment Due: Organizational Analysis

AI USE: Embracing the transformative power of AI, this course leverages cutting-edge technology to its fullest potential. AI played a pivotal role in crafting course outlines, enhancing content through copyediting, and providing invaluable reminders to ensure no essential elements were overlooked or forgotten.



DETAILED SCHEDULE WITH READINGS AND ASSIGNMENTS

Week (M/D)	Topic(s)	Readings & Assignments Due
Week 1 (8/22)	Overview and History <ul style="list-style-type: none">• Definition• Purpose• Public vs Private• Historical roots	<ul style="list-style-type: none">• Sager, F., & Rosser, C. (2009). Weber, Wilson, and Hegel: Theories of modern bureaucracy. <i>Public Administration Review</i>, 69(6), Pages 1136 to 1139.• Rainey, H. G., & Bozeman, B. (2000). Comparing public and private organizations: Empirical research and the power of the a priori. <i>Journal of public administration research and theory</i>, 10(2), Pages 451 to 462.• Boyne, G. A. (2002). Public and private management: what's the difference? <i>Journal of management studies</i>, 39(1), Page 103.• Williams, D. W. (2002). Before performance measurement. <i>Administrative Theory & Praxis</i>, 24(3), Pages 458 to 461
Week 2 (8/29)	Public Service Structure <ul style="list-style-type: none">• Bureaucracy• Politics-Administration Dichotomy• Federalism• Federal and State Governments• State and Local Governments	<ul style="list-style-type: none">• Olsen, J. P. (2006). Maybe it is time to rediscover bureaucracy. <i>Journal of public administration research and theory</i>, 16(1), Pages 1 to 5.• Demir, T., & Nyhan, R. C. (2008). The politics-administration dichotomy: An empirical search for correspondence between theory and practice. <i>Public Administration Review</i>, 68(1), Pages 81 to 87.• Svava, J. H. (2001). The myth of the dichotomy: Complementarity of politics and administration in the past and future of public administration. <i>Public administration review</i>, 61(2), Pages 176 to 183.• Kettl, D. F. (2020). States divided: the implications of American federalism for COVID-19. <i>Public Administration Review</i>, 80(4), Pages 598 to 600.• Richardson Jr, J. J. (2011). Dillon's rule is from Mars, home rule is from Venus: Local government autonomy and the rules of statutory construction. <i>Publius: The Journal of Federalism</i>, 41(4), Pages 679 to 682. <p>Guest Speaker: Dr. Carl Stenberg (SOG Faculty)</p>
Week 3 (9/12)	Public Service Motivation <ul style="list-style-type: none">• Definition• Pillars• Implications• PSM Survey	<ul style="list-style-type: none">• Perry, J. L. (1997). Antecedents of public service motivation. <i>Journal of public administration research and theory</i>, 7(2), Pages 182 to 186.• Perry, J. L. (1996). Measuring public service motivation: An assessment of construct reliability and validity. <i>Journal of public administration research and theory</i>, 6(1), Pages 6 to 11.• Moynihan, D. P., & Pandey, S. K. (2007). The role of organizations in fostering public service motivation. <i>Public administration review</i>, 67(1), Pages 40 to 54.• Christensen, R. K., Paarlberg, L., & Perry, J. L. (2017). Public service motivation research: Lessons for practice. <i>Public Administration Review</i>, 77(4), Pages 529 to 542. <p>Guest Speaker: Rachel Raper (Director Elections, Orange County) Assignment Due: Analytical Memorandum 1</p>



Week (M/D)	Topic(s)	Readings & Assignments Due
Week 4 (9/19)	Values and Ethics <ul style="list-style-type: none">• 3 E's• Philosophy• History• Foundations• ICMA & ASPA Codes	<ul style="list-style-type: none">• Kernaghan, K. (2000). The post-bureaucratic organization and public service values. <i>International Review of administrative sciences</i>, 66(1), Pages 94 to 96.• Kernaghan, K. (2003). Integrating values into public service: The values statement as centerpiece. <i>Public administration review</i>, 63(6), Pages 711 to 713.• Nabatchi, T. (2018). Public values frames in administration and governance. <i>Perspectives on Public Management and Governance</i>, 1(1), Pages 59 to 67.• Gilman, S. C., & Lewis, C. W. (1996). Public service ethics: A global dialogue. <i>Public administration review</i>, Pages 520 to 523.• Cooper, T. L. (2004). Big questions in administrative ethics: A need for focused, collaborative effort. <i>Public administration review</i>, 64(4), Pages 400 to 404.• Wright, B. E., Hassan, S., & Park, J. (2016). Does a public service ethic encourage ethical behaviour? Public service motivation, ethical leadership and the willingness to report ethical problems. <i>Public Administration</i>, 94(3), Pages 647 to 651.• https://www.npr.org/podcasts/555340969/there-goes-the-neighborhood <p>Guest Speaker: Dr. Michael Vazquez (Director Outreach, Parr)</p>
Week 5 (9/26)	Who Do We Serve? <ul style="list-style-type: none">• Stakeholders• Guardian vs Warrior• Social Construction Theory• Representative Bureaucracy• Equity and Inclusion	<ul style="list-style-type: none">• Bryson, J. M. (2004). What to do when stakeholders matter: stakeholder identification and analysis techniques. <i>Public management review</i>, 6(1), Pages 1 to 9.• McLean, K., Wolfe, S. E., Rojek, J., Alpert, G. P., & Smith, M. R. (2020). Police officers as warriors or guardians: Empirical reality or intriguing rhetoric? <i>Justice Quarterly</i>, 37(6), Pages 1099 to 1101.• Ingram, H., Schneider, A. L., & DeLeon, P. (2019). Social construction and policy design. In <i>Theories of the policy process</i>, Pages 94 to 103.• Riccucci, N. M., & Van Ryzin, G. G. (2017). Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy. <i>Public Administration Review</i>, 77(1), Pages 21 to 28.• Nicholson-Crotty, S., Nicholson-Crotty, J., & Fernandez, S. (2017). Will more black cops matter? Officer race and police-involved homicides of black citizens. <i>Public Administration Review</i>, 77(2), Pages 208 to 209; and 213 to 214.• Frederickson, G. (2005). The state of social equity in American public administration. <i>National Civic Review</i>, 94(4), Pages 35 to 38.• Gooden, S. T. (2015). <i>Race and social equity: A nervous area of government.</i> Routledge. Pages 3 to 39. <p>Guest Speaker: Dr. Kimalee Dickerson (SOG Faculty) Assignment Due: Analytical Memorandum 2</p>



Week (M/D)	Topic(s)	Readings & Assignments Due
Week 6 (10/3)	Public Service on the Frontlines <ul style="list-style-type: none">• Accountability• Discretion• Agency Theory• Street-Level Bureaucracy	<ul style="list-style-type: none">• Lewis, C. W. (2006). In pursuit of the public interest. <i>Public administration review</i>, 66(5), Pages 695.• Erkkilä, T. (2007). Governance and accountability-A shift in conceptualisation. <i>Public Administration Quarterly</i>, Pages 4 to 27.• Thomann, E., van Engen, N., & Tummers, L. (2018). The necessity of discretion: A behavioral evaluation of bottom-up implementation theory. <i>Journal of Public Administration Research and Theory</i>, 28(4), Pages 583 to 585.• Gailmard, S. (2014). Accountability and principal-agent theory. Pages 1 to 6.• Hupe, P., & Hill, M. (2007). Street-Level bureaucracy and public accountability. <i>Public administration</i>, 85(2), Pages 279 to 285.• Tummers, L. L., Bekkers, V., Vink, E., & Musheno, M. (2015). Coping during public service delivery: A conceptualization and systematic review of the literature. <i>Journal of Public Administration Research and Theory</i>, 25(4), Pages 1099 to 1104. <p>Expert Panel:</p> <ul style="list-style-type: none">• Chief Duane Hampton (Hillsborough Police Department)• Captain Scott Pennica (Durham Police Department)• Lieutenant Mark Fitzgerald (Durham Police Department)• Officer Jun Gim (Chapel Hill Police Department)
Week 7 (10/10)	Decision-Making in Public Service <ul style="list-style-type: none">• Rational Choice• Public Choice• Bounded Rationality• Incrementalism• Garbage Can• Participative Model• Choice Architecture	<ul style="list-style-type: none">• Scott, J. (2000). Rational choice theory. <i>Understanding contemporary society: Theories of the present</i>, 129, Pages 1 to 6.• Ostrom, V., & Ostrom, E. (2019). <i>Public goods and public choices</i>. In <i>Alternatives for delivering public services</i>. Routledge. Pages 1 to 9.• Simon, H. A. (1990). Bounded rationality. <i>Utility and probability</i>, Pages 19 to 22.• Lindblom, C. E. (1979). Still muddling, not yet through. <i>Public administration review</i>, 39(6), Pages 519 to 520.• Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. <i>Administrative science quarterly</i>, Pages 1 to 4.• Irvin, R. A., & Stansbury, J. (2004). Citizen participation in decision making: is it worth the effort?. <i>Public administration review</i>, 64(1), Pages 55-60.• Johnson, E. J., Shu, S. B., Dellaert, B. G., Fox, C., Goldstein, D. G., Häubl, G., ... & Weber, E. U. (2012). Beyond nudges: Tools of a choice architecture. <i>Marketing letters</i>, 23, Pages 487 to 493. <p>Guest Speaker: Chelsea Laws (Director Buildings, Chapel Hill) Assignment Due: Analytical Memorandum 3</p>
Week 8 (10/17)	Group Presentation 1	Assignment Due: Organizational Background



Week (M/D)	Topic(s)	Readings & Assignments Due
Week 9 (10/24)	New Public Management <ul style="list-style-type: none">• New Public Management• Reinventing Government• Goal-Setting Theory• Strategic Planning• Performance Management• Continuous Improvement	<ul style="list-style-type: none">• Dunleavy, P., & Hood, C. (1994). From old public administration to new public management. <i>Public money & management</i>, 14(3), Pages 9 to 10.• Duncan, G., & Chapman, J. (2010). New millennium, new public management and the New Zealand model. <i>Australian Journal of Public Administration</i>, 69(3), Pages 301 to 302.• Pasha, O., Kroll, A., & Ash, M. (2023). Assessing the equity and effectiveness of PerformanceStat systems. <i>International Public Management Journal</i>, 26(1), Pages 4 to 9.• Wright, B. E. (2004). The role of work context in work motivation: A public sector application of goal and social cognitive theories. <i>Journal of public administration research and theory</i>, 14(1), Pages 59 to 64.• Frederickson, H. G. (1996). Comparing the reinventing government movement with the new public administration. <i>Public administration review</i>, Pages 264 to 268.• Bryson, J. M., Edwards, L. H., & Van Slyke, D. M. (2018). Getting strategic about strategic planning research. <i>Public management review</i>, 20(3), Pages 317-321.• Boyne, G. A., & Walker, R. M. (2002). Total quality management and performance: An evaluation of the evidence and lessons for research on public organizations. <i>Public Performance & Management Review</i>, 26(2), Pages 111 to 115.
Week 10 (10/31)	New Public Service <ul style="list-style-type: none">• New Public Service• Public Participation• Coproduction	<ul style="list-style-type: none">• Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. <i>Public administration review</i>, 60(6), Pages 552 to 557.• Rowe, G., & Frewer, L. J. (2000). Public participation methods: a framework for evaluation. <i>Science, technology, & human values</i>, 25(1), Pages 6 to 17.• Bobbio, L. (2019). Designing effective public participation. <i>Policy and Society</i>, 38(1), Pages 41 to 51.• Nabatchi, T., Sancino, A., & Sicilia, M. (2017). Varieties of participation in public services: The who, when, and what of coproduction. <i>Public administration review</i>, 77(5), Pages 766 to 774.• Bovaird, T. (2007). Beyond engagement and participation: User and community coproduction of public services. <i>Public administration review</i>, 67(5), Pages 846 to 850.• Brandsen, T., & Honingh, M. (2016). Distinguishing different types of coproduction: A conceptual analysis based on the classical definitions. <i>Public Administration Review</i>, 76(3), Pages 431 to 433.

Guest Speaker: Dr. Teshanee Williams (SOG Faculty)



Week (M/D)	Topic(s)	Readings & Assignments Due
Week 11 (11/7)	Solving Wicked Problems <ul style="list-style-type: none">• Systems Theory• Wicked Problems• Network Governance• Breaking Silos	<ul style="list-style-type: none">• Kast, F. E., & Rosenzweig, J. E. (1972). General systems theory: Applications for organization and management. <i>Academy of management journal</i>, 15(4), Pages 450.• Klijn, E. H. (2008). Complexity theory and public administration: What's new? Key concepts in complexity theory compared to their counterparts in public administration research. <i>public management review</i>, 10(3), Pages 302 to 305.• Head, B. W., & Alford, J. (2015). Wicked problems: Implications for public policy and management. <i>Administration & society</i>, 47(6), Pages 711 to 733.• Weber, E. P., & Khademian, A. M. (2008). Wicked problems, knowledge challenges, and collaborative capacity builders in network settings. <i>Public administration review</i>, 68(2), Pages 334 to 337.• Ferlie, E., Fitzgerald, L., McGivern, G., Dopson, S., & Bennett, C. (2011). Public policy networks and 'wicked problems': A nascent solution? <i>Public administration</i>, 89(2), Pages 307 to 310.• Provan, K. G., & Kenis, P. (2008). Modes of network governance: Structure, management, and effectiveness. <i>Journal of public administration research and theory</i>, 18(2), Pages 229 to 248. <p>Guest Speaker: Dr. Willow Jacobson (Professor, UNC School of Government)</p>
Week 12 (11/14)	Panel on Summer Nutrition Programs	<p>Expert Panel:</p> <ul style="list-style-type: none">• Maureen Berner (Professor, UNC School of Government)• Dana Ellis (Senior Director of Nutrition Programs, Food Bank of Central & Eastern North Carolina)• Tamara C. Baker (Project & Communications Director, Carolina Hunger Initiative) <p>Assignment Due: Analytical Memorandum 4</p>
Week 13 (11/21)	Tools of Government <ul style="list-style-type: none">• New Governance• Contracting Out• Grants• Loans and Loan Guarantees• Vouchers• Tax Expenditures	<ul style="list-style-type: none">• Kernaghan, K. (2000). The post-bureaucratic organization and public service values¹. <i>International Review of administrative sciences</i>, 66(1). Page 92 to 93.• Brown, T. L., Potoski, M., & Van Slyke, D. M. (2006). Managing public service contracts: Aligning values, institutions, and markets. <i>Public administration review</i>, 66(3), Pages 323 to 329.• Brown, T. L., & Potoski, M. (2005). Transaction costs and contracting: The practitioner perspective. <i>Public Performance & Management Review</i>, 28(3), Pages 326 to 333.• Milward, H. B., & Provan, K. G. (2000). Governing the hollow state. <i>Journal of public administration research and theory</i>, 10(2), Pages 362 to 375.• Salamon, L. M. (2000). The new governance and the tools of public action: An introduction. <i>Fordham Urb. LJ</i>, 28, Page 1 to 21.
Week 14 (11/28)	Panel on Careers in Public Service	<p>Expert Panel:</p> <ul style="list-style-type: none">• Jenny Noonan (Director, Policy Analysis and Communications, EPA's Office of Air Quality Planning)• Eric Moore (Fiscal Analyst, Fiscal Research Division, NC General Assembly)• Jennifer Fox (Senior Strategic Planning & Performance Analyst, City of Raleigh)• Maddie Shae (Project Director, Fountainworks)• Dan Sargent (Executive Director, Rebuilding Together of the Triangle)
Week 15 (12/6)	Group Presentation 2	<p>Assignment Due: Organizational Analysis</p>



POLICY STATEMENTS

Academic Policies

AI Policy (<https://provost.unc.edu/committees/>)

1. *AI should help you think. Not think for you.* Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you (e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer).
2. *Engage with AI responsibly and ethically.* Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights.
3. *You are 100% responsible for your final product.* You are the user. If the AI makes a mistake, and you use the output, it's your mistake. If you don't know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI-generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. *The use of AI must be open and documented.* The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to attribute your AI usage are explained below.
5. *These guidelines are in effect unless I give you specific guidelines for an assignment or exam.* It is your responsibility to ensure you are following the correct guidelines.

University Class Attendance Policy

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: [University Approved Absence Office \(UAAO\) website](#) provides information and [FAQs for students](#) and [FAQs for faculty](#) related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

Honor Code Statement

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me, or consult studentconduct.unc.edu.

Syllabus Changes

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Additionally, consult the [Safe](#)



[Computing at UNC](#) website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

Data Security & Privacy

[UNC-Chapel Hill Privacy Statement](#): Sakai's Discussion Forum, Assignments, DropBox, Gradebook, and Tests & Quizzes tools are designed to share FERPA-protected information privately between instructors and individual students.

Grade Appeal Process

If you have any concerns with grading and/or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or department chair.

Services & Student Support Policies

Accessibility Resources & Services (ARS)

[Accessibility Resources and Service](#) (ARS – ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to [reach out to ARS](#) to discuss.

Counseling & Psychological Services (CAPS)

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/> or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office at <https://eoc.unc.edu/report-an-incident/>.



Diversity Statement

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.



APPENDIX A: ANALYTICAL MEMORANDA GUIDELINES

Date: [Date Memorandum Is Due]

To: [Name and Title of Client]

From: [Your Name]

Subject: [Subject of Memorandum]

Introduction: In the introduction section of the memorandum, clearly state the purpose of the document and provide your recommendations succinctly within two to four sentences.

Background: For the client to gain a comprehensive understanding of the context and the issues being addressed, provide concise background information. Limit this section to one or two paragraphs.

Discussion: The discussion section serves as the main body of the report. Present key ideas in a logical order, ensuring a coherent flow of information. Describe various options, considering their advantages, disadvantages, costs, and benefits. It is crucial to present arguments in an impartial and balanced manner.

Recommendations: Clearly state your recommendations in specific and concise language. Ensure that your recommendations are well-reasoned and supported by the information and arguments presented in the discussion section. Use simple business language, keeping sentences and paragraphs brief. Avoid jargon, slang, and inappropriate language. If necessary, utilize bullet lists for clarity. Remember that this memorandum is a public document and not a confidential communication to your client.

Formatting: Please adhere to the following formatting guidelines for this memorandum:

- Use left-justified block style.
- Set margins at approximately one inch on all sides.
- Utilize a 12-point Times New Roman font or an equivalent, single spaced.
- Ensure that the memorandum does not exceed two single-spaced pages.



APPENDIX B: ORGANIZATIONAL ANALYSIS INTERVIEW

For this assignment, you are required to conduct a 45–60-minute interview with a manager, executive, director, department head, or any individual in a leadership role within a federal, state, or local public organization or a nonprofit. Please ensure that the interviewee holds a leadership position in the organization. Before conducting the interview, obtain permission from the interviewee and record the interview.

Group Presentation 1

In your group presentation, you will have a total of 15 minutes to deliver your content. The presentation should have a smooth introduction, engaging main content, and a summarization or conclusion at the end. Your presentation will be evaluated based on the layout, engagement, preparation, and responses during the Q&A session. Please address the following questions about the organization in your presentation:

- Is the organization a federal, state, or local public entity, or a nonprofit organization?
- What is the mission of the organization? What are its core values?
- How many employees work for the organization? What is its annual budget? What are its funding sources?
- What services does the organization provide? Could these services be feasibly provided by a business entity? Explain your reasoning.
- Who are the beneficiaries or clients of this organization? What alternatives do these clients have if the organization did not exist?
- If you were to divide the organization into three hierarchical levels, what would those levels be? How does this differ from the organization's stated organizational structure?
- What is the demographic makeup of employees in the organization, both in general and at each hierarchical level? Are women and minorities well represented?
- What strategies has the organization adopted to attract and retain a more diverse and marginalized workforce? To what extent do you feel the employees reflect the populations they serve? What mechanisms support the organization in achieving its diversity and inclusion goals?
- What are the biggest challenges faced by the organization, and how is it responding to those challenges?
- What future changes and trends do the leader foresee? What is their vision for the organization's future?

While some of these questions can potentially be answered through sources such as the organization's website or annual report, utilize those resources and ask your interviewee questions that cannot be found elsewhere.

Organizational Background

Based on the findings from Group Presentation 1, you will synthesize the information into a five-page summary. The summary should be double-spaced, using Times New Roman 12 or an equivalent font, with one-inch margins.

Group Presentation 2

For this assignment, your group will deliver a 15-minute presentation with a smooth introduction and a concluding summarization. In addition to the content, your presentation will be evaluated based on the layout, engagement, preparation, and responses during the Q&A session. Please ensure that your presentation addresses the following questions thoroughly and offers meaningful insights:

- How does the leader of the organization make decisions? What process or models do they utilize?
- To what extent does external politics influence the decision-making process? How does the leader handle external political factors?
- To what extent are middle managers and frontline employees involved in the decision-making process? Provide examples.
- Which employees within the organization can be characterized as street-level bureaucrats, having direct contact with clients or residents? How much discretion do these employees have? Please provide examples.
- How does the leader effectively motivate employees within the organization? What role does public service motivation play in motivating employees?
- What proportion of the organization's services are contracted out? Has there been an increase or decrease in outsourcing over the past 10 years? What are some of the major challenges encountered when working with contractors?



- To what extent does the organization rely on other public, nonprofit, and business organizations to provide services?
- Does the organization involve citizens in the service delivery process? Provide examples. What are some of the benefits and drawbacks associated with public participation in the decision-making and service delivery process?

Remember to support your points with relevant examples and evidence.

Organizational Analysis

For this assignment, you will be required to write a comprehensive 15-page paper, double-spaced, using Times New Roman 12 or an equivalent font, with 1-inch margins. The paper will involve synthesizing the findings from Group Presentations 1 and 2 into an introduction about the organization, followed by an analysis of four selected topics from the course syllabus. Lastly, you will summarize your experiences with the organization.

Introduction (5 pages): Start with an introduction that incorporates the material presented in Group Presentation 1, providing an overview of the organization's purpose, structure, services, diversity, challenges, and future outlook. Seamlessly transition into discussing decision-making processes, motivation strategies, service provision methods, and public participation within the organization.

Selected Concepts (2 pages per concept, total 8 pages): Choose any four of the twelve syllabus concepts listed below and explore how they relate to your chosen organization and its functions. Reflect on the information you have gathered about the organization and connect it with the concepts taught in class. Apply critical thinking, original thought, and logical argumentation to enhance your analysis. Strive for creativity, thoughtfulness, and originality rather than solely summarizing literature or regurgitating facts. Collect information from document analysis, website searches, background research on similar organizations, and news sources to support your arguments.

Reflection (2 pages): In this section, summarize your experiences with the organization. Highlight any interesting or surprising facts you discovered during your research. Evaluate the performance and sustainability of the organization and consider any internal or external changes that could enhance its effectiveness. Provide constructive suggestions based on your analysis.

Formatting: Remember to adhere to the assigned formatting guidelines:

- Use double-spacing throughout the paper.
- Utilize Times New Roman 12 font or an equivalent, double-spaced.
- Maintain 1-inch margins.

Syllabus Topics: To ensure a comprehensive analysis, consider the suggested questions provided as a guide. However, it is encouraged to develop your own interview questions and delve into the realities of the organization.

Politics/Administrative Dichotomy

- To what extent does the organization demonstrate the politics/administration dichotomy?
- Do employees remain politically neutral, or do they participate in policymaking? Is partisan politics versus policy politics a suitable framework for understanding the organization?
- How would scholars like Waldo, Wilson, or Weber describe the organization's characteristics and dynamics?

Public vs Private Administration

- What is the level of goal ambiguity and formalization within the organization?
- Should the organization consider outsourcing its services to a private (for-profit or nonprofit) entity instead?
- Can the organization benefit from adopting market mechanisms and tools?



Public Service Motivation

- Does organizational leadership demonstrate a commitment to public service motivation? Provide examples.
- In your opinion, do the individuals working for the organization exhibit high or low levels of public service motivation? Justify your response.
- How can the leadership enhance or leverage public service motivation among the employees?

Ethics and Values in Public Administration

- What are the stated values of the organization?
- What are the ethical implications associated with the organization's missions and operations?
- Are there any instances where the organization may potentially violate ethical principles?
- What steps can the organization take to ensure greater ethical conduct in its service delivery?

Street Level Bureaucracy

- Who are the street-level bureaucrats within the organization, and what is their role?
- To what extent do these employees align with Lipsky's characterization of street-level bureaucrats?
- How does principal-agent theory impact the organization's functioning?

Decision Making

- What decision-making tools or approaches does the organization employ?
- Are decisions primarily based on rational principles, such as evidence-based decision-making?
- To what extent is decision-making influenced by bounded rationality?
- Does the organization emphasize collective decision-making processes?

Representative Bureaucracy

- What is the demographic composition of the organization's employees, both overall and within each hierarchical level? Are women and minorities adequately represented?
- What strategies has the organization adopted to attract and retain diverse and marginalized populations?
- To what extent do the employees reflect the populations they serve? What mechanisms contribute to the organization's diversity and inclusion goals? If diversity and inclusion are not prioritized, what are the reasons for this perspective?

Equity in Public Service

- Does the organization ensure equitable distribution of benefits and burdens? Explain.
- Who does the organization claim to serve, and who are the actual beneficiaries of its services?
- How can the organization enhance its service delivery to achieve greater equity?

Wicked Problems and Network Governance

- Discuss the complexities involved in the organization's service delivery.
- Does the organization address the challenges associated with "wicked problems" effectively?
- Is the organization part of a formal or informal network?
- To what extent does the organization's service delivery rely on collaborations with other entities?

Strategic Planning

- Does the organization have clearly defined mission, vision, and values statements?
- Does the organization conduct formal environmental scans, such as SWOT analysis?
- What are the organization's goals and objectives? Are they outlined in a formal strategic plan?

Performance Management

- Does the organization utilize performance indicators to evaluate its performance?
- Does the organization analyze performance information to inform decision-making?
- To what extent does the organization rely on performance indicators for decision-making purposes?

Contracting Out

- To what degree does the organization rely on contracted services?
- What are the main challenges encountered in the process of contracting services?
- What alternative contract designs or models could be implemented to enhance service quality and efficiency?