



**SPECIAL TOPICS IN PUBLIC AFFAIRS:  
DEMOCRATIC FOUNDATIONS OF PUBLIC SERVICE &  
PUBLIC ADMINISTRATION**

INDEX #: 21212 / 40.834.330.02

**SPRING 2017: MONDAYS FROM 2:30 – 5:20 P.M.  
LOCATION: SMT 241**

**SPAA MISSION STATEMENT**

Through a culture of innovation and based upon the values of diversity, competency, knowledge, service, and ethical practice, we pursue an evidence-based approach to the effective, equitable, and accountable implementation of public policy. Distinguished academic scholars complemented by adjunct faculty rich in relevant government and nonprofit experience deliver capacity-based curriculum. We are dedicated to student success in applying knowledge to effective ethical public service leadership.

**PROFESSOR CONTACT INFORMATION**

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Office Hours: Before & After Class; By Appointment

**COURSE DESCRIPTION**

Democratic Foundations of Public Service and Public Administration explores the democratic-constitutional foundations of public service and administration, with a particular emphasis on the United States. Throughout the course, we will examine topics that explore how public administrators and the administrative state work to advance values and practices that promote the rule of law, equity, equality, public service ethics, justice, fairness, transparency, and accountability. This course will also underscore the need for public managers to balance decision-making that emphasizes economy, efficiency, and effectiveness with decision-making that also emphasizes responsibility, representativeness, and responsiveness.

## COURSE GOALS & OBJECTIVES

Develop a comprehensive understanding for how the democratic-constitutional norms and values associated with public service and public administration shape the American state.

Articulate why careers in the public sector constitute a noble profession.

Underscore the importance of discretionary judgment, responsibility, and leadership in public sector decision-making.

Discuss the significance of professionalism to the practice of public administration.

Improve writing quality, analytical thinking, and oral presentation skills.

## REQUIRED TEXTS

McCabe, Katie and Dovey Johnson Roundtree. 2009. *Justice Older than the Law: The Life of Dovey Johnson Roundtree*. Jackson: University Press of Mississippi.

Morgan, Douglas F., Richard T. Green, Craig W. Shinn, and Kent S. Robinson. 2013. *Foundations of Public Service*, 2<sup>nd</sup> ed. Armonk, NY: M.E. Sharpe/Routledge.

Putnam, Robert D. 2015. *Our Kids: The American Dream in Crisis*. New York: Simon & Schuster.

## COURSE REQUIREMENTS & EXPECTATIONS

### EXAMS

There will be two examinations for this course: a mid-term and a final. The mid-term will cover material up to that point in the course; the final will cover all subsequent material. Both exams will be take home essays, consisting of several questions each. Students will have one week from the time both exams are distributed to complete them.

### PUTNAM'S STORIES & INDIVIDUAL REACTION PAPER

Robert Putnam, Peter and Isabel Malkin Professor of Public Policy at Harvard's Kennedy's School of Government, is largely regarded as one of the most important and influential social scientists of the last quarter century. Putnam's work focuses on the intersection between public affairs and civil society, ideas that largely serve as the intellectual foundation for the nonprofit sector. His emphasis on ways to advance social solidarity, social change, and social capital in an effort to improve civic engagement and community association is particularly relevant for this course.

In his latest work, *Our Kids: The American Dream in Crisis*, Putnam explores the social, economic, and community challenges of achieving the American Dream in the 21<sup>st</sup> century. One of the distinctive elements of this work is Putnam's reliance on the stories of ordinary, individual Americans. These stories illustrate one of the book's central

themes: the zip code in which you reside is the single, most important factor that determines economic advancement and access to social capital. Taken as a whole, these stories provide valuable insight into the economic, social, and demographic challenges of what it means not only to live in America at the present time but also how we work towards achieving stability and security with family, community, and employment.

As part of this course, we will read *Our Kids* in its entirety. Each student will be required to present at least one story to the class and discuss the individual and/or family studied and what that story adds to the concept of achieving the American Dream. On Class 14, April 24<sup>th</sup>, students must submit a 5-7 page reaction paper on the book that answers the following questions:

- \*Based on Putnam's work, what does the American Dream mean to you?
- \*Do we live in a country that rewards hard work equitably?
- \*Do Putnam's stories and his accompanying analysis make you feel less confident or more confident about pursuing a career in public affairs?

#### **JUSTICE OLDER THAN THE LAW REACTION PAPER**

On Monday, April 10, Class 12, we will discuss the groundbreaking work *Justice Older than the Law* by Katie McCabe and Dovey Johnson Roundtree. McCabe is an award-winning journalist who coauthored an autobiographical account of the life and times of Dovey Johnson Roundtree, a prominent leader in the U.S. civil rights movement. You are required to read this book in advance of our discussion and to come prepared with *at least* four questions that you would like to ask during this class period. The professor will collect these questions at the end of class. You are then required to write a reaction paper to the book. Your reaction should focus on the parts of the book that resonate the most with you. Some ideas to consider include: justice, due process, equality, fairness, equal protection under the law, public service, race, gender, education, spiritual development, and/or family. The assignment should be approximately 5 pages in length and will be due at the beginning of the next class on April 17<sup>th</sup>.

#### **CLASS ATTENDANCE & PARTICIPATION**

Students are expected to attend class on-time and participate in discussions. Students should complete all assigned readings prior to the start of class. If you cannot attend class or will be late, please inform the instructor as soon as possible. Excessive tardiness and absences will affect your grade negatively.

#### **EXTENSIONS & SPECIAL EXCEPTIONS FOR ASSIGNED WORK**

Students are expected to submit work on time. Unless prior arrangements are made with the instructor, late work will not be accepted.

#### **WRITING EXPECTATIONS**

All written work submitted for this course must be typed and double-spaced. I expect correct English, grammar, spelling, and punctuation. Papers that do not meet this expectation will be penalized; the worse the grammatical infraction(s) the more steep the

penalty. Graphs, charts, bullets, etc. should not be used for any of the assignments submitted for this course. Students should write only in complete sentences. Students may use either the APA or Chicago Manual of Style for citing references. If students are having difficulty with writing and organizing their written work, they are encouraged to visit the University's Writing Center for tutoring and assistance.

### **STUDENT SUPPORT**

If you experience any difficulty with this course, academic, professional, or personal, please do not hesitate to consult with me so that we can discuss how we can go forward and meet the goals set forth in this seminar.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with the professor and discuss the accommodations with me as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at [\(973\)353-5375](tel:9733535375) or in the Office of Disability Services in the Paul Robeson Campus Center, on the 2<sup>nd</sup> Floor or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

### **Academic Integrity**

The University's Honor Code is in effect at all times.

### **General Disclaimers:**

- (1) The professor can amend the course syllabus at any time. If necessary, the professor will announce and discuss these changes in class and on Blackboard.
- (2) Tape recorders are not permitted.

### **GRADING**

The evaluation for this course is based on the following percentages:

Mid-Term Exam	20%
Final Exam	20%
Putnam's Stories & Reaction Paper	20%
McCabe & Roundtree Reaction Paper	20%
Class Participation	20%

Grading Scale: Final grades will be assigned according to the following scale:

A..... 90-100	C+..... 76-79	F..... 69 or below
B+ .... 86-89	C ..... 70-75	
B..... 80-85	D..... 74-70	

## COURSE CALENDAR

CLASS 1  
JANUARY 23

### **COURSE INTRODUCTION**

CLASS 2  
JANUARY 30

### **CONTEXTUAL & HISTORICAL FOUNDATIONS FOR PUBLIC SERVICE IN THE UNITED STATES**

(1) Morgan et al.: Ch. 4, pp. 72-88

(2) The Declaration of American Independence (on blackboard)

(3) The U.S. Constitution (on blackboard)

CLASS 3  
FEBRUARY 6

### **CONNECTING DEMOCRATIC PRINCIPLES OF GOVERNANCE WITH THE PRACTICE OF PUBLIC ADMINISTRATION**

(1) Morgan et al.: Ch. 5, pp. 89-129

(2) Caldwell, Lynton. 1990. The Administrative Republic: The Contrasting Legacies of Hamilton and Jefferson. *PAQ*. 13:4, pp. 470-93 (on blackboard).

CLASS 4  
FEBRUARY 13

### **CONSTITUTIONAL FOUNDATIONS OF PUBLIC SERVICE & PUBLIC ADMINISTRATION**

(1) Morgan et al.: Ch. 1, pp. 2-23

(2) Rosenbloom, David. 1983. Public Administrative Theory and the Separation of Powers. *PAR*. 43:3, pp. 219-27 (on blackboard).

CLASS 5  
FEBRUARY 20

### **PUBLIC SERVICE & DISCRETIONARY JUDGMENT**

(1) Morgan et al.: Ch. 3, pp. 51-60; 65-68

### **PUBLIC SERVICE & THE CONTEXTUALIZATION OF THE AMERICAN DREAM I**

(2) Putnam: Ch. 1, pp. 1-45

CLASS 6  
FEBRUARY 27

**PUBLIC SERVICE & THE CONTEXTUALIZATION OF THE  
AMERICAN DREAM II: FAMILIES & PARENTING**

(1) Putnam: Ch. 2, pp. 46-79; Ch. 3, pp. 80-134

(2) David Brooks, *NYT* Op-ed, "The Power of Altruism"  
(on blackboard)

CLASS 7  
MARCH 6

**PUBLIC SERVICE & THE CONTEXTUALIZATION OF THE  
AMERICAN DREAM III: SCHOOLING & COMMUNITY**

(1) Putnam Ch: 4, pp. 135-190; Ch. 5, pp. 191-226

CLASS 8  
MARCH 13

**SPRING BREAK - NO CLASS**

CLASS 9  
MARCH 20

**MID-TERM EXAM (TAKE HOME)**

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION ANNUAL  
CONFERENCE, ATLANTA, GEORGIA

CLASS 10  
MARCH 27

**LEADERSHIP & PUBLIC SERVICE**

(1) Morgan et al.: Ch. 12, pp. 351-377

(2) David Brooks, *NYT* Op-ed, "Why America's  
Leadership Fails" (on blackboard)

(3) Donald Moynihan, *NYT* Op-ed, "Who's Really Placing  
Limits on Free Speech?" (on blackboard)

**Mid-Term Exam Due**

CLASS 11  
APRIL 3

**PUBLIC SERVICE, ETHICS, & RESPONSIBLE DECISION-  
MAKING**

(1) Morgan et al.: Ch. 6, pp. 130-162

(2) Newbold, Stephanie. 2005. Statesmanship and Ethics:  
The Case of Thomas Jefferson's Dirty Hands. *PAR*. 65:6,  
pp. 669-67 (on blackboard).

CLASS 12  
APRIL 10

**PUBLIC SERVICE AS A NOBLE PROFESSION:  
THE LIFE OF DOVEY JOHNSON ROUNDTREE**

(1) McCabe & Roundtree: Entire Book

CLASS 13  
APRIL 17

**ADVANCING DEMOCRATIC GOVERNANCE THROUGH THE  
PROFESSIONALIZATION OF PUBLIC SERVICE & PUBLIC  
ADMINISTRATION**

(1) Morgan et al.: Ch. 2, pp. 33-50

(2) Green, Richard, Lawrence Keller, & Gary Wamlsey. 1993. Reconstituting a Profession for American Public Administration. *PAR*. 53:6, pp. 516-24 (on blackboard).

(3) Kirlin, John J. 1996. Big Questions of Public Administration in a Democracy. *PAR*. 56:5, pp. 416-23 (on blackboard).

**McCabe-Roundtree Reaction Paper Due**

CLASS 14  
APRIL 24

**HOW PUBLIC SERVICE ADVANCES PUBLIC VALUES FOR  
SOCIETY**

(1) Putnam: Ch. 6: pp. 227-262

(2) Kirlin, John J. 1996. What Government Must Do Well: Creating Value for Society. *JPART*. 6:1, pp. 161-85 (on blackboard).

(3) Moe, Ronald & Robert Gilmour. 1995. Rediscovering Principles of Public Administration: The Neglected Foundation of Public Law. *PAR*. 53:6, pp. 516-24 (on blackboard).

(4) Newbold, Stephanie. 2010. Toward a Constitutional School for American Public Administration. *PAR*. 70:4, pp. 135-46 (on blackboard).

**Putnam Reaction Paper Due**

CLASS 15

**PUBLIC SERVICE AS STATECRAFT**

MAY 1

(1) David Brooks, *NYT* Op-Ed, "How to Fix Politics" (on blackboard)

(2) Caldwell, Lynton. 1996. *The State as a Work of Art: Statecraft for the 21<sup>st</sup> Century*. *PS: Political Science and Politics*. 29:4, pp. 657-64 (on blackboard).

(3) Kettl, Donald. 2015. *Governing in an Age of Transformation*. In *Handbook of Public Administration*, 3<sup>rd</sup> ed. J.L. Perry and R.K. Christensen, Eds. San Francisco, CA: Wiley (on blackboard).

**Final Exam Distributed**