

**PADM 302
URBAN ADMINISTRATION
FALL 2022**



Janet Kelly, Professor
123 G Urban Studies Building
502-852-2435
janet.kelly@louisville.edu
Office Hours: Monday-Friday, 9:00am-5:00pm by appointment

Brenton Hereford, Teaching Assistant
232 Urban Studies Building
brenton.hereford@louisville.edu
Office Hours: Tuesday 10:00am - noon, Thursday 3:00pm-5:00pm

COURSE DESCRIPTION

Public administration starts when most people stop paying attention. We understand that elected officials make laws and ordinances (that's a city law), but we don't know much about what happens next. The media rarely report on how a federal, state or local agency took the newly enacted law and made it real for the people affected. In fact, very little attention is paid to what government agencies and departments do unless they make a mistake. We will focus on these public institutions and the people who work for them, figuring out how public administrators translate the intentions of elected officials into policy that works for people, often with limited resources, and (almost) always in the spirit of public service.

COURSE OBJECTIVES

Objective 1. Relate the founding principles of public administration theory to current public problems

- Demonstrate how a federal system and intergovernmental relations impact contemporary policy problems
- Evaluate a public policy problem in light of different roles and responsibilities of the three levels of government

Objective 2. Apply core field concepts of public administration

- Compare competing organizational and bureaucratic theories
- Relate models of leadership to organizational and staff needs
- Understand how organizational structure and culture affects behavior
- Evaluate practices in personnel management and program evaluation
- Work through ethical dilemmas that public servants encounter

Objective 3: Develop critical thinking skills

- Use foundational concepts in public administration to critically evaluate urban policy problems
- Recognize that urban policy problems are interrelated and that an effective administrative response must be coordinated
- Effectively employ the persuasive writing format to present an informed position on a policy controversy and use the required readings to present evidence to support the position

Objective 4: Retrieve, manage and analyze urban data

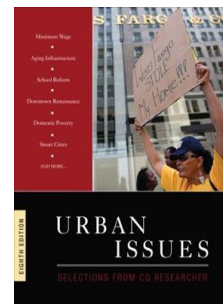
- Identify authoritative and reliable data sources to explore urban issues
- Retrieve data from identified online sources for examination in the spreadsheet format (Excel)
- Perform basic data organization and presentation actions in Excel
- Use final form data to draw conclusions about the relevant urban issue

TEXT

Required

CQ Researcher, *Urban Issues*
8th Edition. CQ Press, 2017.

The book is available from the bookstore and other online outlets. Please take care to purchase the 8th edition, as the content changes with each edition update.



Shafritz, Jay M., E.W. Russell, Christopher Borick and Albert Hyde. *Introducing Public Administration*, Routledge, 2017.

This is an Open Source text made available to you at no charge through the library at the University of Louisville. It is intended for use in this course and not for distribution.

All other materials are available to you on the BlackBoard website.

TEACHING PHILOSOPHY

Online learning is can be a positive or negative experience. What matters is what we bring to the endeavor. I became a student again in order to be an effective online instructor. We are fortunate to have the Delphi Center for Teaching and Learning to support my interest in teaching and your interest in learning in this environment. This course meets the eight standards for Quality Matters certification. These standards reflect best practices in online learning. I am committed to those standards for excellence in online instruction. Here are some elements of that commitment and how I conformed our course to them.

- The instructor should have a clear purpose, a plan that aligns with the purpose and assessments that reflect the purpose. I believe the description and objectives are consistent with the purpose and the assessments follow the objectives.
- Learners should know exactly what is required and be able to access the content easily. When you visit the BlackBoard website, you will see that course content is divided into sections, or “modules.” These correspond to the weeks of the semester. The course schedule is the “map” of the learning activities and associated assignments. The typical module will have a short (5-6 minute) video that introduces the chapter reading and assessments. Everything you need to complete your tasks for that week is contained in the module.
- No long, boring lectures. My introductory video is offered to make the material presented in the text meaningful and relevant to you by using illustrations from current events. When there is a data assignment, I will record a video showing you exactly how to complete the assignment. That is a separate video from the introduction. You may watch it as often as you need to complete the assignment.
- Engaging exercises that demonstrate understanding of the material. I used the BlackBoard partner SoftChalk software to construct some short exercises that ask you to focus on one topic in the reading. There are four matching, two ordering and a crossword puzzle. Makes for a change.
- A good online course encourages analysis, reflection and creativity. I accomplish this by incorporating data analysis into the course and by asking you to draw your own conclusions from the data you retrieve and analyze.
- The best online courses inspire critical thinking. There are three persuasive writing assignments and four short essays, all of which invite you to consider a difficult problem in urban policy, take a position on it and defend your position.
- Every writing assignment should have a clear purpose, comprehensive instructions and a rubric (a scoring guide to evaluate performance). Students should never have to guess what the instructor expects or how the instructor will grade their work. There are three documents on how to write and edit a persuasive essay. The grading rubric is easy to understand.
- Feedback should be prompt and personal. I will grade all of your written assignments within 24 hours of the due date, providing extensive feedback. The SoftChalk exercises are graded in the software. You will be able to see the right answers as you complete the exercise.

The greatest threat to student success in an online course is disengagement. It is easier to fall behind in an online course because there is no face-to-face interaction with the instructor unless you initiate it. I structured this course so that you have a powerful incentive to stay current with your assignments and remain engaged. That means you usually have two assignments due every week, at the same day and time every week. The schedule should encourage you to stay current with the course.

OFFICE HOURS

I will hold virtual office hours using Microsoft Teams by appointment. If you have a webcam and microphone enabled on your computer, we can see each other and talk in real time. I am generally available Monday-Friday 9:00-5:00. I am also available on weekends and evenings.

Instructions for using Microsoft Teams are provided on the BlackBoard website. Please use your UofL email account for to request a meeting time or to talk about your assignment or any other class-related concerns. I may not respond to sweetpea@gmail.com but I will respond to your UofL account email account within 4 hours on weekdays during business hours or 24 hours on weekends or holidays. For your privacy and security, **only** your official UofL email account will be used for email communication. No information will be sent to personal email accounts. Please check your UofL email at least once a day.

TAKING AN ONLINE CLASS

Taking an online class is different from taking a face-to-face class. I like to think of it as an essential step toward lifelong learning.

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The roles of the instructor and the learner are different than you may be used to. I am a facilitator, guide, coach and resource. My job is to create an effective learning environment. Your job is to use that environment to learn - interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning.

I am here to support and help you, but it is up to you to ask for help when you need it.

TECHNOLOGY EXPECTATIONS

Because this course is held completely online, you need access to a computer and reliable high-speed internet. If you do not have access at home, you may use campus computers in the library, the IT center in Miller, or the Urban Studies student computer lab. Make sure that your computer you use allows you to upload and download files as well as play audio and video.

Remember that Blackboard maintenance takes place every Friday from 10:00 pm - 2:00 am EST. I will be informed of any **unscheduled** loss of Blackboard service and will make whatever adjustments are necessary if that loss of service occurs near a deadline.

BlackBoard will allow me to open any document submitted in a Microsoft Office product (Word, Excel, PowerPoint, etc.) and any portable document format (PDF) document. BlackBoard will not allow me to open a document created in Apple word processing software or GoogleDocs. As a student, you can get a free copy of Word, Excel, PowerPoint and other Microsoft software. To get the Microsoft software you need, go to [Microsoft Office 365 Pro Plus for Students](#). If you strongly prefer not to use a Microsoft product, then you may use any product you like and convert it into portable document format before uploading it to BlackBoard.

BlackBoard is the University's course management system. If you encounter a problem with the course materials or assignments in BlackBoard, come to me first. I can almost always resolve it. If something spooky is going on, the Delphi Center for Teaching and Learning offers help with all Blackboard tools ([Blackboard – University of Louisville Delphi Center for Teaching and Learning](#)). As you will see on their webpage, your first stop is the IT Help Desk (502-852-7997). Often the Help Desk representative can solve your problem, but if he/she cannot, you will be connected immediately to BlackBoard support at Delphi. These are the experts. You cannot directly contact Delphi for assistance, but I assure you that the Help Desk is quick to connect you to Delphi if your problem is one that they cannot easily solve.

Now, having said that, sometimes the issue is your platform. I understand that Excel doesn't work the same on a Mac as it does on a PC. Specifically, some of the shortcuts are different and the utilities may be under a differently named menu tab. While I can't help you with Apple software, the HelpDesk can.

ASSIGNMENTS

SoftChalk Exercises

When the material lends itself to one of the learning features in SoftChalk, I tried to take advantage of it. One reason is just novelty - I don't want you to be doing the same things over and over. Another reason is that the effort required for a SoftChalk exercise is minimal and the exercises are often enjoyable. I hope this is an incentive for you to stay current with each week's assignment. You can see the point values assigned to the SoftChalk exercises in the detailed class schedule.

You can toggle quickly between the Shafritz chapter and the SoftChalk exercise on a single monitor, but a second monitor makes the exercises a snap to complete. Since each exercise focuses on one section of the chapter, you will not be scrolling through the chapter to complete the exercise. These exercises are not timed. I recognize that many students are working from one laptop monitor and I don't want to add a time pressure to the assignment.

Short Essay

Some topics do not need to be explored in a fully developed essay. For example, I ask you which stage of Downs' issue-attention cycle (for public policy) you think the United States is in with regard to climate change. You need to supply your answer and the reason for your answer in one paragraph. As I say in the assignment link, there is no right answer. I could make a great case for any of the five cycles. What matters to me as an educator is that you read the chapter on climate change in the CQ (*Urban Issues*) text and apply Downs' cycle. That is a more sophisticated level of learning, and I am all about higher level learning. The template exercise on coastal development is a slightly different application of the same principle. You will see a template that the Obama administration prepared on immigration policy. I ask you to decide what your coastal development policy is, which level of government should be responsible for carrying out your policy, and prepare a similar template to present your choices. The goal is to get you thinking critically about coastal development and intergovernmental roles for policy implementation and valuing clarity in communication.

Persuasive Essay

Some issues are so challenging that a single paragraph or template will not suffice. I ask you to engage three such urban issues: racial profiling, race and college admissions, and police body cameras. Here you will need to consider the readings very carefully and take a position on the best policy response, defending that position with three arguments (sometimes called evidence). My purpose is twofold. First, your response will require critical thinking. Second, your ability to construct a three point persuasive essay is a skill that every student and every working professional should have. I explain in detail why in the BlackBoard menu tab "persuasive essay" and give you all manner of guidance along with the rubric I will use to grade your essay. Former students tell me that while they enjoyed the substance of my classes, the most important thing they learned was how to write a three point essay. The three essays have the highest point value of all the assignment for a reason.

Data Dives and Explorations

My justification for this comes from a survey of faculty on student skill gaps. The first one identified was difficulty using spreadsheets for data management and data analysis. Excel is a powerful little tool if you know how to use it. We won't explore its full functionality, but we will do some basic work so that you feel comfortable using it in your other classes and at work.

The second gap was data retrieval, specifically Census data. The Census Bureau remains the preeminent reliable and accurate source of demographic data. You need to know how to structure a search for your data by geography and topic, download it into a spreadsheet and perform operations on it. Most of our data dives involve Census data.

But some kinds of urban issues (like crime and health) have other go-to databases and you will become familiar with using them. My goal is for you to know which data source is the best for your particular need. Finally, some important topics (like social equity and gang activity) are not easily captured by a single data source. We will do what I call a “prowl” on these topics so that you can use what is available to add to your understanding of the issue. The point values for data dives and prowls are shown on the course schedule.

You will never be uncertain how to complete a data dive. I will demonstrate every step of each data dive in a short video that appears in the same module as the data dive assignment. You simply follow the same steps that I demonstrate on the geography of your choice.

Important Notice about Assignments

All assignments must be submitted via BlackBoard. The SoftChalk exercises will automatically be uploaded to BlackBoard when you submit them. Every other assignment will have a BlackBoard link inside the weekly module when the assignment is due.

Any assignments sent outside the BlackBoard environment will not be graded. This is for your protection and convenience. When you complete the assignment and submit it in BlackBoard, we both have a record of the time and date of your submission. There is never any question as to whether I received the submission or whether it was late. You should confirm your submission after you upload it. Late assignments will not be graded.

I will also grade your assignment in BlackBoard. Your grade will automatically be recorded in your BlackBoard gradebook and my comments on your work preserved for the semester. When a due date appears on the class schedule, the due time is 11:59:59 on that date. In other words, midnight.

Please keep the course schedule handy so you know what is due each Sunday evening. The schedule appears at the end of the syllabus and again as a stand-alone Excel document under the Blackboard menu tab Course Schedule.

At any time during the semester you can look at the points accumulated divided by the points possible and know what grade you would receive at this point in the semester. You can determine the points possible at any time by summing the point values in the course schedule (an Excel document) up to the current date.

FINAL EXAM AND FINAL GRADE

There is no final exam in this course. Your last module will be just like the thirteen modules that came before it. The due date is, like always, Sunday night, December 4, at midnight. Your final grade is the percentage of the possible 200 points you have earned during the semester. Again, refer to your schedule for point values.

Letter Grade	Points Accumulated	Letter Grade	Points Accumulated
A	188-200	C	153-148
A-	180-187	C-	140-147
B+	174-179	D+	134-139
B	168-173	D	128-133
B-	160-167	D-	120-127
C+	159-154	F	<120

ACADEMIC CALENDAR FALL 2022

Classes start	August 22, 2022
Last day to drop/add	August 26, 2022
Labor Day holiday	September 5, 2022
Midterm break	October 3-4, 2022
Last day to withdraw	October 21, 2022
Thanksgiving break	November 23-27, 2022
Last day of classes	December 5, 2022
Reading day	December 6, 2022
Final exams	December 7-13, 2022

UNIVERSITY CLOSURES/DELAYS

If the University of Louisville is closed due to a holiday, weather-related conditions or other unusual circumstances, course activity will continue via Blackboard. Notify me if you are affected by a widespread power outage and I will determine a reasonable course of action related to your assignment.

UNIVERSITY GUIDELINES AND POLICIES

Distance Education

The University of Louisville is committed to complying with all requirements regarding the operation of online education within states and U.S. territories. This policy addresses the Department of Education regulations concerning the regular and substantive interaction requirements for online and remote courses. University online and remote courses must be designed to facilitate regular and substantive interaction between instructors and students. The University requires instructors teaching online and remote courses to have regular and substantive interaction with the students enrolled in those courses.

Individuals should report violations of this policy to appropriate University leadership,

including but not limited to, the Delphi Center for Teaching and Learning, the University Integrity and Compliance at compliance@louisville.edu, or the [University's Compliance and Ethics Hotline](#).

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Students with Disabilities

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

Academic Dishonesty

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Religious Holy Days and Observances

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Basic Needs

Any student who has difficulty accessing sufficient food, lacks a stable place to live, or faces any other hardship that may affect their performance in this class, should contact the Dean of Students Office at 502.852.5787 or <http://louisville.edu/dos>. Also, look for resources marked Basic Needs in UofLConcernCenter. For more information, visit: <https://louisville.concerncenter.com>.

Students with Disabilities

The University of Louisville is committed to equal opportunity and challenge for all academically qualified students and does not discriminate on the basis of disability. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations.

Sexual Harassment

The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems. Students and Instructors are protected from Sexual Harassment according to the Affirmative Action policy, the Student Code of Conduct, and the UofL Computer Account Usage Agreement. Anyone experiencing sexual harassment should refer to the links above and/or contact the PEACC Program at 852.2663 or at <https://louisville.concerncenter.com>.

SUPPORT SERVICES

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses page](#).

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the Help Desk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [Help Desk Resources](#) website. Many useful videos can be found at the [Blackboard 9.1 Help](#) page.

Writing Center

The University Writing Center is committed to supporting the writing of distance education students. You can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and can respond to your draft in writing through an eTutoring session. Learn more at the [Writing Center](#) website.

COURSE SCHEDULE

Week Of	Module	Reading	Assignment	Points
22-Aug	1	Shafritz Chapter 1 Defining Public Administration	SoftChalk: Eras of Public Administration	6
		Urban Issues Annotated Contents IX-XII (browse)	Data Dive: Urban Places (MSA)	10
29-Aug	2	Simon Chapter 2 Federalism	SoftChalk: Models of Federalism	5
		Shafritz Chapter 4 IGR	Template: Coastal Development	10
		Urban Issues Chapter 3 Coastal Development	Data Dive: Urban Counties	5
5-Sep	3	Shafritz Chapter 2 Policy Administration	Short Essay: Issue Attention Cycle and Climate Change	8
		Urban Issues Chapter 4 Climate Change	Data Dive: Air Pollution	5
12-Sep	4	Shafritz Chapter 3 Always Reinventing	Short Essay: Inflation Reduction Act of 2022	8
		Urban Issues Chapter 1 Dropout Rate	Data Dive: Persons without a High School Diploma	7
19-Sep	5	Shafritz Chapter 5 Ethics and Accountability	Persuasive Essay: Racial Profiling: Friedrich or Finer?	15
		Urban Issues Chapter 7 Racial Profiling	Data Dive: FBI Crime Data Explorer	5
26-Sep	6	Shafritz Chapter 6 Org Theory	SoftChalk: Crossword (due October 9)	0
		Urban Issues Chapter 2 Race and Education	Data Dive: Child Poverty by School District	7
3-Oct	7	Shafritz Chapter 7 Org Behavior	SoftChalk Crossword (due October 9)*	10
10-Oct	8	Shafritz Chapter 8 Managerialism and Info Tech	Extra Credit: Performance Measures**	0
		Urban Issues Chapter 8 Racial Conflict	Persuasive Essay: Supreme Court on College Admissions	15
17-Oct	9	Shafritz Chapter 9 Regulation	SoftChalk: The Rulemaking Process	6
		Urban Issues Chapter 9 Housing the Homeless	Data Dive: Homelessness	5
24-Oct	10	Shafritz Chapter 10 Leadership	SoftChalk: Leadership Models	7
		Urban Issues Chapter 10 Wealth and Inequality	Data Dive: The Gini Index	5
31-Oct	11	Shafritz Chapter 11 Personnel	Short Essay: KY Pension Crisis	7
		Urban Issues Chapter 5 Police Tactics	Persuasive Essay: Police Body Cameras	15
7-Nov	12	Shafritz Chapter 12 Social Equity	Data Explore: National Equity Atlas	6
		Urban Issues Chapter 11 Housing Discrimination	Data Mapping: Occupied Housing by Race	5
14-Nov	13	Shafritz Chapter 13 Public Finance	SoftChalk: Matching	5
		Urban Issues Chapter 12 Urban Poverty	Data Dive: Families in Poverty	10

21-Nov		Thanksgiving Week		
28-Nov	14	Shafritz Chapter 14 Program Audit and Evaluation	GAO: High Risk List	5
		Urban Issues Chapter 9 Fighting Gangs	Web Prowl: Gang Activity	8
Total Possible Points to Accumulate				200

* Midterm Break

** 10 possible points