



POLS 3350: Introduction to Public Administration (Fall 2023)

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Course Registration Number: 13663

Course Overview

POLS 3350 focuses on the role of administration in government and the primary relationships and responsibilities that influence and explain administrative behavior and public administration performance. We will study management processes involved in accomplishing administrative government and explore the various trends in, and techniques of public management. In doing so, we will concentrate on the relationships that affect public administrators because we want to understand the craft of public administration and its influence on society. We will also consider in-depth the ethical concerns and responsibilities associated with the administration of public organizations through case study analyses and online class assignment activities. In addition, the course will also deal with citizenship and community engagement issues, as well as the prospects for key policy reforms in the political environment. Since this is an online class, much of our discussions will take place in the form of short critical thinking assignments, key assessments, and a class project that you will submit to the instructor.

Course Objectives and Learning Outcomes

Learning outcomes relevant to Social and Behavior Sciences (SBS) and in line with UTEP's Edge Mission - Students can expect to learn the following by the end of this course:

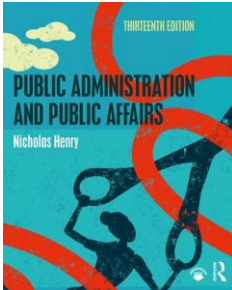
1. to define, understand, and use concepts and terms relevant to the study of public administration
2. to apply a body of factual knowledge directly relevant to understanding the role of administrators across a range of public organizations
3. to critique and apply major ideas that are directly relevant to analyzing the effects of historical, social, political, economic, and global forces on the state of public administrators and the organizations they lead
4. to recognize and formulate researchable questions relevant to the study of the craft of public administration
5. to develop ideas about the role that citizens play in national politics through various means of skill-building in political participation
6. to apply knowledge and general theories from the literature to evaluate the current events and conditions related to the administrative craft

***Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence, Change-Making Skills, Global Awareness, and Social Responsibility.

Required Text

The course includes one required textbook listed below:

Main Text (REQUIRED)



Henry, Nicholas. *Public Administration and Public Affairs*, 13th ed. Routledge.

- **Please make sure you obtain a 13th edition (any format – rental, ebook, hardcover, or paperback – is fine).**

Objectives for Good Citizenship & Communication Etiquette

As a member of this online class it is vital that you to adhere to the following principles of professionalism:

- Interpret the consequences of one's own actions:
 - Unprofessional conduct will be dealt with swiftly through the university and it is at the instructor's full discretion to have a student dropped from the course for any inappropriate behavior.
- Have responsible civic engagement:
 - Respect different points of view and different cultures.
 - Work effectively as a group leader and/or member of the class.
 - Articulate the value of a diverse and global perspective in the workplace and society.
- Communicate effectively and appropriately in online discussions:
 - Since this course limits our communication with each other to online discussions only, it is essential that the utmost respect and professionalism be adhered in all exchanges between class members.
 - When engaging others in discussion, my best advice is to focus on ideas about how one can be most successful in addressing public administration tasks and challenges, and how such suggestions can improve societal outcomes.
 - In doing so, make sure to avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views.
- Email Protocol – Please email the instructor whenever you need assistance:
 - When emailing the instructor, please be sure to include your first and last name. Please do not email me about information you can obtain from the syllabus.

Grades

Grades will be based on two exams that each count for 20%, numerous short assignments that in total constitute 40% of the grade, and one class project that is worth 20% of the grade.

Instructions for the short assignments and class project will be provided in detailed emails.

Please note that I do not give out grades by telephone.

Final Grades are based on accumulated weighted points, rounded to the second decimal:

Grading/Exams	
Class Project	20%
Short Assignments	40%
Exam 1	20%
Exam 2	20%
<i>Total</i>	<i>100%</i>

Final Grade Scale
$\geq 89.50\% = A$
$89.49 - 79.50\% = B$
$79.49 - 69.50\% = C$
$69.49 - 59.50\% = D$
$\leq 59.50\% = F$

Note: I will not change grades. If you are concerned about your grade, please contact me immediately by email. This is particularly important if your grade on the first exam is not what you expected. I will not change the grade, but I can give you feedback and suggestions on how to improve your performance in the class.

Classroom Policies

- Participation in assignment postings counts for 40% of the final grade! Accordingly, you must participate in online class discussions to pass the course. I expect everyone to do so in a positive and appropriate way (see “Objectives for Good Citizenship & Communication Etiquette” above). This means being attentive to the online class webpage on a daily basis and being prepared to contribute intellectually with your submissions.
- Demonstrating your willingness to participate and showing that you are prepared and keeping up with the readings is important particularly because, as mentioned above, it will weigh heavily on your final grade. In addition, short quizzes/exams will cover material from the readings and lecture notes, so doing just one or the other will leave you at a disadvantage.
- **NO LATE ASSIGNMENTS** – In this online course, I provide plenty of time for assignments to be completed. *I also encourage students to begin working on their lecture readings and assignments at the start of each week to avoid running out of time.* That said, I do understand if assignments are not turned in because of a personal emergency and/or technical/system problem that is outside of the student’s control. Accordingly, please know that I *do not* hold responsible or penalize my students for any emergency circumstances and/or glitches beyond their control that cause problems with the submission of their work. In fact, I pride myself on resolving those types of issues as effectively and equitably as possible for everyone in the class. Should you experience an emergency and/or major technical issue, please inform me immediately so I can help you resolve the problem.
- **NO MAKE-UP EXAMS** – In meeting with the requirements and limitations of an online course, all exams will be posted online as "take home" exams such that students will have an extended duration of time to complete their exams before the course ends, which should fit within their school and work schedules. If for any reason you anticipate a problem with the scheduled exams, please notify me ahead of time to address and resolve the matter.

Online Etiquette and Effective Communication

It is essential that the utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be discussing at times sensitive and controversial topics. Avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views. No inappropriate behavior will be tolerated. Unprofessional conduct will be dealt with swiftly through the university and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

Please carefully read the following rules for online etiquette and effective communication:

Language: Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language, all capital letters, and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Respect: A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your professor and your fellow students with respect. Remember that members of the class and I will be reading any postings.

Be Forgiving: If someone states something that you find offensive, mention this directly to the professor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the professor.

This is Permanent: Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

Edit Your Work: The grammar, spelling, and punctuation of a message are part of the grading criteria – you should not expect your professor and peers to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

Test for Clarity: Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

Follow the Parameters/Stick to the Point: Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Do not waste others' time by going off on irrelevant tangents. Also keep in mind that no credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.

Read First, Write Later: Do not add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

E-mail Protocol

When e-mailing me, please put the course and section number in the subject line. In the body of your e-mail clearly state your question. At the end of your e-mail, be sure to put your first and last name and UIN (University Identification Number). Please do not e-mail me about information you can obtain from the syllabus. I do not answer substantive material from lectures or readings via e-mail as it is not an effective means of communicating. If there is class material you are confused about, please contact me during my office hours.

Class Project Paper

Students are to submit a class project paper during the semester session (worth 20% of the grade). The paper should be 4-5 pages (approximately 1,000-1,500 words) in length (including references where applicable), with size 12 Times New Roman font, 1-inch margins, and a double-spaced format. I will provide further instructions on the day I assign the project in Week 3.

Current Events and Web Links

All students are always encouraged to keep track of current events (both national and daily) on a daily basis. In particular, I highly encourage for students to use at least one of the following national news sources: *New York Times*, *Washington Times*, *Wall Street Journal*, *Washington Post*, *USA Today*, or, more generally the *Google News* section (click on each title for the hyperlink that takes you to the website). For local news, students may also wish to keep up with the *El Paso Times* or other local news sources. For students living outside of El Paso, try to find and keep up with a reliable local news source (feel free to check with me about your choice if you need assistance).

In addition to keeping up with news, many of our class discussions for the short assignments will include topics and questions that relate to government departments and agencies in charge of key policy spheres. To better understand such bureaucratic entities and as a means to help you shape your opinions about the role they do/should play in solving public problems, I highly recommend using their official websites listed below as a valuable resource of information:

CABINET DEPARTMENTS

[Agriculture](#)
[Commerce](#)
[Defense](#)
[Education](#)
[Energy](#)
[Health and Human Services](#)
[Housing and Urban Development](#)
[Homeland Security](#)
[Interior](#)
[Justice](#)
[Labor](#)
[State](#)
[Transportation](#)
[Treasury](#)
[Veteran Affairs](#)

FEDERAL AGENCIES

[Central Intelligence Agency](#)
[Federal Election Commission](#)
[Environmental Protection Agency](#)
[Federal Emergency Management Agency](#)
[Federal Trade Commission](#)
[National Aeronautics and Space Administration](#)
[National Endowment for the Humanities](#)
[National Science Foundation](#)
[Small Business Administration](#)
[Social Security Administration](#)
[Agency for International Development](#)
[United States Postal Service](#)
[Government Accountability Office](#)
[Peace Corps](#)

Academic Dishonesty and Misconduct

Academic integrity and standing require a respect and adherence to the grading policies and rules against cheating, collusion, and plagiarism. Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test. Collusion involves collaborating with another person to commit any academically dishonest act. *One example of collusion is signing in for another person (or having someone sign for you) on the class attendance sheet.* As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

I encourage students to study together and work collectively; however, working together to write any part of a written assignment, research paper, and/or exam is plagiarism. If you are unsure whether a citation is required, err on the side of caution and provide one. A document detailing different forms of plagiarism is provided on Blackboard. Here is an informative webcast on plagiarism:

<http://www.plagiarism.org/resources/webcasts>

Be aware, just as the internet has made it easier to find material, it has also made it easier to trace the source of any written work. All written work submitted for this course may be checked by the instructor for originality via **Turnitin**—an online originality checking service made available by UTEP (http://www.turnitin.com/en_us/features/originalitycheck).

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be subject to disciplinary action. Students may be suspended or expelled from UTEP for such actions. For further information, please refer to <http://studentaffairs.utep.edu/Default.aspx?tabid=4386>.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the university regarding services for students with disabilities.

Copyright Statement for Course Materials

The course materials used in this course are copyrighted. By course materials, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lecture notes and PowerPoint slides, in-class materials, review sheets, and additional problem sets. This also includes any information posted on the course webpage. Because these are copyrighted, you do not have the right to distribute the course materials, unless I expressly grant permission.

Syllabus Updates

This is a provisional syllabus. With advanced notice, I may introduce specific changes or updates based on progress in class (including with regard to any system or technical issues that may impede course due dates). Thus, the syllabus may change at the instructor's discretion.

Software Requirements

You will need the following software on your computer to efficiently work in this course (your computer may already have some of these programs installed):

- Adobe Acrobat Reader. To get this program, go to <https://acrobat.adobe.com/us/en/products/pdf-reader.html> and follow the instructions.
- Adobe Flash Player. To get this program, go to <https://get.adobe.com/flashplayer/> and follow the instructions.
- QuickTime Player. To get this program, go to <http://www.apple.com/quicktime/download/> and follow the instructions.

Microsoft Office. If you do not have a word-processing software, go to <https://my.apps.utep.edu>. Using My.Apps interface, UTEP students can access most software offered in student computer labs (including Microsoft Office) from their personal computing devices. Students can use any laptop, tablet, or smartphone with an Internet connection and use the software from anywhere at any time. For more information, go to <http://admin.utep.edu/Default.aspx?tabid=73740> and follow the instructions.

UTEP Technical Support

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
 - [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

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Course Schedule

Note: This is a provisional course schedule. With advanced notice, I may introduce specific changes or updates based on progress in class. Thus, the course schedule may change at the instructor's discretion.

Week 1A 8/28	Course Introduction – Welcome to the course! Reading: Download and read the syllabus and become familiar with the Blackboard course website links and tools. Assignment: None for this session – just be sure to obtain the required text book!
Week 1B 8/30	Big Democracy, Big Bureaucracy Discussion Notes: Chapter 1 Reading: <i>Public Administration and Public Affairs</i> , Ch. 1 Assignment: ***Assignments Due by Friday, 9/1 @ 11:59pm (MT)
Week 2A 9/4	Public Administration's Century in a Quandary Discussion Notes: Chapter 2 Reading: <i>Public Administration and Public Affairs</i> , Ch. 2 ***Assignments Due by Wednesday, 9/6 @ 11:59pm (MT)
Week 2B 9/6	The Threads of Organization: Theories Discussion Notes: Chapter 3 Reading: <i>Public Administration and Public Affairs</i> , Ch. 3 ***Assignments Due by Friday, 9/8 @ 11:59pm (MT)

Week 3A 9/11	<p>The Fabric and Fibers of Organizations: Forces and People Discussion Notes: Chapters 4 and 5 Reading: <i>Public Administration and Public Affairs</i>, Ch. 4 and Ch. 5 ***Assignments Due by Wednesday, 9/13 @ 11:59pm (MT)</p>
Week 3B 9/13	<p>Clarifying Complexity: The Public's Information Resource Discussion Notes: Chapter 6 Reading: <i>Public Administration and Public Affairs</i>, Ch. 6 ***<u>NO ASSIGNMENT DUE.</u> Instead, please start looking over the Class Project Rubric and Reference Rules Guide documents to begin brainstorming and working on your main project (worth 20% of the grade for the online course and will be due on 10/18).</p>
Week 4A 9/18	<p>Exam/Quiz 1 See the Exam/Quiz 1 Summary Sheet of what key topics to expect ***Exam 1 Due by Wednesday, 9/20 @ 11:59pm (MT)</p>
Week 4B 9/20	<p>Public Productivity: Corruption's Consequence Discussion Notes: Chapter 7 Reading: <i>Public Administration and Public Affairs</i>, Ch. 7 ***Assignments Due by Friday, 9/22 @ 11:59pm (MT)</p>
Week 5A 9/25	<p>Managing Human Capital in the Public Sector Discussion Notes: Chapter 9 Reading: <i>Public Administration and Public Affairs</i>, Ch. 9 ***Assignments Due by Wednesday, 9/27 @ 11:59pm (MT)</p>
Week 5B 9/27	<p>Understanding and Improving Public Policy Discussion Notes: Chapter 10 Reading: <i>Public Administration and Public Affairs</i>, Ch. 10 ***Assignments Due by Friday, 9/29 @ 11:59pm (MT)</p>

Week 6A 10/2	Intersectoral Administration Discussion Notes: Chapter 11 Reading: <i>Public Administration and Public Affairs</i> , Ch. 11 ***Assignments Due by Wednesday, 10/11 @ 11:59pm (MT)
Week 6B 10/4	Intergovernmental Administration and Bureaucratic Ethics Discussion Notes: Chapters 12 and 13 Reading: <i>Public Administration and Public Affairs</i> , Ch. 12 and Ch. 13 ***Assignments Due by Friday, 10/13 @ 11:59pm (MT)
Week 7A 10/9	Class Project Time Work on class project short paper (will be due on 10/18)
Week 7B 10/11	Class Project Time Continue working on class project short paper (will be due on 10/18)
Week 8A 10/16	Class Projects ***Class Project Documents Due by Wednesday, 10/18 @ 11:59pm (MT)
Week 8B 10/18	Final Exam/Quiz See the Final Exam/Quiz Summary Sheet of what key topics to expect ***Final Exam/Quiz Due by Friday, 10/20 @ 11:59pm (MT)