Syllabus

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Course "My Mail" Email tool: Use the mail tool on the right menu (under "Navigation") to contact me through the course and to receive course messages.
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Course Overview

This online course 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 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 discussion activities. Since this is an online class, much of our discussions will take place in the form of short critical thinking assignments that, in addition to turning them in for a grade and feedback from the instructor, will also provide an opportunity for each of you to post and share with the rest of the class. That said, I look forward to working with you this semester and I encourage you to be active in our online discussions.

Course Objectives

Learning outcomes relevant to Social and Behavior Sciences (SBS) - 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 apply knowledge and general theories from the literature to evaluate the current events and conditions related to the administrative craft
6. to communicate effectively and appropriately with classmates in discussing the literature

Required Texts

The course includes two required textbooks, each of which is listed below. In addition, there will be a variety of other required reading materials that I will provide on the class webpage as documents you can download or link to.
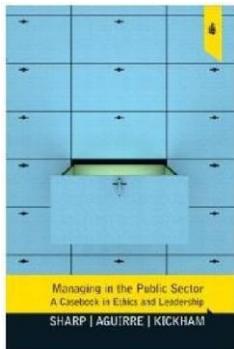
<u>Main Text</u>
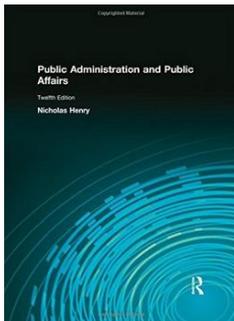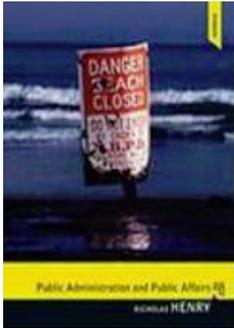
Henry, Nicholas. *Public Administration and Public Affairs, 12th ed*.

- **Available with either Longman (top cover pictured at left) or Routledge (second, newer cover pictured at left) as the publisher. Either publisher version is fine so long as you get a 12th edition published in 2012 (or reprinted as the 12th edition thereafter).**

<u>Casebook Text</u>

Sharp, Brett S., Grant Aguirre, & Kenneth Kickham. *Managing the Public Sector: A Casebook in Ethics and Leadership*.

- **Available with either Longman or Routledge as the publisher. Either publisher version is fine so long as you get the 1st edition published in either 2010 or 2011.**

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 *within* the course whenever possible:
  - When emailing the instructor within the course (or through regular email whenever necessary), be sure to include your first and last name. Please do not email me about information you can obtain from the syllabus.

Suggestions for Success

Keep in mind that this online course can be very labor-intensive, particularly since the course covers 16 weeks of course material in a relatively short 7-week period. Although completing a course online might seem easier than attending classes on the surface, it actually takes a large amount of additional effort and time to (a) read and comprehend all the material, and (b) type out and turn in the numerous short assignments and online class discussion postings. While regular classes require about 9-12 hours of weekly work, an online class may require you to invest additional hours of dedicated time per week in order to succeed. On the bright side, the 7-week course will be completed in a relatively short time and will earn you the same three credit hours towards graduation.

Main Class Project

Students are to choose from one of the two following options for the main class project (worth 25% of the grade):

Project Option 1:
Completion of a minimum of 10 hours of community service coordinated via UTEP's Center for Civic Engagement (CCE). Information will be provided on how to conduct their service projects as well as opportunities for students to share and discuss the activities they accomplish during the semester. For their project grade, students will fill out and submit their recorded hours and reflection reports that will describe what they learned and experienced from their community service activities, and how those activities connect to class concepts (further details and instructions will be provided to the class when the project is assigned).

OR

Project Option 2:
The development of a paper project in the form of an *administrative report/portfolio*, which outlines the origins, mission statement, and general history of a given public organization and provides an overall assessment of such organization. The overall assessment will focus on the

exploration and examination of an agency's current agenda, its interaction with political actors, what the agency produces, and, most importantly, how the agency may best be managed to maximize policy performance for serving the public.

The paper should be 5-6 pages (approximately 1,500 words) in length (including references), with size 12 Times New Roman font, 1-inch margins, and a double-spaced format. For more details and guidance on this project, see the "Paper Project Rubric" on the class website.

Short Assignments and Online Class Discussion Topics

For each class session (starting the second week), you will choose **TWO** "Self-Reflection and Understanding" **SECTIONS** from the *Public Administration and Public Affairs* book for your short assignments to turn in to me and **ONE CASE** from the *Managing in the Public Sector* book for your online discussion posting (more details will be provided on exactly how and where to submit these assignments and postings).

Grades

Grades will be based on two quiz-like exams that each count for 15%, numerous short assignments that in total constitute 25% of the grade, one major class project that is worth 25%, and participation in online class discussions, which counts for 20% of the grade. Instructions for the short assignments and class project will be provided in detailed postings. Please note that I do not give out grades by telephone.

Final Grades are based on accumulated weighted points, rounded to the 2nd decimal:

Grading/Exams	
Discussion Postings	20%
Class Project	25%
Short Assignments	25%
Exam 1	15%
Exam 2	15%
Total	*100%*

Final Grade Scale
≥ 89.50% = A
89.49 – 79.50% = B
79.49 – 69.50% = C
69.49 – 59.50% = D
≤ 59.50% = F

Note: I will not change grades. If you are concerned about your grade, please contact me immediately by emailing me within the course. 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 online discussion postings counts for 20% of the final grade. Accordingly, you must participate in online class discussions to earn a "B" or higher in the course. As such, I expect everyone to regularly engage in class discussions and 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 to the class discussions.
- Demonstrating your willingness to participate and showing that you are prepared and keeping up with the readings is important particularly because, as mentioned above, I will consider your class participation when calculating your final grade. In addition, 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 least a day in advance to avoid running out of time.* As such, there is no excuse for being unable to turn in work on time. That said, I do understand if assignments are not turned in because of a technical or 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 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 a technical problem with the online system, 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 a long duration of time to complete their exams, 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.

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*, *El Diario de El Paso*, etc. 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).

In addition to keeping up with news, your class project and many of our class discussions and 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	FEDERAL AGENCIES
Agriculture	**Central Intelligence Agency**
Commerce	**Federal Election Commission**
Defense	**Environmental Protection Agency**
Education	**Federal Emergency Management Agency**
Energy	**Federal Trade Commission**
Health and Human Services	**National Aeronautics and Space**
Housing and Urban Development	**Administration**
Homeland Security	**National Endowment for the Humanities**
Interior	**National Science Foundation**
Justice	**Small Business Administration**
Labor	**Social Security Administration**
State	**Agency for International Development**
Transportation	**United States Postal Service**
Treasury	**Government Accountability Office**
Veteran Affairs	**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 impeded course due dates). Thus, the syllabus may change at the instructor's discretion.

UTEP Technical Support

The University of Texas at El Paso offers complete technical information and Help Desk support at: http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/ts