

University of North Texas at Dallas

Spring Semester 2016

SYLLABUS

PLDR 5320: Public Service and Society 3 Credit Hours

Department of	Management	School of	Liberal Arts and Sciences
Instructor Name: Dr. Larry D. Terry II			
Office Location: DAL 2 - 323			
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Office Hours: Monday- 3:00-5:50 Tuesday-Thursday 2:00-4:00			
Virtual Office Hours: n/a			
Classroom Location: DAL 2 – 338			
Class Meeting Days & Times:			
Course Catalog Description: Examination of the political, institutional, organizational, ethical, social, legal and economic environments in which public servants and community leaders operate.			
Prerequisites: Admission to the MS in Public Leadership program.			
Co-requisites: n/a			
Required Text:			
<ol style="list-style-type: none"> 1. Moore, M.H. (1995). <i>Creating Public Value: Strategic Management in Government</i>. Cambridge, MA: Harvard University Press. 2. Rainey, H.G. (2014). <i>Understanding and Managing Public Organizations</i> (5th ed.). San Francisco, CA: Jossey-Bass. 			
Recommended Text and References: Additional readings will be assigned via Blackboard.			
Access to Learning Resources:			
UNT Dallas Library: phone: (972) 338-1616; web: http://www.untdallas.edu/our-campus/library UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhq.follett.com			
Course Goals or Overview:			
The goal of this course is to provide students with an understanding of the nature of public service from an individual, organizational, community, and democratic perspective. Students will be expected to understand both theoretical and conceptual foundations of the profession, while also exhibiting a mastery of applying them in a practical manner.			
Learning Objectives/Outcomes: At the end of this course, the student will			
1	Be able to identify public service concepts, supporting evidence, and apply them in a practical setting (CEA framework).		
2	Describe the role the U.S. Constitution, democratic values, and the social environment play in public service.		
3	Understand the distinctive nature of public organizations and explain the role of the “citizenship” in public service.		
4	Distinguish between various theories and concepts related to ethical behavior in public service.		
5	Understand the political nature of public budgeting and how it impacts an organization’s goals and		

	effectiveness.
6	Explain the role civil society and the nonprofit sector play in the delivery of public services and community leadership.
7	Differentiate between various forms of public service performance management.
8	Identify peer reviewed journal articles and compose a literature review.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class and via Blackboard.

TOPICS	DATE
<p>Course Introduction: Syllabus Review Exercise: Concept-Evidence-Application Reading for February 1:</p> <ul style="list-style-type: none"> • Rainey: Chapter 1, "The Challenge of Effective Public Organizations"; Chapter 4, "Analyzing the Environment of Public Organizations" • Moore: Chapter 1, "Managerial Imagination"; Chapter 2, "Defining Public Value" • The U.S. Constitution (download from the internet) • Blackboard: "Hurricane Katrina: A Man-Made Crisis?" 	January 25, 2016
<p>Public Value, Public Values, and the Environment Exercise: Hurricane Katrina Case Study Analysis/Writing to Learn #1 (WTL) Reading for February 8:</p> <ul style="list-style-type: none"> • Rainey: Chapter 3, "What Makes Public Organizations Distinctive" • Blackboard: "What it Means to be a Citizen" by Peter Block • Blackboard: "The New Public Service: Serving Rather than Steering" by Robert Denhardt and Janet Denhardt 	February 1, 2016
<p>The Public Interest, Citizenship, and Community Guest Speaker: Ryan Behring – Americorps/VISTA Reading for February 15:</p> <ul style="list-style-type: none"> • Moore: Chapter 3, "Organizational Strategy in the Public Sector" • Blackboard: Brian Berry - "The Use and Abuse of 'the Public Interest'" • Blackboard: J.L. Perry – "Bringing Society In: Toward a Theory of Public Service Motivation" 	February 8, 2016
<p>The Public Interest, Citizenship, and Community (Cont.) Exercise: The City of Largo/WTL #2 Reading for February 22:</p> <ul style="list-style-type: none"> • None 	February 15, 2016
<p>Understanding and Executing the Literature Review: A Library Session with Brenda Robertson, Head Librarian Meet in DAL 1, Room 201</p> <p>Reading for February 29:</p> <ul style="list-style-type: none"> • Rainey: Chapter 5, "The Impact of Political Power and Public Policy" • Moore: Chapter 4, "Mobilizing Support, Legitimacy, and Coproduction: The Functions of Political Management" • Blackboard: "Administrative Leadership and the Use of Social Power" 	February 22, 2016

by Sven Lundstedt	
The Role of Power in Public Service Exercise: Elmwood Hospital Dispute/WTL #3 Reading for March 7: <ul style="list-style-type: none"> Moore: Chapter 5, "Advocacy, Negotiation, and Leadership: The Techniques of Political Management" Blackboard: Mulroy and Shay – "Nonprofit Organizations and Innovation: A Model of Neighborhood-Based Collaboration to Prevent Child Maltreatment" 	February 29, 2016
Public Service in Action: The Promise House (Site Visit) *Handout MIDTERM: Due March 14, 2016	March 7, 2016
MIDTERM DUE by 6:00 p.m. on Blackboard Reading for March 21: <ul style="list-style-type: none"> Literature review articles 	March 14, 2016
Writing Workshop with Dr. Angela Drummond and Dr. Debbie Scally: Strategies for Writing a Comprehensive Literature Review Reading for March 28: <ul style="list-style-type: none"> Blackboard: Thompson – "The Possibility of Administrative Ethics" Blackboard: Bailey – "Ethics and the Public Service" 	March 21, 2016
Ethics in Public Service: Deontology v. Teleology, Neutrality and Structure Exercise: The Fog of War (Movie) Reading for April 4: <ul style="list-style-type: none"> Moore: Chapter 7, "Implementing Strategy: The Techniques of Operational Management" Blackboard: Fine and Harrington – "Tiny Publics: Small Groups and Civil Society" 	March 28, 2016
Public Leadership in Action: Singing Hills Neighborhood Association Meeting St. Luke Presbyterian Church 5915 Singing Hills Dr. Dallas, TX 75241 Reading for April 11: <ul style="list-style-type: none"> Rainey: Chapter 6, "Organizational Goals and Effectiveness" Blackboard: "The Politics of Public Budgets" by Irene Rubin Newton School Board Handout 	April 4, 2016
Politics, Public Budgeting and Resource Management Exercise: Newton School Board	April 11, 2016
Presentations	April 18, 2016
Presentations	April 25, 2016
Presentations – Literature Review Due	May 2, 2016

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Midterm – This exam is a take home essay, and will be handed out **March 7, 2016** and is due **March 14, 2016** at **6:00 p.m. Please upload to Blackboard.**

Final Project (Part 1): Literature Review – This semester, students will be expected to complete a literature review based on a public service/social issue of their choice. As we will learn on February 22, literature reviews are a key component of any research paper, and are reliant upon identifying articles in peer-reviewed journals as their basis. For example, if you were interested in homelessness, you might read “Family Homelessness: A Systemic Problem” in the *Journal of Social Issues*, 46(4): 191-205 as part of your extensive review. For this literature review, students will be expected to identify/read **12-15 sources** in peer-reviewed journals. More information will be given at a later date. **This assignment is due May 2, 2016 and should be 10-12 pages in length.**

Final Project (Part 2): Leadership through Volunteerism in Public Service – In addition to the literature review, students will be expected to commit to eight (8) hours of community service at an organization of your choice. However, the organization needs to be related to the topic of your literature review as you will be comparing your experience volunteering to what the prevailing literature says on your public service/social issue. For example, if you chose to do a literature review on homelessness, you will want to volunteer at an organization (or a few) that address the issue; it might provide immediate shelter for a night or two, food, or other services to help individuals transition to permanent housing. This “hands on” experience will allow you to develop your own perspective on the nature of service and leadership in your selected area and compare it to scholarly works published in the field. While you are not expected to write a narrative on the matter, you will be expected to present on your experience and how it relates to your literature review for a grade at the end of the semester. Students will be expected to provide verification of their service hours by submitting a signed letter (on letterhead) by the organization’s volunteer representative. Failure to complete all/part of your volunteer hours will result in a loss of points on your presentation. I would be happy to help you find an organization or opportunity if you need it.

Writing to Learn – In order to ensure comprehension of the vast number of concepts presented over the course of the semester, students will engage in four (4) in class writing assignments. These assignments are designed to allow you process information by putting it down on paper; it also allows for you to practice the analytical format we will be utilizing in the course also known as **Concept-Evidence-Application**. The more students write about course concepts, the more inclined they are to understand, remember, and apply them in both the classroom and workplace settings. Each assignment is worth five (5) points and will be turned in at the end of class.

Class Participation – A healthy class experience is dependent upon not only the instructor, but also instructor-student and student-student interactions. This class not only incorporates a manageable amount of readings, but also injects “real-world” exercises that allow students to put theory in to practice. As such, it is imperative that students not only attend class (promptly, of course), but arrive prepared to engage in MEANINGFUL discussions that add to every individual’s knowledge – including the instructor’s. As you will see, class participation representative of roughly **15% of the final grade**, and this will be determined in two ways: first, students will be expected to arrive to class ready to discuss the week’s readings, in both small groups, and within the larger classroom setting. Valuable class contributions will be based on the readings or other RELEVANT information. Please feel free to introduce alternative readings or present examples that are reflective of current events. Second, because this class is exercise-intensive, each student will be expected to come prepared for the week’s activity. This class is geared toward allowing you analyze case studies and engage in realistic role plays based on our leadership topic for the week. Poorly prepared students not only affect their own grades, but diminish the overall learning experience of his or her classmates.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Midterm	1 midterm at 50 points	50
Final Project (Literature Review)	1 paper at 50 points	50

Final Project (Presentation)	1 presentation at 50 points	50
Writing to Learn	4 assignments at 5 points	20
Class Participation	-	30
Total:		200

Grade Determination:

- A = 200 – 180 pts; i.e. 90% or better
- B = 179 – 160 pts; i.e. 89 – 80 %
- C = 159 – 140 pts; i.e. 79 – 70 %
- D = 139 – 120 pts; i.e. 69 – 60 %
- F = 119 pts or below; i.e. less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Assignments in this class must reflect the following format:

- Font: Times New Roman, Size 12
- Cover Page with Assignment Title, Class Title, Date, and Student Name
- One inch margins (Top, Bottom, Left, Right); please note that you will have to go into your page setup to make this adjustment. Most MS Word programs have 1.25 inches as a default for Left and Right margins.

Late Policy:

Students are expected to turn in all assignments at the *beginning* of the class on the date the assignment is due. Late work will receive a grade penalty. Work that is turned in at any time during the first 24 hours after the date and time the assignment is due will receive no higher than a grade of B. Work that is turned in at any time during the second 24 hours after a paper is due will received no higher than a grade of C. Student work *will not be accepted under any circumstances* more than 48 hours after the assigned due date and time. You will receive a 0 for the assignment. A hard copy of all work must be handed in to the professor at the beginning of the class.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Blackboard:

A number of our required readings will be posted on Blackboard. Please print them out and read them before the date in which we will discuss them. They are listed under the "Content" section for this course. Please let me know if you have any issues finding them.

Use of Cell Phones & Other Electronic Gadgets in the Classroom

Students who prefer to use laptops to take notes in class are more than welcome to do so. However, please refrain from engaging in other activities (Facebook, shopping, etc.) that will serve as a distraction for both you and me.

Also, while we have all become increasingly reliant upon our technological devices to keep us in the loop both professionally and personally, this class has a "No Cell Phone" policy. This policy is particularly focusing on the growing trend of in-class texting, but it is certainly not limited to this behavior. If you need to use your cell phone, please feel free to leave the class as you see fit. Our time in class is limited, and despite our busy lives, I would like to spend the class period focused on the material.

Incompletes:

A semester grade of incomplete will be given only under extreme and unusual situations. Additionally, to be fair to all students in the course, when the work is completed, the student will not receive higher than a B for the course, regardless of how many points were earned in the course. More importantly, an incomplete will only be granted for students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester's end. An incomplete is not a substitute for a poor grade.