Course Syllabus

PAD 3003: Introduction to Public Policy & Service
This course meets in person with course materials available online via Canvas.

Instructor Information
- Email: Canvas Inbox
- greena@fiu.edu
- Phone: (305) 348-632
- Office:
- Office Hours: By Appointment
- Turn Around: 1-2 Business Days

Professor: Andrea Green

Course Time Zone | Eastern Standard Time (EST). Course due dates are according to this time zone.

Method of Contact
You can contact me via your canvas inbox. If you would prefer to speak in person, we can schedule a Zoom, Teams, or phone meeting. Please message me via canvas email to schedule.

Course Description and Purpose
Public administration involves the core activities of public service that are performed, for the most part, by highly trained experts in highly specialized government and nonprofit organizations. These experts, or public administrators, create and implement programs that reflect public policies and recognize the needs and desires of the community for which they serve. In this course, we will explore the development of public administration as a field and review the intricacies of administering public policy including managing public and nonprofit organizations, policy analysis, organizational behavior, human resources, and intergovernmental relations. Important concepts from a global perspective through a lens of global awareness, global perspectives, and global engagement will also be explored.

*This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement.
Course Goals

This course will provide a broad overview of the field of Public Administration and the political and organizational context in which professionals operate. Through weekly readings, videos, and discussions, we will review the major theories and concepts related to historical eras of public administration, the role of public servants and management strategies used for decision making including, public financial management, personnel management, performance management, and ethics. Students will define and demonstrate the concept of service through volunteer experience and will explore options for careers within the field of public administration.

Global Learning Outcomes

- Global Awareness: Students will demonstrate knowledge of the role of intergovernmental relations and collaborations within a local and global political context and the interrelatedness of the issues they face.
- Global Perspective: Students will conduct a multi-perspective analysis and comparison of major theories and concepts related to the field of public administration across local and global, contexts and the problems that arise due to differences in culture.
- Global Engagement: Students will demonstrate a willingness to engage in service by addressing a local problem that crosses local, national, and international borders.

Course Learning Objectives

Upon completing this course, students will be able to:

1. Engage with Peers and Instructors and demonstrate familiarity of canvas
2. Explain the role and importance of public organizations within a global society.
3. Demonstrate the concept of service through volunteer opportunities and a willingness to engage in service by connecting the experience to address a global issue.
4. Define Public Administration and identify examples of public sector organizations.
5. Compare major theories and concepts related to the field of public administration.
6. Describe the differences in managing organizations in public versus nonprofit settings and identify current issues within each sector.
7. Articulate the policy process and explain the role of public administrators within this process.
8. Evaluate a policy issue and apply this issue to local, national, and global context.
9. Discuss the role of intergovernmental relations and collaborations within public administration on a local, national, and global level.
10. Identify strategies for making decisions in public organizations utilizing strategic planning, budgets, and balancing organizational and professional values.
11. Discuss the role and importance of public participation in public organizations.
12. Identify ethical and accountability issues impacting administrative responsibility on a local, national, and international level.
13. Identify sources and resources for career opportunities within public service.
Before starting this course, please review the following pages:

- Policies
- Netiquette
- Technical Requirements and Skills
- Accessibility and Accommodation
- Panthers Care & Counseling and Psychological Services
- (CAPS) Academic Misconduct Statement

Course Pre-Requisites
There are no prerequisites for this course.

Textbook and Course Materials
There are no textbooks required for this course. Required course readings represent multiple and diverse perspectives which will be accessible through canvas. The following materials will cover diverse perspectives to address global learning outcomes.

**Global Awareness:**
- Video: [Global Climate Change Policy](#)
- Video: Musa Hadid is the Christian Mayor of Ramallah | Clip 1 | Clip 2 | Clip 3 | Clip 4 | Clip 5 |
- Video: [Managing Public Services Better](#)
- Reading: [Evaluation, International Organizations, and Global Policy: An Introduction](#)

**Global Perspective:**
- Video: [Globalization Theories](#)
- Reading: [Charting three trajectories for globalizing public administration research and theory](#)

**Global Engagement:**
- Videos: [What is Global Citizenship](#)
- Reading: [You are a Global Citizen, You Just don’t Know it Yet](#)
- Reading: [Examining Millennials’ Global Citizenship Attitudes and Behavioral Intentions to Engage in Environmental Volunteering](#)

Expectations of this Course
This is an in-person course, which means attendance is essential to your success. Course materials will be available online. Expectations for performance in the course requires participation in in-class and online discussions and activities.

Students are expected to:

- Review the [getting started page](#) located in the course modules.
- Take the practice quiz to ensure that your computer is compatible with canvas.
- Interact online with instructor and peers.
- Review and follow the course calendar and weekly outlines.
- Log in to the course 3 times per week.
- Respond to discussions by the due date specified.
- Respond to emails within 2 days.
- Submit assignments by the corresponding deadline.
- Participate in course discussions.
The instructor will:

- Log in to the course **3 times** a week.
- Respond to **all communication** within **2 days**.
- Grade assignments and discussion posts within **5-7 days** of the assignment deadline.

**Be Flexible:** While the syllabus represents an agreement between us, the professor reserve the right to revise and modify it throughout the course if it is necessary to achieve our goals. Situations beyond either of our control can also emerge that require changes to the course. We will notify you right away when any changes are made.

**Important Deadlines:** For Spring 2022, the last day to drop without incurring financial liability is **January 18th** and the last day to drop a course with a **DR** grade is **March 21st**.

**Incomplete Grades**

Although it is always preferable to complete a course with an acceptable grade the first time you take it, life events sometimes get in the way. If that should occur this semester, I strongly suggest that you withdraw from the course before the add/drop deadline (see the academic calendar for specific dates) or speak with me about the possibility of being granted an **Incomplete**. A far worse option is to withdraw from the course late, drop the course late, or cease coming to class, and fail the course. If you choose this latter option, there are serious and lasting consequences: (1) you will have to retake the course or take an equivalent course; (2) you will have to pay for the course again; (3) you will have an additional three hours added to your credit hours total (and you will have to pay an excess credit hours fee – a surcharge of 100% of your tuition rate – if you reach your maximum allowed credit hours; see FIU’s **excess credit hours policy**); and (4) the W, DR, or failing grade will stay on your record permanently and negatively influence your GPA.

**Ethical Responsibility in This Course**

As students at Florida International University, you are trusted to maintain the highest standards of ethics, integrity, and personal responsibility. Since you have joined this community of trust to prepare for your future career, I expect you to fully comply with all of the provisions of FIU’s **Academic Integrity**.

**Embracing the views of others**

Due to our diverse backgrounds and experiences, differences of opinion may arise during discussions. It is important that everyone respects each other’s views of the topic of discussion.

**Panthers Protecting Panthers**

Our number one priority is the continued well-being of our faculty, staff, and students. To that end, and in consultation with our medical experts, we have instituted the following protocol:

- All faculty, staff, and students must fill out the P3 app prior to coming to campus.
- Facial coverings are recommended while on campus.
- Physical distancing of at least 6 feet from one is also recommended while on campus.
- Frequent washing of the hands, preferably with soap and water, should occur.

We know that the FIU community has questions surrounding the use of the **P3 app**. Here are some **FAQs** surrounding the app and its use.

https://fiu.instructure.com/courses/79890/assignments/syllabus
Course Communication
Communication in this course will take place via the Canvas Inbox. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondence within 2 days.

Discussion Forums

Discussion postings will be required in class and online. Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Online Discussion Forum Expectations:

- One (1) original post and one (1) response post are required per assigned discussion
- The approximate length of an original post is around 200-250 words.
- The approximate length of the response post is 50-100 words.
- Discussion posts will be graded in terms of participation, content, relevance, APA style, and spelling and grammar as indicated in the Discussion Rubric.
- Case Discussions will be graded in terms of content, relevance, organization, citation, and spelling as indicated in the Case Discussion Rubric. Case discussions may be assigned as a group project.
- Cite all sources (both class resources and outside sources, if necessary) using APA style.
- For help with APA style, please visit Purdue OWL: APA Formatting and Style Guide and the Nature of Writing.
- Discussion posts will be graded within a week.
- Discussion Posts are worth 10 points.
- Case Discussions are worth 10 points.

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the Practice Quiz from each computer you will be using to take your graded quizzes and exams. Please review the important information about the quizzes page. There is one scheduled quiz in the course which is scheduled for mid-semester.

Assignments

In addition to a mid-semester knowledge check, there are THREE major assignments due on their...
1. Debate: This assignment will serve an assessment of your Global Perspective. This assessment will give you the opportunity to evaluate a policy issue to address a local and global problem and create policy options and alternatives to solve this problem in order to address the issue (10 points total).

2. Policy Brief: This assignment will serve as an assessment of your Global Awareness. You are required to create a video presentation making a brief argument for support of a theory or concept related to the field of public administration that can be applied in a global context and identify cultural similarities or differences that can support or reject these concepts. (10 points total).

3. Service Paper: This assignment will serve as an assessment of your Global Engagement. You will write a paper describing your experience with volunteering at an organization whose mission seeks to address a local national and international problem or issue. Further, you will explain how you can be engaged to solve the problem or issue in a global context. (10 points total).

Please review the canvas shell for a description and important information about the assignment page prior to posting or writing. Should you have any questions, please contact the professor.

Missed, Discussions and Assignments: Make-up work will only be accepted for partial credit if submitted within 3 days of the original deadline and may result in point deduction per each day late. Full credit make-ups will only be given for substantiated extenuating circumstances.

Zoom
Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session. We will be using Zoom to record the Group Debates. Reference the provided links to access Zoom student tutorials to learn about the tool, how to access your meeting room, and share your screen.

Teaching Methodology
This is an In Person Course and Course Materials will be posted on Canvas.

You can succeed in this course!

With active participation and support from your peers and the instructor, you can succeed in this course. Be sure to read all the assigned readings to prepare for in class and online discussions. All assigned readings are listed here in the syllabus on the course map. You will have time to reflect on cases and issues in your assigned group. Communicate any emergencies with the professor as soon as they occur and do not wait until the final weeks to communicate issues. You are not alone! With support from the instructors as the facilitators and support from your peers, we will all work together to ensure your success in the course.

To assist you in achieving your goals, it is important for you to contact the instructor as soon as you experience any events that might disrupt your course participation. For up-to-date information about COVID, please see the repopulation.fiu.edu FAQs.

Class Attendance
Please review University Policies in regard to class attendance listed in the catalog and let your instructor know if you have specific questions as it relates to course participation.
# Grading

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th># of Items</th>
<th>Total Points</th>
<th>% Weight</th>
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<tbody>
<tr>
<td>Introduction</td>
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<td>5</td>
<td>5</td>
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<tr>
<td>Discussions</td>
<td>3</td>
<td>30</td>
<td>30</td>
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<tr>
<td>Case Discussions</td>
<td>2</td>
<td>20</td>
<td>20</td>
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<tr>
<td>Mid-semester knowledge check</td>
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<td>10</td>
<td>10</td>
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<tr>
<td>Policy Brief</td>
<td>1</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Service Paper</td>
<td>1</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Debate</td>
<td>1</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Class Participation</td>
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<td>5</td>
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<tr>
<td>Total</td>
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<td>100</td>
<td>100 %</td>
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## Letter Grade Distribution Table

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<tbody>
<tr>
<td>A</td>
<td>95 or above</td>
<td>B</td>
<td>83 - 86</td>
<td>C</td>
<td>70 -</td>
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<td>A-</td>
<td>90 - 94</td>
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<td>B+</td>
<td>87 - 89</td>
<td>C+</td>
<td>77 - 79</td>
<td>F</td>
<td>59 or less</td>
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## Course Calendar

<table>
<thead>
<tr>
<th>Module # / DATE</th>
<th>Learning Activities</th>
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<tbody>
<tr>
<td><strong>Module 1:</strong> January 10th-16th</td>
<td><strong>Introduction</strong>&lt;br&gt;• Introduction Survey&lt;br&gt;• Discussion Post</td>
</tr>
<tr>
<td><strong>Module 2:</strong> January 17th-23rd [Mon Jan 17th MLK Holiday]</td>
<td><strong>Defining Public Administration &amp; Service</strong>&lt;br&gt;• Discussion Post</td>
</tr>
<tr>
<td><strong>Module 3:</strong> January 24th-30th</td>
<td><strong>History and Evolution of the Field</strong>&lt;br&gt;• Lecture</td>
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</table>
| Module 4: | January 31<sup>st</sup> – February 6<sup>th</sup> | History and Evolution of the Field cont...  
**Debate Videos Due (10 points)**  
- Post team debate videos on discussion board by Monday September 13<sup>th</sup>  
- Post questions to other teams on the following discussion board by Friday September 17<sup>th</sup>.  
- Reply to Questions by Sunday September 19<sup>th</sup>  
Course Objectives Covered: (CO 1), (CO 2), (CO 4) |
| --- | --- | --- |
| Module 5: | February 7<sup>th</sup> – February 13<sup>th</sup> | Managing Public and Nonprofit Organizations  
- Debate Questions and Answers Due:  
- Post-Debate Reflection Due (5 points)  
- Discussion Post | Nonprofit Leadership (10 points)  
- Lecture | “Managing Organizations.”  
**Readings & Videos:**  
- Read on Public Management:  
  Alcindor & Penzenstadler (2015, Jan 21). Police redouble efforts to recruit diverse officers. *USA Today*.  
- Read on Non-Profit Management:  
| Module 6: | February 14<sup>th</sup> – February 20<sup>th</sup> | Political Context & Policy Evaluation  
- Discussion Post | Gun Control (10 Points)  
- Lecture | “Political Context”  
**Readings & Videos:**  
- Read on Political Context:  
  Merry, M. (2016).pdf  
  Hickenlooper, J. (2019, April 14). Gun control case study: A mass shooting, major reforms, then a political backlash. *NBC News*.  
Course Objectives Covered: (CO 1, CO 2) |
| Module 7 | February 21<sup>st</sup> – February 27<sup>th</sup> | Mid-semester knowledge check  
**Mid-semester knowledge check assessment (10 points)** |
| Module 8 | February 28<sup>th</sup> – March 6<sup>th</sup> | Policy Evaluation  
**Policy Brief Due (10 Points)**  
- Lecture | “Political Context” to complete Policy Evaluation  
**Readings & Videos:**  
- Watch Video: Global Climate Change Policy  
- Read: Evaluation, International Organizations, and Global Policy: An Introduction |
| Module 9 | March 13<sup>th</sup> – March 20<sup>th</sup> | Intergovernmental Context  
- **Case Study** | Sanctuary Cities- (10 points)  
- **Lectures** | “Intergovernmental Context”  
**Readings & Videos:**  
- Read on Intergovernmental Context:  
  Overview of sanctuary cities  
  National League of Cities  
  Police Chiefs Association ICE  
- Watch Video: Sanctuary Cities  
- Watch Video: Crash Course on Federalism |
<table>
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<tr>
<th>Module 10</th>
<th>Decision Making - Strategic Planning, Budget &amp; Public Participation</th>
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<tbody>
<tr>
<td>March 21st – March 27th</td>
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<tr>
<td><strong>Course Objectives Covered:</strong></td>
<td>(CO 2), (CO 7), (CO 8), (CO 9)</td>
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| Case Study | Confederate Statue Removal (10 points) |

| Lecture | “Decision Making” |

| Readings & Videos: | 
| --- | --- |


| Case Overview | 
| --- | --- |

| Watch Video | Public Participation |

| Watch Video | Managing Public Services Better |

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<thead>
<tr>
<th>Module 11</th>
<th>Ethics and Accountability</th>
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<tbody>
<tr>
<td>March 28th – April 3rd</td>
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<tr>
<td><strong>Course Objectives Covered:</strong></td>
<td>(CO 2), (CO 12), (CO 10), (CO 11)</td>
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| Lecture | “Ethics” |

| Readings & Videos: | 
| --- | --- |

| Watch Video | Ethics in Law Enforcement 1 |

| Watch Video | Ethics in law Enforcement 2 |

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<tr>
<th>Module 12</th>
<th>Service Careers</th>
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<tbody>
<tr>
<td>April 4th – April 10th</td>
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<tr>
<td><strong>Course Objectives Covered:</strong></td>
<td>(CO 2), (CO 12), (CO 10), (CO 11)</td>
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| Guest Lecture | Service Careers |

| Readings & Videos: | 
| --- | --- |

| Watch Video | What can I do with a Public Administration Major? |

<table>
<thead>
<tr>
<th>Module 13</th>
<th>Public Servants in a Global Context</th>
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<tbody>
<tr>
<td>April 11th – April 17th</td>
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<tr>
<td><strong>Course Objectives Covered:</strong></td>
<td>(CO 2), (CO 7), (CO 9), (CO 10)</td>
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| Documentary | The Mayor of Ramallah | Clip 1 | Clip 2 | Clip 3 | Clip 4 | Clip 5 |

| Review Questions | as you watch |

<table>
<thead>
<tr>
<th>Module 14</th>
<th>Service</th>
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<tr>
<td>April 17th – April 23rd</td>
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<tr>
<td><strong>Course Objectives Covered:</strong></td>
<td>(CO 2), (CO 3), (CO 13),</td>
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| Volunteer with an agency to complete service paper or presentation |

| Service Paper or Presentation Due (10 points) | 
| --- | --- |

| Read Video | What is Global Citizenship |

| Watch Video | You're a Global Citizen, You Just don't Know it Yet |

| Read | Examining Millennials’ Global Citizenship Attitudes and Behavioral Intentions to Engage in Environmental Volunteering |

<table>
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<tr>
<th>Module 15</th>
<th>Course Wrap up</th>
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<tr>
<td><strong>Course Objectives Covered:</strong></td>
<td>(CO 2), (CO 3), (CO 13),</td>
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</table>

| Spot Survey | 

- Do not copy without the express written consent of the instructor.