

Course Syllabus



PAD 3003: Introduction to Public Policy & Service

This is meets in person with course materials available online via canvas.



Instructor Information

- Email: Canvas Inbox
- greena@fiu.edu
- Phone: (305) 218-6321
- Office: [REDACTED]
- Office Hours: By Appointment
- Time 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.

Important Information

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 Ramat Gan](#) | [Clip 1](#) | [Clip 2](#) | [Clip 3](#) | [Clip 4](#) | [Clip 5](#) |

Video: [Managing Public Services Better](#)

Reading: [Evaluation, International Organization 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](#) | [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, D, 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.

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 /in text ci](#) 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 <https://fiu.instructure.com/courses/79890/assignments/syllabus>

respective dates.

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 tutorial](#) 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 or the course map. You will have time to reflect on cases and issues in your assigned groups. 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 they facilitate 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 event 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

Course Requirements	# of Items	Total Points	% Weight
Introduction	1	5	5
Discussions	3	30	30
Case Discussions	2	20	20
Mid-semester knowledge check	1	10	10
Policy Brief	1	10	10
Service Paper	1	10	10
Debate	1	10	10
Class Participation	1	5	5
Total	11	100	100 %

Letter Grade Distribution Table

Letter	Range%	Letter	Range%	Letter	Range%
A	95 or above	B	83 - 86	C	70 -
A-	90 - 94	B-	80 - 82	D	60 -
B+	87 - 89	C+	77 - 79	F	59 or less

Course Calendar

Module # / DATE	Learning Activities
Module 1: January 10 th - January 16 th	Introduction <ul style="list-style-type: none"> Introduction Survey Discussion Post Introduction Discussion (5 points) Readings & Videos: Watch Video: How to Cite APA Course Objectives Covered: (CO 1)
Module 2: January 17 th – January 23 rd [Mon Jan 17 th MLK Holiday]	Defining Public Administration & Service <ul style="list-style-type: none"> Discussion Post What is Public Administration? (10 points) Lecture “Defining Public Administration.” Readings & Videos: Read: Chapter 3: “The curse of Civil Reform” in Riordan, W.L. (1995). Plunkitt of Tammany Hall: A Series of very plain talks on very practical politics. Penguin. Watch Video: The 21st Century Public Servant Watch Video: The Spoils System Explained Course Objectives Covered: (CO 1), (CO 2), (CO 4)
Module 3: January 24 th – January 30 th	History and Evolution of the Field <ul style="list-style-type: none"> Lecture “History & Evolution.” Readings & Videos: Watch Video: Classical Management Theory (Orthodox) Watch Video: New Public Management Watch Video: Minnow-brook Conference (NPA) Watch Video: Globalization Theories Read: Charting three trajectories; Globalizing Public Administration Research & Theory

Module 4: January 31 st – February 6 th	<i>History and Evolution of the Field cont...</i> <u>Debate Videos Due (10 points)</u> <ul style="list-style-type: none"> • Post team debate videos on discussion board by Monday September 13th • Post questions to other teams on the following discussion board by Friday September 17th. • Reply to Questions by Sunday September 19th Course Objectives Covered: (CO 1), (CO 2), (CO 4)
Module 5: February 7 th – February 13 th	<i>Managing Public and Nonprofit Organizations</i> <ul style="list-style-type: none"> • Debate Questions and Answers Due: • Post-Debate Reflection Due (5 points) • Discussion Post Nonprofit Leadership (10 points) • Lecture “Managing Organizations.” <u>Readings & Videos:</u> <ul style="list-style-type: none"> • Read on Public Management: Hong (2017). Black in Blue: Racial Profiling and Representative Bureaucracy in Policing Revisited. Journal of Public Administration Research and Theory. Alcindor & Penzenstadler (2015, Jan 21). Police redouble efforts to recruit diverse officers. USA Today • Read on Non-Profit Management: Froelich et al. (2011). Succession Planning in Nonprofit Organizations. Nonprofit Management and Leadership. Adams, T. (2017, March 23). Blending nonprofit succession planning and executive transition: A successful case. Nonprofit Quarterly.
Module 6: February 14 th – February 20 th	<i>Political Context & Policy Evaluation</i> <ul style="list-style-type: none"> • Discussion Post Gun Control (10 Points) • Lecture “Political Context” <u>Readings & Videos:</u> <ul style="list-style-type: none"> • Read on Political Context: Merry, M. (2016).p Vizzard,W. (1995).p Hickenlooper, J. (2019, April 14). Gun control case study: A mass shooting, major reforms, trigger a political backlash. NBC News. Course Objectives Covered: (CO 1, CO 2)
Module 7 February 21 st – February 27 th	<i>Mid-semester knowledge check</i> <ul style="list-style-type: none"> • <u>Mid-semester knowledge check assessment (10 points)</u>
Module 8 February 28 th – March 6 th	<i>Policy Evaluation</i> <u>Policy Brief Due (10 Points)</u> Lecture “Political Context” to complete Policy Evaluation <u>Readings & Videos</u> Watch Video: Global Climate Change Policy <ul style="list-style-type: none"> • Read: Evaluation, International Organizations, and Global Policy: An Introduction
Module 9 March 13 th – March 20 th	<i>Intergovernmental Context</i> <ul style="list-style-type: none"> • Case Study Sanctuary Cities- (10 points) • Lectures “Intergovernmental Context” <u>Readings & Videos:</u> <ul style="list-style-type: none"> • 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

	Course Objectives Covered: , (CO 2), (CO 7), (CO 8), (CO 9)
Module 10 March 21 st – March 27 th	<p>Decision Making - Strategic Planning, Budget & Public Participation</p> <ul style="list-style-type: none"> • Case Study <i>Confederate Statue Removal (10 points)</i> • Lecture “Decision Making.” <p>Readings & Videos:</p> <ul style="list-style-type: none"> • Read on Decision Making Calia, R., Guajardo, S., & Metzgar, J. (2000). Putting the NACSLB recommended budget practices into action: Best practices in budgeting. <i>Government Finance Review</i>, 16(2), 1-9. • Case Overview • Watch Video: Public Participation • Watch Video: Managing Public Services Better <p>Course Objectives Covered: (CO 2), (CO 12), (CO 10), (CO 11)</p>
Module 11 March 28 th – April 3 rd	<p>Ethics and Accountability</p> <ul style="list-style-type: none"> • Lecture “Ethics” <p>Readings & Videos:</p> <ul style="list-style-type: none"> • Watch Video: Ethics in Law Enforcement 1 • Watch Video: Ethics in law Enforcement 2 <p>Course Objectives Covered: (CO 12), (CO 10), (CO 11), (CO 14)</p>
Module 12 April 4 th – April 10 th	<p>Service Careers</p> <ul style="list-style-type: none"> • Guest Lecture Service Careers <p>Readings & Videos:</p> <ul style="list-style-type: none"> • Watch Video: What can I do with a Public Administration Major?
Module 13 April 11 th – April 17 th	<p>Public Servants in a Global Context</p> <p>Readings & Videos:</p> <ul style="list-style-type: none"> • Documentary: The Mayor of Ramallah Clip 1 Clip 2 Clip 3 Clip 4 Clip 5 • Review Questions as you watch. <p>Course Objectives Covered: (CO 2), (CO 11), (CO 9), (CO 10)</p>
Module 14 April 17 th – April 23 rd	<p>Service</p> <ul style="list-style-type: none"> • Volunteer with an agency to complete service paper or presentation • Service Paper or Presentation Due (10 points) <p>Readings & Videos:</p> <p>Watch Video: What is Global Citizenship</p> <p>Watch Video: You are a Global Citizen, You Just don't Know it Yet</p> <p>Read: Examining Millennials' Global Citizenship Attitudes and Behavioral Intentions to Engage in Environmental Volunteering</p> <p>Course Objectives Covered: (CO 2), (CO 3), (CO 13),</p>
Module 15	Course Wrap up Final Survey