

POLS-2700-

POLS 2700: Introduction to Public Service

Semester:

Days/Times:

Class Information

Instructor:

Office Hours:

Email:

Course Description:

The course examines the complexity of human behavior and the institutions that humans construct to organize that behavior, the social science theories explaining such individual and organizational behavior, the tools used within public service organizations, and the environments within which public service professionals work. Covers economic, political, and social dynamics within public administration as well as management challenges related to human resources. Values and ethics unique to the public sector are included.

Student Learning Outcomes:

At the conclusion of this course, you will be able to:

- Identify and explain the historical traditions, nature, context and foundations of public service
- Demonstrate in writing knowledge of the concepts of administrative theory, practice, political aspects of administration, policy making, fiscal management, and public human resource management
- Analyze and evaluate strategic management in public organizations
- Design and manage organization systems according to public administration theory
- Use and interpret information represented as data, graphs, and tables to understand the purpose, challenges, and criteria of performance measurement and management in both the public and nonprofit sectors
- Identify public sector ethics, their underlying regime values and accountability of public administrators
- Discuss and assess the importance of representation and motivation in the public sector. Appended to this is the knowledge you will gain about citizenship; knowledge that will assist you if you choose to enter public dialogue and public work

- Use computer hardware and software to complete course assignments and to examine a range of resources for class preparation, and to post a signature assignment to your e-Portfolio.
- Find and use credible sources in their work and properly cite those sources

Required Texts:

Haass, Richard. 2023. *The Bill of Obligations: Ten Habits of Good Citizens*. New York: Penguin Press.

All instructor material is copyrighted.

Community Engaged Learning:

A course based, credit-bearing educational experience in which students (a) participate in mutually identified and organized service activities that benefit the community, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal value and civic responsibility. (Bringle & Clayton, 2012 pp. 114-115; adapted from Bringle & Hatcher). This course requires a semester long community engaged project (10-15 hours).

Course Decorum:

We may discuss sensitive topics during this course. I expect each student to treat others' opinions with respect. You do not have to agree with an expressed opinion – in fact, I will do my best to always play devil's advocate to make sure an echo chamber does not occur – but you do have to argue your point logically and respectfully. Also, I expect each student to pay attention during lectures and when fellow students are speaking.

Technology Policy:

Laptops and other electronic devices may not be used during class sessions. All electronic devices must be off or muted. Numerous studies demonstrate that, on aggregate, students taking notes by hand learn information more effectively and receive higher grades than those taking notes on an electronic device, even when those on devices are exclusively focused on class tasks. Moreover, it's just a part of our human nature that it is difficult to pull ourselves away from social media, news, e-mail, etc. when we have screens in front of us. This policy allows students to perform better in class and enjoy a much richer class experience because of everyone being truly "present." I reserve the right to preserve this rich classroom experience by dismissing students from class who refuse to adhere to this technology policy.

If you have a documented need or accommodation to use an electronic device in class, please let me know, and I will be happy to accommodate your need.

Academic Integrity:

Any form of academic dishonesty will not be tolerated in this class. Academic dishonesty includes but is not limited to plagiarism and cheating. Please respect yourself enough not to cheat, plagiarize, or be otherwise dishonest. Students will receive a zero on any assignments, quizzes, or tests that I find evidence of cheating or plagiarism on. Note: I consider using any AI resource to write response papers to be cheating.

Participation (15%):

Please come to class prepared to participate in discussions/simulations. You will be docked points on your participation grade for showing up late or using a cell phone/laptop in class. I expect each student to earn full points for participation! **Uploading your signature assignment and reflection onto your e-portfolio will count toward your participation grade.**

City Council Write Up (5%):

Each student must attend one city council meeting in their home city and write a response (500 word minimum) to the council meeting. The response must include a picture of you at the meeting. What issues or proposals were discussed? What was attendance like? You get extra credit if you ask a question or participate in the council meeting in some way.

Utah Bill Write Up (5%):

Each student will submit a three page write up on a bill from the 2023 session of the Utah Legislature. Tell me the legislative history of this bill. Did it pass? Who supported and opposed the bill (interest groups, lobbies, etc). What is the point of the bill? If it passed, when will it be implemented? What are the fiscal ramifications of the bill?

Reflection Paper (10%):

Each student will submit a three-page personal reflection on *The Bill of Obligations*. Do you find Haas persuasive? Which habit is the most important? Would you add or subtract any habits from the list? How can we best balance obligations of citizenship with the rights of citizenship? How are good citizens created? Are you the type of citizen Haas has in mind?

Policy Write Up (5%):

Students will work in groups (both in class and out of class) to draft a policy on a local or state issue.

Memos (20%):

Memo writing is an essential skill for government work. Each student will turn in five memos over the course of the semester on the assigned days. I will assign a memo topic, and you will write a memo to prepare your Senator/Representative/Governor for a meeting or vote.

Final Project/Signature Assignment (40%):

Each student will (individually or as part of a small team) complete a semester long project in their local community. You can do this project in conjunction with an outside group (see a full list of Thayne Center Community Engaged Partners). Each student will submit a final project proposal by the end of the second week of class. On the last day of class, each student (or group) will do a presentation on their project. Please use videos, pictures, or powerpoint slides, etc in this presentation. You will also submit a maximum one-page write-up detailing the progress and outcome of your project. The project should require 15-20 hours of work outside of class.

Grade Distribution:

Participation 15%

City Council 5%

Utah Bill 5%

Personal Reflection 10%

Weekly Memos 20%

Policy Paper 5%

Final Project 40%

Grade Change Requests: If you feel that you have been unfairly graded on an assignment, please come and speak to me. After the semester ends, grade changes will only be submitted if the instructor has made an error.

Add/Drop Period and Withdrawal:

It is the student's responsibility to verify their registration status for the course, including adding, dropping, or withdrawing from the course. Students who stop attending or never attend will receive a failing grade unless they drop or withdraw from the course.

Course Schedule:

Note: Reading assignments must be completed by the date that they are listed. However, the course schedule, topics, evaluations, and assignments are subject to be changed at the instructor's discretion.

Part I: Principles and Foundations of Governance

This class will begin on August 26th instead of August 21st because Dr. Johnston will be at a conference in Chicago.

Week 1:

Introduction

Deliberative Democracy

Week 2: Theories of Governance

The US Constitution & The Administrative State ([American Gov 3e Chapter 15 pg 15541](#)[Links to an external site.](#)[Links to an external site.](#))

Week 3: Rights & Obligations

Bureaucracies Cont & Liberalism + Republicanism (Haass ch 1 &2, "[Republicanism](#)" [Links to an external site.](#)[Links to an external site.](#)[Stanford Encyclopedia of Philosophy](#)[Links to an external site.](#)[Links to an external site.](#))

Overview of fiscal policy and social policy (no readings). Discuss projects. *Turn in*

Project Proposal

Week 4: Habits of Good Citizenship

Habits 1-3

Habits 4-6

Week 5:

Habits 7-10 (Finish Haass)

Haass Conclusion & Memo Writing

Part 2: Government Work

Week 6: Introduction to National Security Work

Haass Reponse Paper Due

Memo Workshopping/Intro to National Security

Introduction to National Security and Intelligence ([CNAS “The Future of Civilians in National Security”](#)[Links to an external site.](#)[Links to an external site.](#))

Guest Lecture – Jennifer Doherty (CIA)

Week 7: Introduction to the State Department & Foreign Service

Memo #1 due at the beginning of class on Monday.

Introduction to the State Department & Foreign Service

Guest Lecture – State Department’s Branigan Knowlton

Week 8: Introduction to Utah Politics

Intro to the Utah Politics

Memo #2 due at the start of class on Monday.

([American Gov 3e ch 14 pg 481-505.](#)[Links to an external site.](#)[Links to an external site.](#))

Week 9: Introduction to Congress

Guest Lecture - Sen. Luz Escamilla (Utah Senate Minority Leader)

Memo #3 due at the start of class on Monday.

Introduction to Congress

[American Gov 3e ch 11](#) [Links to an external site.](#)[Links to an external site.](#)

Week 10: Congress Cont

Memo due at the beginning of class.

CAIM ch. 8

Brookings “What is the Senate filibuster?”

(<https://www.brookings.edu/policy2020/votervital/what-is-the-senate-filibuster-and-what-would-it-take-to-eliminate-it/>[Links to an external site.](#)[Links to an external site.](#))

Heritage Foundation “The Role of the Filibuster”

(<https://www.heritage.org/politicalprocess/heritage-explains/the-role-the-filibuster>[Links to an external site.](#)[Links to an external site.](#))

French “Keep the Filibuster...” (<https://time.com/5949042/preserve-the-filibuster-better-way-to-reform/>[Links to an external site.](#)[Links to an external site.](#))

At home, play the CRFB debt game <http://www.crfb.org/debtfixer/#step1>[Links to an external site.](#)[Links to an external site.](#) Then bring a copy of your results for discussion.

“How to run for Congress,” Washington Post,

11/15/2019, <https://www.washingtonpost.com/politics/2019/11/15/how-run-congress/?arc404=true>[Links to an external site.](#)[Links to an external site.](#)

Congressional Management Foundation, “Job Descriptions: House Office

Sample” <http://www.congressfoundation.org/component/content/article/85/136-job-descriptions-house-office-sample>[Links to an external site.](#)[Links to an external site.](#) Browse at will

Congressional Management Foundation, “[7 Mistakes to Avoid When Setting Up a Congressional Office](#).”[Links to an external site.](#)[Links to an external site.](#) Nov, 12, 2014.

Ida A. Brudnick, “[Congressional Salaries and Allowances: In Brief](#),” CRS Report for Congress,[Links to an external site.](#)[Links to an external site.](#) [Links to an external site.](#)[Links to an external site.](#) April 11, 2018.[Links to an external site.](#)[Links to an external site.](#)

“[Keeping Congress Competent: Staff Pay, Turnover, and What it means for democracy](#),”[Links to an external site.](#)[Links to an external site.](#) Sunlight Foundation, December, 2010.

Guest lecture: Casey Saxton – Rep. Owens District Manager

Week 11: Counties, Cities, and Unions

Memo #5 due at the beginning of class on Monday.

Brigit Gerrard – Davis County School Board Member

Congress Cont.

[Sam Garrett, “The State of Campaign Finance Policy; Recent Developments and Issues for Congress”](#)[Links to an external site.](#)[Links to an external site.](#)s,” *CRS Report for Congress*, Dec. 3, 2018

“[A Brief Overview of the Congressional Budget Process](#)”[Links to an external site.](#)[Links to an external site.](#) CRS, 2023.

“[Introduction to the Federal Budget Process](#)”[Links to an external site.](#)[Links to an external site.](#) CRS, 2023.

["Why we made a computer game about the federal budgetLinks to an external site.Links to an external site."](#) Brookings Institute, 2016.

Week 12: Introduction to City Councils

Intro to City Council and Local Government ([American Gov 3e finish ch 14Links to an external site.Links to an external site.](#))

Guest Lecture (Bountiful City Councilmember Cecilee Price-Huish)

Week 13: City Councils cont.

Utah Bill Write Up due at the beginning of class on Nov 13th.

Group policy projects (state or local)

Zoning Simulation @ West Jordan City Hall (Alan Anderson)

Week 14:

Elkridge Case Study.

Week 15: Final Presentations & Wrap-Up Discussion

City Council paper due at the beginning of class on Dec 4.

Final Project is due on Dec 2nd or Dec 4th depending on your presentation slot.

Final Project Presentations & Wrap-Up discussion

Finals Week

No Class.