



**O'NEILL**

SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

IUPUI

## COURSE

Semester and Year: Spring 2020  
Number/Title: SPEA-V 170, Introduction to Public Affairs  
Class Number: 20588  
Day and Time: Monday and Wednesday, 12:00 – 1:15 p.m.  
Location: BS 2006

## INSTRUCTOR

Instructor: Cullen C. Merritt, Ph.D.  
Office Hours: Monday and Wednesday, 1:15 p.m. – 2:15 p.m. and by appointment  
Location: O'Neill School of Public and Environmental Affairs, BS 4155  
E-mail Address: merritt1@iupui.edu  
Website: www.thepromptgroup.com

## COURSE DESCRIPTION

### Official course description

Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

### Instructor description

This course is designed with the motivated student in mind who is interested in the practice of public affairs and administration as well as professional development. “Public affairs” is not confined to government, but also includes activities of the business and nonprofit sectors which affect the well-being citizens.

## REQUIRED COURSE MATERIALS

Shafritz, Jay M., E. W. Russell, Christopher P. Borick, and Albert C. Hyde. *Introducing Public Administration*. New York: Routledge, 2017. (9<sup>th</sup> Edition)

It is your responsibility to obtain the indicated edition of each textbook and supplemental reading material for this class. Textbooks are available for purchase and/or temporary use at the campus bookstore, online, the campus library (including inter-library loan), the public library, and beyond.

Supplemental reading material, announcements, and other information related to the course will be available through the university Canvas system: <https://canvas.iu.edu/lms-prd/app>. Be sure to check Canvas as well as your e-mail account frequently (i.e., at least daily). Please familiarize

yourself with Canvas. If you do not know how to utilize this online system, please take advantage of the online tutorial, or contact technology support or HELPNET as soon as possible. “I do not know how to use Canvas.” (or some variation of this phrase) is not an acceptable excuse for not preparing for class or submitting assignments.

## COURSE LEARNING OUTCOMES

Upon successful completion of this course, a student should be able to:

- Provide a basic overview of the structure and functioning of the public sector in the United States
- Identify the key actors in the policymaking and implementation processes, including legislative bodies, public organizations, public managers, and street-level bureaucrats
- Understand the issues involved in leading and managing public organizations, including ethics and leadership
- Understand why government interacts with the business and non-profit sectors
- Improve your ability to communicate ideas through written and oral formats
- Apply public affairs concepts and frameworks to real-world public challenges

## PROFILES OF LEARNING FOR UNDERGRADUATE SUCCESS: IUPUI+

IUPUI prepares all students to communicate, innovate, and engage local and global communities to solve the problems of the 21st century. The skills needed to do this work are grouped into the four learning profiles set out below. IUPUI students have multiple opportunities to learn and enhance their abilities in each profile.

### Communicator

An IUPUI communicator can: evaluate information, listen actively, build relationships and convey ideas effectively. IUPUI students learn to convey ideas effectively and ethically in oral, written, and visual forms across public, private, interpersonal, and team settings, using face-to-face and mediated channels. Communicators are mindful of themselves and others, listen, observe, and read thoughtfully, ask questions, evaluate information critically, create messages that demonstrate awareness of diverse audiences, and collaborate with others and across cultures to build relationships.

### Problem Solver

An IUPUI problem solver: thinks critically, collaborates, analyzes, synthesizes and evaluates information and perseveres in the face of challenge. IUPUI students work individually and with others to collect, analyze, evaluate, and synthesize information to implement innovative solutions to challenging local and global problems.

### Innovator

An IUPUI innovator: investigates, creates and designs, confronts challenges and makes decisions. IUPUI students learn to build on experiences and disciplinary expertise to approach

new situations and circumstances in original ways, are willing to take risks with ideas, and pose solutions. They learn to create a plan to achieve their goals, and carry out that plan to its completion. Innovators use their knowledge and skills to address complex problems.

### **Community Contributor**

An IUPUI Community Contributor: builds community, respectfully engages cultures, behaves ethically and anticipates consequences. IUPUI students learn to be responsible, self-aware, civically engaged and to look outward to understand the needs of the society and environment.

## IUPUI POLICIES AND CODES

Students are expected to adhere to all campus-wide policies governing the conduct of courses at IUPUI, including maintaining academic and professional honesty and integrity, being responsible for their behavior, respecting the rights and dignity of others both within and outside of the university community, and others. These policies can be found at <http://studentcode.iu.edu/about/index.html>.

## INSTRUCTOR'S CLASSROOM POLICIES

I enjoy teaching and look forward to an intellectually stimulating semester. I will give you 100% of my knowledge, energy, and effort, and I expect the same from you. It is in your best interest to understand and adhere to the following suggestions, in addition to the expectations noted elsewhere in the syllabus.

### **Approach Learning with a Seriousness of Purpose**

I am committed to helping you achieve the learning objectives for this course. Fulfillment of learning objectives, however, begins with your deliberate and sustained effort to learn. As such, please prepare for class each week, engage in classroom discussions, ask questions, and contact me if you need assistance.

### **Class Attendance, Late Entrances, and Early Exits**

Each student is expected to be present for the full duration of each class session. Class attendance will better enable you to perform well on course requirements.

It is my professional responsibility to teach on days noted in the class calendar—even if they fall on Valentine's Day, St. Patrick's Day, April Fool's Day, Earth Day, Halloween, and other celebrations and important dates not observed by the university. Class requirements may also be due on these dates. Persons who have religious or cultural observances that coincide with this class should let me know in writing (by e-mail) by the end of the first week of the semester. (see <https://studentcentral.iupui.edu/calendars/holidays/course-accommodation-form.html>). The university's academic calendar indicates dates in which classes are in session (see <https://studentcentral.iupui.edu/calendars/long-term-calendar.html>).

Please *do not be late*, as it is disrespectful to the instructor and your student colleagues. Plan in advance for traffic, bus delays, parking, and other possible delays. I have yet to encounter a successful person who is chronically late. In the event that you must—on a rare occasion—be late, enter the classroom quietly and take your seat; do not walk across the front of the classroom, and do not bother or distract your classmates to try to catch up. Also, do not leave class early unless you have cleared it with me first and/or it cannot be avoided (e.g., a court time). Late entrances and early exits will be considered as nonattendance (exceptions are rarely granted).

Please do not schedule advising appointments, doctor or dentist visits, employment commitments, etc. during a time that would cause you to be late or exit early from class.

### **Late Work**

Please meet all deadlines noted in the class calendar, or verbally by the instructor. Twenty (20) percentage points will be deducted from assignments turned in up to one day late. No late assignments will be accepted more than 24 hours after the due date. If you know in advance that you are going to miss a class or be late on the due date of an assignment, it is still your responsibility to provide me with your completed assignment in advance of the deadline. If you must miss a deadline as a result of a medical or family emergency, please notify me as soon as possible so that alternative arrangements can be made. Last minute extensions are rarely granted.

### **Grades**

Please do not ask me when I will return graded assignments. Grades on course requirements are final (with the exception of mathematical and transcription errors). I am happy to discuss why you received a certain grade and provide constructive feedback.

Please do not contact me during or following the semester asking me to change or “bump up” your grade—I would consider this unethical behavior. Please let me know if there was an error made in the calculation or transcription of your final grade.

This is a rigorous course. Please do not make excuses or complain to me about your grade. If you are underperforming, please meet with me early in the semester and frequently if necessary, as opposed to waiting to meet with me toward the end of the semester

### **Academic Misconduct**

I believe in and am required to uphold and enforce rules against cheating, dishonest conduct, plagiarism, and collusion. Any form of academic misconduct will result in an automatic “0” on the course requirement in question.

In terms of course requirements assigned to be completed outside of class, you must complete the assignment on your own unless noted as a group assignment.

### **Office Hours**

My office number and office hours are noted on the first page of the syllabus. I encourage you to come to office hours if you have questions, comments, concerns, etc. Be prepared to be an active

participant in office hour discussions. If you have questions, please bring your detailed class/reading notes, and be prepared to ask very specific questions and respond to my questions. If you do not know what questions to ask or do not understand certain concepts, please indicate that you have made quality attempts to learn the material (e.g., reading the textbook and supplemental readings, taking diligent notes) before office hour visits. Office hours will not be used to simply recap classroom discussions.

I will not discuss course requirements during office hours *on the day in which the requirement is due (or the Written Assessment taken)*; therefore, please note requirement due dates in your calendar and meet with me to discuss these items well in advance.

Office hours are not in effect during academic breaks (e.g., fall break, winter break, spring break), holidays, or after the class has ended.

### **Changes to Syllabus**

The instructor may make changes to the course syllabus due to inclement weather or other conditions. Students will be notified of any changes in advance.

### **Extra Credit**

There is no extra credit in this class. Please do not ask for or make inquiries regarding extra credit.

### **Recording Lectures**

You may not record lectures, unless you have completed the required paperwork for Adaptive Educational Services. Under no circumstances may you sell, distribute, or upload recorded lectures on the Internet. Lecture material is my intellectual property.

### **Reference Letters**

I will consider serving as a reference or writing letters of recommendation on a case-by-case basis, with emphasis on your performance/final grade in the class, your seriousness of purpose, and quality of your professional interactions during office hours/appointments. When you ask for a letter of recommendation, please send me a copy of your transcript with the course(s) you took from me highlighted; a photo (especially if it has been a while since you completed my class); a resume; personal statement; and information regarding where the letter should be sent. Please do not ask for the letter of recommendation to be given directly to you or in a sealed envelope. Only “blind” letters, those you do not see, are of any worth to the letter recipient.

### **Honors Contract**

If you are enrolled in the Honors College and would like to enter into an Honors Contract with me serving as your faculty advisor, please meet with me during the first or second week of classes.

### **Discussion of Sensitive Course Content**

In the discussion of politically complex and charged issues in the public affairs arena, it is often necessary to explore terminology and concepts that, on occasion, may make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical

and comprehensive understanding of our topic so that, subsequently, we can learn how to deconstruct and assuage the themes contained therein. If you become particularly distressed about any discussion, please speak to me immediately.

### **Student Enrollment in Multiple Courses with the Instructor**

I will not make special accommodations for students who are enrolled in multiple courses with me. Class requirements may have due dates that are the same across multiple courses under my instruction. Students may benefit from taking this into account when registering for courses and organizing their calendars.

### **Preparation, Quality of Participation, Professionalism, Classroom Decorum**

Each student is expected to come to each class session having completed all required reading assignments and prepared to discuss them. High quality, voluntary, substantive, thoughtful, open-minded, and respectful class discussions are encouraged and expected. Please treat your colleagues and instructor with respect. Remain open to new ideas and treat differences of opinion as a learning opportunity.

The entire class, including the instructor, benefits from diverse perspectives. Therefore, please raise your hand before you speak and do not talk while I or one of your student colleagues is speaking. Keep in mind that everyone needs an opportunity to comment; therefore, I will not always answer your hand when a topic is open for discussion. Also, I may call on people at random to contribute to class discussion. Additionally, all students are expected to actively participate in small group discussions. Small group discussions are only beneficial to the extent that all members are making quality contributions.

Please avoid distracting practices such as cell phone interaction (e.g., reading or sending text messages), side conversations, and other activities unrelated to the class. If I notice you reading or sending text messages (or engaging in other activities related to your cell phone), please do not ask me for a letter of recommendation or to serve as a reference regardless of the grade you earn in the class.

If you must miss any portion of the class, you are expected to obtain notes from your colleagues. However, please do not get in a habit of borrowing notes (i.e., “free rider” behavior). It is up to the student to decide whether or not he/she shares their notes. If a student continuously bothers you about borrowing notes and puts you in an uncomfortable position, please let me know.

Please do not sleep or lay your head on the desk during class.

## **ASSESSMENT AND GRADING**

### **Grading Scale**

Final grades will be based on the grading scale below. While there is merit to hard work and long hours, it does not always guarantee success. “A” represents outstanding distinction and excellence. These are not impossible to achieve, but are extremely rare and difficult to come by. “B” signifies

levels of solid accomplishment and goodness. Good is more common than excellent but more rare than average. “C” signifies average, common, adequate but ordinary. “D” represents results less than standard or mediocre at best. “F” is a clear failure and represents lack of effort, interest, and/or consistent adherence to course policies and expectations.

Grade	Letter Grade
97-100	A+
93-96.9	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
0-59.9	F

### Summary of Course Grading

Course Components	Points
Class Attendance	100 points
Preparation, Quality of Participation, Professionalism, Classroom Decorum	50 points
Written Assessments (3 total, 250 points each)	750 points
Critical Reflection Assignment	100 points
<i>Total</i>	<i>1000 points</i>

#### *Class Attendance*

Your class attendance grade will be based on your percentage of attendance (e.g., 85% class attendance = 85 points). It is your responsibility to sign the attendance sheet on the same day of a given class. Opportunities to sign the attendance sheet will *not* be provided on subsequent days. For example, if you attended class on Monday, you will not be provided with the opportunity to sign that day’s attendance sheet on the following Tuesday, Wednesday, etc.

#### *Preparation, Quality of Participation, Professionalism, Classroom Decorum*

Your grade in this area will be based on the following scale and based on my perception: 50-outstanding/exemplary, 40-exceeds expectations, 30-satisfactory, 20-needs improvement, 10-unsatisfactory, 0-not applicable due to low class attendance. To receive 50 points in this category, a student’s percentage of classes attended (not including Written Assessment class periods) must be equal to

or exceed 85% AND that student must consistently meet expectations regarding preparation, quality of participation, professionalism, and classroom decorum provided earlier in this section. Students who do not earn 50 points based on this criteria will receive 0-40 points in this category. I do not treat points in this category as “gimme points”. It is possible to earn 0 points in this area. Note: Thoughtfully responding to the professor randomly seeking student contributions is an expectation, but does not indicate “outstanding/exemplary” achievement.

### *Written Assessments*

Assessments—written in class and *closed* note, *closed* book, etc.—will examine your understanding of the concepts introduced in the course. It will benefit you to take detailed class notes, particularly on small and large group discussions on the “discussion questions” or class exercises. Additional details on the format of these assessments will be provided as the dates near. *If you do not take Written Assessment I or II on the days on which they are originally scheduled, you will take an alternative assessment on May 4, 2020. In order to participate in the Written Assessment Make-up Session, you must provide formal/official documentation (e.g., Dean’s excuse, doctor’s note) of a family (e.g., passing of family member), medical (e.g., surgery), or legal (e.g., subpoena) emergency.* These situations almost always warrant that you e-mail me before the assessment notifying me of your situation, although I certainly understand that many emergencies occur unexpectedly. Missing the assessment due to non-emergencies or excuses (e.g., oversleeping, forgetting the assessment date/time, a conflicting vacation, the “sniffles”, lack of preparation, working additional hours at your job, etc.) will not qualify you for the alternative assessment session, and will result in an automatic “0” on the assessment in question. If you do not complete a Written Assessment on the originally scheduled or alternative date, you will receive “0” points for that course requirement. Simply put, please be prepared to complete the Written Assessments on the dates/times on which they are originally scheduled.

Graded assessments will be returned and reviewed in class and then collected. I will post grades on Canvas after assessments have been returned in class. If you do not return your assessment at that time, you will receive “0” points on that assessment. Students not in attendance on the day we review the assessments, and even those in attendance, are highly encouraged to come to office hours to review Written Assessments with the instructor.

### *Critical Reflection Assignment*

The assignment will allow you to critically reflect on and practically apply course material in essay and/or project format. Detailed instructions for this assignment will be provided well in advance of the due date, along with criteria for how the assignment will be evaluated.

## COURSE CALENDAR

Readings should be completed prior to the class session for which they are listed.

Date	Topics and Readings	Requirement Due Dates
M, January 13	<b>Introduction to Course</b> <i>Complete introductory questionnaire</i>	
W, January 15	<b>Defining Public Policy and Administration, Public Administration Values</b> Shafritz et al. - Chapters 1, 2 See Canvas for core and/or supplemental reading materials	
M, January 20	No class (Martin Luther King, Jr. Day)	
W, January 22	<b>Defining Public Policy and Administration, Public Administration Values</b> Shafritz et al. - Chapters 1, 2 See Canvas for core and/or supplemental reading materials	
M, January 27	<b>Government Reinvention and Intergovernmental Relations</b> Shafritz et al. - Chapters 3, 4 See Canvas for core and/or supplemental reading materials	
W, January 29	<b>Government Reinvention and Intergovernmental Relations</b> Shafritz et al. - Chapters 3, 4 See Canvas for core and/or supplemental reading materials	
M, February 3	<b>Social Equity and Diversity</b> Shafritz et al. - Chapter 12 See Canvas for core and/or supplemental reading materials <i>Discuss Written Assessment I</i>	
W, February 5	<b>Social Equity and Diversity</b> Shafritz et al. - Chapter 12 See Canvas for core and/or supplemental reading materials	
M, February 10		<b>Written Assessment I</b>

W, February 12	<b>Ethics and Accountability</b> Shafritz et al. - Chapter 5 See Canvas for core and/or supplemental reading materials	
M, February 17	<b>Ethics and Accountability</b> Shafritz et al. - Chapter 5 See Canvas for core and/or supplemental reading materials	
W, February 19	No class (Dr. Merritt will be attending an academic conference. Please use this class time to prepare for Written Assessment II).	
M, February 24	<b>Public Service Speaker Series</b> Location: Lilly Auditorium/University Library 0130	
W, February 26	<b>Management and Organization Theory</b> Shafritz et al. - Chapter 6 See Canvas for core and/or supplemental reading materials	
M, March 2	<b>Management and Organization Theory</b> Shafritz et al. - Chapter 6 See Canvas for core and/or supplemental reading materials	
W, March 4	<b>Public Leadership</b> Shafritz et al. - Chapter 10 See Canvas for core and/or supplemental reading materials <i>Discuss Written Assessment II</i>	
M, March 9	<b>Public Leadership</b> Shafritz et al. - Chapter 10 See Canvas for core and/or supplemental reading materials	
W, March 11		<b>Written Assessment II</b>
M, March 16 W, March 18	No class (Spring Break)	
M, March 23	<b>Critical Reflection: Part I</b> <i>Distribute Critical Reflection Assignment</i>	

W, March 25	<b>Organizational Behavior</b> Shafritz et al. - Chapter 7 See Canvas for core and/or supplemental reading materials	
M, March 30	<b>Organizational Behavior</b> Shafritz et al. - Chapter 7 See Canvas for core and/or supplemental reading materials	
W, April 1	<b>Collaboration</b> See Canvas for core and/or supplemental reading materials	
M, April 6	<b>Collaboration</b> See Canvas for core and/or supplemental reading materials	
W, April 8	<b>Public Service Speaker Series</b> Location: Lilly Auditorium/University Library 0130	
M, April 13	<b>Strategic Management, Managerialism, and Information Technology</b> Shafritz et al. - Chapter 8, 9 See Canvas for core and/or supplemental reading materials	
W, April 15	<b>Strategic Management, Managerialism, and Information Technology</b> Shafritz et al. - Chapter 8, 9 See Canvas for core and/or supplemental reading materials	
M, April 20	<b>Personnel Management and Labor Relations</b> Shafritz et al. - Chapter 11 See Canvas for core and/or supplemental reading materials	
W, April 22	<b>Personnel Management and Labor Relations</b> Shafritz et al. - Chapter 11 See Canvas for core and/or supplemental reading materials	<b>Critical Reflection Assignment</b>
M, April 27	<b>Professional Development Seminar</b>	
W, April 29	<b>Critical Reflection: Part II</b> <i>Discuss Written Assessment III</i>	
M, May 4	<b>Written Assessment I and II Make-up (if applicable)</b>	

W, May 6 10:30am-12:30pm	<i>Please note change in traditional class meeting time for final exam.</i>	<b>Written Assessment III</b>
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**ADDITIONAL INFORMATION**

**Administrative Withdrawal**

A basic requirement of this course is you will participate in class and conscientiously complete writing and reading assignments. If you miss more than half the class meetings within the first 25% of the semester without contacting me, you may be administratively withdrawn from this course. This class meets twice each week; thus if you miss more than four class meetings in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

**Copyright**

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**Adaptive Educational Services (AES)**

AES is the IUPUI office dedicated to working with students with documented disabilities to ensure that these students receive the appropriate accommodations so they have an equal opportunity to be successful at higher education. The AES Office is located in Joseph T. Taylor Hall, Room 100, and can be contacted by phone at (317) 274-3241 or email at [aes@iupui.edu](mailto:aes@iupui.edu). For more information, visit the [Adaptive Educational Services website](#).