**At this, the administrators and the satraps tried to find grounds for charges against Daniel in his conduct of government affairs, but they were unable to do so. They could find no corruption in him, because he was trustworthy and neither corrupt nor negligent. Daniel 6:4**

Harding University

Fall 2015

***Public Administration***

POLS 304/504

Instructor: Lori Klein Office: 208 Ganus Building

Contacts/Office Hours: You can reach me, yea verily, in a multitude of ways: Office phone: 279-4375; Home: 279-0628 (please leave a message if you call); Rachel, our supremely competent and helpful Departmental Secretary: 279-4427; Facebook; e-mail - [lklein@harding.edu](mailto:lklein@harding.edu) ; my website - <http://www.harding.edu/lklein> and the always popular note under the door. I will make my best effort to be in my office for drop-ins on Mondays and Wednesdays from 4:00-5:00, and on Tuesday and Thursday from 2:15-4:45. I will also be keeping office hours by appointment this semester.

**Course Objective**: What our governments do touches our lives on a daily basis. To be a conscientious, well informed and professional governmental employee is an admirable and achievable goal. This course is designed as an overview of the administrative principles and practices of our governments. The primary objective of the course is to develop a knowledge of Public Administration that will provide a basis for a career in public service.

Integrated into the academic process of learning about Public Administration will be the development of certain skills which will be necessary for you to survive and thrive in this profession. Those skills include: personal initiative; information gathering from a variety of sources (lectures, readings, an interview and web research); assimilation and analysis of information (tests, papers and discussions); presentation of information and analysis (tests, papers and discussions); time management; and personal organization and discipline.

**Text**: Richard J. Stillman II, Public Administration: Concepts and Cases Ninth Edition ISBN: 0-495-79580-1  
There will also be selected **handouts and web articles which are part of the reading requirement** for this course.

We will be taking readings from the text as they relate to the topic under discussion. The readings are NOT in chapter order, so keep your syllabus handy to know what to read. I want you to be well prepared to understand the topics which are being presented and discussed in class, therefore it is very important that you keep up with the readings. There will always be questions on the exams taken only from the readings. **Do your readings before class. I give un-announced reading quizzes. You have been warned!**

Grading Scale: Grades will be determined using the following scale of 1000 possible points: 900 - 1000 (90% - 100%) = **A**   
 800 - 899 (80% - 89.9%) = **B**   
 700 - 799 (70% - 79.9%) = **C**   
 600 - 699 (60% - 69.9%) = **D**   
 000 - 599 (00% - 59.9%) = **F**

Grading for the Course: The graded requirements of this course will be given the following weight:

Due Date (test dates are subject to change)

Test 1 150 pts. (9/10 - 9/17 at the Testing Center)   
Test 2 150 pts. (10/01 - 10/08 at the Testing Center)   
Test 3 150 pts. (10/29 – 11/05 at the Testing Center)

Test 4 150 pts. (12/03 – 12/10 at the Testing Center)

Reading Quizzes 90 pts. T(NOT)BA

\*Written Assignments:   
Interview 100 pts (10/15)   
Case Review 100 pts. (sign-up)

#Web Assignment:   
Job Search 10 pts (9/3)

Comprehensive Examination 100 pts. **Monday, December 14 - Wednesday, December 16- in the Testing Center**

Class Total 1000 pts.

**Course Components:**

**Examinations:**

Reading Quizzes: Unannounced Reading Quizzes will take place throughout the semester to confirm that students have done the assigned readings. The lowest quiz score of the semester will be dropped.

Tests: There will be four tests and a comprehensive final. The tests are intended to measure your growing knowledge and help you prepare for the final. In order to more accurately assess your knowledge, a variety of question types will be used throughout the semester: short answer, fill in the blank, essay, matching, definitions, multiple choice, etc.

Comprehensive Exam: The final examination will be comprehensive. It will be based on the readings and lectures. This exam will focus on core knowledge and definitions, and will also include a segment on missed questions from previous examinations. As with the tests, a variety of question types will be used: short answer, matching, fill in the blank, essay, definitions, multiple choice, etc.

**Written Assignments:**   
Writing and analytical skills are an essential part of successful public administration.

**Interview:** On October 15th you will turn in the written result of an interview conducted with a practitioner of public administration. The scope of the interview is up to you. My goal is for you to speak to a real live person who does this for a living and find out what their job is like. You may choose a person from any branch or level of government, but I want public administrators, not elected officials. Contact me well before this assignment is due if you have questions or are concerned if your choice is appropriate. This assignment is to be a minimum of three typewritten pages. Most papers which earn an A are 5 pages or more. All papers must be well organized and grammatically correct. A "C" paper will include thoughtful questions and will be well presented. A "B" paper will include thoughtful questions and analytical comments in an appropriate format. An "A" paper will be very well written and will include background on the person's agency and position, thoughtful questions and analytical comments.

**Case Review:**  As you will see in the attached schedule, we will be discussing in class a number of cases from the Stillman text and my vast collection of P.A. readings. Each student will be responsible for a two or more page summary of one of the assigned cases. Undergraduate students will sign up for a case during the first week of class. You may use the format that best suits your own analytical approach. You must: 1) summarize the facts of the case 2) prepare an analysis of the facts of the case and 3) offer comments which tie the case into class concepts. I have examples of well written reviews available upon request.

**Web Assignment:**

**Job Search:** To facilitate our discussions of bureaucratic careers, I want each of you to peruse the Web for public administration job opportunities, paying attention to things like degree and/or experience requirements, pay scale, job title, etc. Print out three listings which you would be interested in pursuing and bring them to class on September 3rd.

**Course Polices:**

**Grade Posting**: Grades will be posted to my website.  Your password will be your HU number.

**Attendance Policy:** Attendance at all classes is expected. Assigned seats will be used to assist in learning your names and monitoring attendance. You must see me for excused absences within two class periods of the absence.  ***At the end of the semester, those students with one or no unexcused absences will be able to benefit from a more lenient rounding policy: I will round up a maximum of ten total points instead of my customary five.*** If you have more than two unexcused absences, I will NOT round up, not even the tiniest bit. If you have made no attempts to earn extra credit, I will not round up. If you have a missing grade from an assignment, test, or a quiz during the semester, I will not round up.

Students who accumulate 4 or more unexcused absences will be removed from the class roster with an automatic grade of “F”. When you are dropped from the class, you may not then “withdraw.” If a student accumulates more than 10 excused absences, the nature of the course has been changed to an independent study. Consequently, a 20 page (15 sources) Turabian-style research paper on an approved topic related to American Public Administration will then be required in addition to the required points for a passing grade.

**Make-up tests: Each test is given in a seven day window at the Testing Center. Therefore, make-up tests are allowed ONLY for documented excused absences that extend throughout the seven day period.** For an excused absence (death, documented illness or University related activity), make-up tests must be scheduled through the professor with the Testing Center. You will have one week after your return to classes to make up your test. **After that week, the missed test will be recorded as a zero.** Missed Reading Quizzes will be taken on the **first** day of return to classes after an excused absence; otherwise the score will be recorded as a zero. The lowest Reading Quiz score of the semester will be dropped.

**Is there a chance to earn extra credit?** Of course!There will be a maximum of 20 points available for extra credit (2% of the total available points).  Extra credit for this course is in the form of a 20 point extra credit quiz on the Constitution. The quiz will be made available in the last half of the semester (November 9 - 13) in the Testing Center.  Extra credit can also be earned by attending the Learning Workshops available each semester, at the rate of 2 points per workshop. American Studies Institute speakers generate 10 points for a two paragraph, **typed** description of what the speaker said and what you thought about the presentation. Again, there is a maximum of 20 points total extra credit.

This semester’s ASI speakers:

ASI Speaker Asa Hutchinson September 22

ASI Speaker Wes Moore November 3

**Late Assignments Policy:** Assignments will be dropped one letter grade, deducted from the earned grade for that assignment, for each 24 hour period after an assignment is due. NO work will be accepted after the final day of class.

**Required Components**:  Each assignment is a required component of the course; failure to turn it in may result in the loss of a letter grade for each missing item, subtracted from the earned semester grade.

**Graduate Students:** Students taking this course for graduate level credit (POLS 504) will be held to a higher standard on all assignments and are expected to be strong participants in all classroom discussions.  In addition, each student will be assigned one of the cases for an extended analysis (5 pages) including research on developments since the case was first written.  The student will assist in leading the classroom discussion for their assigned case.  Graduate students will also complete a research paper of no less than 10 pages in length. The subject of the assignments must be approved by the instructor.  

**Other Things You Need to Know:**

**A note about assessment:** The official Harding policy states: **“**Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching--‐learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.”**

**Students with Disabilities:** It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self--‐identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 in the Student Center, telephone, (501) 279‐4019.

**Time Management Expectations:** For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, problem solving, reviewing, organizing notes, preparing for upcoming quizzes/exams, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

**Dress Code:** All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to an established dress code. Additional standards of dress may be required by certain academic or extracurricular programs. All students are expected to abide by the Student Handbook. A student may be asked to leave class or other activities if they are not in keeping with these expectations.

Here a few helpful hints: 1) If they fit like your grandmother’s pantyhose, you are wearing leggings, not pants. I’m from the 80’s and I’m here to help you. Trust me, leggings are NOT pants. 2) Other bad ideas – Manpris and ‘Bro’ga pants. I wish I were making those up, but I’m not. 3) If I can see your knees, they’re not capris. You are wearing shorts, and we don’t wear shorts to class at Harding. 4) Finally, no one came to a Political Science class to see your underwear. Seriously.

**Academic Integrity:**

Honesty and integrity are characteristics that should describe each one of us as servants

of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in

how I handle the content of this course and in how I interact with each of you. I ask that

you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class

with a failing grade and will be reported to the Associate Provost. All instances of

dishonesty will be handled according to the procedures delineated in the Harding

University catalog.

Sinning by cheating, and thus distancing yourself from God, is trading your birthright for a mess of pottage. If you don’t know what this means, come ask me!

(Portions of the above wording are used with permission of the Provost’s Office. Portions are from Genesis.)

Cheating is not allowed in the Testing Center, in the classroom during exams, or during make-up exams. Plagiarism, unsanctioned group work, or fabrication is not allowed for written assignments or for extra credit ASI assignments. Texting or conversing during exams is prima facie evidence of cheating. The possession of notes or a line of sight to notes will also be considered prima facie evidence of cheating. All bags, personal belongings, pencil cases, and electronic items, including phones and smart watches, will be placed at the front of the class or with the exam proctor during exams.

Here’s the bottom line on cheating– I am consistently catching students cheating - almost every semester. It’s killing me. It depresses me and it takes LOTS of my time to go through the paperwork and meetings. I am asking this as a personal favor: PLEASE, PLEASE, PLEASE don’t cheat in my class. It gets between you and God; it makes my life harder; it’s bad for your soul; and it really does go on your permanent record. It just isn’t worth it. I’d rather see you earn an honest D than a dishonest B. Thanks for listening. Mrs. K

Students are expected to do their own work. The university's policy on cheating is found in the University Catalog’s Academic Integrity Policy:

### ****II. Our Integrity Principle****

**Honesty:**Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

**Authenticity:**Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.

**Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

### ****III. Our Integrity Pledge****

I hereby pledge to God, to the Harding University academic community, and to myself that I will uphold godly standards of honesty, authenticity and accountability in all my undertakings.

### ****IV. Violations of Academic Integrity****

Violations of academic integrity, also called academic misconduct, include, but are not limited to, the following offenses:

1. **Cheating:** Use or attempted use of unauthorized materials, information or study aids in any academic exercise. Such infractions include, but are not limited to, the following:
   1. Using or having access to materials not authorized for the completion of a quiz or test, such as hidden notes, tape recorders, cell phones, cameras, text messages, wands, computers, or other electronic devices.
   2. Copying from another student during a quiz or test.
   3. Copying another student’s assignment or project.
   4. Obtaining answers to quizzes and tests including those provided online and out-of-class.
2. **Plagiarism:** Representing the words, ideas or data of another as one’s own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such violations include, but are not limited to, the following:
   1. Purchasing a paper from an electronic source or other entity.
   2. Downloading a partial paper or an entire paper from the Internet and submitting it as one’s own or allowing someone else (including tutors) to write, or significantly rewrite, a paper and then submitting it as one’s own.
   3. Using ideas, paraphrases, and/or direct quotes from a source without clear documentation of that source.
   4. Recycling a paper from a concurrent class or a class that was previously taken in high school or college without the permission of the instructor to do so.
   5. Copying verbatim from a source without using quotation marks, even if the source has been cited.
   6. Copying, in part or in whole, from a print source, media broadcast or recording, or the Internet or other electronic media without proper acknowledgement of the source.
   7. Copying another person’s sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.
3. **Fabrication:** Falsification or unauthorized invention of any information or citation in an academic exercise. Such misconduct includes, but is not limited to, the following:
   1. Taking a course, test or quiz for another student.
   2. Fabricating source information within an assigned paper and/or on the works cited page.
   3. Fabricating lab or research information.
   4. Submitting collaborative and/or group work as one’s own, unless the instructor has given permission for students to do so.
   5. Completing another student’s class assignment for the student.
   6. Collaborating on out-of-class assignments with students, professors, family members and/or friends when the instructor intended for students to work independently.
   7. Claiming to have attended an assigned function, such as a service activity, a performance, a job interview, a home visit, a symposium, an observation, or a lecture without having attended the function or performed the actual service.
   8. Lying to a University employee about assignments or attendance.
   9. Making unauthorized use of University letterhead.
   10. Forging a signature for academic purposes.
   11. Attempting to change an assigned grade or other information on any official University document, data source or electronic item.
4. **Aiding and abetting academic dishonesty:** Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:
   1. Allowing another student to copy one’s work and to submit the work as his or her own.
   2. Stealing an exam or quiz from an instructor or copying a test or quiz and/or sharing it with other students.
   3. Sharing test questions with another student who has not taken the test.
   4. Giving answers to quizzes and tests including those provided online and out-of-class.
   5. Sharing test results in a non-proctored test environment in which an honor code is imposed.
   6. Failing to challenge dishonest conduct witnessed in other students.
5. **Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience.** Such academic misconduct includes, but is not limited to, the following:
   1. Identifying oneself as a Harding student in off-campus locations for unauthorized academic, professional or personal gain (for example, using a student nursing ID badge to gain access to a hospital area for non-educational purposes).
   2. Violating the legally protected privacy of employees or patients in learning environments.
   3. Disregarding policies of work environments in which learning occurs.
   4. Acting in a manner that violates course policies or policies of the academic division.
6. **Theft, abuse, hoarding or concealment of academic property.** Academic property includes, but is not limited to, the following:
   1. Library resources and materials
   2. Laboratory equipment and supplies
   3. Departmental or class resources
   4. Tests and quizzes

 Students should refer to their specific program student handbook for additional information on this subject.

The Department of History and Social Science’s Plagiarism Policy is as follows:

**HISTORY DEPT. POLICY ON PLAGIARISM**

To plagiarize is to present another person's words, information, or ideas as if they were your own. Plagiarism is stealing. The word "plagiarize" comes from the Latin word for "kidnapper" and "thief." **Plagiarism is a serious offense that will be grounds for failure of a course and could even lead to suspension from the university.**  As an academic institution committed to Christian ethics, including integrity, honesty, and fairness, Harding University abhors all forms of plagiarism. The following statement from the Student Handbook underscores this point: "Harding University considers the following to be in conflict with her mission, and therefore prohibited - participation in these will result in disciplinary action: **Dishonesty** in any form, including academic misconduct; plagiarism; falsification of excuses, tests and assignments; forgery; . . . and lying to University officials."

Plagiarism can be intentional and deliberate, as when one has another write an assignment for him/her, buys a research paper from any source, uses a paper written for another class without permission of the teacher, or copies from a print source, media broadcast, recording, the internet or other electronic media, thereby deliberately incorporating the words of another without using quotation marks to identify their source.  All of these types of plagiarism may be referred to as "flagrant."  **In such cases of flagrant plagiarism, students can expect not only to fail the assignment in which plagiarism has occurred, but the course as well.  A report of any course failure resulting from plagiarism will be filed with the Student Personnel Office and the Vice President for Academic Affairs.  As a result, the student could face additional disciplinary action, including suspension from the university.**

Plagiarism can also be "unintentional “or "inadvertent"--but no less serious an offense.  This form of plagiarism typically occurs because students are unaware of what must be acknowledged.  Many students believe that all one has to do to avoid plagiarizing and at the same  time avoid the use of footnotes is to paraphrase, or even merely change a word here or there in a source.  Paraphrasing may relieve you of the necessity of using quotation marks; but it by no means eliminates the need for documenting the source of your information.   Undocumented information constitutes a more "subtle" form of plagiarism, but it is plagiarism nonetheless since one is passing off information or ideas as one's own.  Now that you have been informed of the necessity of documenting even paraphrased information, instances of this "subtle" form of plagiarism will result in at least a 0 on the assignment in which it occurs and the filing of a "plagiarism report" with the departmental chair.  A student who engages in additional plagiarism, either in the same course or another course in this department may expect the same penalty as described above for cases of "flagrant" plagiarism.  **All college students are expected to recognize plagiarism of either type and know how to avoid it. Take time now to learn the rules so that you never engage in it.  From this point onward, we will presume your familiarity with the rules governing plagiarism; all cases will thus be *prima facie* evidence of guilt.**