University of Montana
Baucus Institute Department of Public Administration & Policy
Alexander Blewett School of Law
NPAD 166: Introduction to Public Service
Online
Fall 2021

Instructor Information

Three (3) credit hours
Classroom: Online
Instructor: Professor Ben Hamman
Professor's Office: LAW 147
Email: ben.hamman@mso.umt.edu (email is the most reliable way to contact me)
Office Phone: 406-243-5351
Zoom: http://umontana.zoom.us/j/4062432421
Office Hours: In-person/Phone/Zoom Tuesdays (10:00a.m.-12:00 p.m.); In-person/Phone/Zoom Thursdays (2:00-4:00p.m.) (please schedule Zoom meetings in advance); or by appointment

Learning during a Pandemic
Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, please work with your professor to develop a plan for successful completion in this course. Our Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with me to complete required coursework. Please take the time to review our Department's COVIDSafe FAQ guide.

Important Course Information
This course is online, meaning we do not meet in person. You'll need to access the course Moodle site, and familiarize yourself with course materials that are organized by week. Understanding the Moodle course site is essential to completing this class successfully, so if you have questions, please ask the instructor. The nature of the class is highly interactive. I value your participation as we talk about public service. It's also designed to be reflective, as you consider how best to further develop your own skills and talents. Also, I usually respond to student emails promptly, but please allow for a 24-hour response time.

Course Description
The purpose of this course is to familiarize students with the structure, issues, and themes of public service and nonprofits and stimulate our thinking about how leaders respond (or fail to respond) to public needs. Throughout the course we will explore and define public service through various theories of public and nonprofit administration. Through case studies and lectures, we will study several components of public service and nonprofit management, including the development of nonprofits, human resource functions, budgeting, organizational behavior, the legal and ethical dimensions of public administration, technology, and policy. Finally, we will discuss future implications for the greater context of public service. In light of these

unprecedented times with COVID-19, understanding your role as a public servant in solving complex problems is key.

Student Learning Outcomes
By the end of the semester, students should be able to:

Learning Objective 1	Use critical thinking skills to carefully consider the context in which public decisions are made and how those decisions influence nonprofits and public service providers
Learning Objective 2	Explore and recognize how nonprofit and public service management occurs in real life situations and express thinking in writing and through discussions
Learning Objective 3	Develop a better understanding of how public policies shape nonprofit and public service agencies
Learning Objective 4	Understand the role and purpose of both public and nonprofit organizations
Learning Objective 5	Advance our understanding of cultural awareness: what it means to be conscious of our own biases, and how we can de-center our own privileges through the examination of diversity of thought and unpacking systematic norms through reading, discussion, and assignments.

Required Course Readings & Materials

1) Guy, Mary E. & Ely, Todd L. (2018) Essentials of Public Service: An Introduction to Contemporary Public Administration. Melvin and Leigh Publishers
2) Moodle – additional readings/podcasts will be assigned and posted on Moodle

Course Expectations

Although it goes without saying that students get out of a course what they put into it, it is important to emphasize several key expectations.

Using Moodle:
Since this is an online course, each student is required to check our course site once per day. Here is the link for Moodle access. All lectures, additional readings, and assignment submissions are completed through Moodle. If you are unfamiliar with Moodle, Moodle 101 for Students offers a free training course (open to all students) on how to use the site properly.

Keep in mind that our online course site is organized by week – for example, each week contains links to discussions, assignment dropboxes, a brief lecture, and any other course materials.

Help with Technology:
Please make sure that your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana. Your instructor cannot provide IT support so please contact the appropriate University staff if an issue arises.

Weekly Updates & Lectures:
Each week, I have put together an update and a lecture that explains the goals for the week and an overview of the materials. These lectures are organized by week and can be viewed via Moodle. However, I want to stress that the lectures cannot replace your time spent on weekly readings. Keep in mind, there will also be occasional podcasts to supplement the lectures and noted in the course schedule.

Course Grading:
As your professor, I will do my very best to turn assignments back quickly, but please allow for up to 7 full business days after the due date to receive a grade. All grades will be recorded via Moodle's gradebook. Students can locate the gradebook by clicking on the tools icon at the top of the screen to find your list of grades.

Guidelines for Written Work:
All written assignments should meet the following criteria <u>unless otherwise noted</u> in the assignment instructions listed below:
1. All work must be typed, double-spaced, utilize 12-point font, and have one-inch margins.
2. Citations should follow proper style guidelines such as, MLA, Chicago, or APA (in-text citations and a reference page are necessary) – **Use scholarly sources to complete assignments (not Wikipedia)**.
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

Note about Late Assignments: We are living in an extraordinary time. While late papers are not accepted, it is impossible to know how COVID-19 might impact any one of us this semester. Sometimes life happens. Please contact me as soon as possible if something should arise and you think that you might need an extension.

Assessment of Student Learning Outcomes:

Discussion Board Activities and Zoom Meetings (70 points):
Students will engage in a series of Moodle discussion and Zoom meetings over the course of the semester. Discussion boards provide an opportunity for students to apply their knowledge from the readings and lectures and learn from their fellow students. Initial responses should be completed by 11:59 p.m. on Wednesdays and you should respond to at least two of your peers by Saturdays at 11:59 p.m. For full credit, you should respond to students throughout the week and reference course materials and the weekly lectures in your responses. The goal is to have a running discussion from Wednesday-Saturday.

In addition, we will have three in-person meeting times during which we will discuss course materials. While these are not required, you are strongly encouraged to attend. These will be informal discussions regarding the Case Study Outlines (see below). These will take place during Weeks 3, 7, and 11. Meeting times and location will be determined in Week 1 Zoom meeting.

Week 1: Zoom	Introductions and Questions about Syllabus
Week 2: Discussion Board	Citizen Engagement
Week 3: In-Person	Case Study Outlines
Week 4: Discussion Board	Public Economics & Policy
Week 6: Discussion Board	The Savvy Administrator
Week 7: In-Person	Case Study Outlines
Week 8: Zoom	Mid-Semester Check-In with Instructor (Zoom - required, but not graded)
Week 9: Discussion Board	Innovation in the Public Sector
Week 11: In-Person	Case Study Outlines
Week 12: Zoom	Public Services, Well Delivered
Week 14 or 15: Zoom	Final Presentations (part of your portfolio grade)

Case Study Outlines (3 x 30 points each = 90 points):
Fifteen cases studies appear in the reading schedule. For 3 of these, you should prepare a 2-page (typed, double-spaced) outline of the case study. If you decide to complete more than 3 outlines, the highest 3 grades will be recorded. All students are required to complete at least 2 outlines before the end of Week 8. Your outline should include the following and use this format:

1. Case details/overview (what is the case about)
   a. Don't summarize the case – what are the 3 key points to describe the case?
2. The relationship between the case and theories covered in the course
3. Two important lessons for public sector professionals from the case (have we learned anything since this case?) – This requires outside research to see what is happening today
4. Proper citations

   *Outlines will be turned in at our in-person meetings during Weeks 3, 7, and 11 (times & location to be determined in Week 1 Zoom meeting). If you are unable to attend the in-person meeting, outlines will be turned in on Moodle. Case Study Outline 10 (Week 12) will be turned in on Moodle.

How Will You Be Evaluated?

Each section counts equally, so in writing your outline use bullet points and follow guidelines set forth in a writing handbook on how to properly craft an outline (Purdue Owl is another great resource: http://owl.english.purdue.edu?).

A Range: Uses correct outline format, properly cites, well organized, grammatically correct, proper in-text citations and reference page, clearly addresses and understands items 1-4 in assignment instructions, provides own assessment in lessons learned.
B Range: Attempts to be well organized, uses correct outline format, properly cites/reference page, but lack of understanding assignment items 1-4.

C Range: Disorganized, outline format used is unorganized, grammatical errors, does not understand the relationship between the theory of the week and how it links to the case study.
D or Below: writes a paper instead of an outline, does not properly cite, lack of organization, does not follow assignment instructions.

Electronic Portfolio Project (200 points possible)
The centerpiece project of this course is a portfolio designed to develop and enhance a number of skills that are important in both the practice and study of public service. The project encompasses a series of assignments outlined below that will be turned in at various points during the semester on Moodle. After completing all of these assignments, students will write a reflection and present their lessons learned to the class (5-minute presentation in-class). A brief description of the portfolio project elements are listed below.

1**. Crafting your Own Resume (30 points)**
It is important that you have a suitable resume when you go on the job market. Part of connecting the theory and practice of public service is demonstrating your own skill set. Each student is required to put together their own resume.

Due Date: Sunday, 09/19, 11:59pm

2. Innovation in Public Service/Nonprofits Essay (70 points)
Public service agencies and nonprofit organizations are not often considered to be leading the
way in innovation. However, many public agencies are more innovative in advancing their mission and goals than the public realizes. Students will research a public service agency or nonprofit and discuss whether and how it is innovative in serving its mission.
For this essay, you will complete a 2-3 page typed, double-spaced paper using in text citations and provide a references section at the end of your paper. In addition, using the medium of your choice (i.e., TikTok, poetry, meme, etc.), students will create an "advertisement" for their agency, either showcasing the agency's innovation or recommending a beneficial innovation. Detailed assignment instructions can be found on Moodle under Week 8.

Public or Nonprofit Agency Selection Due Date: Sunday, 10/03, 11:59pm
Essay Due Date: Sunday, 11/07, 11:59pm

How Will You Be Evaluated?
A Range: Uses appropriate college-level writing, formatted with clear organization of ideas, correct grammar and citations, and follows all assignment instructions.
B Range: Attempts to organize ideas, but not clearly laid out, uses correct grammar and citations and follows assignment instructions.
C Range: Disorganized writing format, some grammatical errors, come citation errors, does not follow all assignment instructions.
D-Below: Disorganized writing format and does not follow assignment instructions

3. Lessons Learned Paper and Presentation (100 Points)
This portfolio is a whirlwind tour of public service and the nonprofit sector. The goal of this final assignment is a presentation and lessons learned paper (2-3 pages, double spaced, serves as your final exam). For your paper and presentation, you should reflect on what you have learned this semester to present the theme that brings together all of the elements of your portfolio project, focusing on the 2-4 readings that resonated with you the most. Your presentation can use the medium of your choice and should be 2-5 minutes long.
Due Date Lessons Learned Paper (70 points): Sunday, 12/12, 11:59pm
Zoom Presentation on Lessons Learned (30 Points): Presentations will take place during the last two weeks of the course. Times to be determined in Week 1 Zoom meeting.

Totals Points for the Course:

Discussion Board	70 points
Case Study Outlines	30 points
Electronic Portfolio (3 Elements)	200 points
Total	**300 points**

Grading Scale:

The University of Montana uses the Plus/minus grading system and a Credit/No Credit system (the CR/NCR replaces the Pass/Fail system used in the past). *General education courses must be taken using the traditional letter grade to count toward one's general education requirements.* To accommodate the Plus/Minus system the grading scale shown below will be used.

Grade	Point Scale	Point Range	GPA
A	93-100	8 points	4.00
A-	90-92	3 points	3.67
B+	87-89	3 points	3.33
B	83-86	4 points	3.00
B-	80-82	3 points	2.67
C+	77-79	3 points	2.33
C	73-76	4 points	2.00
C-	70-72	3 points	1.67
D+	67-69	3 points	1.33
D	63-66	4 points	1.00
D-	60-62	3 points	.067
F	59 or lower	N/A	0.00

Course Schedule

Students are required to stay up to date with the course materials in order to maximize their learning experience in the course. Although this is the general outline of readings, the schedule may change as the semester proceeds. The instructor reserves the right to change the syllabus at any point during the semester. If this is the case, students will be notified of any changes.

The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.

Date	Topic	Reading/Assignments
Week 1: August 30-September 5	**Module 1: What Is Public Service?** Introduction to the Course	**Read:** Syllabus; Guy & Ely Ch. 1; *Ott & Dicke Ch. 1-2 **Watch/Listen:** Professor Intro **Due**: 1. Zoom meeting (Introduction & Syllabus Review) – Thursday, September 2, 4:00 p.m.
Week 2: September 6-12	Citizen Engagement	**Read:** Guy & Ely Ch. 2 **Watch/Listen:** Professor Update and Career Services Lecture **Due**: 1. Case Study Outline Option 1 – Turn in at Week 3 In-Person Discussion (on Moodle if unable to attend) 2. Discussion Board – Opens Wednesday, September 8, at 8:00 a.m., Closes Saturday, September 11, 11:59 p.m.
Week 3: September 13-19	Organizing Principles	**Read:** Guy & Ely Ch. 4 **Watch/Listen:** Professor Update and Lecture; *Podcast: A Small Nonprofit Becomes a Powerful Drug Price Watchdog **Due**: 1. Portfolio Project Assignment 1: Crafting Your Own Resume – Sunday, September 19, 11:59 p.m. 2. Case Study Outline Option 2 - Turn in at Week 3 In-Person Discussion (on Moodle if unable to attend) 3. In-Person Discussion Group – Time & Location TBD
Week 4: September 20-26	Public Economics and Policy	**Read:** Guy & Ely Ch. 8 **Watch/Listen:** Professor Update and Lecture **Due**: 1. Case Study Outline Option 3 – Turn in at Week 7 In-Person Discussion (on Moodle if unable to attend) 2. Discussion Board – Opens Wednesday, September 22, at 8:00 a.m., Closes Saturday, September 25, 11:59 p.m.

Week 5: September 27- October 3	Transparency	**Read:** Guy & Ely Ch. 10; *Montana State Records **Watch/Listen:** Professor Update and Lecture **Due**: 1. Case Study Outline Option 4 – Turn in at Week 7 In-Person Discussion (on Moodle if unable to attend) 2. Selection of Public or Nonprofit Agency for Portfolio Project 2 – Sunday, October 3, 11:59 p.m.
Week 6: October 4-10	**Module 2: What's It Like To Be a Practitioner?** The Savvy Administrator	**Read:** Guy & Ely Ch. 3 **Watch/Listen:** Professor Update and Lecture **Due**: 1. Case Study Outline Option 5 - Turn in at Week 7 In-Person Discussion (on Moodle if unable to attend) 2. Mid-semester Learning Evaluation (Complete any time this week, check email for link) – Watch Cultural Awareness video before completing evaluation
Week 7: October 11-17	Human Resource Functions and Processes	**Read:** Guy & Ely Ch. 5 **Watch/Listen:** Professor Update and Lecture **Due:** 1. Case Study Outline Option 6 – Turn in at Week 7 In-Person Discussion (on Moodle if unable to attend) 2. In-Person Discussion Group – Time & Location TBD
Week 8: October 18-24	Budgeting	**Read:** Guy & Ely Ch. 6 & 9; *Budgeting for Nonprofits (explore some of the resources near the bottom of the web page) **Watch/Listen:** Professor Update and Lecture **Due:** 1. Case Study Outline Option 7 – Turn in at Week 11 In-Person Discussion (on Moodle if unable to attend) 2. Mid-semester Check-In – Thursday, October 21, at 12:00 p.m. or 4:00 p.m., via Zoom

		3. Mid-semester Learning Evaluation (Complete any time this week, check email for link) – Watch Cultural Awareness video before completing evaluation
Week 9: October 25-31	Innovation in the Public Sector	**Read:** *Bason; *Bloch & Bugge; *Stewart-Weeks & Kastelle **Watch/Listen:** Professor Update and Lecture **Due:** 1. Discussion Board – Opens Wednesday, November 3, at 8:00 a.m., Closes Saturday, November 6, 11:59 p.m.
Week 10: November 1-7	**Module 3: Contemporary Examples** Innovation IRL	**Read:** *Velsberg, et al.; *Micheli, et al.; *24 Ways Governments and Organizations Are Generating Great Ideas in the Public Sector **Watch/Listen:** Professor Update and Lecture **Due:** 1. Portfolio Project 2: Innovation in Public Service Essay – Sunday, November 7, 11:59 p.m. 2. Case Study Outline Option 8 – Turn in at Week 11 In-Person Discussion (on Moodle if unable to attend)
Week 11: November 8-14	Digital Democracy	**Read**: Guy & Ely Ch. 7; *Can Technology Transform the Nonprofit Sector?; * WeRobotics (also watch video) **Watch/Listen:** Professor Update and Lecture; Podcast: Finding Humanity in Technology **Due:** 1. Case Study Outline Option 9 – Turn in at Week 11 In-Person Discussion (on Moodle if unable to attend) 2. In-Person Discussion Group – Time & Location TBD
Week 12: November 15-21	Public Services, Well Delivered	**Read:** Guy & Ely Ch. 15; *Rainey & Steinbauer **Watch/Listen:** Professor Update and Lecture **Due**: 1. Case Study Outline Option 10 – Thursday, November 18, 11:59 p.m. (on Moodle) 2. Discussion Board – Opens Wednesday, November 17, at 8:00 a.m., Closes Saturday, November 20, 11:59 p.m.

Week 13: November 22-28	Happy Thanksgiving!	No work this week. Enjoy the holiday.
Week 14: November 29-December 5	Student Presentations	**Student Presentations on Zoom** (See sign-up sheet on Moodle)
Week 15: December 6-12	Student Presentations	**Student Presentations on Zoom** (See sign-up sheet on Moodle) **Due:** - Portfolio Project 3: Lessons Learned Paper – Sunday, December 12, 11:59 p.m. - Final Learning Evaluation (Complete any time this week, check email for link)

Class Policies

➢ **Note on Late Work**: The expectation in this course is that assignments are submitted on time. Extensions are always granted for two circumstances. (1) If an emergency situation or illness arises and you inform the instructor BEFORE the due date, (2) If you have a disability AND have sent the instructor an accommodation letter from Disability Services. If the reason for a late assignment falls outside of these circumstances, please reach out to your instructor for guidance. The best way to prevent the possibility of submitting an assignment late is to plan ahead.

➢ **Online Classroom Etiquette:** A driving component this course is your ability to work well with others. Thus, the expectation is that students will maintain a high level of professionalism in their online conduct with me, and with their fellow students. This means being respectful during class discussions, and in all communications with the instructor and others. Failure to do so will result in removal from class discussions.

➢ **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a Moodle Zoom conversation.

➢ **Incompletes or Withdrawals "W" for the Course**: If for some reason the course is not working out for you please adhere to the University's policies for the last day to drop a class.

➢ **University Attendance Policy**: (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first week of class may be dropped from the class. **Students not allowed to remain must complete a drop form or drop the course on the Internet (http://cyberbear.umt.edu) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.

➢ **Wikipedia**: This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.

➢ **Academic Dishonesty (Plagiarism)**: Students must follow the University's policies for academic dishonesty. For detailed information, please view. As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

➢ **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

➢ **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

➢ **Land Statement:** The Salish Cultural Council created the language, *"The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come."*

➢ **Cultural Leave Policy:** UM has a Cultural and Ceremonial Leave Policy: "Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor."