



O'NEILL

SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

IUPUI

COURSE

Semester and Year: Spring 2020
Number/Title: SPEA-V 598, Governing and Leading in a Global Society
Class Number: 22315
Day and Time: Wednesday, 6:00 p.m. – 8:40 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

This gateway course will increase the student's appreciation of the role of the profession in governance across multiple sectors of society within the global context. Students will learn norms associated with effective practice and frame a professional development plan to acquire the leadership skills to support these norms.

Instructor description

This course is designed to: orient you to the degree program, introduce you to the most challenging issues facing professionals who will lead our society in the future, and help you begin the process of thinking purposefully and strategically about professional development.

REQUIRED COURSE MATERIALS

Perry, James L., and Robert K. Christensen. *Handbook of public administration*. John Wiley & Sons, 2015. (Third Edition)

Note:

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. 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.

COURSE LEARNING OUTCOMES

See Attachment A: Learning Objectives and Assignment Overview.

O'NEILL IUPUI MPA MISSION STATEMENT

Our mission is to serve our community by educating individuals to be thoughtful public servants, whether serving in governments, nonprofits, or the private sector. We bring together a diverse set of students, faculty, and community leaders to engage in innovative learning and student experiences to connect cutting edge research to practical workforce skills.

- We seek to serve the community by connecting the networks of public, nonprofit, and private organizations that benefit society, particularly the Indianapolis region and the state of Indiana.
- We seek to support a diverse student body in realizing their goals by:
 - Providing affordable and accessible, yet rigorous education in public affairs,
 - Providing opportunities to current and potential students from underrepresented populations, and
 - Bringing students with diverse backgrounds, experiences, and career objectives together to serve a diverse community.
- We seek to inform knowledge, practice, and policy by:
 - Using knowledge and experience to develop practical workforce skills,
 - Engaging in the policy process by connecting students with community organizations and by disseminating faculty research to decision makers, and
 - Transforming classroom and community experiences into applied public affairs careers.

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

Each student is expected to be present for the full duration of each class session. Likewise, 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 (e.g., 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>). If you must miss any portion of the class, you are expected to obtain notes from your colleagues.

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 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

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 let me know if there was an error made in the calculation or transcription of your final grade.

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.

Office Hours

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 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 before office hour visits. Office hours will not be used to simply recap classroom discussions. 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.

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. 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.

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

ASSESSMENT AND GRADING

Grading Scale

Per university graduate school policy, any grade below C is considered a failing grade.

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
Preparation, Quality of Participation, Professionalism	50 points
Public Problem Analysis	200 points
Case Study Solutions	200 points
Written Assessment (completed in class)	250 points
Organizational Strategic Plan (group)	250 points
Presentation: Organizational Strategic Plan (group)	50 points
<i>Total</i>	<i>1000 points</i>

Preparation, Quality of Participation, Professionalism

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. Remain open to new ideas and treat differences of opinion as a learning opportunity. While voluntary participation is encouraged and expected, professionalism also entails providing other students in the class with the opportunity to share their insights. *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.*

Other Course Components

Specific instructions for all other course requirements will be distributed at least two weeks in advance of the due date.

COURSE CALENDAR

Readings should be completed prior to the class session for which they are listed. See Canvas for access to reading materials not included in the course textbook.

Date	Topic and Readings	Requirement Due Dates
January 15	Introduction to Course Distribute Introductory Questionnaire	
January 22	Governing in a Global Context and a Shared-Power World Distribute Public Problem Analysis instructions <ul style="list-style-type: none"> • Forward • Preface 	

	<ul style="list-style-type: none"> • Chapter 1 - “Governing in an Age of Transformation” (Kettl) • Chapter 2 - “The Changing Character of the American Intergovernmental System” (O’Toole) • Chapter 4 - “Governing in a Global Context” (Koppell) 	
January 29	<p>Leading Public Organizations Strategically Distribute Organizational Strategic Plan instructions</p> <ul style="list-style-type: none"> • Chapter 15 - “Leading Public Organizations Strategically” (Walker, Jung, and Kim) • Chapter 17 - “Tracking the Quality of Services” (Hatry) • Chapter 21 - “Understanding and Overcoming Resistance to Organizational Change” (Fernandez) 	
February 5	<p>The Collaboration Imperative Faculty Research Collaboration Showcase (6 - 7pm Lilly Auditorium/University Library 0130; class will reconvene in BS 2006 at 7:20pm)</p> <ul style="list-style-type: none"> • Chapter 3 - “Governance in an Era of Partnerships” (Crosby, Stone, and Bryson) • Chapter 12 - “Contracting in Pursuit of Public Purposes” (Huitink, Van Slyke, and Brown) • Chapter 16 - “Managing Effective Collaborations” (McGuire and Silvia) • “The Cost of Saving Money: Public Service Motivation, Private Security Contracting, and the Salience of Employment Status” (Merritt, Kennedy, and Kienapple) • “Collaboration Gone Awry: A Struggle for Power and Control over Service Delivery in the Non-Profit Sector” (Brazil and Teram) 	Public Problem Analysis
February 12	<p>Accountability and Ethical Principles for Public Action</p> <ul style="list-style-type: none"> • Chapter 5 - “Understanding How Public Law Reinforces Administrative Responsibility” (Cooper) • Chapter 6 - “Advancing Good Government through Fighting Corruption” (Neshkova and Rosenbloom) 	

	<ul style="list-style-type: none"> • Chapter 32 - “Embracing Ethical Principles for Public Action” (Williams) • Chapter 34 - “Understanding Your Liability as a Public Administration” (Newbold) • “Formalization and Consistency Heighten Organizational Rule Following: Experimental and Survey Evidence” (Borry, DeHart-Davis, Kaufmann, Merritt, Mohr, and Tummers) 	
February 19	<p>Organizational Strategic Plan Workshop I</p> <p>Dr. Merritt will be attending an academic conference. Please use this class time to further develop your organizational strategic plans with your teams.</p>	
February 26	<p>Accountability and Ethical Principles for Public Action (Cont.)</p> <p>Distribute Case Study Solutions instructions</p>	
March 4	<p>Engaging and Utilizing Citizens to Achieve Public Purposes</p> <ul style="list-style-type: none"> • Chapter 8 - “Using Public Participation to Enhance Citizen Voice and Promote Accountability” (Nabatchi, Becker, Leighninger) • Chapter 13 - “Coproducting Public Services with Service Users, Communities, and the Third Sector” (Bovaird and Loeffler) • Chapter 24 - “Managing E-Government” (Moon and Welch) • Chapter 25 - “Designing Social Media Strategies and Policies” (Mergel) 	
March 11	<p>Valuing and Utilizing Diversity, Equity, and Representation</p> <p>Discuss Written Assessment</p> <ul style="list-style-type: none"> • Chapter 20 - “Realizing the Promise of Diversity” (Pitts and Towne) • “Do Personnel with Lived Experience Cultivate Public Values? Insights and Lessons from Mental Healthcare Managers” (Merritt) • “Why this IPS School is Mostly White and Wealthy” (Wang) 	Case Study Solutions

March 18	No class (Spring Break)	
March 25	Publicness and Organizational Performance <ul style="list-style-type: none"> • Chapter 9 - “Developing Effective Relations with Legislatures” (Khademian and Sharif) • Chapter 14 - “Advancing Public Good through Entrepreneurship” (Bielefeld) • Chapter 18 - “Evaluating the Performance of Public Programs” (Newcomer) • “What Makes an Organization Public? Managers’ Perceptions in the Mental Health and Substance Abuse Treatment System” (Merritt) 	
April 1		Written Assessment
April 8	Public Leadership and Motivation <ul style="list-style-type: none"> • Chapter 19 - “Motivating Employees Using Public Service” (Vandenabeele and Van Loon) • Chapter 30 - “Communicating Effectively” (Garnet) • Chapter 31 - “Developing Intrapersonal Skills” (Aristigueta and Denhardt) • “Considering the Effects of Time on Leadership Development: A Local Government Training Evaluation” (Getha-Taylor, Fowles, Silvia, and Merritt) 	
April 15	Collaborative Governance <ul style="list-style-type: none"> • Chapter 28 - “Negotiating for the Public Good” (Amsler) • Chapter 29 - “Becoming and Being an Effective Collaborator” (O’Leary) • Chapter 35 - “Effective Governance, Effective Administrators” (Perry and Christensen) • “Collaborative Governance in Theory and Practice” (Ansell and Gash) 	
April 22	Critical Reflection Organizational Strategic Plan Workshop II	

April 29	Group Presentations	Organizational Strategic Plan
May 6 6:00-8:00pm	Group Presentations	

ADDITIONAL INFORMATION

Copyright

Materials in this course, including lectures, notes, handouts, exams, and similar materials created by the instructor, are protected by U.S. copyright law. Materials are used in an educational context for personal use and should not be reproduced, distributed, or sold in print or digitally outside the course without permission. Students who are involved in unauthorized distribution of copyrighted material may be in violation of the Code of Student Rights, Responsibilities, & Conduct.

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. For more information, visit the [Adaptive Educational Services website](#).

Attachment A: Learning Objectives and Assignment Overview

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) accredits the Master of Public Affairs (MPA) and requires that programs manage their curriculum strategically and that the “program will establish observable program goals, objectives, and outcomes, including expectations for student learning consistent with its mission. [...] As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry”

Included in the “Learning Objectives and Assignment Overview” table (see following page) are measureable/observable learning objectives for SPEA-V 598 (categorized under three overarching learning outcomes) that align with multiple NASPAA Core Competencies and the IUPUI Master of Public Affairs mission statement. Course assignments identified in the table will contribute to student fulfillment of learning objectives. Weekly classroom lectures, discussions, activities, etc. not identified in the table will also contribute to the realization of learning objectives.

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Overarching Learning Outcome	Measurable/Observable Learning Objectives	Public Problem Analysis	Case Study Solutions	Written Assessment	Organizational Strategic Plan
1) Students will develop leadership and management skills to advance public services performed in the government, private, and nonprofit sectors.					
	a) Students will identify and define the traditional public administration values that preserve the integrity of democracy.		✓	✓	
	b) Students will evaluate a manager of a government or nonprofit organization and propose the primary areas in which the manager should enhance his/her leadership to improve organizational effectiveness.		✓		✓
	c) Students will evaluate an organization's strengths, weaknesses, opportunities, and threats to conduct an organizational analysis.		✓		✓
	d) Students will analyze the political, social, economic, and environmental conditions of an organization to conduct an organizational analysis.		✓		✓
	e) Students will present original ideas and engage in dialogue with experts and peers.				✓
	f) Students will relate concepts across the public, nonprofit, and private sectors.			✓	

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Overarching Learning Outcome	Measurable/Observable Learning Objectives	Public Problem Analysis	Case Study Solutions	Written Assessment	Organizational Strategic Plan
2) Students will demonstrate the ability to analyze, synthesize, think critically, solve problems, and make decisions to respond to and influence the processes of globalization and governance.					
	a) Students will identify the factors contributing to the shift from government to governance.			✓	
	b) Students will identify public policy and administrative dilemmas that require global interdependence.	✓		✓	
	c) Students will identify the combination of methods (e.g., markets, state control, informed public, active citizenry, expert judgement, religious directives) that advance the common good in a specific public policy domain.	✓		✓	✓
	d) Students will assess the organizational conditions that require involvement from non-state actors to deliver public programs and services.			✓	✓
	e) Students will identify the rewards and sanctions that facilitate collective action and informal accountability among collaborative partners.			✓	

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Overarching Learning Outcome	Measurable/Observable Learning Objectives	Public Problem Analysis	Case Study Solutions	Written Assessment	Organizational Strategic Plan
	f) Students will examine how to effectively facilitate and operate in multi-organizational arrangements to remedy problems that cannot be solved—or easily solved—by single organizations.	✓		✓	✓
	g) Students will examine a public policy issue (e.g., healthcare, education, criminal justice) and formulate a collective system of policies, programs, laws, rules, and norms that enhances its widespread benefits at a reasonable cost.	✓	✓		✓
	h) Students will synthesize different sources and types of information to make recommendations.	✓	✓		✓
3) Students will demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.					
	a) Students will examine how to create an organizational culture that accepts, welcomes, and encourages candid dialogue and debate.		✓		
	b) Students will examine how to effectively negotiate agreement with internal and external decision makers and stakeholders to enhance organizational effectiveness.				✓
	c) Students will formulate organizational strategies that integrate the values of diverse groups of citizens.		✓		✓

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Overarching Learning Outcome	Measurable/Observable Learning Objectives	Public Problem Analysis	Case Study Solutions	Written Assessment	Organizational Strategic Plan
	d) Students will develop organizational strategies that will allow members of the public to participate in the design, delivery, and/or evaluation of public services.			✓	✓
	e) Students will construct plans for dealing with change that incorporate diverse perspectives.	✓			✓