

Syllabus – Fall 2017
UST 515/600: Introduction to Public Administration

Cleveland State University
Levin College of Urban Affairs
Mondays 6:00-9:50 pm, UR 241
4 credits

General Information

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Course Description

This is a graduate-level introductory course in American public administration viewed from the federal, state, and local levels. It is designed to give students a working knowledge of the multi-disciplinary approach to governance as embraced by the theories of public administration. The course will include discussions on management, values, organization theory, politics, law, budgeting, and human resources, among others. It will review the history and development of the practice of public administration, delve into the theories that are integral to the discipline, and review practical approaches to the application of these theories. It is both the theory and practice of governance that this class addresses. Students will explore fundamental concepts through the perspective of management (administration), politics, and law in order to understand the complexities of government in the 21st century. Theoretical concepts are paired with case studies to encourage learning through application. As this is an introductory course, it will provide the basis for further study in the discipline. This course, therefore, has no pre-requisites.

Learning Objectives

At the end of this course, students will:

- Identify, understand, and synthesize the historical ideas, schools of thought, key theories, and debates in the field of public administration.
- Appreciate the major intellectual traditions in public administration and possess a broad understanding of the theoretical approaches that have defined the field.
- Challenge the way they currently thinking about government, bureaucracy, and public service.
- Utilize models and theories to study, research, and analyze public administration.
- Apply public administration theory to real-life situations.
- Present ideas and arguments effectively using relevant research orally, visually, and in writing.
- Engage in discourse about public administration from an informed standpoint using facts as opposed to opinion.
- Be prepared for additional public administration courses.

Course Texts

- Morgan, D. F., Green, R. T., Shinn, C. W., & Robinson, K. S. (2013). *Foundations of public service* (2nd ed.). Armonk, NY: ME Sharpe.
 - The syllabus refers to this book as Foundations.
- I will post additional readings on Blackboard.
- Additional books you may find helpful, but are not required:
 - Frederickson, H. G., Smith, K. B., Larimer, C. W., & Licari, M. J. (2016). *The public administration theory primer* (3rd ed.). Boulder, CO: Westview Press.
 - Shafritz, J., & Hyde, A. C. (1997). *Classics of public administration* (4th ed.). Orlando, FL: Harcourt Brace. (Or any other edition)
 - Stillman, R. J. II. (2009). *Public administration: Concepts and cases* (9th ed.). Boston, MA: Wadsworth.
 - APA Style Manual. You can purchase this through the bookstore or access tutorials and reference guides from the CSU library (<http://library.csuohio.edu/research/vrd/citations.html>).

Course Requirements

This is a seminar course where students are responsible for significant reading and classroom participation. Student are expected to complete all reading, written assignments, in-class individual and group assignments, and presentations. Students are expected have all reading completed prior to the start of class. Each student will lead the class discussion of one article. In addition, there are five case studies throughout the semester for class discussion. Students are expected to actively participate in discussion of the case studies, even if they did not write a memo for that case.

Assignments

<i>Assignment</i>	<i>Percent of Grade</i>
Class participation	10
Lead article discussion	5
Case study memos (2)	25 (10% for the first memo and 15% for the second)
Midterm assignment	20
Field research presentation	10
Research paper	30
<i>Total</i>	100

- **Class participation (10%):** Students will be graded on their participation in the class discussion based upon the thoroughness of their reading and thoughtfulness of their comments. *Merely attending class will not be sufficient to receive full participation credit.* Please be respectful of the opinions of others and let everyone have a chance to make a contribution. As part of their participation grade, students are expected to attend all meetings of the Urban Colloquium.
- **Lead article discussion (5%):** Each student will lead the class discussion of one article. The professor will assign articles on September 11th (week 3). Students should prepare:
 - A short (no more than three minute) summary of the article. Talk about what you think is (or is not) relevant. It is okay to be critical.
 - Three to five generative questions to facilitate discussion. These questions cannot be the same as the ones in the Reading Questions I post on Blackboard.
 - Other relevant examples or course material that relates to the article.

- **Case study memos (25%, 10% for the first memo and 15% for the second):** Each student will complete two case study memos. You may choose which two of the five case studies you would like to complete. However, *the first memo must be completed on or before September 25th (week 5)*. Case study prompts will be posted on Blackboard two weeks before they are due. Memos should be two to three typed pages (no longer), single-spaced, Times New Roman size 12 or equivalent, with one-inch margins.
- **Midterm assignment (20%):** A take-home essay will be *due on November 6th* (week 11). The purpose of this assignment is to apply the concepts learned in class to the topic the student will write about for their research paper. You may need to do some outside research, but the focus will be on the class readings and assignments. I will distribute more information about this assignment on October 2nd (week 6).
- **Field research presentation (10%):** Being a successful public administrator is about more than just understanding theory; you must also know how to apply what you learn in the classroom to real-life situations. To that end, you are expected to do field research into the day-to-day experiences of a public administrator. In weeks 8 and 9 (*October 16th and 23rd*), you will present your findings to your classmates. I will assign presentation dates on September 11th (week 3). Your presentation should be approximately six to eight minutes long with an additional two minutes for questions, and address the prompts below. You do not have to answer all these questions, but you should clearly explain how your field research relates to what we are learning in class. You should use PowerPoint or an equivalent to augment your presentation. You may choose one of two topics:
 - Attend a local government meeting (town, city, county, school district, transportation, etc.). What was the meeting about? Who organized it? What issues were discussed and what happened? What perspectives of public administration or key concepts we have discussed in class emerged during the meeting? How did the meeting match/challenge what you expected public administration to be based on your own experiences and course content?
 - Engage in an informational interview with a public administrator. Ideally, this person should be serving in a management position and working in an organization that reflects the student's professional aspirations. Elected officials are not eligible. Who is the person and what is their title and responsibilities? What challenges and opportunities do they face in their job? What perspectives of public administration or key concepts we have discussed in class emerged during the interview? How did your interview match/challenge what you expected public administration to be based on your own experiences and course content?
- **Research Paper (30%):** Each student will complete a research paper examining a current public administration problem from three of the theoretical perspectives and concepts we discuss in class. How would each of these perspectives/concepts address the problem? At least one of the theoretical perspectives or concepts must be from after the midterm assignment (Weeks 11 through 15). The public administration problem can be something in the news or a problem you have seen in your organization, but most be related to public administration and something that public servants/administrators could solve. The paper must be at least 12 pages (18 pages maximum), double-spaced, Times New Roman size 12 or equivalent, with one-inch margins. Reference lists, tables and figures, cover pages, and appendices do not count towards the page minimum. It must use at least *ten peer-reviewed* journal articles or academic books, along with *five other* reference materials of your choice. I count law review journal articles as "peer-reviewed," but only three of them count towards

your ten peer-reviewed journal articles. Wikipedia and my lectures are not acceptable sources. Primary sources are always better than secondary sources (e.g. the textbook). Papers are due at the beginning of the scheduled final exam time (6 pm) on December 11th. I will not accept papers more than three days late (e.g. 6 pm on December 14th). A brief description of your topic is due October 2nd. The midterm assignment can be incorporated into your paper. Think of it as an opportunity to receive my comments on a draft of your research paper. During the week of November 13th, all students must arrange a 10 to 15 minute meeting with me to discuss your midterm assignment and research paper. I am also available during office hours throughout the semester to discuss your paper.

All grading rubrics will be posted on Blackboard.

All written work must be submitted in APA style. A useful source for APA formatting is the Purdue OWL site: <https://owl.english.purdue.edu/owl/resource/560/01/>. Grading will be based not only on content, but also spelling and grammar. You are in graduate school and the expectation is that you will submit first-class, error-free work each time an assignment is due.

Submitting Assignments and Turnitin

All written assignments must be submitted electronically through Blackboard. These assignments will be run through Turnitin, a program where students and instructors submit written work to detect plagiarism. I believe it is very useful for students who wish to ensure they do not accidentally plagiarize in their papers. Therefore, I see it as an excellent *learning* tool, rather than just a *punitive* one. You will have the opportunity to view your originality report and resubmit your paper before the due date. If you have questions about the originality report, please contact me. The case study memos, midterm assignment, and final research paper will not be accepted or considered submitted until you submit them to Turnitin through Blackboard.

I will provide you written feedback on all assignments through Turnitin. This will include both comments on your papers as well as an additional document with a completed rubric. *Be sure to read both sets of comments.* Instructions on how to access my comments are on Blackboard.

Grading Scale

A: 94 – 100	B: 83 – 86	F: <70
A-: 90 – 93	B-: 80 – 82	
B+: 87 – 89	C: 70 – 79	

The professor will only give incomplete “I” grades if the student and professor have arranged it before grades are due. Students will only receive an incomplete if they have written documentation proving they are unable to complete the course through no fault of their own and they are generally passing the class (C grade or higher). Students receiving an incomplete will sign a contract with the professor detailing what they must do to complete the class and the day by which they will complete it. If the student does not complete the class by the date in the contract, the grade will become an F. According to the Registrar’s Office, the last day to complete a course is the last day of classes of the next term.

Please refer to the CSU Catalogue for more information on I and X grades. Grades will only be changed after they are submitted to the Registrar in cases of clerical error.

There are no extra credit assignments. Your grade will be based on the credit you earn for each assignment.

University Deadlines

- The deadline for adding a course is September 3, 2017.
- The deadline for dropping a course is September 8, 2017.
- The last day to withdraw from the course is November 3, 2017.

Please check the CSU Academic Calendar to confirm all dates.

Urban Colloquium

The study of problems facing human societies is a complex, interdisciplinary subject encompassing all aspects of the academic experience at Levin College. The Urban Colloquium brings together graduate students with community leaders in a discussion of cross-cutting problems and solutions facing our community today. While students often come to Levin focused on their program and specialization, the colloquium will expose students to the breadth of intellectual activities housed in and related to the College. We do this via interactive panels comprised of faculty, administrators, alumni, and urban professionals. Each week's topics are designed to discuss the particular opportunities and challenges in a different Cleveland area neighborhood. Emphasis will be placed on Levin's four themes: Equity, Inclusion & Social Justice; Urban Settlements & Sustainable Development; Governance; and Economic Transformation. Students will learn how their specific urban interest fits within the broader scope of Urban Affairs. The experience will initiate a cross-program "Colloquium Cohort," allowing students to make connections with other members of the Levin community.

The Urban Colloquium will meet six Mondays throughout the semester in *Dively*, from 6:00 pm to 6:50 pm. On weeks where there is an Urban Colloquium, our class will start promptly at 7 pm in our usual room (except for September 25th). Attendance and active engagement in the Urban Colloquium is required. Failure to attend the colloquium will affect your class participation grade. Please be respectful of guests, refrain from using your electronic devices, arrive on time, and participate in all discussions.

Course Schedule

This syllabus is intended as a guide to the course for the student. Sound educational practice requires flexibility and the professor may, with appropriate notice, change content and requirements at any time during the course. Attending class and checking your *CSU email* and *Blackboard* regularly are the best ways to be informed of any changes.

Course Schedule at a Glance

Week	Date	Topic	Assignment Due	Case Study
1	August 28	Introduction and course orientation		
2	September 4	NO CLASS		
3	September 11	Federalism		x
4	September 18	Local gov't structure and functions		x
5	September 25	Accountability, discretion, and ethics	First Memo (if not before)	x
6	October 2	Bureaucracy – classic models and current challenges	Paper Topics	
7	October 9	Representative bureaucracy & diversity in PA		
8	October 16	Human resources; Presentations	Field Research	
9	October 23	Presentations	Field Research	
10	October 30	Organizational behavior and culture		x
11	November 6	Leadership	Midterm Assignment	
12	November 13	Student-professor meetings		
13	November 20	Decision making		x
14	November 27	Budgeting		
15	December 4	Public policy		
Final	December 11		Final Paper	

Week 1, August 28

Introduction and course orientation

Urban Colloquium: Not meeting

Key Topics: Introduction to the class and each other. Discussion of the syllabus. What is public administration? Public vs. private sector. Woodrow Wilson.

Reading

- Kettl, D. F. (2015). What is public administration?. In *Politics of the administrative process* (6th ed.) (pp. 53-67). Los Angeles, CA: CQ Press.
- Wilson, W. (1887). The study of administration. *Political Science Quarterly*, 2(2), 197-222.
- Martin, J. B. (1948/2010). The blast in Centralia No. 5: A mine disaster no one stopped. In R. J. Stillman, *Public administration: Concepts and cases* (9th ed.) (pp. 31-44). Boston, MA: Wadsworth.
- Recommended: Foundations chapter 1

Week 2, September 4

Labor Day – No class

Week 3, September 11

Federalism

Discussion articles and presentation dates assigned

Urban Colloquium: Campus District: Anchor Institutions and the Urban College

Key Topics: Historical foundation of federalism. The constitutional origins of public administration. Models of federalism and intergovernmental relations.

Reading

- Foundations chapter 4
- Derthick, M. (1987). American federalism: Madison's middle ground in the 1980s. *Public Administration Review*, 47(1), 66-74.

Case Study

- Moynihan, D. P. (2008). *Collaboration amid crisis: The Department of Defense during Hurricane Katrina*. A case study from the Maxwell School of Syracuse University's Collaborative Governance Initiative. Retrieved from <https://casesimportal.newark.rutgers.edu/collaboration-amid-crisis-department-defense-during-hurricane-katrina>.

Week 4, September 18

Local government structure and functions

Urban Colloquium: Not meeting

Guest Speaker: Diane Kolosionek, CSU Urban Librarian

Key Topics: Local government functions and organization. Principal-agent problem and contracting out. Centralization and decentralization. Tiebout hypothesis.

Reading

- Emerson, S., Menkus, R., Van Ness, K., & Streeter, G. (2011). Government functions and organization. In *The public administrator's companion: A practical guide* (Revised ed.) (pp. 22-42). Washington, DC: CQ Press.
- Ferris, J., & Graddy, E. (1986). Contracting out: For what? With whom?. *Public Administration Review*, 46(4), 332-344.
- Jimenez, B. S., & Hendrick, R. (2010). Is government consolidation the answer? *State and Local Government Review*, 42(3), 258-270.
- Tiebout, C. M. (1956). A pure theory of local expenditures. *The Journal of Political Economy*, 64(5), 416-424.

Case Study

- The Cleveland Foundation. (2013). *Cleveland's greater University Circle initiative: A partnership between philanthropy, anchor institutions, and the public sector*. Cleveland, OH: The Cleveland Foundation.

Week 5, September 25

Accountability, discretion, and ethics

Urban Colloquium: Jane's Walk

Key Topics: Types of accountability. Roles of public administrators. Street-level bureaucrats and discretion. Government transparency. The democratic balance wheel. Code of ethics.

Reading

- Foundations chapter 3 (pp. 51-60)
- Foundations chapter 14 (pp. 413-427)
- Foundations chapter 6 (pp. 145-154)
- Jackson, M. (2009). Responsibility versus accountability in the Friedrich-Finer debate. *Journal of Management History*, 15(1), 66-77.
- Lipsky, M. (2010). *Street-level bureaucracy: Dilemmas of the individual in public services* (30th anniversary expanded ed.) (pp. 3-25). New York, NY: Russell Sage Foundation.
- Eilperin, J., Rein, L., & Fisher, M. (2017, January 31). Resistance from within: Federal workers push back against Trump. *The Washington Post*. Retrieved from https://www.washingtonpost.com/politics/resistance-from-within-federal-workers-push-back-against-trump/2017/01/31/c65b110e-e7cb-11e6-b82f-687d6e6a3e7c_story.html?utm_term=.d7732df60b48.

Case Study

- Romzek, B. S., & Dubnick, M. J. (1987). Accountability in the public sector: Lessons from the Challenger tragedy. *Public Administration Review*, 47(3), 227-238.

Week 6, October 2

Bureaucracy – classic models and current challenges

Paper topics due

Midterm assignment distributed

Urban Colloquium: Not meeting

Key Topics: Definition of bureaucracy. Historic models and changing conceptions. Max Weber. New Public Management, New Public Governance, and New Public Service.

Reading

- Foundations chapter 5
- Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public Administration Review*, 60(6), 549-559.
- Kaufman, H. (2001). Major players: Bureaucracies in American government. *Public Administration Review*, 61(1), 18-42.
- Recommended: Stillman, R. J. (2010). The formal structure: The concept of bureaucracy. In R. J. Stillman, *Public administration: Concepts and cases* (9th ed.) (pp. 50-63). Boston, MA: Wadsworth.

Week 7, October 9

Representative bureaucracy and diversity in PA

Urban Colloquium: North Collinwood: Arts & Economic Development

Key Topics: Descriptive, substantive, and symbolic representation. Passive vs. active representation. Feminist and queer theory perspectives in PA. Diversity in research and in practice.

Reading

- Wilkins, V. M., & Keiser, L. R. (2006). Linking passive and active representation by gender: The case of child support agencies. *Journal of Public Administration Research and Theory*, 16(1), 87-102.
- Riccucci, N. M., & Van Ryzin, G. G. (2017). Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy. *Public Administration Review*, 77(1), 21-30.
- Stivers, C. (1991). Toward a feminist perspective in public administration theory. *Women & Politics*, 10(4), 49-65.
- Lee, H., Learmonth, M., & Harding, N. (2008). Queer (y) ing public administration. *Public Administration*, 86(1), 149-167.
- Recommended: Bearfield, D. A. (2009). Equity at the intersection: Public administration and the study of gender. *Public Administration Review*, 69(3), 383-386.
- Activity: Representative bureaucracy and policing
 - Oberfield, Z. (2014, November 14). Would more minority policy officers have made a difference in Ferguson? *The Washington Post*.
 - Nicholson-Crotty, S., Nicholson-Crotty, J., & Fernandez, S. (2017). Will more black cops matter? Officer race and police-involved homicides of black citizens. *Public Administration Review*, 77(2), 206-216.

Week 8, October 16

Human resources

Field research presentations

Urban Colloquium: Not meeting

Key Topics: Human resource functions. Performance management. Merit. Unions.

Reading

- Foundations chapter 9
- Radin and Smith (2009) *Point/Counterpoint*
 - Smith, D. C. (2009). Making management count: A case for theory- and evidence-based public management. *Journal of Policy Analysis and Management*, 28(3), 497-505.
 - Radin, B. A. (2009). What can we expect from performance management?. *Journal of Policy Analysis and Management*, 28(3), 505-512.
 - Smith, D. C. (2009). What can we expect from performance management activities that we cannot expect from performance measurement?. *Journal of Policy Analysis and Management*, 28(3), 512-514.
 - Radin, B. A. (2009). Response to Dennis Smith. *Journal of Policy Analysis and Management*, 28(3), 505-512.

Week 9, October 23

Field research presentations

Urban Colloquium: East Cleveland: Urban Governance & Regionalism

Week 10, October 30

Organizational behavior and culture

Urban Colloquium: Not meeting

Key Topics: Theories of Organization. Frederick Winslow Taylor and scientific management. Mary Parker Follett. Elton Mayo and the Hawthorne studies. Human relations. Organizational dynamics. Managing diversity. Organizational culture.

Reading

- Foundations chapter 7 (pp. 173-187)
- Follett, M. P. (1926). The giving of orders. In J. Shafritz & A. C. Hyde (Eds.), *Classics of public administration* (4th ed.) (pp. 57-63). Orlando, FL: Harcourt Brace.
- Choi, S., & Rainey, H. G. (2010). Managing diversity in US federal agencies: Effects of diversity and diversity management on employee perceptions of organizational performance. *Public Administration Review*, 70(1), 109-121.
- Schein, E. H. (1984). Coming to a new awareness of organizational culture. *Sloan Management Review*, 25(2), 3-16.

Case Study

- Chell, K. (1996). *Improving decision making and patron service in the King County library system*. A case study from The Electronic Hallway. Seattle, WA: The University of Washington's Daniel J. Evans School of Public Affairs.

Week 11, November 6

Leadership

Midterm assignment due

Urban Colloquium: Hough: Criminal Justice & Civic Engagement

Key Topics: Instruments and functions of leadership. Challenges of administrative leadership. What makes a good leader? Public service motivation.

Reading

- Foundations chapter 12 (pp. 357-373)
- Paarlberg, L. E., & Lavigna, B. (2010). Transformational leadership and public service motivation: Driving individual and organizational performance. *Public Administration Review*, 70(5), 710-718.
- Perry, J. L., & Wise, L. R. (1990). The motivational bases of public service. *Public Administration Review*, 50(3), 367-373.
- Christensen, R. K., Paarlberg, L., & Perry, J. L. (2017). Public service motivation research: Lessons for practice. *Public Administration Review*, 77(4), 529-542.

Week 12, November 13

Student-professor meetings – No class

Urban Colloquium: Not meeting

Week 13, November 20

Decision making

Urban Colloquium: Ohio City: Urban Politics & LGBTQ Communities

Key Topics: Rational and bounded approaches. Incrementalism. Charles Lindblom and muddling through. Mixed scanning. Political orientation. Citizen participation.

Reading

- Stillman, R. J. (2010). Decision making: The concept of incremental choice. In R. J. Stillman, *Public administration: Concepts and cases* (9th ed.) (pp. 212-225). Boston, MA: Wadsworth.
- Stone, D. (2002). *Policy paradox: The art of political decision making, revised edition* (pp. 1-14, 375-383). London and New York, NY: WW Norton and Company.
- Irvin, R. A., & Stansbury, J. (2004). Citizen participation in decision making: Is it worth the effort?. *Public Administration Review*, 64(1), 55-65.
- Recommended: Frederickson, H. G., Smith, K. B., Larimer, C. W., & Licari, M. J. (2016). *The public administration theory primer*. (3rd ed.) (pp. 167-195). Boulder, CO: Westview Press.

Case Study

- Norton, E., & Weeks, T. (2006). *Mayor Schell's zero homeless family pledge*. A case study from The Electronic Hallway. Seattle, WA: The University of Washington's Daniel J. Evans School of Public Affairs.

Week 14, November 27

Budgeting

Urban Colloquium: Not meeting

Key Topics: Purpose of budgeting. Revenue types. Intergovernmental transfers and grants.

Performance budgeting and zero-base budgeting. Politics and budgeting. V.O. Key and budget theory.

Reading

- Foundations chapter 10 (pp. 276-300)
- Foundations chapter 11 (pp. 317-326, 330-341)
- Rubin, I. (2000). *The politics of public budgeting: Getting and spending, borrowing and balancing* (pp. 1-26). New York: Chatham House Publishers.
- Caiden, N. (1981). Public budgeting amidst uncertainty and instability. *Public Budgeting & Finance*, 1(1), 6-19.
- Recommended: Key, V.O. (1940). The lack of a budgetary theory. In J. Shafritz & A. C. Hyde (Eds.), *Classics of public administration* (4th ed.) (pp. 109-113). Orlando, FL: Harcourt Brace.
- Activity: Budgeting simulation
 - Blessing, L., & DeGraw, B. F. (2007). *Tobacco settlement distribution simulation*. E-PARCC Case. Syracuse, NY: Maxwell School. Retrieved from <https://www.maxwell.syr.edu/uploadedFiles/parcc/eparcc/simulations/PARC%20EPARC%20Blessing%20simulation%20case.pdf>.

Week 15, December 4

Public policy

Urban Colloquium: Not meeting

Key Topics: What is public policy? Models of the policy process. Actors. Policy analysis procedure.

Reading

- Foundations chapter 13 (pp. 390-411)
- Radin, B. A. (2005). Defining policy goals through the stages of the policy process. In I. Geva-May (Ed.), *Thinking like a policy analyst* (pp. 213-226). New York, NY: Palgrave Macmillan US.
- Activity: \$15 minimum wage in Cleveland
 - Atassi, L. (2016, September 12). Special election for phased-in \$15 minimum wage proposal set for May 2 in Cleveland. *Cleveland.com*. Retrieved from http://www.cleveland.com/metro/index.ssf/2016/09/special_election_for_phased-in_1.html.
 - Atassi, L. (2017, January 6). Will Cleveland's proposed minimum wage increase go to the ballot? Who knows? *Cleveland.com*. Retrieved from http://www.cleveland.com/metro/index.ssf/2017/01/will_clevelands_proposed_minim.html.
 - Tesfaye, S. (2016, December 22). John Kasich quietly bans Cleveland voters from raising minimum wage in their city. *Salon*. Retrieved from <http://www.salon.com/2016/12/22/john-kasich-quietly-bans-cleveland-voters-from-raising-minimum-wage-in-their-city/>.
 - Read other articles linked in these ones until you feel you understand all sides of the \$15 minimum wage debate, especially in Cleveland.

Finals, December 11

Final paper due

Classroom Policies

Attendance

Because this is a seminar course, a successful class depends on the active participation of all students. Attendance, punctuality, and staying the entire class period are expected. You may miss two classes without documentation without penalty. *Subsequent absences will affect your class participation grade at a rate of ten percentage points per absence.* Arriving late and/or leaving class early twice counts as an absence. Missing Urban Colloquium counts as an absence (although you will only be charged one absence if you miss class and Urban Colloquium on the same day). Assignments that are due on days in which you are absent must be submitted prior to the start of class (e.g. 6 pm on Monday). If you miss class or are late, please make sure you get notes from a classmate.

Late Assignments

Assignments must be turned in on the date they are due unless you made prior arrangements with me. Unless otherwise noted in this syllabus, all assignments are due by the beginning of class. Late assignments will be *reduced by ten percentage points for each day (6 pm to 6 pm) or part thereof* it is late. For example, if an assignment is due at 6 pm on Monday, and you send it to me at 1 pm on Tuesday, your grade will be reduced by ten percentage points. It is always better to turn work in late and receive a lower grade than to take a zero on an assignment. I will not accept final research papers that are more than three days late.

Make-up Assignments

Make-up of assignments is at the discretion of the professor and only with written documentation such as a doctor's note. Typically, make-up assignments will only be given in extraordinary circumstances, which are situations that could not have been reasonably anticipated. Except in absolute emergencies, you must inform me that you will be missing an assignment *prior to the deadline*. There is no way to make-up class participation or leading an article discussion.

Email Policy

While I read my email almost every day, I do not check it constantly. Therefore, please allow *one business day* for me to respond to your emails. If you email me an assignment, I will always send you a short confirmation email. Do not consider the assignment submitted until you receive that confirmation.

I do not give out grades over email. If you want a grade on a particular assignment or a mid-semester evaluation, please check your grades on Blackboard or see me during my office hours.

If I need to contact you, I will do so via Blackboard and your *CSU email*. Please make sure you check that account frequently for any updates.

Technology in the Classroom

When using technology, please be respectful of your classmates and the active and participatory nature of the class. Laptops and tablets are permitted for note-taking only. The use of these devices for email, Facebook, Twitter, Instagram, or any other purpose is prohibited while class is in session.

Please turn off or silence all cell phones during class time. *If you are using your phone during class time, I reserve the right to ask you to leave class, and you will get a zero for class participation and any assignments that day.* If you need to take a call, send a text, or check your email during class time, please leave the classroom or wait until break to do so.

Please do not record the lecture or class discussion without permission of the professor.

I will often start the class with a PowerPoint lecture. In those cases, I will post the PowerPoint presentations on Blackboard, sometimes in a slightly modified format, at 6 pm the day before class. The slides only serve as a *guide* for the lecture—they are not sufficient for mastering the concepts nor are they a substitute for the class discussions. In order to earn a high grade in this class, you will need to learn the material by carefully reading the texts, actively participating in class discussions and case studies, and thoughtfully completing the assignments.

University Policies

Cancellation of Class Due to Weather

Class will not be cancelled due to weather unless the university is closed. Check the CSU website for the most up-to-date information.

Safety Escort

The CSU Policy Department offers a free escort service for students, faculty, and staff to and from their cars. To request an escort, call (216) 687-2020. For more information, visit <http://www.csuohio.edu/welcome/safety-services>.

Students with Special Needs

It is the policy of Cleveland State University that “Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunity for all students regardless of their disability.” Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216.687.2015. The office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

CARE Team

If you need additional services, please contact the CARE team and Care Manager. The purpose of these programs is to provide holistic support to members of the CSU community, to connect students with resources on and off-campus, and to increase collaboration between campus partners. They work with students to develop action plans to address their individual needs. The Care Manager can help navigate policies and procedures on campus, connect with support systems, and determine what resources might be most helpful. You can contact the Care Manager, Emily Grady at e.a.grady@csuohio.edu or 216.687.2048. The CARE website is: <https://www.csuohio.edu/care/care>.

Test Taking/Academic Challenges

The CSU counseling center provides academic counseling for students. They run workshops throughout the semester to assist you in maximizing your note taking skills, test taking skills, assisting with text anxiety reduction, and time management. Information on these services, as well as a schedule, can be found at: <http://www.csuohio.edu/counselingcenter/academic-skills-development-workshops-0>.

Writing Center

The CSU Writing Center is available to help you develop writing skills and learn how to avoid the problem of plagiarism. The Writing Center offers workshops and it is available on an individualized basis to assist you. Be certain to give yourself enough time for the Writing Center to review your material and suggest changes before the due date. The Writing Center can be reached at <http://www.csuohio.edu/writing-center/writing-center>. *If you attend the Writing Center, please note the date and person you worked with in the notes when you submit your paper.*

Academic Conduct

Please note that students are subject to all CSU student policies and academic regulations, including (but not limited to) The Code of Student Conduct and the Policy on Academic Misconduct, which can be found online at: <http://www.csuohio.edu/compliance/student-code-conduct>.

Students may not work together on assignments, although discussion of course topics and readings is always encouraged.

Your Code of Student Conduct states that: “Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status.” Although at times graded separately, the assignments in this course are interrelated. A breach of academic integrity in one assignment may infect the entire course, and be considered a major infraction, which will lead to a failing grade. It also can lead to additional punishments by the university, up to and including expulsion with a permanent notation on your transcript.

The CSU Student Handbook defines plagiarism as: “Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.”

Self-plagiarism occurs when someone copies something they wrote for another purpose without proper citation. Just because you wrote it does not mean you can use it whenever you want – *self-plagiarism is still plagiarism*. This means you cannot submit parts (or all) of another paper as original work for this class.

I take all forms of plagiarism and academic misconduct very seriously, and you should too. When in doubt, ask the professor, writing center, or librarian for clarification.

Library Assistance

The CSU librarians are very helpful resources. The CSU librarian assigned to work with students in our college is Diane Kolosionek. Her email address is d.kolosionek44@csuohio.edu and her phone number is 216.802.3358. You can make an appointment with her through the library website.