

PUBLIC MANAGEMENT COURSE SYLLABUS

PRESENTED TO CHINA UNIVERSITY OF POLITICAL SCIENCE AND LAW (CUPL)
In Cooperation With The
INTERNATIONAL CITY/COUNTY MANAGEMENT ASSOCIATION (ICMA) CHINA CENTER

Summer Session: July 15 to July 25, 2014

Class Time: See Schedule @ Page 4

Classroom Location: Room 106, Duan Sheng Building

Instructor: Richard Underkofler, B.S., M.A., University of Iowa

Underkofler is a retired city manager with 35 years' work experience in the USA states of Arizona, Illinois, Indiana and Alaska. He has been an adjunct faculty member and visiting lecturer for 5 years with the School of Public and Environmental Affairs, Indiana University Northwest. His public management experience includes service on a hospital governing board and boards of nonprofit local government insurance risk retention pools. He is a past president and a current member of the governing board of a nonprofit community foundation.

Email: runderkofler76@comcast.net

Cell Phone: 13261240795

Office Hours: 1 hour after each class, Room 107, Duan Sheng Building

Teaching Assistants

Name	Cell Phone	Email
Pang Qinya (Jane)	18811410612	pqy940301@163.com
Zhao Min (ZM)	18811401223	601849081@qq.com

Textbook References and Supplemental Readings:

Starling, Grover, *Managing the Public Sector*, [9th Edition), 2010, Cengage Learning, (ISBN: 10:0-495-83319-3; ISBN: 13-978-0-495-83319-2). Combining the most current public management thinking and research with examples of how public executives and organizations apply these ideas, this text is a comprehensive introduction to the field of public management. This text will provide more than just the basic foundations of management; it places the application of management in the context of the public sector and captures the excitement and challenge of the field.

Newell, Charldean, *The Effective Local Government Manager* (3rd Edition), 2004, ICMA Publications, (ISBN: 0-87326-143-7). This text reflects upon the changes taking place in USA local government, the competition among communities for a dwindling share of the global economy, the increasing number of intergovernmental relationships to be expected in the course of managing local projects and programs, and the personal pressures public managers can expect to face in their careers.

Newell, Charldean, *Managing Local Government: Cases in Effectiveness*, 2009, ICMA Publications, (ISBN: 978-0-87326-179-1). Designed to complement *The Effective Local Government Manager*, this companion case study workbook presents real-life dilemmas experienced by local government managers and provides an opportunity for students to think through "sticky" scenarios. Each case study illustrates one or more of the 18 management practices identified by ICMA as fundamental to effective local government management; and encourages lively classroom discussion and debate.

Supplemental readings about current topics in the news relevant to the course will be sent to student email accounts.

Course Overview & Student Learning Outcomes:

This course is intended to provide Chinese undergraduate students with practice in English oral communication with feedback provided by an instructor well-acquainted with standards of communication in public sector management. Students will participate in communication assignments, including group and individual class presentations. Group presentations may be debates, panel discussions or simulated press conferences.

After successfully completing this course, you should be able to:

- Define terms used in the vocabulary of public management
- Apply concepts of public administration from readings to case studies
- Integrate new and evolving policies affecting roles of public managers by discussion of news reports on topics that apply to China governmental organizations
- Acknowledge material drawn from credible third-party sources consistent with APA citation guides
- Demonstrate effective delivery of oral presentations: logical organization, proper grammar, appropriate word choices and coherent sentence structure
- Use visual aids (handouts and/or PowerPoint slides to enhance oral report presentation

Assessment of Student Learning Outcomes:

- **Class Participation:** Each class will begin with a discussion of a public policy management topic that appeared recently in the news. Students may contribute to this discussion by submitting news reports pertaining to a new or evolving public management topic in China. These reports may consist of articles from magazines or newspapers or video/audio clips from television or radio news programs.
- **Group Case Study Presentation:** The class will be divided into small groups to make oral presentations of case studies selected from the textbooks. A designation of group members and the schedule for the group presentations was formulated at the first class session.
- **China Public Policy Topic Presentation.** Each student will select a public policy topic to analyze and present to the class. The topic may be proposed legislation; a proposed change to an existing program or a new initiative under consideration that will impact operations of China governmental organizations.

Your public policy topic presentation should include three distinct sections:

1. **Problem Analysis:** A description of the problem that the policy is attempting to remediate, including data on who is impacted, its size and scope. The paper must identify assumed causes of the problem that the proposed solution is intended to resolve.
2. **Policy Analysis:** Discuss the history of the issue. Explain what events triggered a demand for new or reinvigorated action. How effective are existing policies and why is change needed? Why is the status quo unacceptable? What will the new policy accomplish? What alternatives were considered? Why is the recommended policy preferred over the

alternatives? What are the implementation challenges? What are the potential unintended consequences? How will the effect of the new policy be monitored, measured and evaluated?

3. Political Analysis: Who are the winners and losers? Who will the policy help and who will it hurt? Who are the supporters and opponents identified by interest group and demographics?

Students will present their public policy topic to the class at the end of the session. The topic selected must be submitted to me for review and approval at least one week before the scheduled presentation date via an email message. Papers analyzing the topic may range from 2 to 5 pages (double-spaced, font size 12). The quality of your writing is more important than the number of pages.

Grading:

Assessment Method	Weight	Points
Class Participation (5 points per class)	50%	50
Group Case Study Presentation	25%	25
China Public Policy Topic Presentation	25%	25
Total	100%	100

Class attendance is important for assessment of a student's performance in interacting with other students and your instructor. If a student is absent from class without prior notice, no points will be awarded for class participation that day and there will be no opportunity to claim credit for the points available for that session. Extra credit work will NOT be available for a student to make up points for class participation.

Administrative Policies:

The purpose of a syllabus is to inform students in a formal way of the nature and content of a course, policies and procedures that will apply and logistics involved in participating in a class. A syllabus also serves as a contract with an instructor pertaining to everything that will be done or required of a student throughout the term of the course.

1. Your email address will be used for student communications.
2. If an illness or emergency prevents a student from attending class, notice with an explanation is due to me via an email message prior to the absence to receive grade point credit for the missed class. It is a student's responsibility to catch up on what may have been missed in class discussion.
3. Students will NOT be given an incomplete grade in the course without sound reason and documented evidence. In any case, for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course.
4. At the first class, we discussed whether you wished to extend the lecture length to shorten the summer session schedule so you may complete the course early. We mutually decided to extend the morning sessions by one hour, but not the afternoon sessions. The schedule shown on the next page has been revised. July 25th will be the last class.

Class Outline & Schedule

PowerPoint presentations from text references and supplemental readings from current news sources will be displayed at class lectures. Two 15-minute breaks will occur after each 45 minutes of lecture for students to consult with me for answers to questions pertaining to the class material.

Class #1 15-July 8:00-11:30 am	Course Introduction: Review Syllabus; Become Acquainted I will ask you to submit a form that identifies your English names (<i>what would you like to be called?</i>); your email contact information; your education, career and life goals; and whether you intend to visit or work in a country where English is the primary language. I will take your photo and ask you to wear name tags at each class in order for me to identify each of you. At the end of this session, I will organize the class into small groups for working together on a group class presentation assignment.
Class #2 16-July 1:30-4:00 pm	The Nature of Public Administration and its Political-Legal Environment <i>Text References:</i> Starling, Chapters 1 and 2; Newell, Chapters 1 and 8
Class #3 17-July 8:00-11:30 am	Intergovernmental Relations, Administrative Responsibilities & Ethics <i>Text References:</i> Starling, Chapters 3 and 4; Newell, Chapter 7
Class #4 18-July 1:30-4:00 pm	Planning & Decision Making <i>Text References:</i> Starling, Chapters 5 and 6; Newell, Chapter 4
Class #5 19-July 8:00-11:30 am	Organizing, Leading and Implementation <i>Text References:</i> Starling, Chapters 7, 8 and 9; Newell, Chapters 2, 3 and 6
Class #6 21-July 1:30-4:00 pm	Human Resources Management <i>Text References:</i> Starling, Chapter 10; Newell Chapter 5 <i>Give instructor email notice of a current China public policy topic you've selected for your class presentation</i> Begin student group presentations of case studies selected from the texts
Class #7 22-July 8:00-11:30 am	Financial Management <i>Text References:</i> Starling, Chapter 11, Newell, Chapter 5 Continue Group Class Presentations
Class #8 23-July 1:30-4:00 pm	Information Management <i>Text References:</i> Starling, Chapter 12; Newell, Chapter 5 <i>End Group Class Presentations</i>
Class #9 24-July 8:00-11:30 am	Begin class presentations of a China Public Policy Topic
Class #10 25-July 1:30-4:00 pm	Continue class presentations of a China Public Policy Topic