Transportation Management

Introduction

Socially, politically and economically, transportation is important throughout the world. Transportation is a major employer of people in virtually every country. The largest employer in India is the Indian Railroad. In the United States, about 13% of the gross national product (GDP) is transportation-related. In transportation, we make long-term infrastructure decisions. We build facilities such as railroads and highways. These facilities are expensive and long lasting. They have a tremendous impact on everyone. Transportation has impacts on those who use transportation systems, those who are employed in transportation, and even those who do not use the systems nor are employed in the transportation sectors. For example, urban population is affected by air quality degradation caused by motors vehicles. Transportation can be a major public policy lever. The public sector often make important public policy decisions through transportation investments.

The Department of Public Administration and Urban Studies at Georgia State University offers a course on transportation management as part of the curriculum in transportation and aviation. The purpose of the course is to introduce students to different aspects of transportation management, operations, planning and policy. The course consists of the following parts: 1) The Role and Importance of Transportation; 2) Overview of Carrier Operations; 3) Carrier Management; 4) Technology and Strategies. Instructional material will include handouts by the instructor and material on the Internet. Guest speakers will be invited to discuss issues related to transportation management.

Please click here to proceed to the class web site. To access the class web site, you must have a User ID and password. If you do not have them, please contact Dr. Ghobrial.

Transportation Management

Spring 2003 - PAUS 4501 & PAUS 8611

Instructor: Dr. Atef Ghobrial

Office: 1271 Urban Life Building

Class Meetings: Wednesdays 7:15 p.m.

Classroom: 233 Aderhold Learning Center
Course Activities & Syllabus


**Course Website:** The instructor will develop a controlled website for the course. Instructions will be given to students on how to log on.

**Reading Material:** The instructor will post handouts to the course website and provides many URLs for useful transportation-related sites.

**Transportation Websites (Links):** The course material will be supplemented with material available on the Internet. These will include websites of transportation organizations such as the US-DOT, the Transportation Research Board, NTSB, etc. They will also include references to individual carrier websites.

**Study Guide:** The instructor will develop a study guide that outlines the weekly class activities including material covered, required readings, review questions, any assignments, etc. The study guide will be available in the course website.

**Invited Speakers and Field Visits:** The instructor will arrange for two or three guest speakers from different transportation modes to share with students their experiences in transportation. One or two field trips may be taken in addition to the course schedule. The trips may include the Transportation Management Center (TMC) that monitors and manage traffic in Metro Atlanta and surrounding counties.

**On-Line Instruction:** Depending upon the progress of the course, the instructor will offer on-line instruction up to three (3) sessions. The classes will not meet during these sessions, but complete material will be posted on the course website.

**Course Structure:**

*The course material will consist of two parts:*

1. **Textbook Material:** These are mostly "qualitative" material and will be assigned as readings. An overview of the material will be posted on the Internet along with review questions.
2. **Material to be covered by the instructor in the class:** These are supplemental material that are not included in the book. The purpose is to introduce students to technical and quantitative material, as well as other subjects of importance to students studying transportation.

**A. Reading Material from the Textbook:**

<table>
<thead>
<tr>
<th>Week 1: January 8</th>
<th>Introduction to the course</th>
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<tbody>
<tr>
<td></td>
<td>Overview of the course</td>
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<tr>
<td></td>
<td>Syllabus</td>
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<td>Course requirements</td>
</tr>
</tbody>
</table>
| Week 2: January 15 | Topics: Transportation, the Supply Chain, and the Economy  
|                   | Assignments: Coyle: Chapter 1: pp. 1-25 |
| Week 3 January 22 | Topics: Transportation, the Supply Chain, and the Economy  
|                   | Assignments: Coyle: Chapter 1: pp. 26-50 |
| Week 4 January 29 | Topics: Transportation Regulation and Public Policy  
|                   | Assignments: Coyle: Chapter 2: pp. 51-73 |
| Week 5 February 5 | Topics: Transportation Regulation and Public Policy  
|                   | Assignments: Coyle: Chapter 2: pp. 74-91 |
| Week 6 February 12| Topics: Motor Carriers  
|                   | Assignments: Coyle: Chapter 3 |
| Week 7 February 19| Topics: Railroads  
|                   | Assignments: Coyle: Chapter 4 |
| Week 8 February 26| Topics: Domestic Water Transportation  
|                   | Assignments: Coyle: Chapter 5 |
| March 3-7 Spring Break | No Class Meeting |
| Week 9 March 12 | Topics: Air Carriers  
|                   | Assignments: Coyle: Chapter 6 |
| Week 10 March 19 | Topics: Intermodal and Special Carriers  
|                   | Assignments: Coyle: Chapter 8 |
A. Additional material to be covered by the instructor

1. Characteristics of Transportation Systems  
2. Economic Characteristics of Transportation Carriers  
3. Characteristics of Transportation Users  
4. Transportation Forecasting  
5. System Analysis in Transportation  
6. Optimization in Transportation  
7. Intelligent Transportation Systems  
8. Urban Transportation Planning  

Course Requirements/Grading

Undergraduate Students

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>January 29</td>
<td>15%</td>
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<tr>
<td>Quiz 2</td>
<td>February 26</td>
<td>15%</td>
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<tr>
<td>Quiz 3</td>
<td>March 26</td>
<td>20%</td>
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<tr>
<td>Quiz 4</td>
<td>April 16</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>April 30</td>
<td>30%</td>
</tr>
</tbody>
</table>
Course Requirements/Grading

Graduate Students

Attendance and Participation Policy

- Students are encouraged to participate in the class. The first 15-20 minutes of each class period will be devoted to answering questions and sharing information from newsletters, publications, and the Internet.

- If a student cannot attend the class, it is his/her responsibility to obtain the materials discussed in the class. The topics covered will be included in the Study Guide in the course website.

- On a date after the mid-point of the course, students who are on class rolls but no longer taking the class will receive WF grade.

THIS STATEMENT IS PART OF THE SYLLABUS OF THIS COURSE

PLAGIARISM OR CHEATING

Plagiarism is the act of stealing and passing off as one's own ideas or words of another. Cheating is violating rules dishonestly, a student who cheats or plagiarizes another's work, purchase papers, or presents previous work as this quarter's assignments, faces disciplinary action. Plagiarism or cheating results in an "F" for the course, and may result in suspension of expulsion from the college. You must communicate accurately material that is directly quoted, paraphrased, or your own. If you are not sure understand exactly what constitutes plagiarism, ask-- because your responsible for understanding.

Study Guide

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 8</td>
<td>Overview of the course</td>
</tr>
<tr>
<td>January 15</td>
<td>Chapter 1: Transportation, The Supply Chain and The Economy (Part I)</td>
</tr>
<tr>
<td>January 22</td>
<td>Chapter 1: Transportation, The Supply Chain and The Economy (Part II)</td>
</tr>
<tr>
<td>January 29</td>
<td>Cost Structure of Transportation Carriers</td>
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<td></td>
<td>On-line Session:</td>
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<tr>
<td></td>
<td>Chapter 2: Transportation Regulation and Public Policy (Part I)</td>
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<tr>
<td></td>
<td>Quiz 1: Will be discussed on February 5, and is due February 12.</td>
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<tr>
<td>February 5</td>
<td>Chapter 2: Transportation Regulation and Public Policy (Part II)</td>
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<tr>
<td></td>
<td>Characteristics of Transportation Carriers</td>
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<tr>
<td>February 12</td>
<td>Chapter 3: Motor Carriers</td>
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<td></td>
<td>Characteristics of Users-- Mathematics of Transportation Management</td>
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<tr>
<td>February 19</td>
<td>Chapter 4: Railroads</td>
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<td></td>
<td>Transportation Demand Analysis -- Forecasting</td>
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<tr>
<td>February 26</td>
<td>Chapter 5: Domestic Water Transportation</td>
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<tr>
<td></td>
<td>Forecasting -- Using Excel</td>
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<tr>
<td>March 5</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
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<td>------------</td>
<td>------------------------------------------------------------------------</td>
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</tbody>
</table>
| March 12   | **Chapter 6:** Air Carriers   
|            | System Analysis in Transportation                                      |
| March 19   | **Chapter 8:** Intermodal & Special Carriers   
|            | Resource Allocation in Transportation: The Transportation Problem       |
| March 26   | **Chapter 9:** International Transportation   
|            | Distribution of CDs containing reading material on transportation      |
| April 2    | Review of Resource Allocation, Quiz 3 and Mathematical Problems in Transportation |
| April 9    | Intelligent Transportation Systems (ITS)                               |
| April 16   | Transportation Safety                                                  |
| April 23   | Ports Operations & Review Session                                      |
| April 30   | Final Examination                                                      |
PAUS 3211
THE CAREER DEVELOPMENT PROCESS
Fall, 2004
Mondays, 4:30 – 7:00 PM
224 Aderhold
Bill Kahnweiler, Facilitator

COMMUNICATION

Call 404/651-1915, e-mail wkahnweiler@gsu.edu, or see me in class to schedule an appointment or communicate with me outside of class. I am usually able to respond within one day.

CATALOG DESCRIPTION

This course uses a highly participative, student-centered learning format. Students will learn about a variety of ways to align the career aspirations of employees with the goals of organizations. Major career development system components will be examined, including: targeted selection, job enrichment, fast-tracking, core competency assessments, work-family programs, diversity initiatives, management development, performance planning, mentoring, and succession planning. Career planning and development issues that impact people during different life stages will be addressed. Methods of influencing organizational decision makers to adopt effective career development interventions will be studied. Students will also examine their personal and professional goals, preferences, interests, skills, and values in order to formulate concrete action plans.

GENERAL COURSE GOALS

Upon completion of this course, students will be able to understand:

• how individual and organizational goals can be aligned.

• key career development issues individuals face across the life span.

• how various components of career development systems can be designed for the mutual benefit of people and organizations.

• the nature and scope of changes in the workplace and how they impact people and their career goals.

• how to formulate realistic and helpful plans for their own career development.
SPECIFIC LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. examine how various career development programs, interventions, and strategies can be beneficial to both individuals and organizations.

2. analyze how individual and organizational goals can be aligned through the effective design and implementation of one or more career development practices.

3. identify and distinguish among key career development issues and challenges people face across major lifespan stages.

4. explain how key family, educational, and work experiences have shaped their career-related values and future aspirations.

5. identify and describe major issues and trends in the workplace and evaluate how these affect individual and organizational goals.

6. assess their own strengths, skills, interests, values, and motivations and formulate realistic career action plans based on these self-assessments.

7. identify a career development practice of particular interest, and then collect current information about its effective application in the work setting.

8. organize, prepare, and deliver a coherent oral summary of the effective application of a career development intervention.

9. display willingness to give and receive feedback to/from the instructor and other students in a helpful manner.

10. express their thoughts, opinions, ideas, facts, and insights clearly and thoughtfully in both oral and written formats.

In order to achieve these goals and outcomes, students will be expected to demonstrate the following competencies:

--thoughtful analysis and interpretation of issues and trends in the work place.

--effective written and oral communication skills.
--identifying and using information and other resources proactively to assist in developing their careers.

--willingness to be introspective and apply learnings to one's own aspirations and goals.

**COURSE MATERIALS**


Articles on the course WebCt page, handouts, and other materials will also be used.

**COURSE OVERVIEW**

This is a required core course within the Human Resources Policy and Development major. It pertains to a primary area of the Human Resources field and covers functions and activities performed by many HR professionals. Because it focuses on career development, choice, and satisfaction, it is an appropriate elective for other majors.

For our purposes, career development will be defined as follows:

*The lifelong series of activities that contribute to a person’s career exploration, establishment, success, and fulfillment. When applied within work settings, career development interventions are designed for the mutual benefit of individuals and the organization.*

The course will consider the challenges of linking the needs of organizations (e.g., maximization of resources, efficiency, service excellence) and people employed by them (e.g., job satisfaction, growth, challenge, future opportunities). Students will be encouraged to view current issues and trends in organizational life from this dual perspective. Professionals in the growing and exciting field of Human Resources in general and career development in particular must be able to cross-disciplinary boundaries with confidence and competence. They must understand how changes in society affect organizations and the groups and individuals within them. Thus, students will be expected to draw upon knowledge acquired from multiple disciplines.

**ASSUMPTIONS**

The ways I design and conduct classes at Georgia State reflect a number of assumptions/biases I have about teaching, learning, and human behavior. One of them is that I am not aware of all the assumptions and biases I carry around. Another is that you should be aware of the ones that I know about which may be relevant to you as a student in this class. These are:
• You are adults. That means, among other things, that you are responsible for your own learning. I am responsible for creating a climate that is conducive to this.

• People, including adults, learn most effectively in different ways. This requires that the instructor (I prefer the term "learning climate creator" or "facilitator" but will use "instructor" throughout this syllabus) should provide a variety of learning methods.

• Adults can function effectively as both learners and instructors.

• Most real, durable learning is accomplished by self-motivated people, i.e., those who want to learn. Instructors are accountable for helping people stimulate and satisfy human beings’ natural desire to learn; instructors cannot motivate students, per se.

• Valuable learning and growth carry price tags—among them are some discomfort, ambiguity, and confusion as well as excitement.

• In most learning situations, people get what they deserve and deserve what they get.

• Adults will go to extraordinary lengths to accomplish learning objectives if those objectives are relevant and meaningful to them.

• Adults will sometimes act like children. At times, some university-level instructors reinforce this. They can even model it.

This listing is by no means exhaustive (this is a fact, not an assumption). However, it hopefully gives you a general sense of "where I am coming from." More detailed expectations appear later in this syllabus.

GENERAL EXPECTATIONS

I will need to draw upon the collective wisdom, ideas, and experiences of all of us to meet the objectives of the course. This includes those of you who have had limited or no exposure to the field of Human Resources and/or career development. The "I do not have an idea since I have no HR experience" is, to me, an excuse rather than a plausible explanation for not participating in the teaching and learning process. Every one of us can be instructors and learners in this course.

I thus expect high levels of involvement and commitment both in and out of the classroom. This translates into active participation in class discussions and activities, being well prepared for each class, completing assignments on time and in a thoughtful manner, and a willingness to learn from each other. Effective HR practice incorporates few absolute truths. However, I am absolutely certain and can guarantee that what you gain from this course will be directly
proportional to what you put into it.

I believe I have high standards. Most students I have worked with share that belief. I try to execute those standards in a caring manner. The quality of your education is of utmost importance to me and I do what I can to contribute to it. My expecting top quality work is congruent with the belief that you are capable of delivering it. I would hope your expectations of me would also be high.

Aligned with this philosophy is my intent to provide timely, relevant, and useful feedback on your performance. If you think you are not receiving this, ask for it. I would appreciate ongoing feedback from you so that I can consider doing something differently that might be more helpful to you before the course is over.

I have over 30 years in the HR business--as a training and development manager for a Fortune 50 corporation, as a consultant in a large, international management consulting firm, and as an entrepreneur running my own business. By all means, exploit whatever I might have learned from those labors (even if it is in hindsight!) to amplify your own education. I urge students to inquire about current research conducted by others and me. At the same time, do not assume the instructor is the sole or even primary source of knowledge in the room.

Some students seem to have a difficult time with this notion of dual roles so I will repeat it: I expect all of us (myself included) to assume responsibility for instructing and learning. To facilitate this, I expect us to be open to diverse viewpoints and convey mutual respect to those who hold positions contrary to our own. People will learn quickly to withdraw or attack if the outcome of being authentic is some form of punishment or critical judgment on a personal level. A university classroom ought to be a place where frank and open exchanges are the norm. This has been the customary climate in my other classes. However, if for any reason you feel reticent to be honest in this class, please bring it to my attention. I would want to do something about that immediately.

In light of one of the above assumptions about adult learning, I will use a variety of methods in the course. These include participative discussions, role-plays, demonstrations, personal reflections, simulations, field interviews, library research, and student presentations. Lectures, if given at all, will be relatively brief. I guess that reflects another assumption of mine--i.e., adults generally do not absorb nor retain material when they assume a passive learning role.

I expect you to actively participate in this course, which means much more than showing up to class. A high degree of quality interaction between students and the instructor and among students will result in more effective learning and a more exciting, dynamic classroom environment for all of us. I will do all I can to contribute to your involvement and success in this course, but I cannot do this alone. I am asking you to meet me half way. Making thoughtful inquiries, disagreeing with each other constructively, and being open to diverse viewpoints will be encouraged. If you expect this course to be one in which you can learn passively and simply regurgitate back to me what you have heard and read, then you will either
be disappointed, frustrated, angry, or all three.

As "customers" of education, you have every right to have certain expectations of me. First and foremost, I have a strong commitment to create a climate that fosters your achieving the objectives of the course. You are ultimately responsible for the achieving piece. I am responsible for helping you get there. You can also expect me to listen to your ideas, concerns, and questions and to respond thoughtfully. I also strongly believe there should be no surprises come final grade time, so you should expect ongoing feedback on your performance and counsel, if appropriate, on ways to improve it. I am keenly interested in your success and wish to demonstrate this through my actions.

**DEDeliverables**

*Autobiography*—Reflection on one's experience can be a useful learning vehicle, particularly when those reflections are recorded in a semi-structured way. This paper will concentrate on 3 areas of your life that have influenced your current career/life goals. These are: 1) Family Experiences, 2) Educational Experiences, and 3) Work Experiences.

Try to go beyond merely reporting activities or facts in each section. That is, analyze themes and uncover deeper meanings you have taken from your experiences. It might help to think about a special person or event that impacted your life in each section. Discuss how your experiences with family, school, and work have affected you both in the past and to the present day and how they may influence your future professional and/or personal life.

Your facilitator will be the only person who reads this paper. It should be typed in 12-point font, double-spaced, and be between 3-5 pages.

*Issues and Trends Research*—Each student will investigate a career development issue that has both current and future significance to the HR profession and to themselves. The possible topics are limited only by your imagination. You may wish to focus on a particular issue (e.g., retaining productive employees, capitalizing on diversity, motivating knowledge workers, the changing role of management, leading people to lead themselves), population segments (e.g., women, minorities, immigrants, blue collar workers, the unemployed, the under-employed, the "chronologically gifted"), a societal trend and its impact on careers (e.g., tele-commuting, job sharing, intrapreneurship), or some combination of these or other areas. The one requirement I ask is that your topic has something to do with career development, broadly defined per the above conceptualization.

It is strongly suggested that you begin formulating your proposed topic immediately. I will help you narrow down or broaden your topic if necessary.

You will give an oral presentation on your research. No set format is required, but the
presentation is required to include the following:

1. a thorough analysis of the issue based on relevant literature
2. examples of the issue or trend’s application in one or more workplaces
3. the major findings obtained from an interview you conduct with at least one person who has dealt with your chosen issue/trend (e.g., an HR professional, a career development professional, a manager).

This presentation will be given in the form of an executive summary. This means you need to hit the major points (#’s 1, 2, and 3 above) persuasively and convincingly in a 5-minute span. For most of us, this will require considerable preparation and practice before you give your presentation.

**Organizational Career Development Intervention Summary (optional—for extra credit only)**—This assignment will give you the chance to explore one type of intervention used in organizations to align individual and organizational needs that interests you. A list of possible topics appears at the end of this syllabus, though you are by no means limited to studying one of these. Allow your interests to guide your decision. Based on your research, write a brief (no more than 3 typed double-spaced pages using 12-point font, excluding references) overview of the intervention, including the following:

- Purpose of the intervention
- Purported benefits to the organization (i.e., management)
- Purported benefits to individuals (i.e., employees)
- The major elements of the intervention
- Considerations/do’s and don’ts in designing and implementing the intervention
- An example of how the intervention has been applied successfully

Include a reference list at the end of the paper. Make copies of your paper and distribute to class members during the class this assignment is due.

*Note: For the deliverable above, use in-text citations as well as a listing of references at the end of the paper. This will allow the reader to see exactly where in your papers you relied on each reference as well as assuring you have given appropriate recognition to others’ work in your work.*

**Career Profile**--This assignment will be due towards the end of the course. Because it contains multiple sections, students are strongly encouraged to work on this throughout the semester (unless you are one who loves the thrill of trying to meet a deadline at the last minute).

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1 Contact La Loria Konata (404/651-3726 or llkonata@gsu.edu), the Andrew Young School of Policy Studies’ Library Liaison, for assistance in locating relevant literature. See me after consulting with La Loria if you need more assistance.
This profile will contain the following elements:

* Major Interests
* Major Skills
* Key Accomplishments (try to avoid being both bashful and arrogant)
* Motivators (things that turn you on, bring out the best in you, etc.)
* "Must haves" (imperatives) and "wants" (ideals) in a job
* Preferred decision making style(s) and their advantages and shortcomings for you
* Short (up to 2 years) and long-range (3-5 years) aspirations
* Preferred work environment
* Reasons for being in school
* Current resume (2 pages maximum)
* Resources used (see below for details)

In addition, provide the following:

1) An action plan that addresses how you intend to achieve your short and long-term aspirations. This should be a very concrete, specific description of actions you will take, when you will take them, and how you will measure your progress towards your goals. In addition, state the forms of resistance or obstacles within yourself (for example, fear, procrastination, denial, lack of motivation to change longstanding habits) that may emerge when trying to implement your action plan and a) how you intend to be aware of your resistance, and b) what, if anything, you intend to do about it.

2) A description of the resources you used to create your profile. All of the following are required, though you may use others if you wish:

- An informational interview with a person who is in a career, job, and/or organization to which you aspire. Include about a half page, typed double-spaced summary of your findings from this interview. See the text for assistance in conducting these. Don’t forget to write a thank you note.

- Exercises, tools, and guides found in the text (inform the reader which ones you used and where in your profile they were used).

- Information gleaned from a visit to GSU’s Career Services office (2nd floor, University Center) or their web site. If you elect to visit the office in person (which will likely be more informative and helpful compared to a web site visit), plan ahead to make an appointment ahead of time. Students who “drop by” are sometimes difficult to accommodate. Include about a one page, typed double-spaced summary of what you learned from this visit.

While I don't want to be overly rigid concerning length, this profile should be no more than about 6 to 8 typed (12-point font) double-spaced pages (excluding the resume and write up of
the resource descriptions). Use any format that makes sense for you (e.g., narrative, bullets\textsuperscript{2}, graphics that supplement text, other) as long as you cover the above elements. You will present an overview of your profile in small groups and receive feedback from your peers.

EVALUATION

I cannot offer you complete objectivity in my evaluations. If anyone has any clues as to how one human being can evaluate another’s performance in a totally objective fashion, please let me know. My intent is to always be fair. You may or may not agree with my assessments. My aim is mutual understanding of these judgments.

PLEASE DOUBLE-SPACE ALL WRITTEN WORK. It will be evaluated on style and substance. Awkward phrasing, poor grammar, spelling errors, misused words, and the like detract from your impact and will affect grades. Lucid, organized expression is expected. Most of us mere mortals need to re-write the first re-write at minimum, i.e., 2 re-writes of a draft. Oral presentations are evaluated on the same criteria. Enthusiasm, poise, and ability to engage your audience are additional yardsticks used to evaluate presentations. Refer to the handouts on the dimensions and criteria I use for grading. Ask me questions if need be.

The final grade is determined by the weighted average of grades on the following:

1. Autobiography = 20%

2. Issues and Trends Research Presentation = 20%

3. Organizational Career Development Intervention Summary = 10% (optional—for extra credit only)

4. Career Profile (oral not graded) = 30%

5. Participation/Involvement = 30%

The relative weights are intended to convey that all deliverables and your participation/involvement are important in determining your final grade for the course. Letting any one of them “slide” will affect your overall evaluation and final grade. The math works out that way.

Since this course is highly participative, your being late or absent diminishes learning opportunities for everyone else. Thus, attendance is expected for every class session except when a student is ill. Being late to class an excessive number of times is not acceptable and

\textsuperscript{2} One potential risk of using only or mostly bullets on this paper is that I may judge your work to be less than “excellent” on one or more dimensions that comprise the “substance” portion of your grade.
disrupts the rest of us. Records of attendance and tardiness will be kept and will affect grades.

**TENTATIVE SCHEDULE** (subject to change)

**August 23**
Introductions/Housekeeping/Expectations/Overview
Read “Professor-Student Relationships: Nurturing Autonomy and Dependency” for next class

**August 30**
Discuss article on professor-student relationships
Definitions
Text Discussion (Chapters 1 and 4)→Differences Between Traditional And Bolles’ Systems, Why The Odds Are Against You And What You Can Do About It
Career Development Systems

**September 6**
No class

**September 13**
Alignment of Individual and Organizational Goals
Text Discussion (Chapters 2 and 3)→Using The Internet: Possibilities And Limitations
Autobiographies Due

**September 20**
Review of Career Development System Components (Orientation, Targeted Selection, RJP’s)

**September 27**
Fundamentals of Career Planning (Handout)
Early Career Issues
Text Discussion (Chapters 5 and 7)→The Essence Of Bolles’ System, Your Ideal Job, Uses And Abuses Of Assessment Instruments, Helpful And Not So Helpful Sources Of Career Information

**October 4**
Review of Career Development System Components (continued—Fast Tracking, Core Competency Assessments, Mentoring)
Mid Career Issues
New Perspectives on Career Development (Read “Career Planning During Turbulent Times” located on the course WebCt page)

**October 11**
The Changing Nature of Work
Text Discussion (Chapters 6 and 8)→Skills, Me, Inc., Changing Job Structures
October 18
How Organizations Are Changing and the Impact on People
Text Discussion (Chapter 9) → Networking, Informational Interviewing, Plan B, Finding A Place That Wants You And Doesn’t Know You (Yet)
Mid-term Temperature Taking
Schedule presentations

October 25
Issues and Trends Presentations Due

November 1
Issues and Trends Presentations Due

November 8
Organizational CD Intervention Summaries Due (optional)
Review of Career Development System Components (continued—Work-Family/Work-Life)
Late Career Issues
Text Discussion (Chapters 10 & 11) → Interviewing Tips, Different Kinds of Interviews And How To Approach Them

November 15
Job Campaign Skills
Text Discussion (Chapter 12) → Show Me The Bucks
Review of Career Development System Components (continued—Succession Planning, Performance Planning, Management Development)

November 22
Assistance with Career Profiles
Text Discussion (Epilogue) → Making A Life, Not Just A Living

November 29
Career Profiles Due³
Career Profile Discussions and Feedback

December 6
My Future—Work and Non-Work
Loose Ends
Wrap-up
Evaluations

³ For those wishing to receive their papers back with feedback, bring a stamped self-addressed envelope to class this day. I do not penalize students who choose to not receive feedback from me. Click on the “Career Profile Assignment” link on the course WebCt page for details.
ADDITIONAL CONSIDERATIONS

In planning my own career (9 jobs and 4 occupations in 33 years) and assisting others with theirs, I have learned that it can be an exhilarating and painful process. In retrospect, much of what has made it worthwhile for me and others are: a willingness to work hard, having some tolerance for ambiguity, possessing the courage to learn about and be oneself, trying to be as mature as 1/2 one’s chronological age, and maintaining a sense of humor. It also seems important to ask for help and accept any annoyances or anxieties as they arise rather than deny, intellectualize, or minimize their existence. I learned, and continue to learn, all these things in real hard ways. Perhaps you can learn from some of my past mistakes. Learn from your own as well.

PAUS Department Computer Policy
The following computer policy is now in effect for PAUS. Our department policy is similar to the one that is now in effect for the entire university.

- All students in the Department of Public Administration and Urban Studies must have access to a computer, and any course offered by the department may require computer-based work.

- Student computers must provide access to at least one e-mail account and the World Wide Web.

- Students are also required to have access to Microsoft Office (including Word, Excel, and PowerPoint) and a current version of the Microsoft Explorer Browser. The Netscape browser is acceptable if it is configured to allow online access to Word and PowerPoint files.

- We encourage students to have access to their own computers at home or at work, but the university does have computers available in GSU open-access labs.
Academic Integrity

I will not tolerate academic dishonesty, including but not limited to cheating and plagiarism. If you are unsure about what does and does not constitute plagiarism and other forms of academic dishonesty, carefully read the pertinent portions of GSU Student Handbook and/or GSU Graduate or Undergraduate catalog (both are available on the web) as well as consult with me for guidance. You are ultimately responsible for understanding what plagiarism is and avoiding engaging in it.

The following is from a portion of the GSU Student Handbook:

Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the summarizing of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

Plagiarism and other forms of academic dishonesty will result in an “F” on the assignment in question. Per university, college, and department policies, students found guilty of academic dishonesty can also receive an “F” for the entire course as well as be suspended or expelled from Georgia State University.

Sampling of Organizational Career Development Interventions

- Selection tools (e.g., behavioral interviewing, assessment centers)
- Job enrichment
- Fast tracking
- Succession planning
- Core competency assessments
- Work-family initiatives
- Affirmative action

Note that this is merely a sample of possible interventions to investigate. The list is by no means exhaustive.
- Management development
- Leadership development
- Mentoring programs (and/or informal mentoring approaches)
- Valuing diversity efforts
- Performance planning/management
- Individualized development plans
- Job rotation
- Cross-training
- Self-directed teams
- International assignments
- Orientation/acculturation programs
- External training and education programs
- Coaching
Contemporary Planning: PAUS 3411 (Undergraduate level)
Fall, 2003
(Computer # 82923)
Dr. Amy Helling
Department of Public Administration and Urban Studies
Georgia State University

Class meetings: Classes will meet Monday afternoons from 4:30 p.m. to 7:00 p.m. in Room 231 of the Aderholt Learning Center.

Contacting Dr. Helling: My office is in Room 1274, (Tel. 404-651-3352) in the Urban Life building. I will have office hours on Mondays and Thursdays from 1:00 to 4:15 p.m. as well as by appointment. When possible, I prefer that you contact me by e-mail rather than telephone. My e-mail address is ahelling@gsu.edu. I may contact the class or individuals by GSU e-mail, so if you don’t plan to check it frequently, be sure you forward it an address you will check.

Class Webpage: Make a practice of checking our class website at http://webct.gsu.edu. Only students registered for this class may use this website.

Required readings:

Levy, John M. 2003. Contemporary Urban Planning. 6th ed. New York: Prentice Hall. (There are older editions of this book available, however, you will be responsible for the content of this edition.)

The other required readings are on electronic reserve. The method for obtaining these readings will be explained in class. Electronic reserve readings not listed on this syllabus are optional.

Course objectives:

1. Acquaint students generally with the history of urban planning in the United States and the legal and administrative context in which planning takes place.

2. Provide an overview and assessment of important issues and common techniques used in land use planning, growth management, environmental planning, transportation planning, and economic development planning.

3. Describe several models of planning processes, and consider their appropriateness.

4. Consider citizen involvement in planning, career options, the benefits of knowing something about planning for those who will not pursue it as a career, and planning ethics.

5. Discuss examples of recent planning practice and local and regional events that relate to class topics.

Evaluating Students' Progress: I will determine students' grades in the course as follows:
1. Attendance, promptness and class participation: 10%

2. In-class exam in the sixth week: 20%

3. In-class exam in the eleventh week: 20%

4. Class presentation on a planning topic: 20%

5. Memo reporting on attendance at a planning meeting: 10%

6. Final exam: 20%

Class Presentation

Each student will make a class presentation, signing up for a particular class period in advance. The presentations will begin in Week 3, and continue through the end of the semester. Students should select a topic of current interest to planners either locally or nationally (suggestions are listed at the end of this syllabus), which can be covered in a presentation lasting approximately 10 minutes. At the beginning of the presentation, each student should distribute a one-page handout to the entire class which lays out the following: presenter’s name, topic of presentation, outline of main points, and sources consulted. See the final page of this syllabus for advice on avoiding plagiarism and citing sources properly. I will consider the following factors in grading the presentations:

1. Is the topic clearly defined and important to planners?

2. Is the presenter well prepared, and is their presentation clear and professional? (Many presentations are improved by incorporating pertinent maps, charts, tables and pictures. These can be displayed using the overhead projector or Power Point software on the instructor's computer.)

3. Does the presentation give current, complete and accurate information about the topic it addresses? (Take care to present more than one perspective on the issue. Do not rely on unsubstantiated opinion or biased sources, such as publications or websites representing the views of special interests.)

4. Have a good number and variety of sources been consulted, and are they properly cited? (Cite all sources you use to prepare your presentation. Use the citations in this syllabus as a model. You must use at least five books, articles from scholarly journals, published agency reports or interviews with experts. Also cite any websites, newspaper and magazine sources you use, but these do not count toward the five-source minimum.)

5. Did other students in the class learn something new from this presentation?

Memo on a Planning Meeting
Each student must attend one public meeting related to planning during the quarter. (Students can earn extra credit by posting information on meetings that may be suitable for their classmates to attend under the “meetings” discussion topic on our class website.) After attending the meeting, the student should write a memo of at least 800 words, summarizing who met, when and where, what happened at this meeting, and how it relates to what we have been studying. Turn in this memo no later than our last class on December 8. I expect these memos to be clearly written, without errors in grammar or spelling. Meetings that would be suitable include those of City of Atlanta Neighborhood Planning Units, the Atlanta Regional Commission, local planning commissions, public hearings or public information meetings on transportation, sewage treatment, water quality or other capital improvement plans and many others. Please check with me if you are in doubt about whether the meeting you plan to attend will be appropriate. I strongly encourage you to attend a meeting in which you have a personal interest. Don’t postpone this until late in the semester, when you may have a hard time finding a meeting you can attend.

**Attendance and Preparation for Class**

Students who attend class regularly, who are present for the entire class period, and who participate in class discussions and exercises can expect to learn more, and to help other students learn more, as well as making class more enjoyable for all of us. In order to encourage this, I will take roll regularly, and will require students arriving late or leaving early to sign in or out. Missing all or part of a class will lower the attendance portion of a student’s grade. It is also important to come to class having completed the assigned readings, in order to be prepared to understand points made in lecture and discussion, and to participate fully in in-class exercises.

**Penalty for Late Work**

Examinations, class presentations and classwork should be completed on the dates scheduled, and it is the student’s responsibility to know those dates. If you have any question about when examinations are scheduled or work is due, ask or e-mail me. I will only accept late work (including make-up exams and rescheduled class presentations) without penalty if there is an important reason and the student contacts me ahead of time to discuss how to reschedule. In all other cases the grade will be reduced for lateness. Some assignments, particularly near the end of the semester, do not lend themselves to rescheduling and must be received on time receive any credit. See me if you have questions.

**Final Exam**

The final examination for this course will be given in our classroom, at 5:00 p.m. on Monday, December 15.
Course Schedule

Week 1: Introduction, discussion of course outline, definition of planning.

Readings:


Week 2: NO CLASS. Labor Day.

Week 3: The history of planning. Class presentations begin.

Readings (by class time Monday):


Week 4: Planning theory: the rational paradigm and criticisms of it, advocacy planning. Class presentations continue.

Readings (by class time Monday):


Week 5: Planning theory continued: strategic planning, collaborative planning. Class presentations continue.

Readings (by class time Monday):


Week 6: No class presentations. In-class exam.

Readings (by class time Monday):

None.

Week 7: Ethics and values and the political context of planning. Class presentations continue.

Readings (by class time Monday):


Week 8: Urban redevelopment. Aesthetics and historic preservation. Class presentations continue.

Readings (by class time Monday):


Week 9: Comprehensive and land use planning. Class presentations continue.

Readings (by class time Monday):


Week 10: Comprehensive and land use planning continued. Planning in Georgia. Smart growth. Class presentations continue.

Readings (by class time Monday):


Week 11: No presentations. In-class exam.

Readings (by class time Monday):

None.


Readings (by class time Monday):


Levy, John M. 1997. Chapter 11: Capital facilities planning, Contemporary Urban Planning. 4th ed. New York: Prentice Hall. pp. 169-185. (Note: This has been eliminated from the latest edition of the text, but is available as part of our class electronic reserves.)

Week 13: No class.
Readings (by class time Monday):

None.

Week 14: Environmental planning. Class presentations continue.

Readings (by class time Monday):


Week 15: Transportation planning. Class presentations continue.

Readings (by class time Monday):


Week 16: Economic development planning, conclusion. Planning meeting memos due. Final student presentations.

Readings (by class time Monday):


Note: This course syllabus provides a general plan for the course; deviations may be necessary.
Possible presentation topics: (Note that these are just suggestions! Ask me whether your idea for a topic would be suitable.)

Weeks 3 and 4: Planning history.
- A famous person or event in planning history
- A historic plan and its modern results
- An important court case
- A planned community

Weeks 4 and 5: Planning theory.
- A strategic planning process you have been involved in
- The process used to develop a plan in the metropolitan region and how it matches theory
- Best practices for public involvement

Week 6: No class presentations. In-class exam.

Week 7: Ethics and values and the political context of planning.
- State or federal policy or legislation of interest to planners which is currently under consideration or has recently been passed
- An example of an adopted or proposed local or state code of ethics for public officials
- A real example of an ethical problem in planning

Week 8: Urban redevelopment. Aesthetics and historic preservation.
- Historic preservation planning
- Neo-traditional neighborhood design and the new urbanism in the Atlanta region
- Georgia State University campus planning
- Redevelopment and gentrification in Atlanta

Week 9: Comprehensive and land use planning.
- Population or enrollment forecasting
- Geographic information systems
- Regulating cell towers
- Regulating adult entertainment businesses

Week 10: Comprehensive and land use planning continued. Planning in Georgia. Smart growth.
- Planned unit development
- Tree preservation ordinances
- Methods of preserving open space
- Regulating factory farms
- The American Planning Association’s “Growing Smart” initiative

Week 11: No presentations. In-class exam.
Week 12: Growth management planning. Housing. Capital facilities planning.
    Initiatives in metropolitan fair housing planning (affordability, preventing racial
discrimination)
The Atlanta Housing Authority
    Community improvement districts
    Specific plans for siting schools, landfills, community facilities

Week 13: No class.

Week 14: Environmental planning.
    Flood plain management planning
    Coastal zone management planning
    Water supply planning for Georgia, Alabama and Florida
    Water quality planning in north Georgia
    Air quality planning
    Planning to support eco-tourism

Week 15: Transportation planning.
    The current regional transportation plan
    The history of some controversial transportation improvement or policy (Boston’s Big
    Dig, Atlanta’s Outer Perimeter or Ex-Presway, federal support for Amtrak, etc.)
    Planning at MARTA
    Airport planning
    Planning for pedestrians and/or bicyclists

Week 16: Economic development planning.
    The Atlanta Empowerment Zone’s role in economic development
    Georgia’s economic development planning
    Forecasts of future employment by occupation, and implications
    Examples of incentives used locally to attract new jobs or keep existing jobs
# PAUS 3411: Contemporary Planning  
**Dr. Helling**  
**Course schedule, Fall 2003**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Presentation topic</th>
<th>Student Name</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon., Aug. 25</td>
<td>Introduction.</td>
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<td>2</td>
<td>Mon., Sept. 1</td>
<td>NO CLASS. Labor Day.</td>
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<td>3</td>
<td>Mon., Sept. 8</td>
<td>History of urban planning</td>
<td>South Bronx Redevelopment</td>
<td>Joe Winter</td>
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<td>4</td>
<td>Mon., Sept. 15</td>
<td>Planning theory: the rational paradigm and criticisms of it, advocacy planning.</td>
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<td>Dominique Huff</td>
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<td>Stephanie Monson</td>
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<td>Carl Lerma</td>
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<td>5</td>
<td>Mon., Sept. 22</td>
<td>Planning theory continued: strategic planning, collaborative planning.</td>
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<td>Brian Wick</td>
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<td>6</td>
<td>Mon., Sept. 29</td>
<td>Exam.</td>
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<td>7</td>
<td>Mon., Oct. 6</td>
<td>Ethics and values and the political context of planning.</td>
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<td>Matt Williamson</td>
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<td>Michael Epstein</td>
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<td>Kim Vanderlinder</td>
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<td>Aesthetics and historic preservation: East Point/West End</td>
<td>Marquis Sterling</td>
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<td>Alex Kong</td>
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<td>9</td>
<td>Mon., Oct. 20</td>
<td>Comprehensive and land use planning.</td>
<td>Population</td>
<td>Fire Brown Gadsden</td>
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<td>Geographic Information Systems</td>
<td>James Day</td>
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<td>James Knowles</td>
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<td>10</td>
<td>Mon., Oct. 27</td>
<td>Comprehensive and land use planning continued. Planning in Georgia. Smart growth.</td>
<td>“Growing Smart”</td>
<td>Norman Darden</td>
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<td>Margot Byrd</td>
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<td>Sherry Samuells</td>
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<td>Vanessa Panos</td>
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<td>Corroll Driskell</td>
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<td>Date</td>
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<tr>
<td>Mon., Nov. 3</td>
<td>Exam</td>
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<td>Mon., Nov. 10</td>
<td>Growth management planning.</td>
<td>Housing. Capital facilities planning.</td>
<td>The Atlanta Housing Authority</td>
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<td>Maria Shim</td>
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<td>Jeri Cerere</td>
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<td>Douglas Shanahan</td>
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<td>Mon., Nov. 17</td>
<td>No class</td>
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<td>Mon., Nov. 24</td>
<td>Environmental planning</td>
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<td>Water Quality</td>
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<td>Sally Mason</td>
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<td>Water Supply</td>
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<td>Brent Winner</td>
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<td>Jason Crane</td>
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<td>Mon., Dec. 1</td>
<td>Transportation planning.</td>
<td>Traffic problems in Atlanta and other cities</td>
<td>Amit Gokhale</td>
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<td>Hartsfield’s New International Terminal</td>
<td>Paul Beresford</td>
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<td>William Jones</td>
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<td>Mon., Dec. 8</td>
<td>Economic development planning.</td>
<td>Conclusion.</td>
<td>Janine Grady-Askew</td>
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<td>The Atlanta Empowerment Zone</td>
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<td>Janine Grady-Askew</td>
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<tr>
<td>Mon., Dec. 15</td>
<td>Final exam, 5-7 p.m.</td>
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Policy on Joint Work and Citing Sources

Any student who is expected to do individual work and utilizes the work of others without explicit acknowledgment is guilty of plagiarism or unauthorized collaboration. The following, from the Georgia State 'Policy on Academic Honesty' defines plagiarism:

"Plagiarism is presenting another person's work as one's own. Furthermore, plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own....Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism...."

The policy also defines unauthorized collaboration:

"Submission for academic credit of a work product, or a part thereof, represented as being one's own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by an instructor is allowed."

The following rules guide this class:

1. All graded classwork is to be individual, independent, and not collaborative, unless I explicitly state otherwise. One student may not help another with an assignment or project unless I specifically permit collaboration. Likewise, students may not utilize materials from other students who have taken the course previously. However, students are always free to study together for tests, compare class notes, and share any material not specifically related to the class assignments or tests.

2. Always cite your sources, whether they are published or not. For example, unless the source is cited, it is plagiarism to use maps, tables, figures or text from an agency planning report, a brochure, a webpage, or a consultant's report. The primary purpose of a citation is to allow a reader to find the references you used, so that they can consult them too if they wish. Use this principle to help you prepare adequate citations to sources other than published books and articles.

3. For this class, if you use material from the internet, be sure you give the name of the site or its sponsoring organization, the complete webpage URL, the title of any document, dataset, map, or other resource you used from the site, and the date you accessed the site. Note however that website citations do not count toward the three-source minimum for your presentation. For example:

Planning Theory and Analysis: PAUS 4401 (Undergraduate level)
Spring, 2004
(Computer # 13832)
Dr. Amy Helling
Department of Public Administration and Urban Studies
Andrew Young School of Policy Studies
Georgia State University

Class meetings: Classes will meet Thursday evenings from 7:00 p.m. to 9:45 p.m. in Room 137 in Sparks Hall. Please do not bring any food or drink into the classroom.

Contacting the professor: My office is in Room 1274, (Tel. 404-651-3352) in the Urban Life building. I will have office hours on Tuesdays from 2:00 p.m. to 4:15 p.m., Thursdays from 2:00 p.m. to 6:45 p.m. and by appointment. One of the best ways to reach me is by e-mail: ahelling@gsu.edu.

Class webpage: Make a practice of checking our class website at http://webct.gsu.edu. Only students registered for our class can access the website.

Required readings:

The other required readings are on electronic reserve, with a link and password on our course webpage. I may add required readings over the course of the semester.

Students may wish to purchase supplementary books to help them use Microsoft Excel. This is optional.

Personal GSU Computer Accounts for Students
To log in to the classroom computers, as is required for this class, you must have a personal student e-mail and network account. Such an account is available to each student who has been admitted and is eligible to register for classes. Let me know if you have any problems.

Course objectives:
1. To use substantive planning theory and analytic methods to describe and analyze both existing conditions and alternative futures.

2. To practice basic quantitative planning methods using microcomputer spreadsheets and applied problems.
Planning Theory and Analysis, PAUS 4401  
Dr. Helling, Spring, 2004

3. To seek out information and resources relevant to planning and policy questions posed by class and class assignments, and use them appropriately.

4. To integrate substantive planning theory, measurement and analytic methods into assignments that would be suitable as professional products.

**Evaluating Students' Progress:** I will determine students' grades in the course as follows:

1. One group field work project and presentation: 12%

2. Eleven (of thirteen) in-class quizzes at 8% each: 88%

**Attendance and Quizzes**

Students who attend class regularly, and who are present for the entire class period, can expect to learn more, as well as making class more interesting for all of us. In order to encourage this, I will take roll regularly.

I will assess students’ progress with thirteen weekly quizzes. There will be no quiz during the first week of class, and no quiz the week that the group field work project is due. Only 11 of the quiz grades will count, so each student may drop two quiz grades during the semester. Quizzes will cover material from the assigned readings, lectures, and lab assignments.

A missed quiz will result in a grade of zero, unless I excuse the absence and the student completes a make-up quiz within one week. I will normally excuse absences for illness, if provided with a doctor’s note. Most other reasons will not be excused.

**Lab Assignments**

Lab assignments themselves will not be graded, but they will be a very important part of the course. I will distribute and explain each lab assignment in class. Some class time will be devoted to working on the labs, but they may also require substantial work outside of class. Students may work together on labs, however each student must complete the weekly quizzes independently. The quizzes will include some of the same kinds of calculations and questions contained in the lab. Thus even if you work with other students on the lab, make sure you can complete the assignment on your own. It will be important to keep up. If you fall behind on the labs you will do poorly on quizzes.
Course Schedule

Week 1: Introduction, discussion of course outline, introduction to classroom machines and spreadsheets. Assign group field work project and presentation.

Readings (may be done after class this first week):


Cortright, Joseph and Andrew Reamer. 1998. Chapter 1. Socioeconomic Data for Understanding Your Regional Economy. Washington, D.C.: U.S. Department of Commerce, Economic Development Administration. pp. 5-11. (Note: This whole publication is on electronic reserve. Only the section listed above is required reading for this week, but we will read most of it eventually, so you may wish to print the whole thing.)


Week 2: Existing conditions: Overview of data analysis for strategic planning. Average annual and annualized growth rates.

Readings (by class time Thursday):

McLean and Voytek, Chapters 1 and 2 and Appendices A and B.


Week 3: Existing conditions: Attributes of the resident population. Group field work project due and presented.

Readings (by class time Thursday):


Week 4: Existing conditions: Attributes of the resident population continued.

**Week 5:** Existing conditions: Land use and land development data, density.

**Readings (by class time Thursday):**


**Week 6:** Existing conditions: Attributes of the housing stock.

**Readings (by class time Thursday):**


**Week 7:** Existing conditions: Employment and income. Standard industrial classification (SIC) codes and North American Industry Classification System (NAICS), labor force participation rates, part-time and temporary employment.

**Readings (by class time Thursday):**

McLean and Voytek, Chapter 6.


**Week 8:** Existing conditions: Economic analysis techniques. Assumption and location quotient approaches. Basic and non-basic employment.

**Readings (by class time Thursday):**

McLean and Voytek, Chapter 4.


**SPRING BREAK! NO CLASS THURSDAY, MARCH 11.**

Week 9: Existing conditions and alternative futures: Economic analysis techniques continued. Economic base multipliers, constant and shift-share approaches.

**Readings (by class time Thursday):**

McLean and Voytek, Chapter 5.

Week 10: Existing conditions: Economic analysis techniques continued. Overview of input-output analysis.

**Readings (by class time Thursday):**

McLean and Voytek, Chapter 7.


Week 11: Alternative futures: Discounting future value.

**Readings (by class time Thursday):**


Week 12: Alternative futures: Overview of population projection and its relationship to urban planning.

**Readings (by class time Thursday):**

Week 13: Alternative futures: Trend extrapolation, evaluating others’ projections, curve fitting.

Readings (by class time Thursday):


Week 14: Alternative futures: Cohort-component population forecasting.

Readings (by class time Thursday):


Week 15: Conclusion.

Readings (by class time Thursday):

McLean and Voytek, Chapter 8.

(Note: This course syllabus provides a general plan for the course; deviations may be necessary.)

Policy on Joint Work and Citing Sources

Any student who is expected to do individual work and utilizes the work of others without explicit acknowledgment is guilty of plagiarism or unauthorized collaboration. The following, from the Georgia State 'Policy on Academic Honesty' defines plagiarism:

"Plagiarism is presenting another person's work as one's own. Furthermore, plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own....Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism...."

The policy also defines unauthorized collaboration:

"Submission for academic credit of a work product, or a part thereof, represented as being one's own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by an instructor is allowed."

The following rules guide this class:
1. In this class, I encourage students to work together on lab assignments and on the field work project. However, students may not plagiarize, or utilize materials prepared for other courses, or for this course in previous years.

2. All students must complete quizzes independently. I will specify whether books, notes and/or electronic files may be used in each case.

3. Always cite your sources, whether they are published or not. For example, unless the source is cited, it is plagiarism to use maps, tables, figures or text from an agency planning report, a brochure, a webpage, or a consultant's report. The primary purpose of a citation is to allow a reader to find the references you used, so that they too can consult them if they wish. Use this principle to help you prepare a reference list of adequate citations for all research papers and projects. The required texts are cited in this syllabus using the style you should use in work for our department. Additional detail on citation style can be found by searching the web using the keyword “Turabian,” or by referring to the following book:


4. For this class, if you use material from the internet, be sure you give the name of the site or its sponsoring organization, the complete webpage URL, the title of any document, dataset, map, or other resource you used from the site, and the date you accessed the site. For example:

Urban Policy Planning: PAUS 8021 (Graduate level)
Fall, 2004

(Computer #82490)
Dr. Amy Helling

Department of Public Administration and Urban Studies
Georgia State University

Class meetings: Classes will meet Tuesday afternoons from 4:30 p.m. to 7:00 p.m. in Room 623 in the General Classroom Building.

Contacting Dr. Helling: My office is in Room 328, (Tel. 404-651-3352) in the Andrew Young School building at 14 Marietta Street. I will have office hours on Tuesdays from 10:00 a.m. to 4:15 p.m. as well as by appointment. When possible, I prefer that you contact me by e-mail rather than telephone. My e-mail address is ahelling@gsu.edu. I generally respond promptly to e-mail messages, and am glad to make appointments to meet with you individually about this class or your academic and career plans.

Class Webpage and e-mail: Georgia State faculty and staff expect to be able to contact you via your GSU e-mail address (jdoe1@student.gsu.edu), so forward it to another address if you wish, and check it frequently. Make a practice also of regularly checking our class webpage, accessed through the WebCT website at http://webct.gsu.edu. On your first visit, if you appeared on my first class roll, you should be able to log in following the directions on the WebCT website and locate PAUS 8021. Use the help available from WebCT, and send me an e-mail if you have problems they can’t resolve promptly.

Required readings:


The other required readings and some optional readings (marked with double asterisks**) are on electronic reserve or linked to our class webpage. The method for obtaining these readings will be explained in class.

Department of Public Administration and Urban Studies written style reference

Turabian, Kate L. 1996. A Manual for Writers of Term Papers, Theses, and Dissertations. Sixth edition. Chicago: University of Chicago Press. (I do not require that you purchase this book specifically for this course.) You can also use Google to search the keyword “Turabian” on the web.
Course objectives:

1. Become acquainted with the history of urban planning in the United States and the legal and administrative context in which planning takes place.

2. Become familiar with important issues and common techniques from comprehensive and land use planning, growth management, environmental planning, transportation planning, and economic development planning.

3. Learn about several models of planning processes, including roles for professional planners and citizens, and consider their appropriateness under different circumstances, and their implications for outcomes.

4. Judiciously apply ideas from this class to interpret and analyze examples of recent planning practice, local and regional events, and scholarship related to class topics.

Evaluating Students' Progress: I will determine students' grades in the course as follows:

1. 12 out of 14 weekly quizzes, at 5% each: 60%

2. Book review: 20%

3. Planning issue presentation: 20%

Quizzes

Each class meeting except the first will begin with a short, written quiz, covering the readings assigned for that day and/or the previous week’s lecture. Prepare for this by attending class regularly, completing the assigned readings before you come to class, and by arriving on time. I will drop your two lowest quiz grades.

Book Review

Each student will write a short (10 double-spaced pages) review of a planning-related book. Choose a book from the list at the end of the syllabus, or propose another (subject to my approval) by posting the full citation to our WebCT class discussion list by September 7. The book may be old or new, but should be worth close study, and obviously should not be something you have already read.

A printed copy of your book review is due no later than the beginning of class November 30. It should be well-organized, clearly written, and carefully edited. Address the following in your review:

1. What does the book cover? What are its main conclusions?
2. What do other experts say about this topic? (Briefly review related scholarly and applied work, explaining how this book is consistent with or different from prior thinking. Provide a reference list at the end of the review.)

3. Why is this book useful and important to planners, if it is? (I am less interested in whether you found the book engaging, unless you wish to argue that this will affect who reads it.)

4. Is the book accurate and up-to-date? How do you know?

5. What do others think about this book? (Be sure to consult and cite any scholarly reviews of the book, and indicate whether there is evidence that it has been influential.)

6. What is missing from this book? Where can I find it?

Planning Issue Debates

Each student will participate in an in-class “debate” on a planning issue, arguing either for or against a statement assigned during our first class meeting. The resolutions are listed on the class schedule below, but you will not know in advance which side you will argue, and so must prepare for either. Each person will have seven minutes to make their initial argument, and two additional minutes for a rebuttal of the points made by the other side. I will assign grades based on:

1. The clarity of the argument for or against the stated issue (focus, organization, logical consistency, lack of unnecessary repetition, defining key terms, memorable main points, summing up conclusions)
2. Evidence provided (quality and number of references, examples, data analysis)
3. Style (professionalism, politeness, being prepared, staying within time limits, using time effectively, speaking so that everyone can hear, keeping the audience’s interest, etc.)

Please provide me and the class with copies of a printed handout (1-2 pages) that gives us the issue as stated in this syllabus, an outline of your main points, and a list of your references, properly cited according to Turabian. Obviously, you will have to prepare two of these, so that you are ready to present either side.

Penalty for Late Work

Quizes and class work should be completed on the dates scheduled, and it is the student’s responsibility to know those dates. If you have any question about when work is due, ask or e-mail me. I will only permit a make-up quiz if there is an important reason and the student contacts me ahead of time to discuss how to reschedule. Medical excuses need a doctor’s note. Quizes missed for work or personal reasons cannot generally be rescheduled, but I will drop the two lowest quiz grades. All parties (including me) must agree if a debate is to be rescheduled. Lateness will reduce book review grades by one letter grade per day. See me if you have questions.

Final Exam: There will be no final examination for this course.
Course Schedule

Week 1: Introductions, discussion of course outline. Introduction to planning.

Readings:

None.

Week 2: History of urban planning.

Readings:


Week 3: Comprehensive and land use planning.

Readings:


Week 4: Urban design: Planning for real live human beings. Urban aesthetics: When do we talk about beauty?

Readings:


Week 5: The municipal planning department: How do things really work?

Readings:


Week 6: Sprawl.

Readings:

Week 7: Growth management planning.

Readings:


Week 8: Housing.

Readings:


Week 9: Environmental planning.

Readings:


Week 10: Environmental planning continued.
Readings:


Week 11: Transportation.

Readings:


Week 12: Transportation continued.

Readings:


Week 13: Economic development planning.

Readings:


Week 14: NO CLASS. Thanksgiving recess.

Week 15: BOOK REVIEWS DUE. Planning theory and ethics.

Readings:


Week 16: Conclusion.

Readings:


Note: This course syllabus provides a general plan for the course; deviations may be necessary.
Books Suitable for Reviews


# PAUS 8021: Urban Policy Planning
## Dr. Helling
### Course schedule, Fall 2004

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture topic</th>
<th>Debate issues (topics from previous weeks)</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, Aug. 24</td>
<td>Introduction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tuesday, Aug. 31</td>
<td>History of urban planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tuesday, Sept. 7</td>
<td>Comprehensive and land use planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tuesday, Sept. 14</td>
<td>Urban design: Planning for real live human beings. Urban aesthetics: When do we talk about beauty?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tuesday, Sept. 21</td>
<td>The municipal planning department: How do things really work?</td>
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<tr>
<td>6</td>
<td>Tuesday, Sept. 28</td>
<td>Sprawl.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Tuesday, Oct. 5</td>
<td>Growth management planning.</td>
<td>The design of the physical environment is a major influence on human behavior.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>It is more important to preserve existing urban and suburban neighborhoods than to permit redevelopment at higher densities.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Tuesday, Oct. 12</td>
<td>Housing.</td>
<td>Growth management is good for everyone.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Many parts of the U.S. are effectively managing growth.</td>
<td></td>
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<tr>
<td>9</td>
<td>Tuesday, Oct. 19</td>
<td>Environmental planning.</td>
<td>Urban planning makes U.S. housing more affordable.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Housing issues should receive more attention from local and regional planners.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tuesday, Oct. 26</td>
<td>Environmental planning continued.</td>
<td>Land use and transportation planning will be key to improving air quality.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Too little open space is being preserved in its natural state.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Tuesday, Nov. 2</td>
<td>Transportation.</td>
<td>Environmental planning requirements delay important projects, add cost, and obstruct taking necessary actions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Achieving the federal goal of “fishable and swimmable” surface waters will be a cost-effective way to protect public health.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Tuesday, Nov. 9</td>
<td>Transportation continued.</td>
<td>Personal mobility is important to individuals’ social and economic advancement, and should be subsidized and supported by government.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Reducing travel by private vehicles is so important that everyone must participate, even if it involves sacrifice.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Tuesday, Nov. 16</td>
<td>Economic development planning.</td>
<td>Trucks contribute to congestion, air pollution, and accidents, and their numbers on public streets and highways should be reduced.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>We should plan and build more publicly subsidized freight transportation facilities like airports, ports, and highways.</td>
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<tr>
<td>14</td>
<td>Tuesday, Nov. 23</td>
<td>NO CLASS. Thanksgiving recess.</td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Tuesday, Nov. 30</td>
<td>BOOK REVIEWS DUE. Planning theory and ethics.</td>
<td>Economic development goes hand-in-hand with population growth and land</td>
<td></td>
</tr>
</tbody>
</table>
It is healthy for localities to compete for economic development.

There is no unitary public interest.

It is the duty of citizens to involve themselves in planning decisions. If they do not, they get what they deserve.
Policy on Joint Work and Citing Sources*

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"Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by an instructor is allowed."

The following rules guide this class:

1. All graded classwork is to be individual, original, and not collaborative, unless I explicitly state otherwise. One student may not help another with an assignment or project unless I specifically permit collaboration. Likewise, students may not utilize materials or receive assistance from other students who have taken the course previously. Papers and presentations for other classes will not be eligible for credit in this class except in the case of unusually substantial projects for which the explicit permission of both instructors is obtained in advance.

2. Students should take great care to cite sources, whether published or not. For example, unless the source is cited, it is plagiarism to use maps, tables, figures or text from a website, an agency planning report, a MARTA publication or a consultant's report.

3. Students are free to study together for tests, compare class notes, and share any material not specifically related to the class assignments or projects.

* This policy is based on one developed by Professor William Drummond of the Georgia Institute of Technology Graduate City and Regional Planning Program.
Planning Theory and Analysis: PAUS 8311 (Graduate level)
Spring, 2004
(Computer # 13841)
Dr. Amy Helling
Department of Public Administration and Urban Studies
Andrew Young School of Policy Studies
Georgia State University

Class meetings: Classes will meet Tuesday afternoons from 4:30 p.m. to 7:00 p.m. in Room 200 of the Classroom South building. Please do not bring any food or drink into the classroom.

Contacting the professor: My office is in Room 1274, (Tel. 404-651-3352) in the Urban Life building. I will have office hours on on Tuesdays from 2:00 p.m. to 4:15 p.m., Thursdays from 2:00 p.m. to 6:45 p.m. and by appointment. One of the best ways to reach me is by e-mail: ahelling@gsu.edu.

Class webpage: Make a practice of checking our class website at http://webct.gsu.edu. Only students registered for our class can access the website.

Required readings:


The other required readings are on electronic reserve, with a link and password on our course webpage. I may add required readings over the course of the semester.

Students may wish to purchase supplementary books to help them use Microsoft Excel. This is optional.

Personal GSU Computer Accounts for Students

To log in to the classroom computers, as is required for this class, you must have a personal student e-mail and network account. Such an account is available to each student who has been admitted and is eligible to register for classes. Let me know if you have any problems.
Course objectives:

1. To use substantive planning theory and analytic methods to describe and analyze both existing conditions and alternative futures.

2. To practice basic quantitative planning methods using microcomputer spreadsheets and applied problems.

3. To seek out information and resources relevant to planning and policy questions posed by class and class assignments, and use them appropriately.

4. To integrate substantive planning theory, measurement and analytic methods into assignments that would be suitable as professional products.

Evaluating Students' Progress: I will determine students' grades in the course as follows:

1. One group field work project and presentation: 12%

2. Eleven in-class quizzes at 8% each: 88%

Attendance and Quizzes

Students who attend class regularly, and who are present for the entire class period, can expect to learn more, as well as making class more interesting for all of us. In order to encourage this, I will take roll regularly.

I will assess students’ progress with thirteen weekly quizzes. There will be no quiz during the first week of class, and no quiz the week that the group field work project is due. Only 11 of the quiz grades will count, so each student may drop two quiz grades during the semester. Quizzes will cover material from the assigned readings, lectures, and lab assignments.

A missed quiz will result in a grade of zero, unless I excuse the absence and the student completes a make-up quiz within one week. I will normally excuse absences for illness, if provided with a doctor’s note. Most other reasons will not be excused.

Lab Assignments

Lab assignments themselves will not be graded, but they will be a very important part of the course. I will distribute and explain each lab assignment in class. Some class time will be devoted to working on the labs, but they may also require substantial work outside of class. Students may work together on labs, however each student must complete the weekly quizzes independently. The quizzes will include some of the same kinds of calculations and questions contained in the lab. Thus even if you work with other students on the lab, make sure you can complete the assignment on your own. It will be important to keep up. If you fall behind on the labs you will do poorly on quizzes.
Course Schedule

Week 1: Introduction, discussion of course outline, introduction to classroom machines and spreadsheets. Group field work project assigned.

Readings (may be done after class this first week):


Cortright, Joseph and Andrew Reamer. 1998. Chapter 1. *Socioeconomic Data for Understanding Your Regional Economy*. Washington, D.C.: U.S. Department of Commerce, Economic Development Administration. pp. 5-11. (Note: This whole publication is on electronic reserve. Only the section listed above is required reading for this week, but we will read most of it eventually, so you may wish to print the whole thing.)


Week 2: Existing conditions: Overview of data analysis for strategic planning. Average annual and annualized growth rates.

Readings (by class time Tuesday):

McLean and Voytek, Chapters 1 and 2.


Week 3: Existing conditions: Attributes of the resident population. Group field work project due and presented.

Readings (by class time Tuesday):

McLean and Voytek, Chapter 3.


Week 4: Existing conditions: Attributes of the resident population continued.


Week 5: Existing conditions: Land use and land development data, density.

Readings (by class time Tuesday):


Week 6: Existing conditions: Attributes of the housing stock.

Readings (by class time Tuesday):


Week 7: Existing conditions: Employment and income. Standard industrial classification (SIC) codes and North American Industry Classification System (NAICS), labor force participation rates, part-time and temporary employment.

Readings (by class time Tuesday):

McLean and Voytek, Chapter 6.


Week 8: Existing conditions: Economic analysis techniques. Assumption and location quotient approaches. Basic and non-basic employment.

Readings (by class time Tuesday):
Week 9: Existing conditions and alternative futures: Economic analysis techniques continued. Economic base multipliers, constant and shift-share approaches.

**Readings (by class time Tuesday):**

- Klosterman, Chapters 11 and 12 and Appendix C.
- McLean and Voytek, Chapter 5.
- Stanback, Chapters 4-6, pp. 53-115.

Week 10: Existing conditions: Economic analysis techniques continued. Overview of input-output analysis.

**Readings (by class time Tuesday):**

- Klosterman, Chapter 13.
- McLean and Voytek, Chapter 7.

Week 11: Alternative futures: Discounting future value.

**Readings (by class time Tuesday):**

Week 12: Alternative futures: Overview of projection and forecasting, trend extrapolation, evaluating others’ projections, curve fitting.

Readings (by class time Tuesday):


Klosterman, Chapters 1, 2 and 3 and Appendix A.

Week 13: Alternative futures: Structural models.

Readings (by class time Tuesday):


Week 14: Alternative futures: Cohort-component population forecasting.

Readings (by class time Tuesday):

Klosterman, Chapters 4, 5, 6, 7 and 8.

Week 15: Conclusion.

Readings (by class time Tuesday):

McLean and Voytek, Chapter 8.

(Note: This course syllabus provides a general plan for the course; deviations may be necessary.)

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2. All students must complete quizzes independently. I will specify whether books, notes and/or electronic files may be used in each case.

3. Always cite your sources, whether they are published or not. For example, unless the source is cited, it is plagiarism to use maps, tables, figures or text from an agency planning report, a brochure, a webpage, or a consultant's report. The primary purpose of a citation is to allow a reader to find the references you used, so that they too can consult them if they wish. Use this principle to help you prepare a reference list of adequate citations for all research papers and projects. The required texts are cited in this syllabus using the style you should use in work for our department. Additional detail on citation style can be found by searching the web using the keyword “Turabian,” or by referring to the following book:


4. For this class, if you use material from the internet, be sure you give the name of the site or its sponsoring organization, the complete webpage URL, the title of any document, dataset, map, or other resource you used from the site, and the date you accessed the site. For example:

This course deals with the development and application of behavioral science in public organizations. Using the major "classical" theories of organizational behavior as reference points, class discussions and student research will focus on (1) the questions underlying behavioral research; (2) the applicability of behavioral research to public administration; and (3) a select few of the newest research topics and approaches. Student research projects will focus on applying organizational behavior research to practical management problems in the public and/or nonprofit sectors.

COURSE OBJECTIVES

1. Students will be able to identify the major theories of organizational behavior, including theories related to leadership, decision-making, motivation, communication, organizational development, organizational culture, team-building, networking, and group behavior.

2. Students will be able to describe how specific organizational theories are applied in public and nonprofit organizations.

3. Students will be able to describe how to use organizational theories and related tools to solve practical management problems (e.g., how to motivate employees, how to make difficult decisions, how to manage groups, how to communicate effectively, how to deal with incompetent and/or “evil” supervisors, etc.) in a public or nonprofit organization.

REQUIRED TEXTBOOKS:


COURSE REQUIREMENTS:

This course is designed to be an advanced organizational behavior and theory seminar for students in public and nonprofit administration. There will be midterm and
final examinations and a short research project/presentation. Students are expected to keep up with the readings. The success of the seminar sessions will be contingent upon class participation.

Research papers will be 8-12 pages in length (longer for research teams), exclusive of title and other nontext pages. A short 1-2 minute presentation will be made during the last two weeks of the class to encourage class discussion. Students may work alone or in teams. Team projects should reflect the work of the entire team and one grade will be assigned to all members. The research projects will be evaluated in terms of their informational content and clarity of presentation. A briefing style, with bullet points and short narratives, is preferred over a standard, academic narrative style.

The focus of the research should be on applications of behavioral science, not management systems or information technologies or other nonbehavioral topics unless the focus is on their impact on people. If there is any question concerning the appropriateness of the topic, it should be discussed with the instructor. The projects might focus on using theory or current research findings to solve a practical problem, such as motivating employees or resolving conflict. A superficial analysis of theories outlined in an organizational behavior or personnel administration textbook will not be acceptable. Similarly, an essay without connection to behavioral theory, solely reflecting opinion not supported by research, also will not be acceptable. Students should concentrate their research in the current theoretical literature, including Public Administration Review, Administrative Science Quarterly, the Journal of Public Administration Research and Theory, the International Review of Administrative Sciences, Administration & Society, and similar journals, as well as in research monographs. Practitioner publications on organizational development, human resource development, and similar issues are also acceptable. Some literature is available on the web, but students should not rely solely upon web sources. Papers will be posted on WebCT so that all class members will have access.

The work done for this class cannot be used to satisfy the requirements of another class, nor can the work done for another class be used to satisfy the requirements for this class. However, research projects may expand upon previous work IF the project is preapproved by the instructor.

Some suggested topic areas include:

- Gender and leadership
- Psychological testing
- Nonverbal communication
- Intrinsic motivation
- Conflict resolution
- Negotiation
- Group decisionmaking
- Job stress and burnout
- Southern Management Styles
- Generational differences
- Transformational leadership
- Leadership training
- Network management skills
- Organizational development (OD)
- Organizational loyalty and commitment
- Workplace violence
- Intuitive decisionmaking
- Intercultural relations
- Adult learning styles
- Work ethics
- Ujamaa
- Authoritarianism
- Transactional analysis
- National culture and work
Communication processes     Risk taking behaviors
The public service ethic     Altruism
Religion and work        Dressing for success
Groupthink applications  Organizational culture and work styles

NOTE: Students should be familiar with university policies regarding plagiarism and academic honesty. The policy is explained in the Graduate Catalogue and on the University Website www.gsu.edu.

GRADING:

Research project:     30%
Midterm examination 30%
Final examination:         30%
Class Participation: 10%

100% = course grade

POLICY ON ABSENCES:

Class participation is a significant course requirement (10% of the grade). The quality of participation is more important than the quantity. Any absences in excess of two should be discussed with the instructor. Absence is nonparticipation and can have an effect on the final grade. Also be aware that excessive absences can result in being dropped from the class roll - as per university policy.

ADVICE AND ASSISTANCE:

Any student having difficulty with the course requirements or materials should discuss his or her problems with the instructor. The instructor is available during regular office hours and by appointment. He can also be reached by phone in the office or at home and by email.

Office: Room 337, AYSPS Building (Wachovia Bldg), 14 Marietta Street
Phones: (404) 651-4592 - Office/Voice Mail
        (404) 377-8173 - Home (1 pm to 11 pm only)
Email: wwaugh@gsu.edu
Office Hours: 4:00-6:00 pm Tuesdays and Wednesdays, and, by appointment

SCHEDULE OF READINGS, DISCUSSIONS, AND EXAMINATIONS

August 25    Introduction         Denhardt et al., Chapter 1
September 1  Managing One’s Self  Denhardt et al., Chapters 2-4
             Creativity and Stress
September 8  Decision Making     Denhardt et al., Chapter 5
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15</td>
<td>Library assignment (no regular class meeting)</td>
<td>Denhardt et al., Chapter 6</td>
</tr>
<tr>
<td>September 22</td>
<td>Motivation</td>
<td>Denhardt et al., Chapter 7</td>
</tr>
<tr>
<td>September 29</td>
<td>Leadership</td>
<td>Denhardt et al., Chapter 7 Northhouse, Chapters 1-7</td>
</tr>
<tr>
<td>October 6</td>
<td>Leadership</td>
<td>Northhouse, Chapters 8-12</td>
</tr>
<tr>
<td>October 13</td>
<td>Power and Communication</td>
<td>Denhardt et al., Chapters 8-9</td>
</tr>
<tr>
<td>October 20</td>
<td>Groups and Conflict</td>
<td>Denhardt et al., Chapters 10-11</td>
</tr>
<tr>
<td>October 27</td>
<td>Organizational Change</td>
<td>Denhardt et al., Chapter 12</td>
</tr>
<tr>
<td>November 3</td>
<td>External Relations and the Public Interest</td>
<td>Denhardt et al., Chapters 13-14</td>
</tr>
<tr>
<td>November 10</td>
<td>Research assistance</td>
<td></td>
</tr>
<tr>
<td>November 17</td>
<td>Organizational Culture</td>
<td>Schein, Chapters 1-7</td>
</tr>
<tr>
<td>November 24</td>
<td>Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>December 1</td>
<td>Organizational Culture</td>
<td>Schein, Chapters 8-12</td>
</tr>
<tr>
<td>December 8</td>
<td>Organizational Culture</td>
<td>Schein, Chapters 11-19</td>
</tr>
<tr>
<td>December 15</td>
<td>Final Examinations Due by 7:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: This schedule is tentative and changes will be announced in class and/or via WebCT.
Introduction

Airports play a vital role in the economic development of communities. Many economic activities (e.g. manufacturing, financial services, agriculture, and tourism) are dependent on a reliable air transport system. If the system serves these industries efficiently, then the overall economic activity will be improved. Benefits derived from the development of airports accrue to both users and local community. Airports attract businesses and generate employment in the communities in which they are located. They can also provide access to the community’s recreation facilities from other parts of the country. General aviation airports are valuable in times of emergency to transfer seriously ill patients and to evacuate the area in case of natural emergencies such as hurricanes and floodings. Aerial fire fighting and airborne search and rescue can be of vital help to the community during times of trouble. The Department of Public Administration and Urban Studies offers a course on airport management, operations and planning as part of curriculum in aviation and transportation. The purpose of the course is to introduce students to airport system planning, managing airport airside and landside growth, and airport organizations and operations. The course consists of the following parts: 1) the airport system; 2) planning and funding of airports; 3) managing airport growth through technological improvements and policy; 4) the airport management process. Instructional material will include handouts by the instructor and material on the Internet. Guest speakers will be invited to discuss airport-related subjects, and field visits will be planned.

Please click here to proceed to the class web site. To access the class web site, you must have a User ID and password. If you do not have them, please contact Dr. Ghobrial.
Airport Planning & Management
Fall 2004 - PAUS 4581

Instructor: Dr. Atef Ghobrial
Office: 326 AYSPS Building, 14 Marietta Street, 3rd Floor
Class Meetings: Wednesdays 7:15 p.m.
Classroom: 305 Aderhold Learning Center

Office Hours:

<table>
<thead>
<tr>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesdays</td>
<td>5:00 p.m.- 7:00 p.m.</td>
</tr>
<tr>
<td>Fridays</td>
<td>7:00 - ????</td>
</tr>
<tr>
<td>Fridays</td>
<td>2:30 p.m.- 4:30 p.m.</td>
</tr>
</tbody>
</table>

Telephone: 404.651.4323

E-mail: aghobrial@gsu.edu
Course Activities & Syllabus

Required Text: Airport Planning and Management, A course packet by Dr. Atef Ghobrial, available at GSU Bookstore.


Course Website: The instructor will develop a controlled website for the course. Instructions will be given to students on how to log on.

Reading Material: The instructor will post handouts to the course website and provides many URLs for useful airport-related sites. Class presentation in PowerPoint and PDF format will be posted on the course website. The instructor will share with students actual studies related to airport planning and management.

Aviation Websites: The course material will be supplemented with material available on the Internet. For example, the Airport Advisory Circulars are now posted in the FAA’s Website. Useful websites include: The FAA, The American Airport Association Executives (AAAE), The Transportation Research Board (TRB), Aviation Week & Space Technology, numerous websites for airports (including the master plan for Hartsfield Airport), etc. Students are encouraged to visit www.aviationnow.com every week. It contains updated information on aviation-related issues including airports.

Study Guide: The instructor will develop a study guide that outlines the weekly class activities including material covered, required readings, review questions, any assignments, etc. The study guide is part of the course website.

Invited Speakers and Field Visits: The instructor will arrange for guest speakers to share with students their experiences in planning and managing airports. In addition, the instructor will arrange for a field visit to Hartsfield Atlanta International Airport. The visit enables students to learn about airport management including financial management, marketing planning, policy issues related to growth, and managing environmental problems including noise and pollution.

On-Line Instruction: Depending upon the progress of the course, the instructor "may" decide to offer on-line instruction for up to 2 sessions. The classes may not meet during these sessions, but complete material will be posted on the course website. These on-line sessions will cover mainly "qualitative" material that students can easily read and comprehend on their own. The on-line sessions are excellent opportunities for students to work together on the projects assigned in the course.

Course Structure:

<table>
<thead>
<tr>
<th>Week 1: August 25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to the course</strong></td>
</tr>
<tr>
<td>• Overview of the course</td>
</tr>
<tr>
<td>• Syllabus</td>
</tr>
<tr>
<td>• Course requirements</td>
</tr>
</tbody>
</table>

**Assignments:**
Visit the following websites and get familiar with the information contained in each:
- www.airportmasterplan.com
- www.aviationnow.com
- www.aviationnow.org

<table>
<thead>
<tr>
<th>Week 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
</tr>
</tbody>
</table>
### Course Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| September 1 | - Transportation System  
- The Airport System  
- Economic Impact Statement |
| **Assignments:** | Discussion of Project (1): Assessing Security at GA Airports  
Course Packet & Material Posted on the Course Website |

| Week 3  | Topics:  
- Airport Classification Systems  
- Airport Funding  
- Airport Financial Management  
- Airport Organizations |
|----------|----------------------------------------------------------|
| September 8 | **Assignments:**  
- A follow-up on Project (1)  
- Course Packet |

| Week 4  | Topics:  
- Aircraft Characteristics in Airport Planning  
- Aviation System Planning  
- Airport System Planning  
- Airport Master Planning |
|----------|----------------------------------------------------------|
| September 15 | **Assignments:**  
- Course Packet |

| Week 5  | Topics:  
- Airport Master Planning: Phase I  
- Inventories  
- Forecasting |
|----------|----------------------------------------------------------|
| September 22 | **Assignments:**  
- Midterm Examination  
- Course Packet |

| Week 6  | Topics:  
- Airport Master Planning: Phase I (Continued)  
- Forecasting Techniques in Airport Planning  
- In-Class Exercises on Forecasting  
- Demand/Capacity Analysis  
- Environment Impact Analysis |
|----------|----------------------------------------------------------|
| September 29 | **Assignments:**  
- Course Packet |

| Week 7  | Topics:  
- Airport Master Planning: Phase II: Site Selection  
- Airport Capacity, demand and delay  
- Factors affecting capacity and delay  
- Measuring delay  
- Policy issues regarding airport delay |
|----------|----------------------------------------------------------|
| October 6 | **Assignments:**  
- Course Packet  
- Submission of Project 1  
**Project 2:** Planning Airport Components |
| Week 8  | October 13 | Topics:  
|--------|------------|---------------------------------------------------------|
|        |            | • Introduction to Queuing Theory  
|        |            | • Application of Queuing Theory to Airport Planning      |
|        |            | **Assignments:**                                      |
|        |            | Course Packet                                          |

| Week 9  | October 20 | Topics:  
|--------|------------|---------------------------------------------------------|
|        |            | • Planning Airport Components using Queuing Theory  
|        |            | • In-Class Exercises                                    |
|        |            | **Assignments:**                                      |
|        |            | Course Packet and in-class Material & Material Posted on the Course Website  
|        |            | Applications: Using Queuing Theory in Airport Planning |

| Week 10 | October 27 | Topics:  
|---------|-------------|---------------------------------------------------------|
|         |             | • Airport Business Contracting  
|         |             | • Types of airport studies related to airport planning & management.  
|         |             | • Solicitation for proposals: RFQs and RFPs  
|         |             | • How to respond to RFPs and how to compose proposals.  
|         |             | • Visit airportnet.org website                          |
|         |             | **Assignments:**                                      |
|         |             | Discussion of Project 3: Students Competition  
|         |             | Course Packet & Material Posted on the Course Website |

| Week 11 | November 3 | Topics:  
|---------|------------|---------------------------------------------------------|
|         |             | • Airport Master Planning  
|         |             | • Phase III: Airport Layout and Land Use  
|         |             | • Airport Layout Plan  
|         |             | • Airport Land Use Plan                                |
|         |             | **Assignments:**                                      |
|         |             | Course Packet                                         |

| Week 12 | November 10 | Topics:  
|---------|-------------|---------------------------------------------------------|
|         |             | • Phase III: (Continued)  
|         |             | • Terminal Area Plans  
|         |             | • Airport Access Plans  
|         |             | • Airport Master Planning: Phase IV (Capital Requirements and Phasing Plan) |
|         |             | **Assignments:**                                      |
|         |             | Course Packet                                         |

| Week 13 | November 17 | Topics:  
|---------|-------------|---------------------------------------------------------|
|         |             | • Students Presentations: Project (1) -- Case Studies  
|         |             | • Students submit their case studies  
|         |             | • The instructor presents the results of Project (1)   |

| Week 14 | December 1 | Topics:  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Students Presentations: Proposal Competition Submission -- Project (3)</td>
</tr>
</tbody>
</table>

| Week 15 | December 8 | Topics:  
|---------|------------|---------------------------------------------------------|
|         |            | • Review of Actual Studies Related to Airport Master Planning  
|         |            | • General Review of the Course                           |

**November 24**

**THANKSGIVING HOLIDAY**  No Class Meeting

| Week 15 | December 8 | Topics:  
|---------|------------|---------------------------------------------------------|
|         |            | • Review of Actual Studies Related to Airport Master Planning  
<p>|         |            | • General Review of the Course                           |</p>
<table>
<thead>
<tr>
<th><strong>Week 16</strong></th>
<th><strong>Final Examination</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>December 15</em></td>
<td><em>Wednesday, December 17 @ 7:15 p.m. Same Classroom</em></td>
</tr>
</tbody>
</table>
Course Requirements/Grading

| Project 1: Assessing GA Airport Security | 20% |
| Project 2: Planning Airport Components   | 10% |
| Project 3: Responding to an RFP-- Team Competition | 20% |
| Midterm Examination: October 6th         | 20% |
| Final Examination: Wednesday, December 15 | 30% |

Attendance and Participation Policy

- Students are encouraged to participate in the class. The first 15-20 minutes of each class period will be devoted to answering questions and sharing information from newsletters, publications and the Internet.

- If a student cannot attend the class, it is his/her responsibility to obtain the materials discussed in the class. The topics covered will be included in the Study Guide in the course website.

- On a date after the mid-point of the course, students who are on class rolls but no longer taking the class will receive WF grade.

THIS STATEMENT IS PART OF THE SYLLABUS OF THIS COURSE

PLAGIARISM OR CHEATING

Plagiarism is the act of stealing and passing off as one's own ideas or words of another. Cheating is violating rules dishonestly, a student who cheats or plagiarizes another's work, purchase papers, or presents previous work as this quarter's assignments, faces disciplinary action. Plagiarism or cheating results in an "F" for the course, and may result in suspension of expulsion form the college. You must communicate accurately material that is directly quoted, paraphrased, or your own. If you are not sure understand exactly what constitutes plagiarism, ask-- because your responsible for understanding.
In this course we will study the choices individuals make regarding the development of their human capital, the relation between human capital and wages, the impact of human capital on economy-wide performance, and we will assess in detail a significant human capital policy, namely Georgia’s HOPE Scholarship.

Since we are studying how individuals make choices in a modern economy, our method of analysis is, by necessity, economics. This will entail some amount of study of quantitative analyses. The instructor does not assume that students have a background in economics or quantitative methods, and so we will work through the assigned readings at an appropriate pace.

Lecture notes will be posted on the course’s WebCT site. Please note that these are rough notes written to assist the student, and should be treated as such; i.e. do not treat the notes as something equivalent to the formal, peer-reviewed journal articles we will read in the course.

Evaluation: There will be two, short written assignments on topics to be assigned later, each worth 25 marks, and a final exam worth 50 marks. Study questions for the final exam will be posted occasionally during the term. Final grades will be assigned as follows: 90-100 = A; 80-89 = B; 70-79 = C; 65-69 = D.

Course Outline:

The Seminal Essay


Estimating the Effects of Human Capital on Earnings and Inequality


Education as a Signal


Human Capital and Macroeconomic Growth


Misallocation of Human Capital


**HOPE**


Thomas P. Lauth and Mark D. Robbins “The Georgia Lottery and State Appropriations for Education: Substitution or Additional Funding?” *Public Budgeting and Finance* 22(3), Fall 2002: 89-100. [available in GSU library electronic journal database Ingenta].
PAUS 8151 - Public Personnel Administration
Fall Semester 2004
Instructor: Professor Bill Waugh,

This course focuses on the management of human resources in public and nonprofit organizations and on the development and maintenance of a public bureaucracy responsive to the needs of a democratic society. The approach will be broad in scope, largely focusing on human resource management policy. The continuing themes of the discussions will be the conflicts between administrative control of the bureaucracy and democratic concerns for equity, representativeness, and responsiveness and the issues of efficiency, effectiveness, and productivity in the use of human resources.

REQUIRED TEXTBOOK:


Carol Chetkovich, Winning the Best and Brightest: Increasing the Attraction of Public Service, PricewaterhouseCoopers Endowment for the Business of Government, July 2001
www.businessofgovernment.org


COURSE REQUIREMENTS AND GRADING:

Students are expected to keep up with the assigned readings and to participate in class discussions. There will be two examinations, both in essay format, and a short research project. The course grade will be determined in the basis of the following:

Midterm Examination------30%
Final Examination----------30%
Research Project----------30%
Class Participation--------10%
Total 100%

LEARNING OBJECTIVES: Students will

1. Understand the evolution of civil service systems in the U.S., including the application of merit principles.
2. Understand the major functions in human resource management in the public and nonprofit sectors, including recruitment, selection, promotion and career development, discipline and termination, human resource development, compensation and salary administration, job analysis and classification, and human resource planning.
3. Understand the current major policy issues in human resource management in the public and nonprofit sectors, including workplace violence, substance abuse, sexual discrimination and
harassment, equal employment opportunity and affirmative action, and collective bargaining.

4. Understand the changing roles of human resource managers in public and nonprofit organizations, e.g., responding to the changing demographics of the American workforce, changing employment relationships (such as dealing with contract workers and political appointees), and administrative reform.

5. Be familiar with the human resource management literature, including the major journals in public and nonprofit sector HRM and how to find current information on HRM policies and programs on the web and in the library.

RESEARCH PROJECTS

Research projects involve a 10-12 page paper, not counting title and other non-text pages, on a significant issue in the management of human resources in the public or nonprofit sector. The papers will be evaluated in terms of their informational content, their usefulness to human resources practitioners, and the clarity of the presentation. A briefing style, e.g., bullet points and short narratives, is encouraged. The informational content must not duplicate course readings or be drawn from other introductory human resource management textbooks. Students may work in teams or alone and the length of the paper will be adjusted to the size of the team.

Students will do short presentations of their work—1-2 minutes only—during the last two weeks of the course and will distribute their papers to the members of the class in hard copy or via WebCT. It is not necessary that all team members participate in the presentation, but it is expected that all team members will contribute to its content. All participants in team projects will receive the same grade for their reports and presentations.

The work done for this class cannot be used to satisfy the requirements of another class, nor can the work done for another class be used to satisfy the requirements for this class. However, research projects may expand upon previous work if the project is preapproved by the instructor.

Students are free to choose a topic consistent with their own academic or professional interest—within the parameters mentioned above. Some of the topics that have been chosen in past classes are:

<table>
<thead>
<tr>
<th>Labor/management committees</th>
<th>Daycare issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex-time programs</td>
<td>Stress management programs</td>
</tr>
<tr>
<td>Drug testing</td>
<td>Polygraph testing</td>
</tr>
<tr>
<td>Motivation techniques</td>
<td>Reductions-in-force</td>
</tr>
<tr>
<td>Volunteerism</td>
<td>Job interviewing</td>
</tr>
<tr>
<td>Psychological testing</td>
<td>Assessment centers</td>
</tr>
<tr>
<td>Minority recruitment</td>
<td>Diversity issues</td>
</tr>
<tr>
<td>Performance appraisal</td>
<td>Pay for performance</td>
</tr>
<tr>
<td>Job redesign</td>
<td>Workplace violence/terrorism</td>
</tr>
<tr>
<td>TQM and human resources</td>
<td>Civil service principles in the U.K.,</td>
</tr>
<tr>
<td>Professionalization</td>
<td>the Bahamas (or another nation)</td>
</tr>
<tr>
<td>Employee rights</td>
<td>Personnel practices in local govt</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Veteran’s preference</td>
</tr>
<tr>
<td>Retirement programs</td>
<td>Impact of privatization</td>
</tr>
<tr>
<td>Mentoring programs</td>
<td>Disciplining and firing employees</td>
</tr>
<tr>
<td>Career development</td>
<td>Wellness programs</td>
</tr>
<tr>
<td>Termination/downsizing/RIFs</td>
<td>Health benefits</td>
</tr>
</tbody>
</table>

ADVICE AND ASSISTANCE

Students are encouraged to seek assistance with course requirements as early as possible—the quarter is quite short. The instructor will be available during regular office hours and by appointment at other times, as well as before and after class.

Office: Room 337, Andrew Young School (Wachovia Bldg), 14 Marietta St.
Phone: 404-651-4592 (Office/Voice Mail)
404-377-8173 (Home, 1 pm to 11 pm only)
**FAX:** 404-651-1378
**Email:** wbaugh@gsu.edu
**Regular Office Hours:** 4:00-6:00 pm, Tuesdays and Wednesdays, and by appointment.

### SCHEDULE OF READINGS, DISCUSSIONS AND EXAMINATIONS

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Introduction to Public Personnel Administration</td>
<td>Nigro &amp; Nigro, Ch 1-2 Hayes &amp; Kearney, Ch 1</td>
</tr>
<tr>
<td>August 31</td>
<td>Personnel Strategies</td>
<td>Nigro &amp; Nigro, Chapter 3 Hayes &amp; Kearney, Ch 2-6</td>
</tr>
<tr>
<td>September 7</td>
<td>Recruitment &amp; Selection</td>
<td>Nigro &amp; Nigro, Chapter 4 Hayes &amp; Kearney, Ch 7-8</td>
</tr>
<tr>
<td>September 14</td>
<td>Performance Appraisal and Pay for Performance</td>
<td>Nigro &amp; Nigro, Chapter 5 Hayes &amp; Kearney, Ch 11</td>
</tr>
<tr>
<td>September 21</td>
<td>Performance Appraisal</td>
<td></td>
</tr>
<tr>
<td>September 28</td>
<td>Classification and Pay</td>
<td>Nigro &amp; Nigro, Chapter 6 Hayes &amp; Kearney, Ch 9-10,12</td>
</tr>
<tr>
<td>October 5</td>
<td>Collective Bargaining</td>
<td>Nigro &amp; Nigro, Chapter 7 Hayes &amp; Kearney, Ch 22</td>
</tr>
<tr>
<td>October 12</td>
<td>Workplace Violence</td>
<td>Nigro &amp; Nigro, Chapter 8</td>
</tr>
<tr>
<td>October 19</td>
<td>Substance Abuse</td>
<td>Nigro &amp; Nigro, Chapter 9</td>
</tr>
<tr>
<td>October 26</td>
<td>Sexual Harassment And Diversity</td>
<td>Nigro &amp; Nigro, Chapter 10 Hayes &amp; Kearney, Ch 15-19</td>
</tr>
<tr>
<td>November 2</td>
<td>The New Workforce</td>
<td>Nigro &amp; Nigro, Chapter 11 Hayes &amp; Kearney, Ch 13-14,19</td>
</tr>
<tr>
<td>November 9</td>
<td>Research assistance (no regular class meeting)</td>
<td></td>
</tr>
<tr>
<td>November 16</td>
<td>The Future of Public Personnel Administration</td>
<td>Nigro &amp; Nigro, Chapter 12 Hayes &amp; Kearney, Ch 23-25 Walter Report</td>
</tr>
<tr>
<td>November 30</td>
<td>Student Presentations</td>
<td>Chetkovich Report</td>
</tr>
<tr>
<td>December 7</td>
<td>Conclusions</td>
<td></td>
</tr>
</tbody>
</table>
December 14, 7:30 pm. Final Examinations Due

NOTE: This is a tentative schedule. Changes may be necessary and will be announced in class and via WebCT as early as possible.

Students are also encouraged to read the University policy on plagiarism in the university catalogues and on the GSU website <www.gsu.edu>. Plagiarism is the act of stealing and passing off as one’s own the ideas and/or words of another. Cheating is violating the rules concerning examinations, research papers, or other course requirements. A student who cheats or plagiarizes another’s work, purchases papers, or presents previous work as this term’s assignments faces disciplinary action that may result in a grade of “F” for the course and possibly suspension or expulsion from the University. You must communicate accurately material that is directly quoted, paraphrased, or your own. If you are not sure you understand exactly what constitutes plagiarism or what is or is not permitted when you take examinations or write papers, ask. You are responsible for understanding.
The purpose of this course is to explore the roles and strategies of executive leadership in the public sector. Students will discuss the leadership styles of major public leaders and read about the tasks of leadership, and will consider their own interests in and potential for leadership roles in the public and/or nonprofit sectors.

REQUIRED TEXTBOOK AND REPORT:


COURSE REQUIREMENTS AND GRADING:

Students are expected to keep up with the assigned readings and to participate in class discussions. Each will select a book of his or her own and provide a preliminary oral critique during the final class meeting. At the end of the course, students are expected to submit three 6- to 8-page critiques of the two assigned readings and the book chosen by the student in consultation with the instructor. The critiques are to be posted on WebCT for all members of the class. The course grade will be determined in the basis of the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book/report Critiques------</td>
<td>90% (30% each)</td>
</tr>
<tr>
<td>Class Participation--------</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

CRITIQUES OF READINGS

The critiques should include a brief description of the reading, no more than 2 pages, and an assessment of its value to someone preparing for a career in the public or nonprofit sector. Students may also include a personal evaluation of the reading to their own professional development.

ADVICE AND ASSISTANCE

Students are encouraged to seek assistance with course requirements as early as possible - the summer term is quite short. The instructor will be available during regular office hours before and after class and by appointment at other times.

Office: 1248 Urban Life Building  
Phone: 404-651-4592 (Office/Voice Mail)  
        404-377-8173 (Home, 1 pm to 11 pm only)  
FAX: 404-651-1378  
Email: wwaugh@gsu.edu

SCHEDULE OF READINGS, DISCUSSIONS AND EXAMINATIONS
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 14</td>
<td>Introduction – Growing Leaders</td>
<td>Blunt report</td>
</tr>
<tr>
<td>June 28</td>
<td>Discussion of Leadership and Ethics</td>
<td>Johnson text</td>
</tr>
<tr>
<td>July 26</td>
<td>Discussion of the Leadership Literature</td>
<td>Books chosen by students</td>
</tr>
<tr>
<td>August 6</td>
<td>Critiques due – posted on WebCT</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: This is a tentative schedule. Changes may be necessary and will be announced in class as early as possible. Students are also encouraged to read the university policy on plagiarism in the university catalogues and on the GSU website <www.gsu.edu>.
Instructor: Michael Rushton
Office: AYSPS 356
Telephone: 404-651-0333
Contact: padmjr@langate.gsu.edu
Office Hours: Tuesdays and Thursdays 1:00 – 2:15 or by appointment

In this course we will learn those aspects of microeconomics that should prove to be useful to the student who wants to understand how markets work and how to think about the economic aspects of public policy.

There is no text-book to purchase for the course. We will rely instead on my lecture notes (which form the basis of a book-in-progress) and some additional readings, all of which will be posted on the course WebCT page. Where an additional reading is required it will be listed at the beginning of the notes for that section.

The topics to be covered are:
- Introduction
- How people make decisions
- Markets for goods and services: how are prices determined?
- The valuable information contained in prices
- The labor market: how are wages and employment determined?
- Savings and investment
- International trade
- The legal framework of the market economy
- The political framework of the market economy
- Market failure and public policy
- Benefit-cost analysis of projects and regulation

This course syllabus provides a general plan for the course; deviations may be necessary.

Evaluation: There will be four short quizzes, and a final exam. The final grade will count the student’s best three quizzes at 20 marks each, and the final exam at 40 marks. If a student is only present for three of the quizzes, each of those quizzes count in the final grade; there are no make-up exams there are no make-up exams. Any student who will miss more than one quiz, or who will not be present for the scheduled final exam, should not register for the course.
Instructor: Michael Rushton  
Office: AYSPS 356  
Telephone: 404-651-0333  
Contact: padmjr@langate.gsu.edu  
Office Hours: Tuesdays and Thursdays 1:00 – 2:15 or by appointment

In this course we will learn those aspects of microeconomics that should prove to be useful to the student who wants to understand how markets work and how to think about the economic aspects of public policy.

There is no text-book to purchase for the course. We will rely instead on my lecture notes (which form the basis of a book-in-progress) and some additional readings, all of which will be posted on the course WebCT page. Where an additional reading is required it will be listed at the beginning of the notes for that section.

The topics to be covered are:

- Introduction  
- How people make decisions  
- Markets for goods and services: how are prices determined?  
- The valuable information contained in prices  
- The labor market: how are wages and employment determined?  
- Savings and investment  
- International trade  
- The legal framework of the market economy  
- The political framework of the market economy  
- Market failure and public policy  
- Benefit-cost analysis of projects and regulation

This course syllabus provides a general plan for the course; deviations may be necessary.

Evaluation: There will be four short quizzes, and a final exam held in the usual class time on the week following the last class. The final grade will count the student’s best three quizzes at 20 marks each, and the final exam at 40 marks. If a student is only present for three of the quizzes, each of those quizzes count in the final grade; there are no make-up exams. Any student who will miss more than one quiz, or who will not be present for the scheduled final exam, should not register for the course.
This course is designed as a survey of public policy research and theory for doctoral students. As such, we will be pursuing three goals. First, we will be examining the public policy research literature, exploring both the intellectual foundations and current developments. Second, we will be examining the craft of conducting policy research. Third, we will explore how you as scholars can and should participate in the policy-related scholarly community. Your goals should be to improve your understanding and capabilities in all three areas.

**Class Texts:**


**Assignments:**

Students are responsible for performing several activities during this course. Each activity carries the following weight in determining the final grade:
Class Participation. Since this class is a doctoral seminar, students are expected to come to class each week having completed the assigned readings and being prepared to discuss the relevant topics. It is not sufficient simply to have read the text. You must also take the time to think about the arguments being made and whether you agree or disagree with the author’s point of view—and why. You should also develop the ability to be critical of each other’s thinking.

Class Lectures. Each student is expected to conduct two lectures during the course, each lasting no more than 45 minutes. This lecture will usually consist of a review of a major book in the public policy literature, chosen from a list of Presentation Readings that I will provide. You will also prepare a brief summary (roughly 5-7 pages) of the material that you cover for posting to the class web page. Plan to write this summary so that it will be useful to you and your peers when it comes time to take the comprehensive examination.

Research Sketches. You will need to prepare a research sketch, that is, a rough outlines of a possible research project. The purpose of this assignment is to get you into the habit of attempting to apply the various theories that we are reviewing to a topic in which you have an interest. As distinct from a full research design, a sketch should be quite brief, no more than two pages in length, and should include the following:

- Identification of an aspect of a theory that you wish to test.
- Specification of a conceptual model and hypothesis through which you will test the theory.
- Identification of the unit of analysis.
- Specification of possible methods for conducting the study.

You are required to complete the research sketch by the beginning of the Oct. 15 class session, but it may also be submitted earlier. You are also welcome to turn in more than one sketch, and, if you do, only the highest grade will count toward your grade for the course.

Literature Review. Your major paper assignment is to develop a literature review. You should pick a research question that is of interest to you and that falls within the scope of the policy sciences. Under the best circumstances, this would be a topic that will link to your eventual dissertation research. Begin working on the literature review right away, but you must have the topic approved by me before you begin the review. This approval should be secured no later than September 17. You should also plan to update me on your progress throughout the term. The literature review should be of publishable quality and roughly the length of a journal article (18 to 25 pages). Throughout the term we will take time in class to discuss the art of doing a literature review in the policy sciences. The final literature review will be due at the beginning of the December 3 class.

Take-Home Final Examination. There will also be a take-home final examination consisting of two or three essay questions. This exam is intended as a kind of early rehearsal for the comprehensive
examination, and, for that reason, the procedures for the exam will parallel those for the eventual comprehensive examination.

**Class Schedule & Reading Assignments**

**Aug. 27: Introduction: The study of public policy and the role of theory**

**Sept. 3: Policy typologies**

**Sept. 10: The Scope of Participation in Policymaking: Pluralism vs. Elitism**
*TC: Dahl, Robert. “With the Consent of All.”
*TC: Truman, David. “Group Politics and Representative Democracy.”

**Sept. 17: Decision making models** [combine with another section?/more readings?]

**Sept. 24: Actors in the Policy Process** [perhaps additional readings on Congress/Presidency/Bureaucracy?/ combine with next section?]


**Oct. 1: Who sets the Agenda?**

TC: Iyengar, Shanto and Donald Kinder. “News that Matters.”

**Oct. 8: Agenda setting and policy innovation** [will add here.]

Oct. 15: Subsystems and Advocacy Coalitions

TC: Heclo, Hugh. “Issue Networks and the Executive Establishment.”

Oct. 22: Institutionalism: The Limits of Control and Exchange

*Miller, Gary. Chpts. 1 and 2 in Managerial Dilemmas New York: Cambridge University Press.

Oct. 29: Institutional Rational Choice and Critics


Nov. 5: Public management /Public Administration. [need more here.]


Nov. 12: Implementation [probably need more here.]
TC: Majone, Giandomenico and Aaron Wildavsky. “Implementation as Evolution.”

**Nov. 19: The Promise and Limits of Welfare Economics**


**Nov. 26: NO CLASS – THANKSGIVING HOLIDAY**

**Dec. 3: Issues in Policy analysis & evaluation** [could add here.]


**Dec. 10: Reconsideration: The Role of Theory in the Study of Public Policy**


Take-home examination will be scheduled for the following week

*Caution:* Plagiarism on a paper—that is, using the writing of others without proper citation—is grounds for a failing grade on the work in question and for the course overall.
Instructor: Dr. Atef Ghobrial

Office: 1271 Urban Life Building

Class Meetings: Fridays: 4:30 - 7:00 p.m.

Classroom: 315 General Classroom Bldg

Office Hours: Wednesdays: 4:30 p.m.- 7:00 p.m.
Fridays: 3:00 p.m.- 4:30 p.m.

Telephone: 404.651.4323

E-mail: aghobrial@gsu.edu

Course Activities & Syllabus


Course Website: The instructor will develop a controlled website for the course. Instructions will be given to students on how to log on.

Reading Material: The instructor will post handouts to the course website and provides many URLs for useful transportation-related sites.

General Aviation Websites: The course material will be supplemented with material available on the Internet. These will include websites of the FAA, NTSB, general aviation organizations, aircraft manufacturers, and general aviation airports.

Study Guide: The instructor will develop a study guide that outlines the weekly class activities including material covered, required readings, review questions, any assignments, etc. The study guide will be available in the course website.

Field Projects: A major component of the course will focus on conducting "real" projects at general aviation airports in Georgia. Details on these projects will be given to students.

On-Line Instruction: Depending upon the progress of the course, the instructor will offer on-line instruction up to 3 sessions. The classes will not meet during these sessions, but complete material will be posted on the course website.

Course Structure:

The course material will consist of two parts:

1. Textbook Material: These are mostly "qualitative" material and will be assigned as readings. An overview of the material will be posted on the Internet along with review questions.
2. Material to be covered by the instructor in the class. These are supplemental material that are not included in the book. These will mainly focus on the "group projects" throughout the course.
### A. Reading Material from the Textbook:

<table>
<thead>
<tr>
<th>Week 1: Introduction to the course</th>
<th>January 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview of the course</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Syllabus</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course requirements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Browse the Website of the U.S. Dept of Transportation, FAA, &amp; NTSB.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2: Topics: A Historical Perspective on General Aviation</th>
<th>January 17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Wells: Chapter 1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3: Topics: The Scope of General Aviation</th>
<th>January 24</th>
</tr>
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<tbody>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Wells: Chapter 2</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Week 4: Topics: Introduction to the Fixed Business Operators (FBOs)</th>
<th>January 31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Wells: Chapter 3</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: Topics: Managing a Fixed Base Operations</th>
<th>February 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
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<tr>
<td>Wells: Chapter 4</td>
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</table>

<table>
<thead>
<tr>
<th>Week 6: Topics: Financial Planning and Control of FBO</th>
<th>February 14</th>
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<tbody>
<tr>
<td><strong>Assignments:</strong></td>
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<tr>
<td>Wells: Chapter 5</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 7: Topics: Developing a Questionnaire to Assess Environmental Impacts at GA Airport.</th>
<th>February 21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
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<tr>
<td>Develop a Draft Questionnaire</td>
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</table>

<table>
<thead>
<tr>
<th>Week 8: Topics: The Role of Marketing in General Aviation</th>
<th>February 28</th>
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<tbody>
<tr>
<td><strong>Assignments:</strong></td>
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<tr>
<td>Wells: Chapter 6</td>
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<thead>
<tr>
<th>March 7: Spring Break No Class Meeting</th>
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<table>
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<tr>
<th>Week 9: Topics: Marketing Research and Prospecting in General Aviation</th>
<th>March 14</th>
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<tbody>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
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<tr>
<td>Wells: Chapter 7</td>
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</table>
### Course Requirements/Grading

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1</td>
<td>February 7</td>
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<tr>
<td>2</td>
<td>March 14</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>April 25</td>
<td>10%</td>
</tr>
<tr>
<td>Project 1</td>
<td>GA Airport Environment - Community Relations</td>
<td>20%</td>
</tr>
<tr>
<td>Project 2</td>
<td>Innovative Financing Techniques of GA Airports</td>
<td>20%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>Due May 2nd</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Attendance and Participation Policy
- Students are encouraged to participate in the class. The first 15-20 minutes of each class period will be devoted to answering questions and sharing information from newsletters, publications and the Internet.
- If a student cannot attend the class, it is his/her responsibility to obtain the materials discussed in the class. The topics covered will be included in the Study Guide in the course website.
- On a date after the mid-point of the course, students who are on class rolls but no longer taking the class will receive WF grade.

**THIS STATEMENT IS PART OF THE SYLLABUS OF THIS COURSE**

**PLAGIARISM OR CHEATING**

Plagiarism is the act of stealing and passing off as one's own ideas or words of another. Cheating is violating rules dishonestly, a student who cheats or plagiarizes another's work, purchase papers, or presents previous work as this quarter's assignments, faces disciplinary action. Plagiarism or cheating results in an "F" for the course, and may result in suspension of expulsion from the college. You must communicate accurately material that is directly quoted, paraphrased, or your own. If you are not sure understand exactly what constitutes plagiarism, ask-- because you're responsible for understanding.

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**Study Guide**

<table>
<thead>
<tr>
<th>January 10</th>
<th>Overview of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>Chapter 1: A Historical Perspective on General Aviation.</td>
</tr>
<tr>
<td></td>
<td>Class Discussion: funding of general aviation airports.</td>
</tr>
<tr>
<td>January 24</td>
<td>Chapter 2: The Scope of General Aviation.</td>
</tr>
<tr>
<td></td>
<td>Class Discussion: Airport privatization.</td>
</tr>
<tr>
<td>January 31</td>
<td>On line Session.</td>
</tr>
<tr>
<td></td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Download and read article.</td>
</tr>
<tr>
<td>February 7</td>
<td>Chapter 4: Managing a Fixed Base Operations</td>
</tr>
<tr>
<td></td>
<td>Class Discussion: Assessing Environmental Impacts at GA Airports</td>
</tr>
<tr>
<td>February 14</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td>Class Discussion: Examining a &quot;Sample Questionnaire&quot;</td>
</tr>
<tr>
<td>February 21</td>
<td>On line Session.</td>
</tr>
<tr>
<td></td>
<td>Prepare a draft questionnaire issues</td>
</tr>
<tr>
<td>February 28</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Discussion of a draft questionnaire- Discussion of Quiz 2</td>
</tr>
<tr>
<td>March 7</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 14</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>Class discussion of air service to small communities</td>
</tr>
<tr>
<td></td>
<td>Discussion of the Apt Environment Questionnaire</td>
</tr>
<tr>
<td>March 21</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Class discussion of the &quot;final&quot; Apt Environment Questionnaire</td>
</tr>
<tr>
<td>March 28</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Interviews with general managers/directors of GA Airports</td>
</tr>
<tr>
<td>Date</td>
<td>Events</td>
</tr>
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<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 4</td>
<td>• Chapter 10</td>
</tr>
<tr>
<td></td>
<td>• How to analyze the results of the questionnaire</td>
</tr>
<tr>
<td>April 11</td>
<td>• Chapter 11</td>
</tr>
<tr>
<td></td>
<td>• How to compose a report using the Apt Environment Questionnaire</td>
</tr>
<tr>
<td>April 18</td>
<td>• Chapter 12</td>
</tr>
<tr>
<td></td>
<td>• Discussion of PowerPoint presentation of Project 1</td>
</tr>
<tr>
<td></td>
<td>• Discussion of Quiz 3</td>
</tr>
<tr>
<td></td>
<td>• Discussion of the term paper</td>
</tr>
<tr>
<td>April 25</td>
<td>• Preparation of PowerPoint presentation and term paper</td>
</tr>
<tr>
<td>May 2</td>
<td>• PowerPoint Presentation of the Apt Environment Project</td>
</tr>
<tr>
<td></td>
<td>• A short presentation on the Paper</td>
</tr>
</tbody>
</table>
Contact Information

GIS Applications to Planning and Policy Analysis
Fall 2004 - PAUS 4421/PAUS 8561

Instructor: Dr. Atef Ghobrial
Office: 326 AYSPS Building, 14 Marietta Street, 3rd floor
Class Meetings: Friday 4:30 - 7:00 p.m.
Classroom: CS 300

Office Hours:

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Wednesdays: 5:00 - 7:00 p.m.</th>
<th>Fridays: 2:30 p.m.- 4:30 p.m.</th>
<th>Fridays: After Class in Room CS300</th>
</tr>
</thead>
</table>

Telephone: 404.651.4323
E-mail: aghobrial@gsu.edu
Course Material & Activities

Course Material and Activities

Required Text:


Recommended Texts:


Case studies will be discussed using the above references. A number of the above textbooks are available in the instructor’s GIS library and will be available to students to borrow.

Other Reading Material:

The following reading material is available to students at the instructor’s GIS Library. Case studies will also be selected from All books are published by ESRI. Students are welcomed to check them out. Students can visit the website of ESRI (www.esri.com) to learn about the contents of each book. Students interested in a particular subject can order the book on-line or by calling ESRI at: 1-800-447-9778:

- GIS For Everyone
- Transportation GIS
- GIS for Business and Service Planning
- Environmental GIS: Applications to Environmental Facilities
- Extending ArcView GIS
- Spatial Analysis and GIS
- Maps on the Internet
- The 21st Century Utility: New Methods, New Measures

Course Website: The instructor will develop a controlled website for the course. Instructions will be given to students on how to log in.

ESRI Website/Free Modules: ESRI offers a wide variety of training courses on-line. Students are encouraged to sign up for some of the free modules that suit their areas of studies.

Video Presentations: ESRI has developed three short video tapes on GIS applications. These tapes will supplement the in-class instruction.

Study Guide: The instructor will develop a study guide that outlines the weekly class activities including material covered, required readings, review questions, any assignments, etc. The study guide will be available on the course website.

Invited Speakers: One or two speakers will be invited to the class to discuss GIS projects. With the permission of the speakers, their presentations may be video taped, converted to digital video files and saved on DVDs. These will be distributed to students and become part of the course material.

CDs: The instructor will provide students with a CD that contains some case studies on CDs. Some case studies are available on the internet to download free, however, the size of the maps is too large for students to download to traditional storage media such as floppy diskettes.

Field Visits: One or two field trips will be taken to agencies such as Fulton County/Transportation Dept, Hartsfield Atlanta Int'l Airport, etc. The purpose of these trips is to see GIS-at-work and learn how agencies use GIS in different projects.

OPEN GIS FORUM: Students are encouraged to attend a monthly presentation by the Open GIS Forum on the last Monday of each month. The seminars are free of charge. The FORUM seeks to help
agencies in the fast growing, but politically fragmented, metropolitan Atlanta area to avoid costly redundancies and project overlaps in collecting digital geographic data and building advanced, computing capabilities. The Forum e-mails announcements about forthcoming events and topics to its members. The instructor will bring these announcements to the attention of students in the class.

**Subscription to ESRI:** E-newsletter and ARC/USER magazine. These are free subscription for those who want to learn more about the latest developments in the GIS world including software updates, selected projects, events, conferences, publications, etc.
## Course Structure

### Week 1: Introduction to the course
- **August 27**
  - Overview of the course Syllabus
  - Course requirements
  - Presentation of GIS ARC/VIEW
  - Browsing the ESRI website
  - ESRI Free Modules Training

**Assignments:**
Visit: [www.gisportal.com](http://www.gisportal.com), [www.esri.com](http://www.esri.com)

### Week 2: Getting to Know Desktop GIS
- **September 3**
  - Introduction to Desktop GIS
  - How Desktop GIS Works
  - Querying Information using Desktop GIS
  - Video Presentation

**Assignments:**
GTKW-GIS: Chapters 1, 2 and 3

### Week 3: Getting to Know Desktop GIS (continued)
- **September 10**
  - Making Information Presentable
  - GIS Data
  - Desktop GIS Applications
  - Presentation: GIS for Everyone

**Assignments:**
GTKW-GIS: Chapters 4, 5 and 6

### Week 4: ArcView GIS Basics
- **September 17**
  - Introduction to ArcView GIS
  - Getting data into ArcView GIS

**Assignments:**
GTKW-GIS: Chapters 7 & 8

### Week 5: ArcView GIS Basics (continued)
- **September 24**
  - Classifying and Displaying themes
  - Symbolizing Themes
  - Presentations by students: Selection of the Agency-GIS Project

**Assignments:**
GTKW-GIS: Chapters 9 & 10

### Week 6: Working with Spatial Data
- **October 1**
  - Measuring Distance and Area in a View
  - Managing Scale
  - Graduate Students submit a one-page outline of the GIS-Application paper (please refer to course requirements for details)

**Assignments:**
GTKW-GIS: Chapters 11 & 12
<table>
<thead>
<tr>
<th>Week 7</th>
<th>October 8</th>
<th>Querying Data</th>
</tr>
</thead>
</table>
|         |           | - Information about Features  
|         |           | - Selecting Features based on their Attributes  
|         |           | - Selecting Records  
|         |           | - Quiz 1 for undergraduate students  

**Assignments:**
GTKW-GIS: Chapters 13 & 14  
Handouts by the instructor

<table>
<thead>
<tr>
<th>Week 8</th>
<th>October 15</th>
<th>Tabular Data</th>
</tr>
</thead>
</table>
|         |            | - Creating Table Display  
|         |            | - Managing Tabular Data  
|         |            | - Discussion of a GIS Case Study  

**Assignments:**
GTKW-GIS: Chapter 15

<table>
<thead>
<tr>
<th>Week 9</th>
<th>October 22</th>
<th>Analyzing Spatial Relationships</th>
</tr>
</thead>
</table>
|         |            | - Finding Nearby Features  
|         |            | - Finding Features Within  

**Assignments:**
GTKW-GIS: Chapters 17 & 18

<table>
<thead>
<tr>
<th>Week 10</th>
<th>October 29</th>
<th>Presenting GIS Information</th>
</tr>
</thead>
</table>
|         |            | - Working with Charts  
|         |            | - Creating Map Layout  
|         |            | - Internet GIS  
|         |            | - A 5-minute presentation by each team on the progress of the Agency-GIS project.  

**Assignments:**
GTKW-GIS: Chapters 21 & 22  
Handout by the instructor

<table>
<thead>
<tr>
<th>Week 11</th>
<th>November 5</th>
<th>In-Class Projects</th>
</tr>
</thead>
</table>
|         |            | - Students will form groups to work on a project using ArcView Software on GSU network.  
|         |            | - Students will be given CDs at the beginning of the semester that include necessary GIS data.  

**Assignments:**
Handout by the instructor for more projects  
Quiz 2 for undergraduate students

<table>
<thead>
<tr>
<th>Week 12</th>
<th>November 12</th>
<th>In-Class Projects</th>
</tr>
</thead>
</table>
|         |             | - Students will form groups to work on a project using ArcView Software on GSU network.  
|         |             | - Students will be given CDs at the beginning of the semester that include necessary GIS data.  

**Assignments:**
Handout by the instructor for more projects

<table>
<thead>
<tr>
<th>Week 13</th>
<th>November 19</th>
<th>In-Class Projects</th>
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Page 2
### Course Structure

- Students will form groups to work on a project using ArcView Software on GSU network.
- Students will be given CDs at the beginning of the semester that include necessary GIS data.

**Assignments:**
Students can practice working on projects using the software on GSU network.

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Introduction to ArcView Spatial Analyst Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 3</td>
<td>ArcView Spatial Analyst Capabilities</td>
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<tr>
<td></td>
<td>ArcView Spatial Basics and Concepts</td>
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<td></td>
<td>Spatial Analysis and Modeling</td>
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<td>Grid Themes</td>
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<td>Exercises</td>
</tr>
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</table>

**Assignments:**
GTKW-GIS: Chapter 29 (10-19)

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Last Day of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 10</td>
<td>Students present their Agency-GIS projects</td>
</tr>
<tr>
<td></td>
<td>Students submit the final report on the Agency-GIS projects</td>
</tr>
<tr>
<td></td>
<td>Graduate students submit the final report on the GIS Application paper</td>
</tr>
<tr>
<td></td>
<td>Instructor reviews the course material</td>
</tr>
</tbody>
</table>

**Final Exam**
As Scheduled, December 17, Classroom: 300 CS
Course Requirements/Grading

Undergraduate Students

<table>
<thead>
<tr>
<th>Quiz 1</th>
<th>October 8</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 2</td>
<td>November 5</td>
<td>15%</td>
</tr>
<tr>
<td>Agency-GIS Project</td>
<td>Due December 10</td>
<td>25%</td>
</tr>
<tr>
<td>In-Class GIS Project</td>
<td>November 12</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam.</td>
<td>December 17</td>
<td>30%</td>
</tr>
</tbody>
</table>

Graduate Students

<table>
<thead>
<tr>
<th>Agency-GIS Project</th>
<th>Due December 10</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class GIS Project</td>
<td>November 12</td>
<td>20%</td>
</tr>
<tr>
<td>GIS Application Paper</td>
<td>Due December 10</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper Review</td>
<td>Due December 10</td>
<td>30%</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam.</td>
<td>December 17</td>
<td>30%</td>
</tr>
</tbody>
</table>

1. **Research Paper Review OR Final Examination (Graduate Students Only: 30%)**:

The purpose of this task is to acquaint students with sources of GIS research publications, and to learn about the subjects covered in these publications. Each student will search for a research (journal paper) in which the author uses GIS in the analysis. The Internet is a good source to start searching for research topics. ESRI hosts an annual conference and publishes the papers on a CD-ROM. Information are available at the ESRI website.

The student will provide a report that includes the following:

- Statement of the problem of the project
- Objectives of the study
- Why GIS was chosen as part of the methodology of conducting the study
- Data sources for GIS
- Output from using GIS
- What type of analysis was conducted: qualitative, quantitative, regression models, etc.
- Results of the study
- In the opinion of the student, could the analysis be enhanced further? If yes, how?
- Identify similar problems/areas that could be solved using the same approach.

The instructor will assist students throughout this task by assisting in selecting an appropriate and reasonable research paper, and in formatting the report.

**Schedule**:

<table>
<thead>
<tr>
<th>October 1st:</th>
<th>Students should be able to select the research paper and submit a one-page that include: Title of the paper, journal name (or source), field (planning, transportation, environment, etc.), and include any questions that he/she has on the paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 10:</td>
<td>Students submit the final report on the research paper.</td>
</tr>
</tbody>
</table>

2. **GIS Application Paper (Graduate Students Only: 20%)**:

Each student will select an application area (a topic) and compose a paper on the applications of GIS in that area. Topics will include: transportation, economic development, emergency management, health, education, local government, environment, water resources, etc. Student should include a list of reference. The paper should be about 7-10 single-spaced. Students should start searching the topic and composing the paper with the beginning of 3rd or 4th week of classes. Students can consult with the instructor regarding the topics,
Grading

sources of information, etc. A good starting website is: www.esri.com

3. **Reviewing an Agency GIS Project (Undergraduate and Graduate Students: 25%)**:

Students will form teams of 4-5 students. Each team is required to contact an again, a firm or an organization in metro Atlanta that has used or is using GIS in a project. The team is to contact the agency and obtain information on the following:

- Statement of the problem of the project
- Objectives of the study
- Why GIS was chosen as part of the methodology of conducting the study
- Data sources for GIS
- Output from using GIS
- What type of analysis was conducted: qualitative, quantitative, regression models, etc.
- Results of the study
- Implementation of solutions, benefits to agency, community or sponsor.
- Suggest similar problem areas that could be solved using the same approach.

Students are expected to visit the agency more than once and it is recommended that they meet with different people in charge of the above project. The instructor will advise students on how to prepare and present the report regarding the project.

**Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Students should’ve decided and visited an agency that uses GIS. Students give short presentation on the agency name and the type of GIS project or study.</td>
</tr>
<tr>
<td>October 28th</td>
<td>Each team gives a 5-minute presentation on the progress of the Agency-GIS project.</td>
</tr>
<tr>
<td>December 10</td>
<td>Students present their Agency-GIS projects and submit the final report.</td>
</tr>
</tbody>
</table>

4. **In-Class GIS Project (Undergraduate & Graduate Students)**

At the beginning of the semester, the instructor will provides CDs to students. The CDs contain many projects that can be done using ARC/VIEW. The software is loaded on GSU networks, and students can practice with these projects during the class (please see course structure) or during evenings and weekend. Description of some selected projects will be posted on the course website. Instructions on how carry out some of these projects will also posted on the website.

**Attendance and Participation Policy:**

Students are encouraged to participate in the class. The first 10-15 minutes of each class period will be devoted to answer questions, share information from GIS newsletter, publications and the Internet.

If a student cannot attend the class, it is his/her responsibility to obtain the materials discussed in the class.

**THIS STATEMENT IS PART OF THE SYLLABUS OF THIS COURSE**

**PLAGIARISM OR CHEATING:**

Plagiarism is the act of stealing and passing off as one's own ideas or words of another. Cheating is violating rules dishonestly, a student who cheats or plagiarizes another's work,
purchase papers, or presents previous work as this quarter's assignments, faces disciplinary action. Plagiarism or cheating results in an "F" for the course, and may result in suspension of expulsion form the college. You must communicate accurately material that is directly quoted, paraphrased, or your own. If you are not sure understand exactly what constitutes plagiarism, ask-- because your responsible for understanding.
### Weekly Study Guide

<table>
<thead>
<tr>
<th>August 20</th>
<th>August 27</th>
<th>September 3</th>
<th>September 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 17</td>
<td>September 24</td>
<td>October 1</td>
<td>October 8</td>
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<tr>
<td>October 15</td>
<td>October 22</td>
<td>October 29</td>
<td>November 5</td>
</tr>
<tr>
<td>November 12</td>
<td>November 19</td>
<td>November 26</td>
<td>December 3</td>
</tr>
</tbody>
</table>
COMMUNICATION SKILLS FOR PUBLIC LEADERS

The focus of this course is on collection and dissemination of information. It is designed for current and future public leaders who need to stay informed on a wide variety of topics and communicate information and ideas to others in timely and effective ways. Students will learn to communicate information to others through professional presentations, written documents, and electronic mediums such as Email and Web pages. Students will be required to develop their own policy relevant Web pages. Active student participation is emphasized and required. We will make extensive use of the Internet in this class, and all course materials can be accessed from a WebCT site.

Books

Office Hours

Assignments

Plagiarism

Grading

Course Outline

Required Textbooks:


This book should be available in the university bookstore. Please notify the instructor immediately, if you have problems getting this book. Additional readings are available on the course home page.

Office Hours:

Your instructor will hold formal office hours from 2pm-4pm on Tuesday and 2pm-4pm on Friday in room 336 of the Young School of Policy Studies. Meetings can also be scheduled at a mutually convenient time. Your instructor will be answering questions via telephone during office hours. You can reach your instructor by telephone at (404) 651-4448. Stay on the line, if I am away, and you will get my voice mail. Electronic mail can be sent via the Internet to gstreib@gsu.edu. You can also Email your instructor from our WebCT Vista home page. Fax messages can be sent to (404) 651-1378.

8091 On the Web:

http://www2.gsu.edu/~padgds/PAUS8091Fall2004.htm
The course home page can be found at the following location: [http://vista.gsu.edu](http://vista.gsu.edu)

This site contains links to class materials and a variety of communication tools. There are required class materials in different electronic formats, and there are also some additional reading materials that should be considered optional. The files are quite large. As a general rule, an effort has been made to keep the required files as small as possible. Files are labeled as large. It is a good idea to check the file labels if you have a slow Internet connection. The Exp browser (version 6.0) is required for this course. This browser optimizes all class materials.

*These course facilities are not to be used for personal vendettas, personal advertising, or for political or consumer of any kind. Such uses can result in dismissal from this course.*

On-line Classes:

This course features a number of on-line classes. These classes teach you to use on-line meeting software. This technology is growing increasingly popular. Students tend to appreciate an occasional night away from the G: classrooms. Advance preparations are needed, however. You do need access to a computer with an Internet connection, and you will also need a microphone. You will receive information about the online classes via GSU Email. You can learn more by clicking [here](http://www2.gsu.edu/~padgds/PAUS8091Fall2004.htm).

The GSU Computer Labs:

The GSU labs are state-of-the-art facilities which allow students to connect to the Internet, access mail, use SPSS and other software, and print a number of different types of output. [Each lab has hours, and there are some rules to master](http://www2.gsu.edu/~padgds/PAUS8091Fall2004.htm). Take the time to get acquainted with these facilities. You should be totally comfortable with the lab well before any assignments are due. For additional information, call 650-420-5958 or check out the web link. *Please notify your instructor immediately if you run into any problems when using the labs.*

Class Assignments:

All class assignments must be submitted electronically from the class home page. When due, assignments will be for at least five days. *You can choose your own due date, since you can submit your work at any point during the period.* This gives you maximum flexibility. Emailed or paper assignments will not be accepted. Every document should include your name, the date, and page numbers. Also, include your name in every electronic file name. Tip: Assignments electronically is convenient and effective. One thing to remember is that the Vista software does not support names that contain spaces or special characters. You will have the opportunity to practice submitting an assignment electronically.

**Assignment 1**

You must complete the communication analysis exercise that is available on the home page. This is a group project. You will be assigned to a three person group in class.

Every member of the group will submit a copy of the group product and a short description of their personal contribution to the effort.

Each group will be responsible for presenting their conclusion to the class. This
presentation must be no more than 5 minutes long.

*Your finished product should be no more than 15 pages in length.* Please follow the tips for completing documents for this course, which are included with this exercise. These tips are applicable to everything you will prepare for this course. Every document submitted should include your title, name, the date and page numbers. Also, include your name in each electronic file name.

You can expect to receive a grade within 48 hours of the due date. All assignments submitted in this class receive comments. You can view your comments by returning to the assignment page on WebCT.

**Assignment 2**

For assignment two you are required to participate in the discussion of an E-government case. Getting full credit requires participating in the discussion in a meaningful way. Attendance is essential, of course.

**Assignment 3**

For this Web site review assignment, you must review two Web sites for governments, government agencies, or non-profit organizations. Private organizations are also a possibility, if this fits your career goals. Please review sites for similar types of organizations.

Compare and contrast your two Web sites according to their overall usefulness, ease of use, horizontal integration, and openness. Do your pages fulfill a real need? Are they easy to use? Do they provide everything that visitors need? The criteria will be addressed more thoroughly in class readings and in a class lecture.

Please defend your criteria before presenting your evaluation. That is, describe the linkages between the sites you review, the audience(s) that you focus on, and the evaluation criteria you use. It usually helps to focus on a well-defined audience. You are free to use criteria that are different from the ones we discussed in class, and you are not required to use every one of the criteria we discussed. The goal is to determine if the Web sites provide what the audience needs.

Your final paper should be an analytical review. Establish criteria, apply them to evaluating your Web sites, compare and contrast, and then provide a thorough summary. You are free to examine only parts of Web pages, if this better fits the requirements of this assignment and your interests.

Your finished product should be no more than eight pages in length. Please follow the tips for completing documents for this course that were included with the assignment one materials. Develop a meaningful title for your assignment (don’t call this paper assignment two), use page numbers. Use standard font sizes and margins.
Prepare something that could be presented in a professional work setting. The overall quality of your final product will be considered in assigning a grade. Every document submitted should include your title, name, the date and page numbers. Also, include your name in each electronic file name.

You can expect to receive a grade within 48 hours of the due date. All assignments submitted in this class receive comments. You can view your comments by returning to the assignment page on WebCT.

**Assignment 4**

Assignments four through eight should all be focused on the same topic. Your ultimate goal is to develop an informational Web site for a policy or administrative issue. Students are encouraged to work on a topic that is related to their career goals. For this assignment you must develop a short memo that gives an overview of the tasks you will complete in assignments five, six and eight.

In this memo assignment you should introduce your topic and establish its importance. You should explain why your project is needed and who will benefit. You should also outline your objectives and your deliverables (These include an evaluation of the materials already available on the Web on your topic, a slide show summarizing your findings, and a Web site.) Of course, many of your objectives are detailed in the assignments themselves, but you should present your work on these tasks as though they were all part of a proposed project. Your goal should be to convince a supervisor, board, or funding agency that your informational Web site is needed. Don't forget that assignments four and five are also important parts of this package.

Your finished product should be no more than 3 pages in length. Please follow the tips for completing documents for this course that were included with the assignment one materials. Develop a meaningful title for your memo (don't call it assignment three), and use page numbers. Use standard font sizes and margins. Prepare something that could be presented in a professional work setting.

The grading will be based on style, formatting, the quality of the writing, and the overall soundness of your proposed plan. *Brevity is a plus in a memo. Get to the bottom line.* Every document submitted should include your title, name, the date and page numbers. Also, include your name in each electronic file name.

You can expect to receive a grade within 48 hours of the due date. All assignments submitted in this class receive comments. You can view your comments by returning to the assignment page on WebCT.
Assignment 5

The goal of this Web research assignment is to evaluate the breadth and scope of the electronic resources available on the policy or administrative issue addressed in assignment three. That is, what is available on the Web and what is not available.

Your task is to assess the value of the available information. How well do the existing sites serve people searching for information on this topic? What are the strengths of the existing information? Is high quality information available? What is missing? Who is your audience and what kind of information do they need? It is fine to talk about individual Web sites, but keep your focus on the big picture. Your job is to evaluate the entire body of information that is available. The project should help you develop ideas for your own Web page. Look for ways that you can make your own unique contribution.

Your analysis should include Web sites of the following types:

- Federal and/or international resources
- State, local, and/or regional resources
- Non-profit sources (including professional associations)
- Datasets and their potential use in researching the issue (including an explanation of the data, and potential of the dataset for helping to understand the relationships and issues related to your policy question)
- And any other useful resources relevant to your topic

You should prepare a written report discussing as many as 5 sources in each of the categories listed above. If you cannot find anything in one or more of these areas you must make it clear that you made a thorough search. A bibliography (citing all your sources) must be included. All sources must be accessible on the Internet.

You need to identify an intended audience and develop appropriate criteria for evaluating the existing Web sites. These criteria are not like the ones you used to evaluate individual Web sites. These criteria should be drawn from your sense of what your target audience needs. What does your audience need, and can they get it from existing sources? You don't want to get bogged down discussing a lot of individual sites.

Your finished product should be no more than 10 pages in length. Review the tips for preparing the communications exercise and use them for all your 8091 assignments. Develop a meaningful title for your report (don't call this assignment four), and use page numbers. Use standard font sizes and margins. Prepare something that could be presented in a professional work setting. The overall quality of your final product will be considered in assigning a grade. Every document submitted should include your title, name, the date and page numbers. Also, include your name in each electronic file name.

You can expect to receive a grade within 48 hours of the due date. All assignments submitted in this class receive comments. You can view your comments by
Assignment 6

You must prepare a PowerPoint presentation for a policy decision maker summarizing your findings from Assignment Four. You should use your best Web links as illustrations.

Your presentation should critique the quality of the information available on your topic, drawing from the work you have already done. The main criteria in grading these assignments will be the degree of focus on Internet resources and adherence to the presentation principles discussed in class. It is a good idea to identify your audience. Stay focused on evaluating the available information on your topic. This is not a presentation about your topic—it is about the information available on your topic. You are reporting the findings from a research study that you conducted.

You should assume a presentation of about 15 minutes in length. About 7-10 slides would be appropriate (not including your title slide). Please note that you will not be expected to make a presentation to the class. Every document submitted should include your title, name, the date and page numbers. Also, include your name in each electronic file name.

You can expect to receive a grade within 48 hours of the due date. All assignments submitted in this class receive comments. You can view your comments by returning to the assignment page on WebCT.

Assignment 7

For assignment seven you are required to do a five minute presentation of your Web site. Please note any communication principles that you employed, identify interesting features, and explain how you think your site will benefit visitors. The Web page need not be completely done at this point, but you will need something to talk about. You have some additional time in the class to refine your Web site.

Assignment 8
For this Web site assignment, you must develop and publish a Web site based on the topic that you previously selected. You will apply everything you learned working on assignments three, four, and five to create an “information node” site for your selected policy/public administration issue area.

You will develop the main text and format for the page and provide links to useful Web sites. Additional details will be provided in class. The grade for this assignment will be based on the Web site’s readability, usability, usefulness, creativeness, and the extent that the site demonstrates the value of the knowledge gained from other course materials and assignments. You must create your own page that is uploaded from your computer. Using on-line site creation tools is not allowed.

Like any research work, it is acceptable to draw ideas and concepts from others, but such sources must be acknowledged in some way on your page. When materials are available on other Web sites, then a link to these sites is appropriate. These same rules apply to artwork. There are many sources of artwork on the Internet and most of the sites offering these materials specify what type of use is allowed. Carefully follow all stated requirements.

In addition to submitting the URL for your site, you must also submit a one-page evaluation via WebCT. Both can be submitted in a single Word document. Discuss the merits of your page in terms of the criteria listed above. Define the audience for your page and explain how you are helping them. Every document submitted should include your title, name, the date and page numbers. Also, include your name in each electronic file name.

You can expect to receive a grade within 48 hours of the due date. All assignments submitted in this class receive comments. You can view your comments by returning to the assignment page on WebCT.

**Policy on Late Assignments:**

There is a substantial penalty for late assignments. The grade on any assignment turned in after the deadline will be reduced one half of a letter grade. There will be another half letter grade reduction for assignments turned in more than 48 hours late. Assignments more than 48 hours late will be reduced a second full letter grade. Assignments will not be accepted when they are more than three days late.

**Plagiarism or Cheating:**

Students plagiarizing or cheating in any form will face disciplinary action that could result in receiving an “F” in this suspension or expulsion from the University. If a student is ever unclear as to what constitutes plagiarism or cheating regarding work on written or oral presentations, please consult the student handbook and/or consult your instructor. Student’s responsibility to know the meaning of plagiarism and when it occurs. The following is reprinted from the Student Handbook:

http://www2.gsu.edu/~padgd/PAUS8091Fall2004.htm 12/14/2004
Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the summarizing of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. It is also plagiarism to reuse material you prepared for different courses in the same program. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Students are expected to do their own work in this course. Most assignments are not group projects. Unauthorized collaboration is a violation of university and departmental policies. Possible violations include having other students read your paper and giving you detailed instructions on how to get a better grade, hiring a professional editor, or having a colleague help you to complete your Web page assignment. A good grade in this class indicates that you are able to work in this class without the assistance of others.

Grading:

Final course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Task</th>
<th>Available Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module One</td>
<td>Assignment One: Communication Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Module Two</td>
<td>Assignment Two: E-Government Case Discussion</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Assignment Three: Web Site Review</td>
<td>150</td>
</tr>
<tr>
<td>Module Three</td>
<td>Assignment Four: Project Memo</td>
<td>150</td>
</tr>
<tr>
<td>Module Four</td>
<td>Assignment Five: Internet Research Project</td>
<td>200</td>
</tr>
<tr>
<td>Module Five</td>
<td>Assignment Six: PowerPoint Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Module Six</td>
<td>Assignment Seven: Web Site Presentation</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Assignment Eight: Completed Web Site</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Students must earn 900+ points to receive a grade of "A," 800+ points to earn a "B," and 700+ points to earn a grade of "C." Incomplete grades will only be given for nonacademic reasons when advance arrangements have been made. In this class, a B is the expected grade for good, competent work. Grades in the A range are reserved for excellent work. Excellent work goes beyond the minimum in some important way.

You can expect to receive a grade and comments within 48 hours after the due date. You can view your comments by returning to the assignment page on WebCT.
You will be able to check your scores on the class home page. Grades on the exam and assignments will be presented on a 100 point scale, so that you can better evaluate your performance. Look at the point total to track your overall performance in the course.

COURSE OUTLINE

CLASS 1: August 24
Course Introduction

You will be assigned to groups of three and begin work on the communication analysis exercise. Please complete the internship data sheet that will be available after class tonight.

Module 1: Communication Strategies

This module will review key aspects of communication in the public sector. Students will learn how to improve their communication skills.

CLASS 2: August 31
A Strategic Model for Government Communication

We have quite a bit of material to cover tonight, so you will not have any class time for your group project.

Garnett, Chapters 1-6

You can practice submitting an assignment after this class is over. This practice assignment will be available until 12 noon September 18th. Practice is recommended.

CLASS 3: September 7
Communication Ethics, Media Relations, and Crisis Management

Garnett Chapters 7-10
Case Study, "ATF and the Media" (Report of the Department of Treasury)

We have quite a bit of material to cover tonight, so you will not have any class time for your group project.

CLASS 4: September 14
Group Projects

We will meet in our regular classroom for a question and answer session, and then you will be free to work on your group project.

The communication analysis assignment must be turned in by 12 noon on Sunday, September 19th.
Module 2:  E-Governance: The New Face of Government

This module will review the changing nature of information in the public sector given the changing role of technology. Students will learn more about the usefulness of e-governance as a tool for enhancing democracy and improving communication.

**CLASS 5: September 21**  
Evaluating Government Web Pages (*Shall we meet on-line?*)

"Electronic Government" (Verton)  
"Government in an Era of Rapid Innovation: Embracing the Future" (Caine)  
"Webbing Governance" (Demchak, Friis, La Porte)

**CLASS 6: September 28**  
Implementing E-Governance, Part One

"The Evolution of E-Government among Municipalities: Rhetoric or Reality?" (Moon)  
"Building E-Government in East and Southeast Asia: Regional Rhetoric and National (in) Action" (Ian Holliday)  
"E-Government and the Transformation of Service Delivery and Citizen Attitudes" (West)  
"Local Governments Becoming E-Governments: Getting the Sizzle, Avoiding the Fizzle" (Streib and Willoughby)

*Web site review training session: We will be breaking the class into groups in the second half of this course, and each group will make suggestions on how to improve the sample exercise. Please review the sample Web site review prior to class.*

**CLASS 7: October 5**  
Implementing E-Governance, Part Two

"Reinventing Local Governments and the E-government Initiative" (Tat-Kei Ho)  

Be prepared to discuss the E-government case: "The Washington State Department of Licensing" (Parts A and B)

*Your Web site review is due by 12 noon on Sunday, October 10th.*

Module 3: Developing a Project Plan

This module will help you to get a good start on the remaining assignments in this course. Students will learn how to prepare a professional memo.

**CLASS 8: October 12 (*Shall we meet on-line?*)**  
Preparing a Winning Memo

"Memo Writing" (Dobel)  
"Clear Writing Means Clear Thinking Means..." (Swift)  
"How to Write Better Memos" (Mintz)

We will discuss how to prepare a memo that will help you to successfully sell an idea to
different audiences. We will also discuss project ideas for module 4 though 6.

*Your project memo is due by 12 noon on Sunday, October 17th.*

**Module 4: Mastering Internet Resources**

This module will examine how to make the most of internet resources. Topics will include search engine marketing, searching techniques, important information sources for public leaders, and Internet communication tools.

**CLASS 9: October 19**
Mastering Internet Resources, Part 1

"Better Internet Searching" (Rubenking)
"How Google Works" (Anonymous from *The Economist*)

"Researching Public Administration Resources on the Internet"

**CLASS 10: October 26**
Mastering Internet Resources, Part 2 *(Shall we meet on-line?)*

*Your Internet research project is due by 12 noon on Sunday, October 31st.*

**Module 5: Mastering PowerPoint**

Students will learn how to use MS PowerPoint as an effective communication tool.

**CLASS 11: November 2**
PowerPoint Training Session

*Your PowerPoint slide show is due by 12 noon on Sunday, November 7th.*

**CLASS 12: November 9**
Creating a Web Page

We will create a short Web page in class and cover all the skills needed for creating a useful page. You will receive a handout that will guide you through this project. It will probably help you bring a standard computer disk to class. This may help you to continue your work when you get back home.

**Module 6: Developing Web Page**

Students will learn how to develop their own Web page. We will cover Web page basics and a few advanced topics.

**CLASS 13: November 16**
Web Lab Day
We will work on Web pages. Your instructor will be on hand to help you.

**CLASS 14: November 30 (Shall we meet on-line?)**
Web Lab Day

We will work on Web pages. Your instructor will be on hand to help you.

**CLASS 15: December 7**
Web Site Presentations

Everyone will do a five minute presentation of their Web site. Please note any communicative principles that you employed, identify interesting features, and explain how you think your site will benefit visitors. The Web page need not be completely done at this point, but you will need something to talk about. You have some additional time in the class to refine your Web site.

**FINAL PROJECT IS DUE: December 14**

Your Web site assignment is due by 5pm. No assignments will be accepted after the deadline.

Please note that your access to this class will end soon after the the Web page assignments have been graded. This will be your last chance to get detailed feedback from your instructor on your final grade.

Let me know if you have any ideas on how to improve this course. Also, remember to take time to complete the university course evaluation form on GoSolar.
APPLIED RESEARCH METHODS AND STATISTICS, FIRST ONE

This course offers an introduction to applied research methods, statistics, and data analysis. Students completing this course should be able to produce a meaningful quantitative analysis and they should be wiser consumers of the research findings produced by others. The skills taught in this course should be valuable to generalist managers, specialists in a wide variety of fields, and analysts. PAUS 8131 is a continuation of this course, and it offers students more opportunities to develop their skills.

OUTLINE

Books
Office Hours
Web Page
Assignments

Lab Materials
Grading
Plagiarism
Class Outline

REQUIRED TEXTBOOKS:


RECOMMENDED SOFTWARE:

We will be using SPSS version 12 in this class. Students can use this software in the GSU lab or can purchase a student version to use at a more convenient location. Look for the student version of the SPSS 12 software, which is sold by Prentice Hall: ISBN: 0-13-147027-2. The software comes with a short guide to SPSS that may prove useful.

OFFICE HOURS:

Your instructor will hold formal office hours from 2pm-4pm on Tuesday and 2pm-4pm on Friday in room 336 of the
Young School Building. Meetings can also be scheduled at a mutually convenient time. Your instructor will also be answering questions via telephone during office hours. You can reach your instructor by telephone at (404) 651-4448. Stay on the line for voice mail. Electronic mail can be sent via the Internet to gstreib@gsu.edu. You can also Email your instructor from the class home page. Fax messages can be sent to (404) 651-1378.

8121 ON THE WEB:

All important course materials are available on the World Wide Web. The course home page can be found at the following location: http://vista.gsu.edu. This site contains links to class materials, and it also offers access to the 8121 chat facility, a private Email system, access to grades and a bulletin board for class discussions. The Explorer browser is strongly recommended for this course. These course facilities are not to be used for personal vendettas, personal advertising, or for political or commercial marketing of any kind. Postings of these types will be deleted from the bulletin board immediately, without notice of any kind, and they may result in dismissal from this course.

ON-LINE CLASSES:

This course features a number of on-line classes. These classes teach you to use on-line meeting software. This technology that is growing increasingly popular. Students tend to appreciate an occasional night away from the G: classrooms. Advance preparations are needed, however. You do need access to a computer with an Internet connection, and you will also need a microphone. You will receive information about the online classes via GSU Email. If you delete any mail about Elluminate Live!, You can learn more by clicking here.

CALCULATORS:

A calculator will be necessary during some portions of this course. Students should purchase one of these devices if they do not already have one. Only the most basic functions will be necessary (addition, subtraction, multiplication, division). Students should bring their calculators to every class meeting - including exam nights!

CLASS ASSIGNMENTS:

Students in this course will be expected to complete four exercises and two statistical reports. All of these assignments will be submitted electronically, via the class home page. Each of these assignments will be discussed in greater detail below:

Exercise Assignment One: This assignment will introduce you to the SPSS software that we will be using in class. As you begin, remember that SPSS can only analyze numbers. The questions do require some coding. This involves the conversion of text answers into numeric values. In this case, each answer to the survey questions should be given a unique numeric value. You also need to identify the codes that should be considered "missing." Your completed assignment must be submitted electronically from the class home page.
page. You will receive instructions on how to do this in class. Please put your name on everything you submit - both on your assignment and in the file name.

**Exercise Assignment Two:** Your job is to complete an SPSS exercise that is available on the class homepage. This answer must be submitted electronically as a Word document. Your SPSS output must be pasted into Word. Please put your name on everything you submit.

**The Statistical Reports:** You must complete two short statistical reports in this course. These reports will require the use of the SPSS software. The data you need is available from the course homepage. The tips available for this course offer some good advice on how to do well on these assignments.

**Exercise Assignment Three:** This assignment requires you to conduct a statistical inference using a one-sample t-test. As with assignment two, your answer must be submitted as a Word document. Your SPSS output must be pasted into Word. Please put your name on everything you submit.

**Exercise Assignment Four:** This assignment requires you to conduct a statistical inference using a paired test. As with assignment two, your answer must be submitted as a Word document. Your SPSS output must be pasted into Word. Please put your name on everything you submit.

**POLICY ON LATE ASSIGNMENTS:**

There is a substantial penalty for late assignments. The grade on any assignment turned in after the deadline will be reduced one letter grade. There will be an additional letter grade reduction for assignments turned in more than 24 hours late. Assignments more than 48 hours late will be reduced three letter grades. This policy will be strictly enforced.

**ATTENDANCE POLICY:**

Attendance is not required. This class offers all materials in electronic form, including course lectures. Some students may be able to do well without attending class, though this may be risky. Class sessions often address issues that may arise with assignments and exams. The online materials are complete, but they cannot fully replicate the dynamics of a session.

**BASIC QUALITY EXPECTATIONS FOR WRITTEN WORK:**

There are some special challenges in preparing materials for this course. Most students have not had much experience presenting data from a quantitative analysis. As a minimum requirement, all work produced for this course must meet the following standards:

1) All arguments should be carefully presented and clearly articulated.
2) Grammar and spelling errors should be minimal.
3) Any tables or graphics must be free of distortion.
4) The style of presentation of quoted materials, bulleted information, footnotes, etc. should conform to a consistent style.
5) Any facts or ideas used from other sources should be properly cited.
6) Every paper should include a title, your name, the date, and page numbers.

Students who feel that their writing skills need work are encouraged to take advantage of the many helpful training sessions offered by the university writing center.
offered by Georgia State University. Additional paper tips can be found on the class home page.

THE GSU COMPUTER LABS:

The GSU labs are state-of-the-art facilities which allow students to connect to the Internet, access mainframe com SPSS and other software, and print a number of different types of output. Each lab has its own hours, and there are rules to master. Take the time to get acquainted with these facilities. You should be totally comfortable with the lab before any assignments are due. For additional information, call 651-2686 or check out the web link. Please notify instructor immediately if you run into any problems when using the labs.

KEEP GOOD RECORDS:

Given the cumulative nature of the material presented in this course, students are strongly advised to maintain good records. This means keeping good, organized notes, and copies of computer output. It is a good idea to buy a good notebook to keep these materials. Since these materials can be used in the exams, they will be essential to doing well in this course. They will be useful for students taking Public Administration 8131.

ACCESSING CLASS MATERIALS:

Most class lectures will be accompanied by at least one PowerPoint presentation. The PowerPoint slides, along with handouts (in Adobe Acrobat format), are available from the network server in the main computer lab at GSU. They will be available on the class home page on the Web. The lab materials are saved in the following directory:

\F:\PUBLIC\CLASSES\PAUS\STREIB

The slides are designed for the Office XP version of PowerPoint. You will be able to access all course materials by using Microsoft Internet Explorer, version 5.0 or later and the Adobe Acrobat reader. Both of these products are available.

EXAMINATIONS:

There will be two exams in this course. The midterm will consist of a series of short answer questions that will be cumulative. Students will be allowed to use books and notes for this exam; however, there will be a strict time limit. The take-home exam, which must be submitted electronically via the class home page. Students must complete exam the dates listed in the course outline. Any changes must be prearranged with your instructor.

GRADING POLICY:

Final course grades will be determined as follows:
Students must earn 900+ points to receive a grade of "A," 800+ points to earn a "B," and 700+ points to earn a grade "C." In this class, a B is the expected grade for good, competent work. Grades in the A range are reserved for excellent work, which goes beyond the minimum in some important way. Grades of incomplete are not common in this class.

In this class, you will be able to check your scores on the class home page. Grades on the statistical reports and tests will be on a 100 point scale, so that you can better evaluate your performance. If you wish to total your points on your own statistical report scores by 1.5 and test scores by 2.5. The point total is also available on the home page. This is the number of points you have earned, out of 1000.

PLAGIARISM OR CHEATING:

Plagiarism is the act of stealing or passing off as one's own the ideas or words of another. Cheating is violating rules dishonestly. A student who cheats or plagiarizes another student's work, purchases papers, or presents previous work as this quarter's assignments, faces disciplinary action. In this course, students are expected to do their own work on assignments. Anyone found distributing their work to others or using the work of others will receive an "F" in the course. If you are not sure you understand exactly what constitutes plagiarism, ask -- because you are responsible for understanding.

SOME WORDS FOR BEGINNERS:

For those of you who have had very little experience working with computers or statistics, you should keep in mind that most students in the MPA, Urban Studies, and Human Resource Development programs have backgrounds similar to yours. This class takes more time than some, but students will find that of extra effort they will be able to greatly increase their knowledge of computers, research methods, and statistics. Be patient! Your research skills will take some time to develop.

THE COURSE OUTLINE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>First Exercise Assignment</td>
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<tr>
<td>Second Exercise Assignment</td>
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</tr>
<tr>
<td>Two Statistical Reports (150 Points Each)</td>
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<tr>
<td>Statistics Exam One</td>
<td>250 Points</td>
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<tr>
<td>Third Exercise Assignment</td>
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<tr>
<td>Fourth Exercise Assignment</td>
<td>50 Points</td>
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<tr>
<td>Statistics Exam Two</td>
<td>250 Points</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td><strong>1000 Points</strong></td>
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PART ONE: INTRODUCTION TO THE COURSE

CLASS ONE: COURSE INTRODUCTION
(August 27)

We will discuss the importance of applied research methods and work with the SPSS software. Read Chapter one of the Salkind book (Statistics for People Who Think they Hate Statistics).

Your instructor will also provide an additional reading about using the SPSS software. The reading will be saved in PDF format, and you will need the Acrobat reader to look at it. You will also find an excellent overview of SPSS features in Appendix A of the Salkind book.

You may practice submitting an assignment tonight. (This is highly recommended, though there are no points available for completing this task.)

A student data sheet is available. Please take a minute to complete this short survey. This is anonymous, but the results will be shared with the class.

There is a practice assignment to work on. This practice assignment will help you to prepare for the graded exercise available next week.

PART TWO: USING DESCRIPTIVE STATISTICS

CLASS TWO: COUNTING RESPONSES FOR A SINGLE VARIABLE
(September 3)

We will learn some basic procedures for counting the number of responses for a single variable. Your instructor will provide an extra reading on the class home page.

A practice quiz is available. Class quizzes are designed to help you to prepare for the midterm. The midterm will much like the practice quizzes.

The first exercise assignment is due by 12 noon on Wednesday, September 8th. Please note that all class assignments must be turned in electronically.

CLASS THREE: COMPUTING DESCRIPTIVE STATISTICS
(September 10)
We will learn how to calculate some basic descriptive statistics. Read chapters two and three in the Salkind book.

A practice quiz is available. Class quizzes are designed to help you to prepare for the midterm. The midterm will much like the practice quizzes.

A set of practice problems is also available. We will review these problems in our next class.

CLASS FOUR: COMPARING GROUPS OF DATA—Shall we meet on-line?
(September 17)

We will learn some techniques for comparing groups of data. Read chapter four in the Salkind book. There will al additional reading on the class home page.

The second exercise assignment is due by 12 noon on Wednesday, September 22nd.

Review the sample statistical report that is part of the class materials available for tonight. We will review this sam class to prepare you for completing your own report. This exercise will you to better understand my expectations.

CLASS FIVE: CROSSTABULATION TABLES
(September 24)

We will learn basic techniques for crosstabulation analysis.

The first statistical report is due by 12 noon on Wednesday, September 29th.

There is a sample statistical report on the class home page that includes detailed comments. It will help you to rev paper and the comments prior to class. We will discuss the requirements for the assignment in class and the prev paper.

A set of practice problems is also available. We will review these problems in our next class.

CLASS SIX: PLOTTING DATA—Shall we meet on-line?
(October 1)

We will learn how to produce a number of different plots.

An ungraded practice midterm is available. This practice midterm will operate exactly like the real midterm.

CLASS SEVEN: MID-TERM EXAM
(October 8)

Remember that you may use your books, notes, and any handouts you have collected and that there will be a stric enforced time limit.
PART THREE: INFERENTIAL STATISTICS

CLASS EIGHT: INTRODUCTION TO HYPOTHESIS TESTING
(October 15)

We will review the mid-term exams and discuss hypothesis testing. Read chapter seven in the Salkind book. The course evaluation survey available on the class home page after this class.

CLASS NINE: STATISTICAL INFERENCE—Shall we meet on-line?
(October 22)

Read chapter nine in the Salkind book. The second statistical report is due by 12 noon on Wednesday, October 2.

CLASS TEN: THE NORMAL DISTRIBUTION
(October 29)

We will learn how to conduct one sample z-tests. Read chapter eight in the Salkind book.

CLASS ELEVEN: INTRODUCTION TO T-TESTS
(November 5)

We will learn how to conduct one sample t-tests. The third exercise assignment is due by 12 noon on Wednesday, November 10th.

CLASS TWELVE: HYPOTHESES ABOUT TWO RELATED MEANS—Shall we meet on-line?
(November 12)

We will learn how to evaluate differences between two related means. Read chapter 11 in the Salkind book.

CLASS THIRTEEN: HYPOTHESES ABOUT TWO INDEPENDENT MEANS
(November 19)

We will learn how to evaluate differences between two independent means. Read chapter 10 in the Salkind book. The fourth exercise assignment is due by 12 noon on Wednesday, November 24th.
THANKSGIVING HOLIDAY *(November 26)*

CLASS FOURTEEN: MEASURES OF ASSOCIATION  
(December 3)

We will practice the skills that are needed to complete the final by working on a statistical analysis. You will receive home final exam.

CLASS FIFTEEN: FINAL EXAM REVIEW  
(December 10)

We will practice the skills that are needed to complete the final by working on a statistical analysis. You will receive home final exam.

FINAL EXAM  
(December 17)

Your take-home exam must be turned in to your instructor by 12 Noon on Friday, December 17th. *No exams will be accepted after the deadline.*

Please note that your access to the class Web site will end soon after the exams have been graded.

Return to the Top
APPLIED RESEARCH METHODS AND STATISTICS, PART TWO

This is an advanced course dealing with the application of social science research techniques to management and policy issues. It builds upon the research skills learned in public administration 8121. Students will learn how to conduct research, continue their study of statistics, and develop their own research proposal. You must complete PAUS 8121 before taking this class.

Outline

Textbooks

Tips for Completing the Research Project

Office Hours

Grading Policy

Class Assignments

Course Outline

TEXTBOOKS:


Both of these books should be available in the university bookstore. Notify your instructor immediately, if you have problems getting either of these books.
RECOMMENDED SOFTWARE:

We will be using SPSS, version 11.0 for Windows, and you will be able to use this software in the GSU computer labs. You can also purchase a student version of this software for use at home or at work. This is Windows software, and it is highly recommended for students with the appropriate equipment. Look for the Student Version of the SPSS 11.0 software, which is sold by Prentice Hall (Englewood Cliffs, New Jersey, 1999), ISBN 0-13-028040-2. *Students Using Windows XP should purchase version 11.0 of the SPSS Student Version.*

OFFICE HOURS:

Your instructor will hold formal office hours from 2:00pm to 4:00pm on Wednesday and Friday in Urban Life 1264. Meetings can also be scheduled at a mutually convenient time. Your instructor will also be answering questions via telephone during office hours. You can reach your instructor by telephone at (404) 651-4448. Voice mail is activated after five rings. Electronic mail can be sent via the Internet to gstreib@gsu.edu. Fax messages can be sent to (404)651-1378.

FINDING CLASS MATERIALS ON THE WEB:

The course home page can be found at the following location: vista.gsu.edu

This site contains links to class materials and a variety of communication tools. There are required class materials in different electronic formats, and there are also some additional reading materials that should be considered optional. Some files are quite large. As a general rule, an effort has been made to keep the required files as small as possible. The largest files are labeled as large. It is a good idea to check the file labels if you have a slow Internet connection.

The Explorer browser (version 6.0) is required for this course. This browser optimizes all class materials.

ON-LINE CLASSES

This course features a number of on-line classes. These classes teach you to use on-line meeting software, and students tend to appreciate a night away from the GSU classrooms. Advance preparations are needed, however. You do need access to a computer with an Internet connection, of course, and you will also need a microphone. You will receive information about the online classes via GSU Email, so do not delete any mail about Elluminate or vClasses. *You can learn more by clicking here.*

CLASS ASSIGNMENTS:

Students in this course must complete two computer assignments and several assignments related to the completion of a research proposal. All of these assignments should be submitted electronically from the class home page. Click on the assignments icon. Sorry, but assignments sent by Email will not be accepted. MS Word is the preferred format. The class assignments are discussed in greater detail below:
**Project Memo and Outline:** Students in this course are responsible for developing a proposal for a research project that could help to answer a research question related to an organizational policy, program, or problem; a social problem or issue; or a proposed or existing public policy. Early in the course, students must provide their instructor with a project memo. This memo should articulate a clearly defined research question, explain the importance of the proposed project, and provide a short outline. The goal of this memo is to make a case for the project—to establish it as a worthwhile activity.

Students must stick with the project described in the memo. The completed project memo and outline should be 2-4 pages in length.

**Project Bibliography:** Students are expected to perform a thorough review of previous and/or related research as a part of their proposal preparations. A preliminary bibliography must be submitted early in the course. Students must use the sources they have identified to complete their proposals. A completed project bibliography should include at least 10 usable sources. No more than 4 of these sources can be books or web pages. The bulk of your citations should be from peer-reviewed research journals. The bibliography should include annotations on each source, explaining its value to the project. The bibliography should address the importance of the topic as well as the research methodology.

**Completed Research Proposal:** Students are expected to provide a thorough description of the study that they propose. Some information about the topic is appropriate, but the main goal in this proposal is to explain and defend your research method. Don’t get off track. You must provide a very detailed description of exactly how your proposed research project would work. This paper should contain considerably more detail than your project memo. References to previous research are expected, but a detailed literature review is not required. Use references to previous research that helps you to make a clear case for the both the value and feasibility of your research project. The completed research proposal should be about 8-10 pages in length (not counting references, survey instruments, or other additional materials).

**Statistical Exercises:** There are four graded statistical exercises in this course. They will give you the opportunity to practice the statistical tools that we study in class. These assignments will require the use of SPSS software. Students should be well acquainted with the software from their work in PAUS 8121.

**Policy on Late Assignments:**

There is a substantial penalty for late assignments. The grade on any assignment turned in after the deadline will be reduced one half of a letter grade. There will be another half letter grade reduction for assignments turned in more than 24 hours late. Assignments more than 48 hours late will be reduced a second full letter grade. Assignments will not be accepted when they are more than three days late.
TIPS FOR COMPLETING YOUR PROPOSAL:

The proposal you will do in PAUS 8131 is probably quite different from the research papers that you have done in the past. The goal here is to seek out an answer to a research question that has not been answered before. Most papers require you to collect and organize the ideas of others. This is how you will begin your 8131 paper, but the bulk of your work should focus on your efforts to effectively answer a question that others have not addressed.

Your final product should offer considerable detail about your proposed research project. Readers should understand why your proposed study is needed and how it would be carried out. You should discuss how data will be collected and how it will be analyzed. Specific techniques should be mentioned and their use should be clearly described. Effective proposals always draw upon previous studies, and you should make an effort to show what you have learned from the work of others. If a survey is planned, a draft of the instrument should be included in an appendix of the proposal.

Students are strongly encouraged to pursue a project consistent with their educational and career goals. Many previous students have used this paper as a stepping stone to career advancement. The most successful students have gone into the community to seek out a meaningful project, or they have sought advice from an influential supervisor.

QUALITY EXPECTATIONS FOR WRITTEN WORK:

All materials in this class are expected to meet a very high standard, including the computer assignments. Ideally, all materials will be prepared using some type of a word-processing program. The follow standards should be observed at all times:

All arguments should be carefully presented and clearly articulated.

Grammar and spelling errors should be minimal.

Any tables or graphics must be free of distortion.

The style of presentation of quoted materials, bulleted information, footnotes, etc., should conform to commonly accepted editorial standards.

Any facts or ideas used from other sources should be properly cited.

Every paper should include your a title, your name, the date, and page numbers.

GET SOME COMPUTER DISKS:

Given the nature of this course, students would be wise to purchase a box of computer disks. It would be a good idea to always bring at least one disk to class.

THE GSU COMPUTER LABS:

The GSU labs are state-of-the-art facilities which allow students to connect to the Internet, access mainframe computers, use SPSS and other software, and print a number of different types of output. Each lab has its own
hours, and there are some rules to master. Take the time to get acquainted with these facilities. You should be totally comfortable with the lab well before any assignments are due. For additional information, call 651-2686, or check out the web link. Please notify your instructor immediately if you run into any problems when using the labs.

You should also know that we have a small departmental lab on the 12th floor of the Urban Life Building. You instructor can tell you when this will be open.

**FINDING CLASS MATERIALS IN THE COMPUTER LABS:**

All statistics lectures will be accompanied by a PowerPoint presentation. The PowerPoint slides are available on the class home page. They can also be accessed in the GSU labs. They are saved in the following directory:

```
F:\PUBLIC\CLASSES\PAUS\STREIB
```

The slides are designed for the Office XP version of PowerPoint. Course handouts will be provided in Adobe Acrobat format. You will be able to access all course materials by using Microsoft Internet Explorer, version 6.0 or later and the Adobe Acrobat reader. Both of these products are available for free.

**GRADING POLICY:**

Final course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Project Memo and Outline</th>
<th>150 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Bibliography</td>
<td>150 Points</td>
</tr>
<tr>
<td>Completed Proposal</td>
<td>250 Points</td>
</tr>
<tr>
<td>First Three Statistical Exercises</td>
<td>300 Points</td>
</tr>
<tr>
<td>Final Statistical Exercise</td>
<td>150 Points</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>1000 Points</td>
</tr>
</tbody>
</table>

Students must earn 900+ points to receive a grade of "A," 800+ points to earn a "B," and 700+ points to earn a grade of "C." Incomplete grades will not be given without advance arrangements. In this class, a B is the expected grade for good, competent work. Grades in the A range are reserved for excellent work. Excellent work goes beyond the minimum in some important way.
You will be able to check your scores on the class home page. Grades will be presented on a 100 point scale, so that you can better evaluate your performance. If you wish to total your points on your own, multiply your project memo and outline by 1.5, your bibliography by 1.5, your proposal score by 2.5, and your final statistical assignment by 1.5. The point total is also available on the home page. This is the total number of points you have earned, out of 1000.

You can expect to receive grades within 48 hours of the assignment due date. All assignments submitted in this class receive comments. You can view your comments by returning to the assignment page on WebCT.

PLAGIARISM OR CHEATING:

Students plagiarizing or cheating in any form will face disciplinary action that could result in receiving an “F” in this course, or suspension or expulsion from the University. If a student is ever unclear as to what constitutes plagiarism or cheating regarding work on written or oral presentations, please consult the student handbook and/or consult your instructor. It is the student’s responsibility to know the meaning of plagiarism and when it occurs. The following is reprinted from the GSU Student Handbook:

Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the summarizing of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. It is also plagiarism to reuse material you prepared for different courses in the same program. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Students are expected to do their own work in this course. Most assignments are not group projects. Unauthorized collaboration is a violation of university and departmental policies. Possible violations include having other students read your paper and giving you detailed instructions on how to get a better grade, hiring a professional editor, or having a friend or colleague help you to complete your Web page assignment. A good grade in this class indicates that you are able to do the work in this class without the assistance of others.

THE COURSE OUTLINE

MODULE ONE: Doing Research, Basic Concepts, and Getting A Research Proposal Project Started

COURSE INTRODUCTION (January 14)

We will review the course syllabus and discuss the course requirements. Later in the class, we will divide the class into groups to discuss topic ideas for the research design paper. Each group
will have a private bulletin board on the class home page, so that they can continue their discussions after the class has ended.

**BASIC CONCEPTS, PART ONE  (January 21)**

We will examine some basic research design concepts and learn how to develop a research project. We will also expand upon the discussions of measurement that were begun in PAUS 8121. Read Chapter 5 in *The Practice of Social Research*. Your instructor will provide two additional readings, which you will find with the materials on the WebCT home page. You can practice submitting an assignment after class this evening. This is a good idea, even if you have used WebCT in the past. The process is somewhat different in WebCT Vista.

**CLASS DISCUSSION OF PROPOSAL IDEAS  (January 28)**

We will return to the groups created in our first class. Later in the class, each group will be asked to present and defend three research ideas.

**BASIC CONCEPTS, PART TWO  (Possible On-Line Class, February 4)**

We will look at how to operationalize the types of concepts used in social research and study the logic of sampling. Read Chapters 4 and 7 in *The Practice of Social Research*. The project memo and outline is due at 12 noon on February 8th.

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**MODULE TWO: Different Ways to Do Research and Nailing Down a Research Design**

**EXPERIMENTAL DESIGNS AND SURVEY RESEARCH  (February 11)**

Read Chapters 8 and 9 in *The Practice of Social Research*, and review Part V in the Salkind book.

**FIELD RESEARCH AND EVALUATION RESEARCH  (Possible On-Line Class, February 18)**

We learn some basic approaches for field research and program evaluation. Read chapters 10 and 12 in *The Practice of Social Research*. The project bibliography is due at 12 noon on February 22nd.
NO REGULAR CLASS SESSION, RESEARCH DESIGN HELP AVAILABLE *(February 25)*

Use this time to complete work on your research design. Your instructor will be available tonight in his office to help students with their project questions. You can also use this time for library research.

CLASS DISCUSSION OF RESEARCH DESIGNS *(March 3)*

Each student must post a short summary of the research design portion of their research proposal on a special class bulletin board by 5:00pm on March 1st. Everyone is responsible for reviewing these posts prior to class. Each design will be discussed during our class session. *The completed research proposal is due at 12 noon on March 7th.*

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MODULE THREE: *More Ways to Use Inferential Statistics*

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SPRING BREAK *(March 10)*

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HANDS ON SPSS EXERCISE *(March 17)*

We will work on the first statistical exercise as a group. Reviewing appendix A in the Salkind book and chapters 14 and 16 in Babbie should be helpful. Check out the anonymous evaluation survey that will be ready tonight. Please take the time to fill this out, it will only be available for one week. *The first statistical exercise is due at 12 noon on March 21st. See the class home page for more information.*

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MEASURING ASSOCIATION *(March 24)*

We will study measures of association for crosstabulation tables. Read chapter 15 in the Salkind book (chapter 14 in the first edition), and your instructor will provide an additional reading. *The second statistical exercise is due at 12 noon on March 28th. See the class home page for more information.*

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ONEWAY ANALYSIS OF VARIANCE *(Possible On-Line Class, March 31)*

We will learn some basic techniques for the analysis of variance. This will provide you with a way to compare means from multiple groups. Read chapter 11 in the Salkind book (chapter 12 in the first edition).
MODULE FOUR:  Correlation, Regression, and Beyond

CORRELATION (April 7)
We will learn how to use the Pearson correlation. Read chapter 13 in the Salkind book.

LINEAR REGRESSION (April 14)
We will learn the basic concepts of regression analysis. Read chapter 14 in the Salkind book (chapter 6 in the first edition). The third statistical exercise is due at 12 noon on April 18th. See the class home page for more information.

IDENTIFYING REGRESSION PROBLEMS (April 21)
Your instructor will provide an additional reading.

MULTIPLE REGRESSION (April 28)
Your instructor will provide an additional reading. The fourth statistical exercise is due at 5pm on May 5th. See the class home page for more information.

Please note that your access to this class will end soon after the final statistical assignment has been graded. This is your last chance to access any final comments on your grade that your instructor has provided.

Let me know if you have any ideas on how to improve this course. Also, remember to take the time to complete the university course evaluation form on GoSolar.
The purpose of this course is to introduce potential and practicing public administrators to one of the most exciting aspects of American government, the budgetary process. The course will cover the technical nature of public budgeting, including the timetable and rules of the process as well as an analysis of the roles of numerous budgetary players. Comparison of the political aspects of budgeting with rational methods of resource allocation will be addressed. This course will consider the implications of persistent fiscal stress as well as the effects of various budgetary reforms to the issues of taxing and spending in the United States. While the primary focus of this course is federal budget process, consideration of state and local budgeting practices will be noted frequently throughout the semester.

REQUIRED TEXTBOOKS:


COURSE LEARNING OUTCOMES:

✓ Students will be able to describe and explain the theoretical foundations of public budgeting in the United States.

✓ Students will be able to describe political, legal, economic, social, and cultural factors influencing budgets and budget making in America.

✓ Students will be able to draw on economic and political theory to illustrate understanding of the theoretical and practical issues affecting tax policy and fiscal policy decisions in the U.S. context.

✓ Students will be able to describe and explain the technical nature of public budgeting in the United States, including the timetable and rules of the process typical at the three levels of government.

✓ Students will be able to explain and compare the political aspects of budgeting with rational methods of resource allocation in the United States.

✓ Students will be able to navigate spreadsheet software.

✓ Students will be able to do comparative analyses typical of budget preparation and evaluation in United States governments.

COURSE REQUIREMENTS:

This course assumes substantial and informed student participation. General discussion of theory and practice by all students is expected and encouraged. Being prepared for class requires, at a minimum, completion of assigned readings prior to class sessions. Students will be required to stay up-to-date with the course via WebCT. The course grade will reflect student effort on one web posting made to a bulletin board at the course, a midterm examination, a budget template exercise and a revenue/expenditure trend analysis. The budget template exercise is a group project; the trend analysis project may be conducted individually or with one other student. Both projects require oral and visual presentation in class. Instructions for oral, visual and written assignments are provided.

GRADING:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Web Posting</td>
<td>10%</td>
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<tr>
<td>Midterm Examination</td>
<td>30%</td>
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<tr>
<td>Budget Template Exercise</td>
<td>25%</td>
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<tr>
<td>Revenue/Expenditure Trend Analysis</td>
<td>35%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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ADVICE AND ASSISTANCE:

Students are responsible for contacting the professor when having trouble understanding the material or requirements of the course. The professor is available during office hours or by appointment. Please leave your name and telephone number when leaving a message on voicemail (404.651.4599). Also, the professor is available Tuesday through Friday from 9:00 a.m. until 9:00 p.m. at the course online through the private e-mail function. All communication by the professor to students will be conducted through the course online at WebCT.
ASSIGNMENT FORMAT AND GRADING:

Instructions for assignments are attached to this syllabus. All assignments will be submitted online to the prescribed Bulletin Board or using the Assignment Feature. All work should be prepared in accordance with styles prescribed by Kate L. Turabian in A Manual for Writers of Term Papers, Theses, and Dissertations, 5th edition (Chicago, ILL: The University of Chicago Press, 1987). In addition to your online submission of your trend analysis, please make two copies: one for yourself and one for the budget officer with whom you conduct your interview. Finally, any questions you may have about your grade(s) should be addressed in writing to the professor.
COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS AND ASSIGNMENTS</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
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<tr>
<td>6</td>
<td>What is a budget and why study budgeting?</td>
<td>Gosling, C1</td>
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<td></td>
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<td>Thurmaier and Willoughby, C1-2</td>
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<td>13</td>
<td>A Historical Perspective of Budgeting in the United States</td>
<td>Gosling, C2-4</td>
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<td>Fiscal Federalism</td>
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<td>20</td>
<td>Martin Luther King, Jr. Holiday – No Class</td>
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<tr>
<td>27</td>
<td>Fiscal and Monetary Policy</td>
<td>Thurmaier and Willoughby, C3-4</td>
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<tr>
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<td>The Role of the Federal Reserve</td>
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<td>Theoretical Approaches to Budgeting</td>
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<tr>
<td>February</td>
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<tr>
<td>3</td>
<td>Theoretical Approaches to Budgeting, continued</td>
<td>Web Posting Submitted Online to Bulletin Board by 12 midnight</td>
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<td>10</td>
<td>Tax Structures and Revenue Sources</td>
<td>Gosling, Review C2-4, Read C5-6</td>
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<td>Tax Administration</td>
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<td>17</td>
<td>Executive Budgeting and the Role of the Central Budget Office</td>
<td>Thurmaier and Willoughby, C5-9</td>
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<td>Trend Analysis Choice Submitted Online to Bulletin Board</td>
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<td>24</td>
<td>Budget Template Exercise Presentations in Class</td>
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<td>&amp; Submit Exercise online through Assignment Feature by 12 midnight</td>
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<td><strong><strong><strong>Hardcopy of your project will not be accepted</strong></strong></strong></td>
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<td>March</td>
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<td>10</td>
<td>Last day to withdraw and possibly receive a grade of “W”.</td>
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<tr>
<td>12</td>
<td>Congressional Budgeting</td>
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<td>17</td>
<td>Midterm Examination</td>
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<td>24</td>
<td>Capital Budgeting</td>
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<td>31-</td>
<td>Budget Execution: Cash and Debt</td>
<td>Gosling, C7</td>
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<td>April</td>
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<td>7</td>
<td>Management</td>
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<tr>
<td>14</td>
<td>Patterns of Stability and Change in Public Budgeting</td>
<td>Gosling, C8</td>
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<tr>
<td>21-28</td>
<td>Trend Analysis Presentations</td>
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<tr>
<td>May</td>
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<td>8</td>
<td>Submit Trend Analysis online through Assignment Feature by 7:15 p.m.</td>
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<td><strong><strong><strong>Hardcopy of your project will not be accepted</strong></strong></strong></td>
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1Course schedule subject to change at the discretion of the professor and/or to accommodate guest speakers.
PLAGIARIZISM:

“1) to steal and use (the ideas or writings of another) as one's own; 2) to take passages or ideas from another and use them as one's own; 3) the practice of plagiarism” (Webster’s II New Riverside University Dictionary, The Riverside Publishing Company, Boston, MA, 1984: 898).

Students plagiarizing or cheating in any form will face disciplinary action that could result in receiving an "F" in this course, or suspension or expulsion from the University. If a student is ever unclear as to what constitutes plagiarism or cheating regarding work on written or oral presentations, please ask the professor. It is the student's responsibility to know the meaning of plagiarism and when it occurs.

INSTRUCTIONS FOR WEB POSTING

Students will be required to make a posting to the WebCT course bulletin board titled WebPosting. This posting regards a budgetary situation in a state/regional or local government either in the United States or another country. The posting should summarize when and where the budgetary issue arose, the primary participants (individual(s) and governments/agencies involved), and if and how the budgetary issue is being resolved. Students must cite all sources appropriately at the end of the posting. No student can complete a Web Posting about the United States budget, Georgia’s budget, or any local government budget in Georgia.

This posting should be, at minimum, three single-spaced paragraphs long, with cites at the end of your text. You can type your posting directly into the message box at the board noted above. References can include newspapers, periodicals, and/or Web sites, appropriately cited.
INSTRUCTIONS FOR BUDGET TEMPLATE EXERCISE

The government of Lincoln has decided to open a series of job training centers around the country. The Centers will provide intensive training in basic jobs skills for unemployed citizens in the central city. Given the many existing claims on the government’s budget, the Ministry of Education does not want to take on a major new budgetary expense. The Minister has decided to begin the program and to re-evaluate for possible expansion at the end of the first year.

The Ministry has hired an administrator for the program who will be paid US $2,000 per month. It has also hired an assistant to the administrator who will be paid US $1,000 per month. A vacant building has been located and the owner has agreed to rent it to the program for US $200 per month. The building must be renovated and equipped before the program can begin, and this is estimated to cost $10,000.

The center will be open 20 days every month, for 8 hours per day. Based on projected demand, it is expected that the center will open in January with 120 trainees. Each trainee will take one year to complete the training program. In order for the trainees to receive intensive training, the center would like to have a student-to-staff ratio of no more than 6 to 1. Each staff member will earn $10 per hour, and the center will pay 8 percent of their salaries into a fund to provide health care. In addition, staff will be housed in an apartment building and the program will pay their rent of $60 per month.

Each trainee will receive lunch during the day. The food cost is $2.00 per person. The cost of supplies averages $1.50 per trainee per day. For the first four months, it is expected that the number of trainees will grow by 10 percent per month, beginning in February. Beginning in June, the monthly growth is expected to be 5 percent.

The Ministry has negotiated a grant from a donor agency which will subsidize the program at a rate of $200 per month per trainee. The only stipulation is that the center must maintain a student-to-staff ratio of no more than 8 to 1. The center will also charge a nominal fee of $1.00 per day to those students who can afford it. It is estimated that 50 percent of the trainees will be able to pay the fee. The President has authorized a start-up grant of $90,000 for the first year of operation. However, he cannot guarantee that any funding from the Treasury will be available in subsequent years.

**Template Exercise**

You are a budget analyst in the Ministry of Finance. You should prepare a budget for the training program in an Excel spreadsheet. The budget should use parameters and as many formulas as necessary. A well-designed (and flexible) spreadsheet will simplify your task later.

Complete the following tasks and be prepared to discuss your answers:

1) Prepare the baseline monthly budget for the training center. (You can assume a calendar year.) Determine the total surplus and deficit for each month.
2) Suppose the trainee/staff ratio were changed to the maximum allowed by law. What impact would this have on the budget?

3) What would happen to the deficit if the enrollment increased by only 5 percent per month for all months?

4) What other changes can be made to balance the budget? What are the advantages and disadvantages of these changes? Produce a balanced budget and defend your choice of changes.

5) Be prepared to present your answers and spreadsheet to class on February 24th. You must submit your final Excel spreadsheet and written answers to the course online using the assignment feature by midnight of the 24th.
INSTRUCTIONS FOR THE REVENUE/EXPENDITURE TREND ANALYSIS PROJECT

The purpose of this project is to provide you the opportunity to develop practical knowledge about budget practice and technique. You must choose a federal, state, or local government or single agency, division or nonprofit organization and conduct an in-depth analysis of revenues and expenditures for the past six years. You must submit your choice of agency online to the bulletin board, Budget Project, by February 17th, 2003. If you are conducting your analysis with another student, you need to indicate so in your posting as well. You are responsible for interviewing the government and/or agency budget/fiscal officer(s) to determine budget roles and strategies and to provide a description of the budget process. Also, you will need the appropriate legislation and budget documents to gather the fiscal data necessary to complete the tables attached. Your completed project will be a written analysis of budget process for the government or agency of your choice, supported with tables, a graph, and an organizational flow chart. Oral and visual (PowerPoint) presentations of projects will begin on April 21st, 2003. Order of presentation will be by random selection; your oral presentation is a component of the final grade for the project. A laptop will be available for your PowerPoint presentation. Your written project will be due by 7:15 p.m. on May 8th, 2003. Your written presentation should be, at minimum, 10 typed pages, double-spaced, not including title page, tables, footnotes, references, etc. Margins can be no more than 1" all around. Use 10-point type. The following is an outline for the project.

I. INTRODUCTION

The section should provide the legal authorization for the existence of your organization. You should explain where the agency is located organizationally, its legislated purpose, authority, and responsibilities. You should provide information concerning the relationship in size, organizationally and fiscally, of the agency to total government, be it local, state, or federal. You must support this section with an organizational flow chart illustrating the relationship between your agency and others in the government, or illustrating the organization of the entire government.

II. BUDGET PROCESS

This section presents information you gather from your interview(s) with the budget/fiscal officer(s). You should have this person provide you a detailed account of the budget process, beginning with the call for spending requests from the chief executive officer. You should call the officer of the government/agency you have chosen and ask if they would be willing to provide you the information that you need. Explain that you are a GSU graduate student enrolled in the public budgeting class and then explain what your project is and describe the type of information that you will need from them. Ask if a GSU student has analyzed their government/agency recently. Many of our students have conducted this project in the past using governments and agencies in the Atlanta metropolitan area. If an officer says that they have recently (within the last year) provided this information to a student, thank them for their time and select another government/agency. Once you get a positive response regarding the conduct of this project from an officer, secure an interview date, time, and place (presumably in their office). Plan on an hour, to an hour and a half interview time, with the possibility of a second face-to-face or telephone interview for follow-up questions. Once you receive positive response for an interview, send a letter to the officer stating the purpose of your work, a list of questions you will seek answers to, a copy of the tables, and the established interview date, time, and place. Make sure that you put your name, address, telephone number and e-mail address on this letter so that the officer can contact you if necessary. The letter will serve as a reminder to the officer about your project and the interview. Prior to sending your letter, bring your questions to class for review and editing. If you wish to tape the session as well, be sure to ask permission at the beginning of the interview. Make sure that you offer to send your results to the interviewee. You may want to send a copy of your paper to the officer to receive their comments before you submit your project online on May 8th. Regardless of this, make two copies of your paper, one to keep and one to send or take to the officer/officers that you interviewed.
III. BUDGET REQUEST/APPROPRIATIONS/AUDIT REPORT ANALYSIS

This section presents written results from your analysis of the fiscal data necessary to complete the tables and graph attached. You should consider if the officer's explanation of budget success coincides with appropriations and expenditures provided. For instance, are agency requests, on average, interpreted positively or negatively by the chief executive officer? By the congressional/legislative/council branch? Does the agency fair better with the chief executive or the congressional/legislative/council branch concerning spending requests? What percent of expenditures are from another level of government? Does this government/agency have a supplemental budget? If so, how much of their budget, if any, is newly appropriated in the supplemental budget? Does the agency even take advantage of the supplemental? Also, your consideration of nominal and adjusted dollars will provide an indication of real growth in spending of the agency for the past six years.

IV. DISCUSSION AND CONCLUSION

This section is a summary of your findings. You should consider the relationship between your results and budget theory. For instance, do the budgeters in this government/agency practice incrementalism? Is budgeting "politics as usual"? Where does rationality in terms of decision tools and analysis come into play? What recent budget reforms have been instituted? Also, you should address what makes this agency unusual. Do you expect continued expenditure growth or decline for this agency? In light of a fiscally stressed environment, what has this agency done or what does it plan to do to limit spending in the future? What other factors may affect the spending pattern of this agency in the years to come? How do you think this agency will survive compared to other agencies concerning requests in the future? Ultimately, a well-developed conclusion provides an indication of how closely empirical results equate with traditional literature concerning the topic.
This course focuses on the evolution of U.S. disaster policy and the practice of emergency management, with particular attention to the roles of local governments and nonprofit agencies in disaster management. The course examines the major policy issues, including the utility of the “all-hazard” or comprehensive model of emergency management, the role of the military in disaster operations, state and local capacity building, and the design and implementation of hazard mitigation policies and programs. Lessons are drawn from major disasters ranging from the attacks on the World Trade Center towers and Pentagon in 2001 to the 1994 Northridge earthquake. Particular attention will be given to special problems presented by hazards such as explosive volcanism, biological terrorism, and urban wildfire.

Required Textbook and Material:


Suggested readings for more information (available in library or from instructor):


Selected Journals:
*The ASPEP Journal* (American Society of Professional Emergency Planners)
The *Australian Journal of Emergency Management*
*Disaster Prevention and Management: An International Journal* (UK)
*Disaster Recovery Journal* (for Business Continuity Planners)
*Disasters: The Journal of Disaster Studies, Policy and Management*
*Environmental Hazards: Human and Policy Dimensions*
*Homeland Protection Professional*
*International Journal of Mass Emergencies and Disasters* (International Research Committee on Disasters, American Sociological Association)
*Journal of Contingencies and Crisis Management* (The Netherlands)
*Journal of Emergency Management*
*The Liaison* (for Civil-Military Humanitarian Relief Collaboration) (Center of Excellence in Disaster Management and Humanitarian Assistance, Hawaii)
*Natural Hazards: An International Journal of Hazards Research & Prevention*
*Natural Hazards Review* (Natural Hazards Center, University of Colorado)

Students are also encouraged to use Internet information sources and a listing of websites will be provided. Students may subscribe to discussion lists for a variety of disaster organizations and related professions and receive email notification of major earthquakes and other disasters, federal disaster relief announcements, job announcements, research opportunities, and other relevant professional news from the field. The United Nations conducts Internet conferences periodically and information is also available in English on emergency management programs and activities in Canada, Australia, Japan, and other nations. The Emergency Information Infrastructure Partnership (EIIP) has weekly Internet workshops, as well.

Students should become familiar with the following sites:

- [www.fema.gov](http://www.fema.gov) - for basic information on the federal emergency management system, reports, legal documents, training and planning documents, and status reports on disasters, as well as links to state and local emergency management agencies (including a link to the Georgia Emergency Management Agency).

- [www.dhs.gov](http://www.dhs.gov) - for basic information on the Department of Homeland Security, including FEMA, and its constituent agencies and directorates.

- [www.iaem.org](http://www.iaem.org) - for information on the International Association of Emergency Managers, job listings, commentary on current policy issues.
- [www.colorado.edu/hazards](http://www.colorado.edu/hazards) - for information regarding specific hazards, full texts of some of the Natural Hazards Center’s series of working papers and quick response reports for recent disasters, and other information sources.

- [www.drc.udel.edu](http://www.drc.udel.edu) - for applied social science research related to disasters, full texts of some of the Disaster Research Center’s publications, including reports to FEMA and other government agencies.

- [www.emforum.org](http://www.emforum.org) - Emergency Information Infrastructure Partnership (EIIP) forum. Holds Internet workshops on a broad range of emergency management issues and maintains an archive of transcripts. Tune in for Wednesday noon programs.

A list of disaster websites will be provided and more websites will be suggested in the class discussions and readings.

**Course Requirements:**

This is a seminar course, therefore class participation is essential and will represent a significant percentage of the final grade. There will be two examinations, a midterm and a final, and a research project. There will also be supplemental readings, case analyses, and other class activities that will require participation.

The research project should focus on an emergency management issue or function, such as alert and warning systems or evacuation systems, or on a specific hazard or disaster, such as landslides or a major hurricane. Students should survey the literature (library and Internet), assess the state of knowledge about the issue, function, hazard, or disaster and provide an analysis that identifies information needs, lessons learned, and/or other concerns for emergency managers, policymakers, and communities at risk. Papers should be 12-15 pages in length and students should be prepared to provide a 2-5 minute overview in class.

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<thead>
<tr>
<th>Grading</th>
<th>Percentage</th>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Research Project</td>
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<tr>
<td>Participation</td>
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<td><strong>Total</strong></td>
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Students should become familiar with University policies regarding plagiarism and academic honesty. Policies are printed in University catalogues and posted on the GSU website [www.gsu.edu](http://www.gsu.edu).

**Advising:**
Office: 1248 Urban Life Building  
Office Hours: 4:00-6:00 pm, Mondays and Thursdays and by appointment.  
Telephone: 404.651.4592 – office and voice mail  
Telephone: 404.377.8173 – home (1 to 11 pm only)  
FAX: 404.651.1378  
Email: wwaugh@gsu.edu

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>Introduction to course, From asteroid strikes and gamma Rays to killer bees</td>
<td>Waugh, Chapter 1</td>
</tr>
</tbody>
</table>
| January 22 | The Social and Economic Costs of Disaster and the US Emergency Management System | Waugh, Chapter 2  
Haddow & Bullock, Chapter 1  
FEMA website  
Disaster Timeline |
| January 29 | Natural Hazards – Risk Assessment Hurricanes, Floods and Drought Earthquakes | Waugh, Chapter 3  
Haddow & Bullock, Chapter 2  
“Earthquake!” (video) |
| February 5 | Natural Hazards – volcanic hazards, Tsunamis, wildfires              | USGS websites  
http://quake.wr.usgs.gov/  
http://volcanoes.usgs.gov/  
“In the Shadow of Vesuvius” (video) |
| February 12| Man-made hazards – hazardous Materials, nuclear accidents            | Waugh, Chapter 4                              |
| February 19| Hazard and disaster mitigation Flood hazard mitigation management videos | Haddow & Bullock, Chapter 6  
FEMA floodplain |
| February 26| Disaster preparedness Public health emergencies                       | Haddow & Bullock, Chapter 6  
“The 1918 Flu Epidemic” (video) |
| March 4    | Disaster response air crashes, WTC response Midterm Examination      | Haddow & Bullock, Chapter 4  
“Alert 3” (video) – Sioux City crash |
<p>| March 11   | Spring break                                                          |                                               |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
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<tr>
<td>March 18</td>
<td>Disaster recovery</td>
<td>Haddow &amp; Bullock, Chapter 5</td>
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<tr>
<td>March 25</td>
<td>Library assignment</td>
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<td>April 1</td>
<td>Communications</td>
<td>Haddow &amp; Bullock, Chapter 7</td>
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<td>From tornado watches and warnings</td>
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<td>To interoperability issues</td>
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<td>April 8</td>
<td>International disaster management</td>
<td>Haddow &amp; Bullock, Chapter 8</td>
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<td>“Sphere Project” (video)</td>
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<tr>
<td>April 15</td>
<td>Terrorism and Homeland Security</td>
<td>Haddow &amp; Bullock, Chapter 9</td>
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<td>April 22</td>
<td>Major issues and the future of emergency management</td>
<td>Haddow &amp; Bullock, Chapter 10</td>
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<td>Student presentations</td>
<td>Waugh 5-6</td>
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<tr>
<td>April 29</td>
<td>Conclusions and student presentations</td>
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<tr>
<td>May 6</td>
<td><strong>Final Examination and papers due</strong></td>
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**NOTE:** The class schedule is subject to change. Students are responsible for all changes announced in class and/or communicated via WebCT.
Workshop on Public Policy
Public Administration and Urban Studies 4091
Course Syllabus Spring 2004 (14483)

Instructor
Gary T. Henry, Professor
Department of Public Administration and Urban Policy Studies
Department of Political Science
1068 Urban Life
gthenry@gsu.edu
404.651.2343

Office Hours: Monday 3:30-4:30; Tuesday 2:30-4:30; by appointment
Course Hours: Tuesday & Thursday 1:00-2:15
Class Location: CGB 327

Introduction

The Workshop on Public Policy (PAUS 4091) provides students with interests in public policy the opportunity to conduct and present an original analysis of a policy along with recommendations. The class will explore alternative frameworks for conducting policy analyses. Students enrolled in the class can choose to work alone or in teams. Each team or individual working alone will be responsible for gathering information and literature pertaining to the policy; selecting a framework to be used in the analysis; gathering data; analyzing data; interpreting the findings; making recommendations; and presenting the arguments, findings and recommendations. In addition to the original policy analysis, the class will also learn about careers in policy analysis. We will cover topics such as who does policy analysis, where they work, and pathways to such a career.

Learning Objectives

The Workshop on Public Policy has three learning objectives:

1. Students will learn to plan and carry out a policy analysis that presents a factual and balanced case for changing or adopting a policy;
2. Students will learn to develop and present data-based arguments concerning public policy issues;
3. Students will learn about the opportunities and challenges in pursuing a career in public policy analysis.

The ability to plan and carry out a policy analysis will be demonstrated in exercises and the final paper required for the course. The ability to develop and present data-based arguments will be demonstrated in class discussions and in the class presentation of the policy analysis project. Students will demonstrate what they have learned about careers in policy analysis by interviewing a policy analyst, budget analyst or evaluator and
preparing a paper analyzing or planning for a career using skills and knowledge developed through policy analysis.

**Textbooks and Assigned Readings**

Two textbooks are required for this course:


Additional reading materials selected or developed by the instructor will be available through Web-CT or through the Public Administration and Urban Studies office.

**Research Project Overview**

Designing and conducting an analysis of a public policy will be an important learning experience for each student. The topic for the analysis will be given to the class and changes each semester depending on the federal and state policy agenda. Students will undertake projects that encompass all phases of the analysis process, from selecting a framework for the analysis, specifying the research question, collecting and analyzing data, report writing, and preparing and presenting the findings and conclusions.

**Exercises**

Four exercises will be required for this course. These exercises (X1 – X4 on the schedule) will require the students to collect and analyze data about a public policy. Collectively, these assignments will be worth 40 percent of the course grade. If any exercises are turned in late, one point will be deducted for each day they are late.

All exercises should be e-mailed to the instructor (gthenry@gsu.edu) on the day that they are due before class begins (1:00). Attach the exercise as a word document to the e-mail using lastnamefirstnameXx as the document name, where x = the exercise number (1,2,3, or 4).

<table>
<thead>
<tr>
<th>Exercises for PAUS 4091</th>
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<tr>
<td><strong>Exercise 1</strong></td>
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<td><strong>Exercise 2</strong></td>
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<td><strong>Exercise 3</strong></td>
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<tr>
<td><strong>Exercise 4</strong></td>
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</table>
**Attendance Policy**

Given the participatory nature of this course, attendance at every class meeting is particularly important. If you must miss a class, it is your responsibility to obtain complete information on that class from another student in the course. Exercises must be turned in on the day that they are due. If you must miss an exam due to a personal, family, or work related crisis, notify the instructor by e-mail as soon as possible. If any exercises are turned in late, one point will be deducted for each day they are late.

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Final course grades will be determined as follows:</th>
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<tr>
<td>Exercise 1</td>
<td>10 % 2/5/04</td>
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<td>Exercise 2</td>
<td>10 % 2/19/04</td>
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<tr>
<td>Exercise 3</td>
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<td>Exercise 4</td>
<td>10 % 4/22/03</td>
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<tr>
<td>Exam</td>
<td>20 % 3/16/03</td>
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<tr>
<td>Presentation</td>
<td>10 % 4/27-29/04</td>
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<tr>
<td>Project Final Paper</td>
<td>20 % 4/29/04</td>
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<tr>
<td>Class Participation</td>
<td>10 % Throughout semester</td>
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**Plagiarism and Cheating**

Student work in this course will conform to Georgia State University's policy on intellectual honesty (Section 409 of the Faculty Handbook). The introduction to this policy states:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

Five types of intellectual dishonesty are described in the policy and all are expressly forbidden in this course (sections below quoted from the Georgia State University Faculty Handbook, Section 409.02, emphasis added by instructor):

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by
someone else. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

B. Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination.

C. Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

D. Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

E. Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit.

Any instance of intellectual dishonesty will result in a grade of F for this course and may result in suspension or expulsion from the Andrew Young School of Policy Studies. If you are not sure you understand exactly what constitutes plagiarism or cheating, ask because you are responsible for adhering to this policy.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading Assignments</th>
<th>Exercise &amp; Project Assignments</th>
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<tr>
<td>1/12/04</td>
<td>Introduction</td>
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<tr>
<td>1/14/04</td>
<td></td>
<td></td>
<td>Brings in HOPE information; Statement of current problem</td>
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<tr>
<td>1/20/04</td>
<td>Concepts and definitions</td>
<td>K 1</td>
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<td>1/22/04</td>
<td></td>
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<td>Expenditures of Lottery Funds</td>
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<tr>
<td>1/27/04</td>
<td>Policy community; issue networks</td>
<td>K 2, 3</td>
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<td>1/29/04</td>
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<td></td>
<td>Recommendations of the HOPE Study Commission; Alternatives and options from each student</td>
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<tr>
<td>2/3/04</td>
<td>Processes and problems</td>
<td>K 4, 5</td>
<td></td>
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<tr>
<td>2/5/04</td>
<td></td>
<td></td>
<td>Identify problem(s) HOPE; Exercise 1 due</td>
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<td>2/10/04</td>
<td>Steps in policy analysis</td>
<td>B Part 1</td>
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<td>2/12/04</td>
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<td>Governor Harris: HOPE</td>
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<td>Collecting data for policy analyses</td>
<td>B Part 2</td>
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<td>2/19/04</td>
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<td>HOPE; Exercise 2 due</td>
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<td>2/24/04</td>
<td>Policy soup</td>
<td>K 6</td>
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<td>2/26/04</td>
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<td>HOPE</td>
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<td>3/2/04</td>
<td>Politics</td>
<td>K 7</td>
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<td>3/4/04</td>
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<td>HOPE</td>
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<td>3/16/04</td>
<td>Midterm exam</td>
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<td>3/18/04</td>
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<td>Window of opportunity</td>
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<td>HOPE</td>
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<tr>
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<td>Agendas and advocates</td>
<td>K 9, 10</td>
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<td>4/1/03</td>
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<td>HOPE; Exercise 3 due</td>
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<tr>
<td>4/6/04</td>
<td>Agenda Setting – The Impact of Informal Conversations</td>
<td>Henry &amp; Gordon paper</td>
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<td>4/8/04</td>
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<td>HOPE</td>
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<td>4/13/04</td>
<td>Diffusion</td>
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<td>4/15/04</td>
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<td>HOPE</td>
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<td>4/20/04</td>
<td>The Role of a Policy Entrepreneur</td>
<td>Mintrom paper</td>
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<td>4/22/04</td>
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<td></td>
<td>HOPE; Exercise 4 due</td>
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<tr>
<td>4/27/04</td>
<td>Presentations</td>
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<tr>
<td>4/29/04</td>
<td>Presentations</td>
<td></td>
<td>Final Paper Due</td>
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</tbody>
</table>

**Bold indicates project day.**

Note: This syllabus provides a general plan for the course; modifications and adjustments may be made as the semester progresses.
Leadership, Citizenship, and Public Ethics

Focus of the Course: In the simplest terms, this course is about character in the dictionary sense of “moral excellence.” That is, how should we as individuals behave in the communities in which we live and work? However, there will be no assertion here of specific absolute “shoulds”; the intent instead is to stimulate thinking on these questions. Toward that end, the course links several related topics: (1) leadership, perspectives on the nature, techniques, and exercise of leadership and its necessary companion, “followership,” (2) ethics, the pursuit of what’s right and just, (3) citizenship, our rights and responsibilities in a democratic society, and (4) the multi-sector context–private businesses, government, nonprofit agencies, and community–in which these topics take practical form.

Course Objectives: After completing this course, each student should (1) understand more clearly his or her personal ethics and how to apply them, (2) know better what leadership entails as well as what special skills–and limitations–he or she may bring to leadership roles, and, in this context, (3) have a better sense of what is available to and might be expected of citizens in a democracy.

Course Requirements:

1. Class participation: Each student is expected to complete the assigned readings on schedule, attend class, and to participate in an informed manner in class discussions, including occasional small-group discussions. More precise expectations of class participation will be determined in part based on class discussion early in the semester. Class attendance and participation will count for as much as 10-15% of the final grade.

2. Two examinations: The tentative plan is for three examinations, each counting for approximately 20% (or 60% in combination) of the course grade. The first examination will be in the regular class session on Wednesday, February 18, over the material covered to that time. The second examination will be on Wednesday, March 31, over the material covered since the first exam. A final examination is tentatively scheduled for the regular exam time, 2:45 p.m., Wednesday, May 5, but the decision on this possible exam will be made after the second exam with class input.

3. Term paper: Each student must prepare a term paper (approximately 6-12 double-spaced
pages in length) on a class-related topic. One possible topic is a profile of a contemporary or recent public figure—such as business, government, religion, etc.—that would examine the individual’s (1) leadership abilities and style, (2) ethical principles, and (3) contributions to citizenship, concluding with (4) a discussion of what lessons might be taken from this individual’s story. Another possible topic is a profile of how a particular difficult issue was handled by a leader or leaders, and other topics are also possible. This paper will count for 25-30% of the course grade. Your proposal for the paper is due—by email if you wish—Monday, February 9. The completed paper is due in hard copy form—no e-mail or fax submissions allowed—at the beginning of class on Monday, April 12.

Course Philosophy and Policies:

1. **Be here:** Regular and timely class attendance is both expected and required. Multiple absences from class may lower a student’s overall grade for the course, and frequent tardiness may have the same consequence.

2. **Prepare for class:** Complete the assigned readings prior to class, bring WebCT lecture outlines (which will usually be available the day prior to the class meeting) to class, and be prepared to discuss ideas from the readings.

3. **Have cell phones off:** Cell phones should be turned off before class except in emergency situations (of which I should be notified in advance).

4. **Do not plagiarize on papers or cheat on exams:** Plagiarism on a paper or cheating on an exam is grounds for a failing grade on the work in question and for the course overall. The same is true for unauthorized duplication of or borrowing from a paper written for another class. Needless to say, any of these violations would be especially galling in a course on ethics!

Required Texts:


Additional readings will be announced periodically during the semester and made available as Adobe documents on WebCT.
Schedule of Topics and Readings:

1. Introduction (Jan. 12 & 14)
   Northouse, Ch. 1

2. Leadership: overview (Jan. 21 & 26)
   Northouse, Chs. 2-3

3. Ethics: overview (Jan. 28 & Feb. 2 & 4)
   Dobrin, Chs. 1-6

4. Ethics: with those close to us (Feb. 9 & 11)
   Dobrin, Chs. 7-17

5. Leadership: the “style” & “situational” approaches (Feb. 16 & 23)
   Northouse, Chs. 4-5

Exam #1, Wednesday, Feb. 18

6. Leadership: the “contingency” & “path-goal” approaches (Feb. 25 & March 1)
   Northouse, Chs. 6-7

7. Leadership: “leader-member exchange theory” & “transformational” approaches (March 3, 15, & 17)
   Northouse, Chs. 8-9
   Supplementary reading

8. Leadership: “team” approach (March 22 & 24)
   Northouse, Ch. 10
   Supplementary reading (“How to run a meeting”)

No class, Monday, March 29

Exam #2, Wednesday, March 31
9. Ethics: in the world (April 5, 7, & 12)
   Northouse, Ch. 13
   Dobrin, Chs. 18-27

   Term papers due, Monday, April 12

10. Leadership & community involvement (April 14 & 19)
    Supplementary reading (Skocpol, “Advocates without members”)

11. Leadership, citizenship, & public ethics (April 21 & 26)
    Supplementary reading

12. Leadership, citizenship, & public ethics: summing up (April 28 & May 3)

Scheduled (tentative) final examination Wednesday, May 5, 2:45-4:45 p.m.
Instructor: Dr. Michael Rushton, Andrew Young School of Policy Studies
Telephone: 404-651-0333
E-mail: michaelrushton@gsu.edu
Office: Urban Life Building 1273
Office hours: Mondays and Tuesdays 1:30 – 3:30 or by appointment

Course objectives

In this course we will think conceptually about the organization of the public sector.

The theme of this section of the course will be oversight. In particular, how do elected legislators ensure that the bureaucracy is effectively carrying out the tasks it has been assigned. (There are other oversight issues in the public sector that we will mention in passing. The relationship between voters and politicians is the subject of the field known as “public choice”, and the relationship between public sector managers and their subordinates is covered in courses on public management).

By the end of the course students should have an understanding of the key problems of organization in the public sector, and an exposure to contemporary research into public sector organization and performance.

The course begins by looking at non-governmental organizations: for-profit and not-for-profit firms. This will better enable us to understand what makes public sector organizations so interesting.

Evaluation

There will be two mid-term exams, each worth 25% of the final grade, and a final exam worth 50% of the final grade.

Course Outline

Note that what follows is a general plan for the course, but some deviations may prove to be necessary.


- How do the owners of a firm oversee the managers of the firm?

• What makes not-for-profit firms different?

Part 2: Public Sector Institutions (September 16 – 23) 2 weeks.

• What makes government bureaucracies different from private organizations?

Mid-term exam 1: Covering Parts 1 & 2: October 7: 90 minutes

Part 3: Oversight of the Bureaucracy (September 30 – December 2) 10 weeks

• How can legislators monitor the bureaucracy through the design of procedures?

• Should cost-benefit analysis be required of government organizations?


Mid-term exam 2: Covering course to this point: November 4: 90 minutes.

- What are the implications of performance measurement?

- Is accountability enhanced through contracting out?
PAUS 8121
APPLIED RESEARCH METHODS
AND STATISTICS

The purpose of this course is to help students develop skills in applying introductory measurement concepts and statistical techniques to issues concerning public policies, programs, and management problems. The three principal objectives of the course are:

1. to become familiar with basic concepts concerning measures and data sets,
2. to learn to apply introductory statistical techniques to analyze the kinds of questions facing public administrators, and
3. to develop skills in using the computer to conduct statistical analysis.

Many students find this course to be demanding in terms of the quantitative emphasis and workload, and therefore regular class attendance and keeping up with assignments are of paramount importance. Rest assured, however, that the course assumes no prior knowledge of computers, research methods, or statistics. A subsequent course required in the MPA program and for some tracks in the urban studies program, PAUS 8131, will consider research design and more advanced statistical techniques to expand your ability to analyze policies, programs, and agencies in the public and nonprofit sectors.

Textbooks

Two texts are required for this course:


Both textbooks are available at the Georgia State University Bookstore.
**Office Hours**

Dr. Poister maintains regular office hours from 1 PM to 3 PM on Tuesdays and Thursdays, and appointments can be scheduled for other times by calling 404-651-4594. E-mail can be sent to tpoister@gsu.edu.

**Calculators**

Use of a calculator will be necessary for many portions of this course. Only the most basic arithmetic functions will be required. Students should get in the habit of bringing a calculator to every class meeting, including exam nights.

**Using SPSS**

An exciting aspect of this course will be hands-on application of computer software to analyze real-world data on a variety of public programs and agencies. We will be using SPSS 11.0 for Windows, a recent version of the Statistical Package for the Social Sciences. SPSS is a sophisticated, flexible, and user-friendly software package that is used widely in government, nonprofit agencies, and research organizations as well as universities.

SPSS is on the GSU network, so it will be accessible both in our classrooms and the GSU computer center. You will be able to do all the SPSS assignments for the course in one of the GSU computer labs, or in the smaller computer lab in the Department of Public Administration and Urban Studies on the 12th floor of the Urban Life Building.

Some students may wish to purchase SPSS software in order to work on assignments at home, work, or other locations. One option is to buy the Student Version of SPSS, which is marketed by Prentice-Hall and is available in the GSU Bookstore for $77. This is an abbreviation of SPSS which has tighter restrictions on the number of cases and the number of variables that can be used. (There may be used copies of the Student Version 10.0 available at the bookstore too, but you might be better advised to purchase version 11.0).

You may wish to purchase the Grad Pack version of SPSS rather than the Student version. This can be ordered at the GSU Bookstore for $189, a very competitive price which is available only to graduate students. This includes the full version of SPSS, plus the professional statistics module. It has the capacity to access larger data sets, and can be upgraded to newer versions in the future. This is a good value if your career plans might include extensive involvement in research or statistical analysis.

Both the Student version of SPSS and the Grad Pack have particular requirements regarding hardware and operating environment, so be sure to check these against available equipment before making a purchase!
Computer Assignments

Three graded computer assignments will be required for this course, each due in class one week after it is assigned. You will need to use SPSS Windows and a word processing program such as Word or WordPerfect in order to complete these assignments, which can be done in the GSU computer lab or on your own computer. The data sets for these assignments will be on the GSU computer network, so students who choose to do the work at another location must first copy the data onto a diskette or email it elsewhere.

The GSU Computer Lab

The GSU computer lab is a state-of-the-art facility which allows students to connect to the Internet, access mainframe computers, use a wide variety of software, and print a number of different types of output. SPSS 11.0 for Windows is available at the lab. It is located on the ground floor of the Library South building. This equipment is available to students 24 hours a day during academic quarters. While many students may choose to practice with SPSS and computer assignments at other locations, the computer lab is a great asset, particularly for students who do not have access to a great deal of computer equipment elsewhere.

Other Assistance

The GSU computer center offers a pilot program designed to help students develop basic computer skills quickly and easily. Check in the lab to find out about these opportunities.

Attendance Policy

Given the technical nature of this course, attendance at every class meeting is particularly important. If you must miss a class, it is your responsibility to obtain complete information on that class session from another student in the course. Exams must be taken on the night they are scheduled. If you must miss a class or exam due to illness or a personal, family, or work-related crisis, notify the instructor if you can.
Grading Policy

Three examinations will be given in this course, each dealing with statistics and SPSS/PC procedures. Final grades for the course will be determined as follows:

- 2 Exams, 30% each  60%
- First computer assignment  10%
- Second computer assignment  15%
- Third computer assignment  15%

Course Syllabus

Monday, August 25  Introduction to Data Analysis & SPSS

              SPSS Guide, Chapters 1-3

Monday, September 1  Labor Day – No Class Meeting

Monday, September 8  Descriptive Statistics

              Meier & Brudney, Chapters 1, 4, 5
              and 6
              SPSS Guide, Chapter 4

Monday, September 15  The Normal Distribution

              Meier & Brudney, Chapter 8
              SPSS Guide, Chapter 10

Monday, September 22  First SPSS Assignment Due – Review

Monday, September 29  First Exam
Monday, October 6
   Introduction to Inferential Statistics
   Meier & Brudney, Chapter 11

Monday, October 13
   Single-Sample t tests
   Meier & Brudney, Chapter 12
   SPSS Guide, Chapter 11

Monday, October 20
   Confidence Intervals, Test with Proportions
   Meier & Brudney, Chapter 13

Monday, October 27
   Two-Sample t tests
   Meier & Brudney, Chapter 14

Monday, November 3
   Two-Sample t tests continued
   SPSS Guide, Chapter 13

November 10
   Second SPSS Assignment Due – Review

November 17
   Second Exam

Monday, November 24
   Crosstabulation
   Meier & Brudney, Chapter 15
   SPSS Guide, Chapter 16
   Second SPSS exercise due

Monday, December 1
   Chi Square Tests & Measures of Association
   Meier & Brudney, Chapter 16
   SPSS Guide, Chapters 16 & 18
NOTE: This syllabus provides a general plan for the course. Modifications or deviations may be made as the semester progresses.

**Plagiarism and Cheating**

Plagiarism is stealing or passing off another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects prepared by someone else is plagiarism, as is the unacknowledged use of research materials gathered by someone else if not approved by the instructor. Term projects developed for this course must accurately attribute all information, data, and other materials that have been utilized to the appropriate sources. Students are also expected to do their own work on lab assignments. Sharing ideas is fine, but everyone must turn in his or her own work.

Cheating on examinations involves giving or receiving unauthorized help before, during or after an examination. Other forms of cheating include unauthorized collaboration, falsification of sources or data, and the multiple submission of the same work for credit more than once.

Any instances of plagiarism or cheating will result in a grade of "F" for this course and may furthermore result in suspension or expulsion from the University. **If you are not sure you understand exactly what constitutes plagiarism or cheating, ask -- because you are responsible for adhering to this policy.**
Course description:

Applied Research Methods and Statistics 1 develops practical skills for summarizing, describing, and analyzing data to enable public policy makers to make better decisions. The first half of the course focuses on **descriptive statistics** (describing patterns in the sample of data that we actually have) and the second half focuses on **inferential statistics** (drawing inferences from our sample to the population from which the sample was drawn).

In the descriptive statistics section, we begin with **univariate analysis** (describing one variable at a time, e.g. what percentage of Americans think premarital sex is “always wrong”?), then move to **bivariate analysis** (describing the relationship between two variables, e.g., do men and women differ in their attitudes toward premarital sex?), and to **multivariate analysis** (describing the relationships among three or more variables, e.g., do men and women who are equally religious differ in their attitudes toward premarital sex?). The analysis of relationships looks at their **direction** (e.g., are men or women more likely to say that premarital sex is always wrong?) and their **strength** (e.g., how big is the male-female difference in beliefs?). We begin inferential statistics by assessing the **generalizability** of these relationships (e.g., if women are more disapproving of premarital sex than men in a sample of 500, can we conclude that women are more disapproving than men in the U.S. population?).

The major technique of the first half of the course is **cross-tabulation** or **contingency tables**. We work with a random sample of 1,000 respondents from the 1998 General Social Survey, which includes questions on a variety of controversial public questions, including government spending, confidence in public institutions, family values, sexuality, gender roles, race relations, gun control, and capital punishment. We begin by describing how people feel about these issues (univariate analysis). Next we look at how opinions differ among people and assess what personal characteristics (e.g., sex, age, education) seem to influence those opinions (bivariate analysis). Then we do some **causal modeling** – if people in the South are more disapproving of premarital sex than other Americans, is it because they are more religious or less educated? Does a Southern effect persist after controlling for the effects of religion and education? Finally, we learn how to perform a chi-square test to determine whether the patterns we see in our sample can be generalized to the broader population (inferential statistics).
In the second half of the semester, we focus on **means** and **proportions**, using a random sample of 1,000 federal personnel records, obtained from the U.S. Office of Personnel Management (OPM). We begin with univariate descriptions of grades, salaries, education, and experience levels of federal employees, using measures of central tendency (the mode, median, and mean) and measures of dispersion (the range, variance, and standard deviation). We then move from descriptive statistics (sample means and proportions) to the logic of inferential statistics (what conclusions can we draw about the population mean or proportion based on our sample?). We spend a week learning the **normal distribution**, then look at two of the most useful normal distributions — the **sampling distributions** of the sample mean and the sample proportion.

These sampling distributions provide the logical underpinnings of **inferential statistics** — ways to generalize from the sample to the population. **Hypothesis tests** frequently allow us to conclude the direction of relationships in the population (e.g., if men, on average, earn $12,000 more than women in a sample of 1,000 employees, can we be confident that men, on average, earn more than service as a whole?). **Confidence intervals** allow us to draw conclusions about the direction and strength of relationships in the population (e.g., if men, on average, earn $12,000 more than women in a sample of 1,000 employees, how big is the average salary gap between men and women in the federal service as a whole?).

**Learning Objectives**

Students will learn to:

1. Run basic statistical analysis using SPSS software.
2. Calculate and interpret absolute, relative, and cumulative frequency distributions.
3. Calculate, interpret, and distinguish among column, row, and total percentages.
4. Calculate the gamma and chi-square statistics.
5. Demonstrate the direction and strength of relationships between ordinal-level variables, using both column percentages and the gamma statistic.
6. Control for one variable at a time to determine the direct effect of the independent variable on the dependent variable.
7. Determine when we can generalize a relationship from a sample to the population from which the sample was drawn using the chi-square statistic.
8. Develop hypotheses, choose appropriate statistics to test them, and describe the results correctly in a short research paper.
9. Calculate and interpret three measures of central tendency (the mode, the median, and the mean) and three measures of dispersion (the range, the variance, and the standard deviation).
10. Use the normal distribution table to calculate probabilities.
11. Understand the sampling distributions of the sample mean and sample proportion and explain how they provide the logic for hypothesis tests and confidence intervals.

12. Calculate, interpret, and explain hypothesis tests for means, proportions, differences of means, and differences of proportions.

13. Calculate, interpret, and explain confidence intervals for means, proportions, differences of means, and differences of proportions.

Course Work

You will complete two in-class, open-book examinations; a short research paper; weekly homework assignments that require time on the computer; and occasional quizzes. The homework assignments using the SPSS computer package prepare you for the quizzes, paper, and examinations. Quizzes check your understanding of the concepts you’ve learned. A short paper assignment allows you to demonstrate that you have learned how to use statistics in reports: how to choose appropriate statistics to answer particular questions, how to interpret them, and how to write about statistics. The midterm and final examinations require both calculation and interpretation of statistics, while the paper emphasizes interpretation.

The class makes few expectations about your math background and existing computer skills and begins from a fairly elementary level. However, you are expected to put in the necessary hours to complete the homework and keep up with the pace of the class. Though the homework counts for only a small percentage of the final grade and will take several hours each week, it is essential for understanding the material and doing well on the quizzes, paper and examinations. There is very little reading in this class — the homework largely takes the place of the reading you do in most of your courses. Homework is graded merely as completed or not completed. Late homework receives half credit.

Class attendance is not required, but it too is essential. This class builds steadily on material learned in previous class sessions. If you fall behind, by missing classes or not doing the homework, you will have difficulty catching up. I sometimes give quizzes during the first 10 minutes of class. Homework and quizzes combined count for 10% of the course grade. I also review material by asking you questions. If you have reviewed your and my notes shortly before class, you will be much more likely to impress me with your brilliance. Be sure to read through the new material before each class even if you don’t understand it.

If you have trouble in the class, please take advantage of help that I or your fellow students can provide. I will be available for office hours every week, at times convenient for most members of the class. Group work is strongly encouraged, particularly for the computer problems.

You may work together on the homework and in thinking through and doing the computer work for the paper assignments, but all written work must be your own.
Standards of academic conduct are set forth in the University’s Student Handbook: Conduct and Policies: Academic Honesty. See the webpage http://www.gsu.edu/~wwwcam/book.html for more details. By registering for this course, you acknowledge your awareness of the Academic Honesty code, and you are obliged to become familiar with your rights and responsibilities as defined by the code. Violations of the code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the academic honesty code, especially as they relate to particular requirements for this course.

Note: Over the years I have had to bring several students up on academic honesty charges. It is a very painful process for everyone involved, including me, but I do it when necessary. It is now possible to search the web easily for material copied without proper citation. I am a suspicious reader, and I will search the web if I read a passage that sounds too good to be true.

Course Resources:

My lecture notes for the first half of the course are on sale at the campus store. The remainder will be on sale within a few weeks, or posted on the class WebCT site. They are the only required text. Those interested in more technical and rigorous explanations of concepts should consider buying a text required in similar courses or checking an appropriate book out from the library. All texts cover fairly similar material, but vary in their rigor, examples, applications, etc. The main problem you will run into is that different books use somewhat different words and symbols to represent the same concepts.

Norusis, SPSS 11.0 Guide to Data Analysis, is on sale for several classes at the campus store. It provides a more detailed explanation of SPSS (complete with pictures) and of some statistics. While my instructions on how to perform SPSS are reasonably detailed and clear, this book can provide a more general context for those who are interested.

SPSS is available at most computer labs on campus, and using the labs may work during the summer. Many of you will find that it is much more convenient to buy the student version of SPSS, which costs about $70. Since the course packet is cheap, your cost should still be under $100.

The class WebCT page will contain back-up copies of the syllabus and lecture notes, the SPSS data sets for the homework and paper assignment, old midterm and final exams, and a gradebook – but this is the first time I have taught this particular class at Georgia State, so the WebCT site is likely to be a work in progress.

I prefer that you contact me through my regular e-mail address (glewis@gsu.edu) rather than through WebCT.
You will need to bring a calculator to class every week, as we frequently work problems together. For our purposes, almost any calculator will work; the only requirements are that it be able to take a square root and that it have a memory. You should be able to get a good calculator for $10 or less. Although scientific and programmable calculators perform many more functions, few of those functions will be useful for our class and those calculators can be pretty confusing for people who haven’t worked with them before.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm examination</td>
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<tr>
<td>Research paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final examination</td>
<td>35%</td>
</tr>
<tr>
<td>Homework and Quizzes</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Tentative Course Schedule:**

August 19-21  
**Displaying frequency distributions.** Do computer assignment 1.

August 26-28  
**Contingency table analysis:** percentage differences and gamma. Do computer assignment 2. Computer assignment 1 due August 26.

September 2-4  
Contingency table analysis: **measures of association and introduction to control variables.** Do computer assignment 3. Computer assignment 2 due September 2.

September 9-11  

September 16-18  
Inference in contingency tables: **chi-square.** Do computer assignment 5. Computer assignment 4 due September 16.

September 23-30  

October 2  
**MIDTERM EXAMINATION**

October 7-9  
The **normal distribution** and introduction to sampling. Do computer assignment 7. Computer assignment 6 due October 7.
October 14-16  The **sampling distribution** for the **sample mean** and **sample proportion**. Introduction to the hypothesis test for the population mean. Do computer assignment 8. Computer assignment 7 due October 16.

**PAPER ASSIGNMENT DUE OCTOBER 14**

October 21-23  The **hypothesis tests** for the **population mean** and **proportion**. Do computer assignment 9. Computer assignment 8 due October 21.

October 28-30  The **power of the test in a hypothesis test** for the **population proportion**. Do computer assignment 10. Computer assignment 9 due October 28.

November 4-6  The **confidence interval** for the **population proportion**. Do computer assignment 11. Computer assignment 10 due November 4.

November 11-13  The **hypothesis test** and **confidence interval** for a **difference of population means**. Do computer assignment 12. Computer assignment 11 due November 11.

November 18-20  The **hypothesis test** and **confidence interval** for a **difference of population proportions**. Do computer assignment 13. Computer assignment 12 due November 18.

November 25- December 4  Catch-up, and review of confidence intervals and hypothesis tests. Computer assignment 13 due November 25.

December 10  **FINAL EXAMINATION**
Course Syllabus

This course builds on a earlier course, PAUS 8121, which introduced students to measurement and statistics in public administration and urban studies. PAUS 8131 is intended to expand students' understanding and skills in the application of social science research methods and statistical techniques to the kinds of policy, program, and managerial issues that are of concern to public administrators, policy analysts, and people interested in urban affairs.

Specifically, this course will focus on:

♦ Problem Formulation
♦ Research Design
♦ Sampling Strategies
♦ Survey Research
♦ Analysis of Variance
♦ Regression & Correlation Analysis
♦ Use of SPSS to Analyze Data

Textbooks and Assigned Readings

In addition to two textbooks which are being used for this course, other reading materials selected or developed by the instructor will be available on the webCT page for this course. The two textbooks, which do not necessarily have to be purchased by students, are:


Marija J. Norusis. *SPSS 10.0 Guide to Data Analysis* (Chicago: SPSS Inc., 2000). This will be used as a resource book, but readings will not be assigned from it.

Classrooms

This class will normally meet in Room 300 Classroom South, but some weeks it will meet in Room 107 Classroom South.

Office Hours

Regular office hours are from 2 to 4 PM on Tuesdays and Thursdays in Room 1249 of the Urban Life Building, but appointments can be made for other times. Dr. Poister's telephone number is 404-651-4594 and his E-mail address is tpoister@gsu.edu.

Course Requirements
The requirements for completing this course include two data analysis exercises utilizing SPSS, two examinations, and a review and critique of an existing example of a quantitative analysis of a public or nonprofit program, public policy, service delivery operation, or management issue. This review and critique will focus on all aspects of the applied research process including problem formulation, research design, measurement, sampling, statistical analysis, and interpretation of results.

**Computer Assignments**

Two SPSS assignments will be required for this course, each due one week after it is assigned. As with PAUS 8121 these exercises will utilize the SPSS software package, with the necessary data sets available on the webCT page for this course.

**Examinations**

There will be two examinations in this course. The first will cover research design and sampling methods. The second exam will cover analysis of variance as well as correlation and regression models. They will be closed book exams, with formulas and statistical tables provided as necessary.

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**Grade Weights and Due Dates**

<table>
<thead>
<tr>
<th>Final course grades will be determined as follows:</th>
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<tbody>
<tr>
<td><strong>First SPSS Exercise</strong></td>
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<tr>
<td><strong>First Exam</strong></td>
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<tr>
<td><strong>Second SPSS Exercise</strong></td>
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<tr>
<td><strong>Review &amp; Critique</strong></td>
</tr>
<tr>
<td><strong>Second Exam</strong></td>
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</tbody>
</table>
**Attendance Policy**

Given the technical nature of this course, attendance at every class meeting is particularly important. If you must miss a class, it is your responsibility to obtain complete information on that class from another student in the course. Exams must be taken on the night they are scheduled. If you must miss an exam due to a personal, family, or work related crisis, notify the instructor as soon as possible.

**Plagiarism and Cheating**

Plagiarism is stealing or passing off another person's work as your own. Plagiarism includes any paraphrasing or summarizing of the works of another person without full acknowledgement, including the submitting of another student's work as your own. Plagiarism frequently involves a failure to acknowledge the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects prepared by someone else is plagiarism, as is the unacknowledged use of research materials gathered by someone else if not approved by the instructor. Term projects developed for this course must accurately attribute all information, data, and other materials that have been utilized to the appropriate sources. Students are also expected to do their own work on lab assignments. Sharing ideas if fine, but everyone must turn in his or her own work.

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Other forms of cheating include unauthorized collaboration, falsification of sources of data, and the multiple submission of the same work for credit in more than one course.

Any instance of plagiarism or cheating will result in a grade of "F" for this course and may furthermore result in suspension or expulsion from the Andrew Young School. **If you are not sure you understand exactly what constitutes plagiarism or cheating, ask — because you are responsible for adhering to this policy.**

**Note:** This syllabus provides a general plan for the course; modifications and adjustments may be made as the semester progresses.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, January 14</td>
<td>No Class</td>
<td>(Work on first SPSS assignment)</td>
</tr>
<tr>
<td>Tuesday, February 18</td>
<td>First Exam</td>
<td></td>
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</tbody>
</table>
**Tuesday, February 25**  
**Introduction to Analysis of Variance**

Norusis, Chapter 14, “One-Way Analysis of Variance”.

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**Tuesday, March 4**  
**No Class: Spring Break**

**Tuesday, March 11**  
**Two-Way ANOVA**

Norusis, Chapter 15, “Two-Way Analysis of Variance”.

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**Tuesday, March 18**  
**Introduction to Regression Analysis**

Meier & Brudney, Chapter 18, “Introduction to Regression Analysis”, and Chapter 19, “The Assumptions of Regression Analysis”.

Norusis, Chapter 19, “Linear Regression and Correlation”.

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**Tuesday, March 25**  
**Testing Simple Regressions**

Norusis, Chapter 20, “Testing Regression Hypotheses”

SPSS Exercise #2 due: Cost function analysis of mental disability services or highway maintenance program productivity analysis

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**Tuesday, April 1**  
**Multiple Regression Analysis**

Meier & Brudney, Chapter 21, “Multiple Regression”.

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**Tuesday, April 8**  
**Multiple Regression continued**

Norusis, Chapter 22, “Building Multiple Regression Models”

Review & Critique Due

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**Tuesday, April 15**  
**Time Series Applications**


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**Tuesday, April 22**  
**Review and Wrap-Up**

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**Thursday, May 1**  
**Second Exam**
Applied Research Methods and Statistics II
Public Administration and Urban Studies 8131
Course Syllabus Spring 2003 (14575)

Instructor
Gary T. Henry, Professor
Department of Public Administration and Urban Policy Studies
Department of Political Science
1068 Urban Life
ghtenry@gsu.edu
404.651.2343

Office Hours: Monday 1:00 -3:00; Wednesday 3:00-5:00; by appointment

Class Location: Classroom Building South 309/203

Introduction

PAUS 8131 is the second course in the series on Applied Research Methods and Statistics for graduate students in public administration and urban policy studies. A prerequisite course, PAUS 8121 familiarizes students with types of measures, basic descriptive statistics, hypothesis testing, and the use of SPSS for performing basic data analysis. PAUS 8131 concentrates on preparing students to apply social science research methods and regression analysis to improving our description and explanation of attitudes and behaviors that affect and are affected by public policies and programs. Specifically, this course will focus on:

- Developing Research Questions
- Conducting Descriptive and Explanatory Research
- Quantitative and Qualitative Research
- Selecting Subjects (sampling) and Developing Measures
- Survey Research
- An Introduction to Experimental, Quasi-Experimental, and Cross-sectional Data Analysis
- Regression Analysis
- Use of SPSS to Analyze and Graph Data

The course assumes that all students have a working knowledge of SPSS and a solid understanding of descriptive statistics (means, medians, standard deviations, and
confidence intervals) and hypothesis testing (t-tests). Students who successfully complete the course are expected to leave with the ability to develop questions for basic research projects and conduct original analysis of data to address those questions.

**Textbooks and Assigned Readings**

Two textbooks are required for this course:


Additional reading materials selected or developed by the instructor will be available through Web-CT or through the Public Administration and Urban Studies office.

**Research Project Overview**

Designing and conducting an applied research project will be an important learning experience for each student. The data set for the project will be provided by the instructor. Students will undertake projects that encompass all phases of the research process, from specifying the research question, analyzing data, and report writing. The responsibilities of each student include:

- Developing a research question. The topic for the project is wide open but students must use quantitative data and conduct an original analysis of the data.

- Students who are currently working with public or nonprofit agencies *may* use data from those agencies, with permission to do so for data that are not public. To qualify for this option, the student must submit a proposed research question and some descriptive data by 2/26/03. The research and analysis may be of interest to the agency, but the analysis and writing must be original for this course.

- The project must include multivariate regression analysis utilizing SPSS.

- The final product will consist of a report which introduces the research question(s), links the question to an issue of concern from a practical standpoint or an empirical research tradition, addresses the question through an analysis of quantitative data, discusses the strengths and weaknesses of the analysis, presents your findings, presents your conclusions, and assesses the limitations of the conclusions that can be drawn from the analysis. The report will be prepared with word processing software and will incorporate regression equations, statistical tables, and graphs. The paper should be organized as follows:

  1. Introduction
     - Brief statement of the research question and its significance
     - Brief summary of prior research
  2. Research literature review
Must summarize and appropriately cite at least three published sources of prior research

3. Data, sample, and measures

Description of the data used for the analysis, its source, descriptive characteristics of the sample, and detailed description of the measures used in the analysis.

4. Findings, including the regression equations, tables of coefficients, and graphs

5. Conclusions, stating your interpretations of the findings

Papers should be no more than 20 pages in length, including references and footnotes.

• It is important to apply statistical techniques appropriately, state findings accurately, and draw conclusions that are based on your findings, as dictated by your research questions, hypotheses that are tested, research design, sample, and measures. Developing and using appropriate models and techniques will be valued more than the use of more sophisticated techniques. Generally speaking, a more modest undertaking done well is preferable to a very ambitious project done poorly.

The research question for the project and descriptive analysis of the data to be used in the project will be required on April 2, 2003. Time for discussion of the papers will be provided during class and students are encouraged to meet with or e-mail the instructor about specific questions.

Exercises

Four data analysis exercises using SPSS will be required for this course. These exercises (X1 – X4 on the schedule) will require the students to analyze data with the SPSS software package. The necessary data sets available on the WebCT page for this course, on the data disk provided with Norusis, or from the instructor. Collectively, these assignments will be worth 40 percent of the course grade. If any exercises are turned in late, one point will be deducted for each day they are late.

All exercises should be e-mailed to the instructor (gthenry@gsu.edu) on the day that they are due before class begins (7:15). Attach the exercise as a word document to the e-mail using lastnamefirstnameXx as the document name, where x = the exercise number (1,2,3, or 4).

<table>
<thead>
<tr>
<th>Exercises for PAUS 8131</th>
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<tbody>
<tr>
<td><strong>Exercise 1</strong></td>
</tr>
<tr>
<td>Compute four bivariate regressions from ECS data, graph univariate distributions for all variables (independent and dependent) used in the regressions, graph scatterplots with the dependent variable on the vertical axis and independent variable on the horizontal axis, and write-up the findings and conclusions</td>
</tr>
</tbody>
</table>
Use fall PPVT as the dependent variable (DV) for all four regressions:

Independent variables (IVs): (1) mother’s education; (2) reading to child; (3) teacher’s rating of health of child; (4) hours in childcare.

Calculate the residuals and standardized residuals from the four equations, graph the standardized residuals, and note any outliers in your write-up.

**Exercise 2**

Compute four multiple regression equations, graph univariate distributions for IVs and DVs, graph scatterplots for each IV variable with each DV, and write-up findings and conclusions.

DV: PPVT (fall), Woodcock Johnson Letter-Word (fall), Woodcock Johnson Applied Problems (fall), and Teacher’s Rating of Ethical Behavior (fall).

IVs: (1) mother’s education; (2) reading to child; (3) teacher’s rating of health of child; (4) hours in childcare.

Compute correlation matrix for independent variables, identify outliers graphically (bivariate scatterplots and univariate residual plots), and write-up your findings and conclusions.

**Exercise 3**

Compute paired t-test for four variables using fall (before) and spring (after) scores: PPVT (fall), Woodcock Johnson Letter-Word (fall), Woodcock Johnson Applied Problems (fall), and Teacher’s Rating of Ethical Behavior (fall).

Calculate difference (spring – fall) or gain scores for each and use these scores as the dependent variable in a multiple regression analysis. Use other independent variables that were included in the regression above as well as other IVs to see if you can discover other variables that predict the differences.

Use after scores as dependent variable and before scores as one independent variable in a multiple regression with all the other independent variables that were included in the regression above; test for outliers and violations of assumptions. You may test other IVs to see if you can discover other variables that predict the differences.

State your research question for the three types of analyses and write-up the findings and conclusions. Are the results the same or different? Contrast the results from the t-tests and the multiple regression analyses.

**Exercise 4**

Compute an independent sample t-test comparing children enrolled in Pre-K and children in private preschools; write-up the findings.

Recode intervention and gender as dichotomous variables using dummy coding (0 & 1); add additional control variables (IVs), including measures of child characteristics, family background, and fall scores; check for outliers and assumption violations; write-up findings and conclusions.

**Attendance Policy**

Given the sequential and developmental nature of this course, attendance at every class meeting is particularly important. If you must miss a class, it is your responsibility to obtain complete information on that class from another student in the course. Exercises
must be turned in on the day that they are due. If you must miss an exam due to a personal, family, or work related crisis, notify the instructor by e-mail as soon as possible. If any exercises are turned in late, one point will be deducted for each day they are late.

<table>
<thead>
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<th>Grading Policy</th>
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<tr>
<td>Exercise 1</td>
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<td>Exercise 2</td>
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<tr>
<td>Exercise 3</td>
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<tr>
<td>Exercise 4</td>
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<tr>
<td>Exam</td>
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<tr>
<td>Project Final Paper</td>
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</tbody>
</table>

**Plagiarism and Cheating**

Student work in this course will conform to Georgia State University's policy on intellectual honesty (Section 409 of the Faculty Handbook). The introduction to this policy states:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

Five types of intellectual dishonesty are described in the policy and all are expressly forbidden in this course (sections below quoted from the Georgia State University Faculty Handbook, Section 409.02, emphasis added by instructor):

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. *The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.*

B. Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination.

C. Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in
substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. **Collaborative work specifically authorized by a faculty member is allowed.**

D. Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

E. Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit.

Any instance of intellectual dishonesty will result in a grade of F for this course and may result in suspension or expulsion from the Andrew Young School of Policy Studies. **If you are not sure you understand exactly what constitutes plagiarism or cheating, ask because you are responsible for adhering to this policy.**

### PAUS 8131: CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading Assignments</th>
<th>Exercise &amp; Project Assignments</th>
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</thead>
<tbody>
<tr>
<td>1/8/03</td>
<td>Introduction: Description and explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/15/03</td>
<td>Study Subjects: Sampling and Ethical Treatment; T-test review</td>
<td>B&amp;R 4&amp;5</td>
<td>Data files sent by e-mail</td>
</tr>
<tr>
<td>1/22/03</td>
<td>Study Measures</td>
<td>B&amp;R 12; N 16</td>
<td></td>
</tr>
<tr>
<td>1/29/03</td>
<td>Introduction to Regression and Correlation</td>
<td>N 19&amp;20</td>
<td></td>
</tr>
<tr>
<td>2/5/03</td>
<td>Analyzing Residuals</td>
<td>N 21</td>
<td></td>
</tr>
<tr>
<td>2/12/03</td>
<td>Multiple Regression</td>
<td>N 22</td>
<td>X1 due</td>
</tr>
<tr>
<td>2/19/03</td>
<td>Regression Diagnostics (guest speaker)</td>
<td>N 23</td>
<td></td>
</tr>
<tr>
<td>2/26/03</td>
<td>Quasi-Experiments &amp; Analyzing Before and After Data</td>
<td>B&amp;R 7; N 13; Henry &amp; Rubenstein</td>
<td>X2 due; Proposal for projects with agency data due</td>
</tr>
<tr>
<td>3/12/03</td>
<td>Analysis of Comparison groups &amp; Dichotomous Variables</td>
<td>B&amp;R 6; N 14&amp;15</td>
<td>X3 due</td>
</tr>
<tr>
<td>3/19/03</td>
<td>Planning Applied Research</td>
<td>B&amp;R 1</td>
<td>X4 due</td>
</tr>
<tr>
<td>3/26/03</td>
<td>Exam</td>
<td></td>
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<tr>
<td>4/2/03</td>
<td>Qualitative Research Design &amp; Ethnography (guest speaker)</td>
<td>B&amp;R 3&amp;16</td>
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<td>4/9/03</td>
<td>Case Studies and Focus Groups</td>
<td>B&amp;R 8&amp;17</td>
<td></td>
</tr>
<tr>
<td>4/16/03</td>
<td>Surveys</td>
<td>B&amp;R 13,14&amp;15</td>
<td></td>
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<tr>
<td>4/23/03</td>
<td>Graphing Data</td>
<td>B&amp;R 18</td>
<td></td>
</tr>
<tr>
<td>4/30/03</td>
<td>Final Project Paper due</td>
<td></td>
<td>Final project paper due</td>
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</tbody>
</table>

Note: This syllabus provides a general plan for the course; modifications and adjustments may be made as the semester progresses.
Course description:

Applied Research Methods and Statistics 2 develops skills for conducting a research project. In the first two weeks, we will look at how to frame a research question and what types of research to consider using to answer it. The major analytical technique of the course is **regression analysis**, which we will apply to a random sample of 1,000 federal personnel records from 1994, obtained from the U.S. Office of Personnel Management (OPM). We begin by examining how much impact such personal characteristics as education, federal experience, sex, and race have on salaries in the federal service. First, we look at scatterplots and correlation coefficients to get a sense of the direction and strength of relationships between two variables. Second, we look at the impact of the independent variables one at a time, using bivariate regression analysis to address such questions as whether salaries rise with education and men make more than women. Third, we examine the impact of the variables in groups of two or more, using multiple regression analysis to address such questions as whether men earn more than equally educated and experienced women. Fourth, we learn a variety of techniques for assessing the strength of relationships. Fifth, we examine the idea of causal modeling. We graph our hypotheses about the inter-relationships among variables, focusing on our understanding of their causal order. This helps us understand (1) what changes in our independent variables can really have an impact on our dependent variable and (2) why coefficients on the same variables can sometimes be so different in bivariate and multiple regression.

After the midterm, we learn two types of **inferential statistics** – ways to generalize from the sample to the population. **Hypothesis tests** frequently allow us to conclude the direction of relationships in the population (e.g., if men, on average, earn $6,000 more than women of the same race, age, level of education, and length of federal service in a sample of 1,000 employees, can we be confident that men, on average, earn more than comparable women in the federal service as a whole?). **Confidence intervals** allow us to draw conclusions about the direction and strength of relationships in the population (e.g., if men, on average, earn $6,000 more than women of the same race, age, level of education, and length of federal service in a sample of 1,000 employees, how big is the average salary gap between comparable men and women in the federal service as a whole?). In the final weeks, we consider various techniques for gathering data, with special emphases on experiments, surveys, quasi-experiments, and evaluation research.
Learning Objectives for Regression Analysis

Students will learn to:

1. Run basic statistical analysis using SPSS software.
2. Use scatterplots and correlation coefficients to show the direction and strength of relationships between interval-level variables.
3. Interpret regression coefficients on interval-level and dummy independent variables in both bivariate and multiple regression.
4. Explain clearly what it means to hold a variable constant.
5. Discuss the strength of relationships using unstandardized regression coefficients, standardized regression coefficients (beta-weights), and the coefficient of determination ($R^2$).
6. Graph hypotheses about inter-relationships among variables.
7. Distinguish between antecedent and intervening variables, models of explanation and interpretation, and spurious and indirect effects.
8. Determine when (and to what extent) we can generalize a relationship from a sample to the population from which the sample was drawn, using both hypothesis tests and confidence intervals.

Learning Objectives for Research Design

Students will learn to:

1. Pose research questions.
2. Distinguish between idiographic and nomothetic explanations, deductive and inductive approaches, and quantitative and qualitative methods.
3. Develop hypotheses and operationalize variables.
4. Identify key ethical challenges likely to confront researchers and key ethical principles used to address them.
5. Identify the key advantages and disadvantages of experimental, survey, qualitative, and unobtrusive research.
6. Identify special problems faced by evaluation researchers in conducting policy-relevant research in real-world contexts.

Course Work

You will complete two in-class examinations, a short research paper, weekly homework assignments that require time on the computer, and occasional quizzes. The homework assignments using the SPSS computer package prepare you for the quizzes, paper, and examinations. Quizzes check your understanding of the concepts you’ve learned. A short paper assignment allows you to demonstrate that you have learned how to use statistics in reports: how to choose appropriate statistics to answer particular questions, how to interpret them, and how to write about statistics. The midterm and final examinations require both calculation and interpretation of statistics, while the paper emphasizes interpretation.
The class makes few expectations about your math background and existing computer skills and begins from a fairly elementary level. However, you are expected to put in the necessary hours to complete the homework and keep up with the pace of the class. Though the homework counts for only a small percentage of the final grade and will take several hours each week, it is essential for understanding the material and doing well on the quizzes, paper and examinations. There is very little reading in this class — the homework largely takes the place of the reading you do in most of your courses. Homework is graded merely as completed or not completed. Late homework receives half credit.

Class attendance is not required, but it too is essential. This class builds steadily on material learned in previous class sessions. If you fall behind, by missing classes or not doing the homework, you will have difficulty catching up. As an incentive to show up for class (and on time), I sometimes give quizzes during the first 10 minutes of class. Homework and quizzes combined count for 10% of the course grade. I also review material by asking you questions. If you have reviewed your and my notes shortly before class, you will be much more likely to impress me with your brilliance. Be sure to read through the new material before each class even if you don't understand it.

If you have trouble in the class, please take advantage of help that I or your fellow students can provide. I will be available for office hours every week, at times convenient for most members of the class. Group work is strongly encouraged, particularly for the computer problems.

You may work together on the homework and in thinking through and doing the computer work for the paper assignments, but all written work must be your own. Standards of academic conduct are set forth in the University's Student Handbook: Conduct and Policies: Academic Honesty. See the webpage http://www.gsu.edu/~wwwcam/book.html for more details. By registering for this course, you acknowledge your awareness of the Academic Honesty code, and you are obliged to become familiar with your rights and responsibilities as defined by the code. Violations of the code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the academic honesty code, especially as they relate to particular requirements for this course.

Note: Over the years I have had to bring several students up on academic honesty charges. It is a very painful process for everyone involved, including me, but I do it when necessary. It is now possible to search the web easily for material copied without proper citation. I am a suspicious reader, and I will search the web if I read a passage that sounds too good to be true.

Course Resources:

My lecture notes are on sale at the campus store. They are also available on the course WebCT site.

These are the only required texts. Those interested in more technical and rigorous explanations of concepts should consider buying a text required in similar courses or checking an appropriate book out from the library. All texts cover fairly similar material, but vary in their rigor, examples, applications, etc. The main problem you will run into is that different books use somewhat different words and symbols to represent the same concepts.

Norusis, *SPSS 11.0 Guide to Data Analysis*, is on sale for several classes at the campus store. It provides a more detailed explanation of SPSS (complete with pictures) and of some statistics. While my instructions on how to perform SPSS are reasonably detailed and clear, this book can provide a more general context for those who are interested.

**SPSS** is available at most computer labs on campus, and using the labs may work during the summer. Many of you will find that it is much more convenient to buy the student version of SPSS, which costs about $70. Since the course packet is cheap and you may already own a copy of Babbie, your cost should still be under $100.

The class **WebCT** page contains back-up copies of the syllabus and lecture notes, the SPSS data sets for the homework and paper assignment, old midterm and final exams, and a gradebook. I prefer that you contact me through my regular e-mail address (**glewis@gsu.edu**) rather than through WebCT.

You will need to bring a **calculator** to class every week, as we frequently work problems together. For our purposes, almost any calculator will work; the only requirements are that it be able to take a square root and that it have a memory. You should be able to get a good calculator for $10 or less. Although scientific and programmable calculators perform many more functions, few of those functions will be useful for our class and those calculators can be pretty confusing for people who haven’t worked with them before.

**Grading:**

- Midterm examination: 35%
- Research paper: 25%
- Final examination: 35%
- Homework and Quizzes: 5%

**Tentative Course Schedule (changes may be necessary):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td><strong>Introduction to Scientific Inquiry.</strong> Read Babbie, chapters 1, 2 (skim or skip up to “Two Logical Systems Revisited”), and 3 (skim or skip “The Politics of Social”</td>
</tr>
</tbody>
</table>
Research”). Do Babbie homework 1 (on WebCT) before class. **Babbie homework 1 due.**

September 1  **Research Design.** Read Babbie, chapters 4 and 5. Do Babbie homework 2 before class. **Babbie homework 2 due.**

September 8  **Relationships with interval-level dependent variables:** **Scatterplots and correlation coefficients.** Showing the direction and strength of relationships between interval level variables. Read Lecture Notes 1. Do computer assignment 1.

September 15 **Relationships with interval-level dependent variables:** **Bivariate regression analysis.** Calculating expected values and interpreting y-intercepts and regression coefficients with both interval-level and dummy independent variables. Read Lecture Notes 1 and 2. Do computer assignment 2. **Computer assignment 1 due.**

September 22 **Relationships with interval-level dependent variables:** **Multiple regression analysis.** Interpreting y-intercepts and regression coefficients and calculating expected values. Read Lecture Notes 2 and 3. Do computer assignment 3. **Computer assignment 2 due.**

September 29 **Measuring the strength of relationships in regression analysis:** **Standardized coefficients and the coefficient of determination.** Read Lecture Notes 4. Do computer assignment 4. **Computer assignment 3 due.**

October 6  **Causal models.** Read Lecture Notes 5. Do computer assignment 5. **Computer assignment 4 due.**

October 13  **The logic of sampling.** Read chapter 7 in Babbie. **Babbie homework 3 and computer assignment 5 due.**

October 20 **Inference in regression analysis:** **Hypothesis tests.** Inferential statistics: does the sample provide enough evidence for us to conclude that two variables are related in the population? Read lecture 6. Do computer assignment 6.

October 27 **Inference in regression analysis:** **Confidence intervals.** Inferential statistics: given the information in the sample, what conclusions can we draw about the
Read lecture 7. Do computer assignment 7. Computer assignments 5 and 6 due.

November 3  
MIDTERM EXAMINATION.  
Computer assignment 7 due.

November 10  
Experiments. Read chapter 8 in Babbie. Babbie homework 4 due.

November 17  
Survey research. Read chapter 9 in Babbie. Babbie assignment 5 due.

November 23  
THANKSGIVING BREAK – NO CLASS

December 1  
Qualitative field research and unobtrusive research. Read chapters 10 and 11 in Babbie. Babbie assignment 6 due.

PAPER ASSIGNMENT DUE.

December 8  
Evaluation research. Read chapter 12 in Babbie. Babbie assignment 7 due.

December 15  
FINAL EXAMINATION 5:00 - 7:00  
[note the time difference]
Purpose and Objectives

The purpose of this course is to undertake a study of contemporary perspectives, issues, and strategies regarding the management of public and quasi-public sector organizations. Topics covered address a wide range of management concerns from strategic planning and performance measurement to organizational design and quality improvement, and are relevant to all levels of government. The distinguishing feature of this course will be a focus on general line management functions -- planning, implementation, control, and evaluation -- and the kinds of strategies and systems that can be utilized to strengthen public managers’ effectiveness in these areas. The overall theme of the course focuses on results oriented management to improve the performance of governmental organizations.

Reflecting a concern with the application of theory and research findings to practice, many assignments will utilize case studies, in the form of both ex post facto readings and decision-forcing exercises. Overall, the course will emphasize the role of critical thinking in management and will take a problem-solving approach to dealing with complex issues. It is intended that by completing
this course students will enhance their ability to address the kinds of management issues confronting public administrators.

### Course Requirements and Grading Policy

Given the objective of exposing students to a number of perspectives on public management issues, assigned readings will be substantial but not overwhelming. They should be read before the class meetings as assigned by the instructor. In addition to assigned readings and class discussion, course requirements include three case studies and one examination. Approximate due dates and weights for grading are as follows:

<table>
<thead>
<tr>
<th>Case Study</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Case Study</td>
<td>15%</td>
<td>Tuesday, October 11</td>
</tr>
<tr>
<td>Examination</td>
<td>45%</td>
<td>Tuesday, October 25</td>
</tr>
<tr>
<td>Second Case Study</td>
<td>15%</td>
<td>Tuesday, November 15</td>
</tr>
<tr>
<td>Third Case Study</td>
<td>15%</td>
<td>Tuesday, December 6</td>
</tr>
<tr>
<td>Group Contribution</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

Final course grades will also take class participation into consideration in borderline cases.

### Assigned Readings

The following book will be used extensively in this course:


This book is available at the GSU Bookstore and the Georgia Bookstore. All other assigned readings and case studies are posted on the web page for this course. Other materials will be brought into class by the instructor.

### Office Hours

Dr. Poister maintains office hours from 1 – 3 PM on Tuesdays and Thursdays in Room 358 of the AYSPS Building. He can be reached by email at tpoister@gsu.edu and by phone at 404-651-4594.
**Group Projects**

Assigned work for this course includes three public management case studies which you will develop in small groups to be assigned near the beginning of the semester. It is expected that each member of the group will contribute fully to each of the assigned case studies, which count for a combined 45% of the overall course grade. In addition, at the end of the semester each student in the class will provide the instructor with a numerical rating of the performance of the other members of his or her group. These peer ratings will count for 10% of the overall course grade.

**Course Outline**

1. **Introduction**


2. **Performance Measurement**


**Case Study: Mayor Anthony Williams and Performance Management in Washington, D.C., prepared by Ester Scott, 2002.**
3. Strategic Planning


4. Strategic Management


5. Performance Management


Case Study: Ellen Schall and the Department of Juvenile Justice, prepared by Pamela Varney for the Kennedy School of Government Case Program, 1987.

6. Organizational and Management Strategies


**Case Study: Department of Natural Resources, prepared by Theodore H. Poister, 2000.**

7. **Quality, Customer Service, and Process Improvement**


8. **Course Summary**


**Case Study: Seattle Public Utilities, prepared by Janet Saim for the Electronic Hallway, University of Washington, Daniel J. Evans School of Public Affairs.**

**Plagiarism and Cheating**

Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submission of another student’s work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a
few phrases written or spoken by someone else. The submission of research or completed papers or projects prepared by someone else constitutes plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one’s reliance on other sources is also a form of plagiarism. Each student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Other forms of cheating include unauthorized collaboration, falsification of sources of data, and the multiple submission of the same work for credit more than once. Any instance of plagiarism or cheating will result in a grade of “F” for this course and may further result in suspension or expulsion from the University.
Monday Class Schedule

August 23  No Class – Instructor Presenting at a Conference
August 30  Course Introduction - Performance Frameworks
September 6 No Class – Labor Day
September 13 Performance Measurement
September 20 Performance Measurement
September 27 Strategic Planning
October 4 Strategic Management
October 11 Pennsylvania Department of Transportation Case Study
October 18 MBO – Performance Management
October 25 Midterm Examination
November 1 Organizational Strategies
November 8 Quality & Productivity Improvement
November 15 Department of Natural Resources Case Study
November 22 Quality and Productivity continued
November 29 Quality & Customer Service
December 6 Course Wrap-up
Seattle Public Utilities Case Study
In this course we will study the role of nonprofit organizations in society. We will use the method of economics: that is, we will use that body of theory that helps us understand how individuals and organizations contract with each other for the exchange of goods and services, and how individuals respond to incentives. This is not a course in nonprofit management; we will not be focusing on lessons for what nonprofit managers should do in particular situations. Rather, the course provides future nonprofit managers, and others, a way to understand the “big picture” of the role of nonprofits.

Note that some of the readings involve some mathematical modeling; this is often the best way of stating one’s assumptions clearly and drawing one’s conclusions in a logical manner, and also for creating models that can be tested with data. We will not dwell on the details of the math – I will attempt in our classes to clarify what is going on when the going gets rough.

Evaluation: Students will write a term paper and a final exam, each of which is worth 50% of the final grade.

The final exam will be two hours in length, and has been scheduled by the University to be at 5:00 on Wednesday, May 5. Students who will not be able to write the final exam at that time should not enroll in this course.

The assignment for the term paper is to write a comparison of two academic essays on nonprofits, where one of the essays is chosen from the course outline and the other essay is not on the course outline. Important journals devoted to nonprofits include Nonprofit and Voluntary Sector Quarterly and Nonprofit Management and Leadership, and these are probably good places to begin the search for an interesting paper (be sure to check the bibliographies of papers published in those journals for other potential topics). The main public administration journals also frequently publish essays on nonprofits. The term paper should be typed double-spaced, and be no longer than 10 pages. Papers are due in class Wednesday, April 14.

Course Outline:

There are links to all the following readings on the WebCT page for this course.

A useful survey of the scope of nonprofits, which we will not cover in class in detail but is still worth a look is:

We begin by looking at some background material on transaction costs and the design of organizations, which will give us the building blocks for much that follows:


Now we turn to the classic article on the role of nonprofits:


How different are nonprofits from for-profit enterprises?:

Evelyn Brody, “Agents Without Principals: The Economic Convergence of the Nonprofit and For-Profit Organizational Forms” *New York Law School Law Review* 40 (1996): 457-536 [note that Professor Brody will be a guest at GSU later in the term: a tentative date for a workshop has been set at May 4, details will be provided later].


Next we turn to a key policy issue of recent years: contracting out of government services to nonprofits. We begin by considering the role of transaction costs and incentives in the contracting decision:


How does contracting with government affect the functioning of the nonprofit organization?:


How does contracting with nonprofits affect the functioning of government?


Finally, we look at another recent key policy issue: whether participation in nonprofits and voluntary organizations contributes to the formation of social capital:


PAUS 8231: Nonprofit Management and Leadership  
Fall 2004

Instructor: Michael Rushton  
Office: AYSPS 356  
Office Hours: Tuesdays and Thursdays 1:00 – 2:15 or by appointment  
Telephone: 404-651-0333  
Email: michaelrushton@gsu.edu

Overview

In this course we will read about, and discuss, ideas relevant to future nonprofit managers, and which are also interesting for their own sake as contributions to social science. Issues of public policy involving nonprofits are left for the companion course to this one, PAUS 8210. There are many things we could discuss, and from the possibilities I have chosen some basic strategy, issues surrounding the design of organizations, some funding issues (although not fund raising from donations, which is covered in a different course), and finally essays dealing with whether strategic planning lives up to its promise, and the origins of innovative ideas in organizations. This course syllabus provides a general plan for the course; deviations may be necessary.

Evaluation

Students will write three short papers (five double-spaced pages maximum) on topics to be assigned; these papers will be of equal weight in the calculation of the final grade. Students are directed to consult the University Policy on Academic Honesty: http://www.gsu.edu/~wwwdos/codeofconduct_conpol.html#4

There is no final examination in the course.

Students are required to attend classes, prepared to discuss the assigned readings. Students are not permitted to miss more than one class during the term unless there has been consultation with the instructor.

Readings

Part 1: Introduction to Management and Strategy


Part 2: Institutional Design, Incentives and Accountability


**Part 3: Money**


**Part 4: Some Food for Thought**


## Course Information

<table>
<thead>
<tr>
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<th>Survey Research Methods</th>
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</thead>
<tbody>
<tr>
<td>Course number</td>
<td>PAUS 8551</td>
</tr>
<tr>
<td>Course discipline</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Course date</td>
<td>Friday, January 16, 2004 through Friday, April 30, 2004</td>
</tr>
<tr>
<td>Location</td>
<td>Classroom South 200</td>
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<tr>
<td>Meeting day(s)</td>
<td>Friday</td>
</tr>
<tr>
<td>Meeting time(s)</td>
<td>4:30 - 7:00 pm</td>
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<tr>
<td>Prerequisite(s)</td>
<td>PAUS 8121</td>
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</table>

## Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Charlotte Steeh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:cgsteeh@gsu.edu">cgsteeh@gsu.edu</a></td>
</tr>
<tr>
<td>Office location</td>
<td>1042 Urban Life Building</td>
</tr>
<tr>
<td>Office hours</td>
<td>Wednesday afternoon from 2 - 5; by individual appointment</td>
</tr>
<tr>
<td>Phone</td>
<td>404.651.3539</td>
</tr>
<tr>
<td>Biography</td>
<td>PhD University of Michigan; Director, Detroit Area Studies, University of Michigan; Director, Survey Research Laboratory, Applied Research Center, AYSPS; Associate Research Professor, PAUS</td>
</tr>
</tbody>
</table>

## Course Requirements

| Requirements | In PAUS 8551 each student will choose a research topic, formulate hypotheses, develop a design for collecting data using the survey method, and devise an analysis strategy that tests the specified hypotheses. Classes will be used to teach good methodological practices by discussing the written assignments required at each step of the research process. Since the class periods will be the source of much practical work, they should not be missed. At the end of the term, each student will submit a paper of approximately 15 pages that presents a complete research design as it has been developed throughout the term. |

Four kinds of activities will be given the following weights in computing the semester grade.
1) 20%: Class discussions during the semester. This component includes:

- Knowledge of the readings
- Attendance

2) 30%: Written papers:

- 5%: Topic Proposal, 1 page (Due January 23)
- 5%: Hypotheses and Operational Definitions, 1 page (Due January 30)
- 5%: Sample Design, 2 pages (Due February 13)
- 5%: Mode of Administration, 1 page (Due February 20)
- 5%: Draft questionnaire, 5 pages (Due March 19)
- 5%: Analysis Strategy, 1 pages (Due April 2)

3) 30%: Final Paper, 15 pages including tables or graphs (Due April 30)

4) 20%: Final Exam (May 7, 4:30 pm)

THE COURSE SYLLABUS PROVIDES A GENERAL PLAN FOR THE COURSE; DEVIATIONS WILL OCCUR PERIODICALLY.

Policy on Academic Honesty

Section 409 in the Faculty Handbook

University Attendance Policy

Attendance policy—effective Fall 2001, instructors must, on a date after the mid-point of the course to be set by the Provost (or his designee): 1. Give a WF to all those students who are on their rolls but no longer taking the class, and 2. Report the last day the student attended or turned in an assignment.
Discussion Topics and Assignments

January 16: What is a Survey?

January 23: Defining Hypotheses and Formulating Concepts


Topic Proposal Paper Due

January 30: What Kind of Sample--Basic Considerations


Hypotheses and Operational Definitions Paper Due

February 6: Survey Design: Choosing the Mode of Administration


February 13: Face-to-Face vs Telephone Surveys


Sample Design Paper Due

February 20: Self-Administered Surveys


Mode of Administration Paper Due

February 27: Constructing a Good Questionnaire


March 5: Basics of Writing Questions


Question Understanding Aid. WebCT

March 19: Total Survey Error


Draft Questionnaire Due

March 26: Analysis of Survey Data


April 2: Cognitive Bases of Surveys


Analysis Strategy Paper Due
April 9: Context Effects in Surveys


April 16: The Value of Pretests


April 23: Techniques of Interviewing


Guide to Telephone Interviewing. WebCT.

April 30: Interviewer Effects


Final Paper Due

May 7: Final Exam
PAUS 8781
FACILITATING CAREER DEVELOPMENT
COURSE SYLLABUS
Spring 2004
Mondays 7:15 to 9:45 PM
302 Sparks
Bill Kahnweiler, Facilitator

APPOINTMENTS

Please call 404/651-1915, e-mail me at wkahnweiler@gsu.edu, or see me in class to set up an appointment. I am usually able to return calls and e-mails within one day.

CATALOG DESCRIPTION

Provides all students an overview of techniques and programs used to facilitate career choice, entry, preparation, performance, satisfaction, and exit. Includes methods of providing direct assistance through individual and group approaches as well as indirect assistance through changing organizations or developing materials. Students choose a few methods for personal intensive study.

COURSE GOAL

Upon completion of this course, students will be able to understand the major conceptual and practical components of career development systems and apply their understanding at the organizational, group, and individual levels.

NOTE: This course is not designed to help prepare individuals to provide professional career counseling services. To do so, legally and ethically, one must hold a valid license issued by the State of Georgia and its Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists. This license is needed to hold oneself out to the public as a provider of professional career counseling services. To be admitted to take the licensing exam, one must have, at minimum, a master’s degree in counseling and 4 years of post-master’s experience in professional counseling, at least one year of which is under the direct supervision of a licensed professional counselor. Contact the State Licensing Board or the CPS Department at GSU for additional information.
COURSE OBJECTIVES

Upon completion of this course, students will be able to:

* Comprehend selected theories and models of career development.
* Apply one or more theories/models to their own career histories and future aspirations.
* Understand how career development methods are designed, developed, implemented, and evaluated in various organizational contexts.
* Examine and articulate how current human resource issues impact the design and delivery of career development services.
* Enhance their ability to persuade line managers and other decision makers to support specific career development approaches.
* Propose career development interventions that effectively meet individual and organizational needs.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. recognize and discuss how selected theories and models of career development apply to themselves.
2. examine how various career development programs, interventions, and strategies can be beneficial to both individuals and organizations.
3. analyze how individual and organizational goals can be aligned through the effective design and implementation of one or more career development practices.
4. assess their own strengths, skills, interests, values, and motivations and formulate realistic career action plans based on these self-assessments.
5. examine and analyze contemporary issues in the workplace and their impact on individuals, organizations, and the design and delivery of career development services.
6. design a proposed career development intervention that can enhance the alignment of individual and organizational goals.
7. deliver a proposed career development intervention that they create in such a manner that would likely convince decision makers to allocate resources devoted to the intervention.
8. display willingness to share experiences, insights, opinions, and questions in ways that contribute to the learning of fellow classmates.

9. assume responsibility for their learning through such means as deciding the career development interventions to which to devote intensive study.

10. display willingness to give and receive feedback to/from the instructor and other students in a helpful manner.

11. express their thoughts, opinions, ideas, facts, and insights clearly and thoughtfully in both oral and written formats.

TEXTS


Bolles, R.N. (2003). The new quick job-hunting map. Berkeley, CA: Ten Speed Press. (Optional—recommended for those who have engaged in little or no personal career planning)

Handouts from the facilitator will supplement texts.

OVERVIEW

Career advisement and coaching have been parts of the organizational landscape for some time. However, assisting employees with career issues in a more formalized and systematic manner has been a relatively new phenomenon. This course will provide an overview of the field with a focus on more recent, state-of-the-art practices. Major theories of career development will be referred to throughout the quarter. These concepts will provide guidelines as we attempt to apply appropriate strategies with different employee groups in different situations.

In addition to a basic understanding of career development theories, the effective practitioner needs to be aware of key issues facing employees and the organizations that employ them. In many ways, competent career development professionals know how to walk the tightrope between the conflicting priorities of the business and those of individuals. This course will give you the opportunity to examine these opposing forces in a variety of real world scenarios. You will also have the chance to formulate solutions designed to achieve a win-win for the organization and its employees.

Effective career development requires both organizational savvy and interpersonal skills. Refer to the attached list. It provides a more detailed analysis of the competencies and activities associated with the advising/coaching function of HRD/CD professionals. Use the list as a way to identify the specific knowledge, skills, and abilities you want to acquire in the course.
In addition to using this list in designing the course, your instructor has incorporated at least five assumptions (in all probability, there are many more but he is aware of only these five at the moment). First, one of the best ways to learn about facilitating career development is to go through the process yourself. Second, and related to the first, is that book learning is a necessary but insufficient way to learn what is happening and what is likely to occur in the career development field. Third, what makes abundant sense in a book or in class discussions can fail to get off the ground in practice. Some reality testing is in order. Fourth, adults learn most effectively when they are actively involved in the educational process—i.e., they are encouraged to be self-directed learners. Fifth, adults learn most effectively from multiple learning sources—most notably other students, practitioners, and their own experience in addition to more traditional sources such as readings and an instructor. I guess my sixth assumption is that we are all adults. You can expect the explicit demonstration of all these assumptions throughout the quarter.

**GENERAL EXPECTATIONS**

Career development professionals do much more than throw a few self-assessment exercises into a 3-ring binder and then call it a career planning workshop. Proposing, designing, and delivering such a workshop requires numerous competencies. They do much more than give people advice about how to live their lives. Each of us probably knows someone who gives us their unsolicited opinions all the time—they are living testimonials to the adage, "The only qualification for giving advice is the ability to speak." Suffice it to say that advising people on important career and life issues in a helpful manner is neither easy nor simple. When career development professionals "sell" managers to be involved with their employees' career concerns, the promotional strategies are based on more than purely humanitarian considerations. Sensitivity to an organization's culture, business requirements, and managers' own career development issues is absolutely essential.

To complicate the matter, job designs, the nature of manager-employee relationships, the values of the workforce, and business priorities are evolving all the time—even as you read this syllabus. Trying to capture what is important for career development professionals to know at a given point in time is like trying to nail jello to a telephone pole. The only constant we can count on these days is change. This makes the career development professional’s job tougher and at the same times more exciting. My hope is that this course energizes you to join in the excitement.

What this all means is that facilitating career development is easier said than done. I will thus need to draw upon the individual and collective wisdom of all of us. The problems and challenges are far too complicated and important for one person to have even most of the "answers." Thus, I expect all of us to be teachers as well as students during this course.

High levels of energy and commitment to course participation, both in and out of the classroom, are also expected. This translates into active involvement in class discussions, being well prepared for each class, completing assignments on time and in a thoughtful manner, and a willingness to learn from each other. Learning about HRD in general and career development
in particular is a participation sport. At best, one can acquire only minimal skill levels sitting on the sidelines.

Being open to diverse viewpoints and conveying mutual respect for those who hold perspectives contrary to our own are expected and encouraged. A university classroom ought to be a place where frank and open exchanges are the norm.

In general, written work is evaluated on style as well as substance. Awkward phrasing, poor grammar, spelling errors, excessive typos, and the like detract from your impact and will affect grades. The depth and quality of research undertaken will also be important evaluation factors. Evidence of critical inquiry, integration of ideas (versus merely reframing or regurgitating them), and lucid, organized expression are expected. Most of us mere mortals need to re-write the first-re-write as a minimum. Oral presentations are evaluated on the same criteria. Enthusiasm, poise, and ability to engage the audience are additional yardsticks used to evaluate presentations.

See the feedback forms for written and oral deliverables in the handout packet. These list evaluation criteria and rating scales I use.

If students are uncertain about the instructor’s expectations, they are expected to ask for clarification. The instructor can read people fairly well but he cannot read their minds. Let’s minimize game playing and deal with each other adult-to-adult.

My philosophy of formal education (and life in general) can be summarized by the cliche, "You get out of it what you put into it." I offer you an opportunity for real learning--I can’t do your learning for you. Genuine learning and growth take hard work. Usually, confusion and discomfort are also on the price tag. I am here to help you work through these but I can’t and won’t promise I will remove all your confusion and discomfort. Your having some tolerance for ambiguity will help, too. Just "showing up" and turning in deliverables on time guarantees nothing. The quality of your work is what counts. I will use all my skills and energy to promote your achievement of course objectives. You need to hold up your half of the deal to make that happen.

I believe I have high standards. Most students with whom I have had the privilege of working share that belief. I try to execute those standards in a caring manner. I have a shared accountability in the outcome of your education here. Therefore, I hope your expectations of me will be equally high. My expecting top quality work is congruent with the belief that you are capable of delivering it. Another cliche I buy into is, "People usually get what they deserve and deserve what they get."

Aligned with all this philosophy is my intent to provide timely, relevant, and useful feedback on your performance. If you think you are not receiving this, ask for it. I would appreciate ongoing feedback from you so that I can consider doing something differently before the class is over and you are long gone.

**COURSE DELIVERABLES**
1. **Reactions to text and other materials/classroom involvement.** Each week, we will be reviewing and discussing portions of the text and various course topics. To aid in your preparation, note your personal and professional reactions as you read the text and other material for this course as well as thinking about the prior 1 or 2 class meetings. Personal reactions pertain to how the readings affect you as an individual—e.g., could you identify with what the author was expressing? Why or why not? Did you see how a concept or issue applies to you now, in your past, or in your future? How? Professional reactions pertain to how the readings affect you as a prospective or current career development and/or HRD professional—e.g., what implications do the readings have for career development programs in your organization or one you know about? How do the text descriptions compare and contrast with the career development needs in your company?

Use your notes as a basis for our discussions. I value authentic reactions regardless of their content. Disagreeing with others and me in an agreeable fashion is also welcomed.

2. **Your career profile.** As alluded to previously, there is nothing like personal experience as a learning vehicle. A case can also be made that one has no business advising others about their careers, developing career planning materials, or helping managers improve career discussions unless he/she has first gone through some sort of personal career planning and development process. At the least, those who provide career development services ought to be sufficiently aware of themselves if they are to have a positive impact in a helping role with others (assumption #7).

To this end, you are to complete a career development profile of yourself. You must include the following components, although you are not limited to only these:

* Interests
* Skills
* Accomplishments (try to avoid being both bashful and arrogant)
* Motivators (things that turn you on, bring out the best in you, etc.)
* "Must haves" (imperatives) and "wants" (ideals) in a job
* Preferred decision making style(s) and their advantages and shortcomings for you
* Short (up to 2 years) and long-range (3-5 years) aspirations
* Preferred work environment
* Resume
* Reasons for being in graduate HRD or other program

In addition, provide an action plan that describes what you intend to do to achieve your short and long-range aspirations. This plan should contain very concrete, specific actions you will take, when you will take them, and how you will measure your progress towards your goals. It should also contain one or more forms of resistance you think you may engage in while implementing this plan (for example, fear, procrastination, denial) along with a) how you intend to be aware of your resistance, and b) what, if anything, you intend to do about it.

Bolles’ book is one of but many resources to assist you with this assignment. Books,
workshops, articles, and other career planning tools are plentiful. Career counselors can be very helpful. "Significant others" can be a source of self-insight. You are limited only by your imagination and willingness to take a close, honest look at yourself and your future wants and needs.

While I am hesitant to prescribe the exact length of this paper, I would think that no more than 6-8 double-spaced typed pages should be sufficient. You will also discuss your profile with a small group of peers and receive feedback from them.

3. **Research project.** Choose a topic or issue pertaining to career development that interests you. Many diverse possibilities exist, so be guided primarily by what you want to learn about. The attached list is merely illustrative and not exhaustive. If in doubt, run the topic or issue by me for my reaction.

Research that topic or issue via recent (i.e., probably no more than 10 years old) readings, Internet-based resources, interviewing practitioners, and other means you deem appropriate. Prepare an executive summary (no more than 3 double-spaced typed pages of text) of your key findings. The key findings of your research should include, at minimum, the relevant, current, and important trends pertaining to the issue or topic and the major implications for career development practice/career development professionals.

One way to approach this assignment is to imagine a client or boss asks you to “go find out about what is going on with ______ (your topic or issue) in other organizations and give me a summary of what you find. I want a handle on what is being done, how it’s being done, and why it’s being done before I decide if and how we will address that issue in our organization.”

This assignment may sound easier than it could be. Distilling key findings from researching literature into no more than 3 pages will likely take some effort and thought.

Include your references on a separate sheet (this is in addition to the 3 page limit of text). Use in-text citations so I can decipher where exactly in your paper you drew upon others’ work.

Make copies of your executive summary and distribute to all class members the night this assignment is due.

4. **Career development proposal presentation.** Prepare for and present a proposal (or part of it) for some sort of career development intervention in an organization. Choose past or current employers or another organization with which you are familiar. The intervention should be based on some perceived or real need in that business. It can take many forms--for example, modification of an existing service, new programs, needs assessments, evaluation of current service, etc. The form of the intervention itself is less important than its being based on a business need and the effective packaging of what you are offering.

Assume that the recipient of your proposal is one or more line managers who will make the go/no go decision. You may organize your proposal in any way you think will get the job done. Be sure to include at least the following:
I recommend that you interview one or more career development professionals who is/are practicing in the field. At the least, this will allow you to "reality test" the quality and feasibility of your proposal. For those who have little or no career development experience, this interview should be particularly helpful in formulating and refining your ideas.

You will present your proposal to the class as if we were line managers/decision makers. Insure that groups and individuals can not be identified. Protecting their anonymity is your ethical responsibility. Your set up of the scenario, your presentation, and time for Q & A will probably not exceed 45-60 minutes (I can be more definitive once I know how many people are in the class and how many breakout rooms are available). You therefore need to be thoughtful when preparing this assignment.

You may not have time to cover every aspect of your proposal but you need to be prepared to do so. If you don’t get through every aspect, that’s OK. The purpose of this exercise is to give you practice articulating your ideas persuasively and to learn from it in a "low stakes" context (i.e., pitching proposals "out there" is pass/fail and very often results in the latter). Your peers will evaluate these presentations. I will offer assistance in the evaluation process if it seems appropriate by your peer group, me, or both.

Some class time will be devoted to small group work on your career development proposals before this deliverable is due. This group will likely be comprised of people other than the ones in your career profile group. However, my overall intent is the same for both groups--i.e., to help and learn from each other.

Since this course relies on all of us to teach as well as learn, the art of giving and receiving feedback is an important component. Refer to the handout on these skills throughout the semester.

**EVALUATION**

1. Quality and thoughtfulness of reactions to text, class meetings, other materials, and overall classroom involvement = 30%
2. Written career profile = 40%

3. Executive summary of research project = 10%

4. Proposal presentation = 20%

The message here is that all evaluation components are important in determining the grade for this course and therefore all should receive approximately equivalent attention. Letting any one of them "slide" will affect your final grade because the math works out that way.

In general, I ask 2 questions when evaluating students' work: Did they do what was asked (content)? How well did they do it (style)? If my answer to one or both of these is less than "excellent," the grade is not an "A."

Anyone who fails to meet my minimal expectations for involvement (attend each class, show up on time, contribute to the productive use of our time) will not receive an "A" in the course. Meeting these minimal expectations will be necessary for but no guarantee of an "A" in the course.

MAKE-UP ASSIGNMENTS

If you miss a class session due to illness or absolute business necessity, you are expected to complete a make-up assignment. It should take about 10-15 minutes of class time to complete and approximately 2 hours (the amount of class time you missed) for you to prepare it. You are responsible for choosing the nature and scope of this work and scheduling it during one of our class sessions. Failure to complete make-up work on time will affect your classroom involvement evaluation. Being late to class an excessive number of times is not acceptable and will result in your being responsible for make-up work as per above.

The rationale for this policy is that when you are absent or late, the rest of us have missed an opportunity to learn from you. Make-up assignments can compensate us for being shortchanged in this way. I would prefer you involve us in some sort of activity, exercise, and/or discussion versus lecturing at us.

TENTATIVE SCHEDULE

**WEEK 1** (1/12)

Introductions
Climate Setting
Course Requirements, Mutual Expectations, and Desired Outcomes

**WEEK 2** (1/26)
Form Interest and Experience Small Groups
Current Key Career Development Issues
Stage and Trait Perspectives
Emerging Perspectives and Practices
Blending Organizational and Individual Needs--The Ongoing Dilemma

**WEEK 3 (2/2)**

Entry into an Organization
Career Development Outside the United States
Adjustment and Acculturation to the Organization
Small Group Work

**WEEK 4 (2/9)**

Career Anchors
Turnover and Promotion
Fast Tracking

**WEEK 5 (2/16)**

Workshops and Seminars as Intervention Strategies
O. & H.--1 & 2

**WEEK 6 (2/23)**

Early, Midlife, and Late Career Issues and Challenges
Small Group Work
Profiles Due

**WEEK 7 (3/1)**

The Role of the Manager in Employee Career Development
The Role of HR in Employee Career Development
Fundamentals of Career Advising: Theory and Practice
Career Advising, Career Counseling, Personal Counseling, and Therapy: Distinctions and Necessary Qualifications
O. & H.--3, 4, & 5
Mid-term Temperature Taking

**WEEK 8 (3/15)**
Work-Life Challenges & Case Studies
Leave Open for Guest Speaker

**WEEK 9 (3/22)**

Managing Your Boss
Other Key Career Development Intervention Strategies (e.g., mentoring, succession planning, support groups, supportive groups)

**WEEK 10 (3/29)**

Special Populations
O. & H.--6-8
Leave Open for Guest Speaker

**WEEK 11 (4/5)**

Executive Summaries of Research Due

**WEEK 12 (4/12)**

Ethical Issues
Small Group Work (Time Permitting) on Proposal Preparation

**WEEKS 13 & 14 (4/19 and 4/26)**

Proposal Presentations Due

**WEEK 15 (5/3)**

Major Issues Regarding the Future of Career Development
Our Professional Futures in Career Development
Loose Ends
Self-Appraisals
Course and Facilitator Evaluations

**COMPUTER POLICY IN THE DEPARTMENT OF PUBLIC ADMINISTRATION AND URBAN STUDIES**

The following computer policy is now in effect for PAUS. Our department policy is similar to the one that is now in effect for the entire university.
• All students in the Department of Public Administration and Urban Studies must have access to a computer, and any course offered by the department may require computer-based work.

• Student computers must provide access to at least one e-mail account and the World Wide Web.

• Students are also required to have access to Microsoft Office (including Word, Excel, and PowerPoint) and a current version of the Microsoft Explorer Browser. The Netscape browser is acceptable if it is configured to allow online access to Word and PowerPoint files.

• We encourage students to have access to their own computers at home or at work, but the university does have computers available in GSU open-access labs.

For further information about your facilitator’s teaching style with adults, go to the link on the WebCT home page for this course which should take you to the following journal article: Kahnweiler, W. M. (1991). Professor-student relationships: Nurturing autonomy or dependency? Journal of Professional Studies, 15(1), 32-41.

**Academic Integrity**

I will not tolerate academic dishonesty, including but not limited to cheating and plagiarism. If you are unsure about what does and does not constitute plagiarism and other forms of academic dishonesty, carefully read the pertinent portions of GSU Student Handbook and/or GSU Graduate or Undergraduate catalog (both are available on the web) as well as consult with me for guidance. You are ultimately responsible for understanding what plagiarism is and avoiding engaging in it.

The following is from a portion of the GSU Student Handbook:

Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the summarizing of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

Plagiarism and other forms of academic dishonesty will result in an “F” on the assignment in question. Per university, college, and department policies, students found guilty of academic dishonesty can also receive an “F” for the entire course as well as be suspended or expelled from Georgia State University.

**This document provides a broad overview of the course. If deviations are necessary, students will be so informed in as timely fashion as possible.**

Attachments: Advising/Coaching Competencies and Activities
Sampling of CD Issues
MS-LEVEL COMPETENCY LISTS

ADVISING/COACHING: INDIVIDUAL AND GROUP

BASIC COMPETENCIES

1. Demonstrates knowledge of general counseling theories and techniques.

2. Interprets occupational tests and inventories to students.

5. Demonstrates ability to select and use appropriate interviewing and counseling techniques, providing effective assistance to individuals with career choice and life/career development concerns.

7. Demonstrates ability to help the individual recognize the relationship between self-understanding and realistic, effective life/career decisions.

8. Demonstrates skill in recognizing and modifying stereotypes held by individuals as related to career choice.

9. Demonstrates ability to assist the individual in the identification of internal personal factors related to life/career decision making including personality, values, interests, aptitude, and motives.

10. Demonstrates ability to assist the individual in the identification of contextual factors in career decision-making, including family friends, educational opportunities and finances.

12. Demonstrates the ability to understand and help clarify the individual’s decision-making processes.

15. Advises managers and supervisors on training and development needs and opportunities.

INTERNAL JOB POSTING/CAREER DEVELOPMENT INFORMATION BASE UTILIZATION

16. Demonstrates knowledge of education, training, employment trends, labor market, and career resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to relevant occupational fields.

18. Demonstrates ability to analyze job classes, career pathing and career patterns specific to a client organization.

19. Demonstrates knowledge of career development and decision making theories.

Prepared by: Verna Willis
Sampling of Career Development Issues

- Selection tools (e.g., behavioral interviewing, assessment centers)
- Job enrichment
- Fast tracking
- Succession planning
- Core competency assessments
- Work-family initiatives
- Retention of talent
- Affirmative action
- Management development
- Leadership development
- Mentoring programs (and/or informal mentoring approaches)
- Valuing diversity efforts
- Performance planning/management
- Individualized development plans
- Job rotation
- Cross-training
- Self-directed teams
- International assignments
- Orientation/acculturation programs
- External training and education programs
- Coaching

* This list is merely illustrative. You are in no way limited to research any item on this list.
APPOINTMENTS

Call 404/651-1915, e-mail wkahnweiler@gsu.edu, or see me in class to schedule an appointment or communicate with me outside of class. I am usually able to respond to calls and e-mails within one day.

CATALOG DESCRIPTION

PAUS 8841: Human Resource Development Consulting. (3) This course reviews human resource development program characteristics and examines internal and external human resource development consulting processes in the contexts of organizational behavior and small project leadership.

COURSE GOAL

Upon completion of this course, students will be able to understand and articulate the major issues of HRD consulting from the perspectives of theory, research, and practice.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

* Understand and apply models/conceptual underpinnings associated with effective HRD consulting practice.

* Understand the major elements, challenges, and issues pertaining to various stages of HRD consulting.

* Identify strengths and development needs vis-a-vis their own consulting skills.

* Design/implement short and mid-range development plans for addressing consulting skill deficiencies.
*Analyze and synthesize relevant consulting issues and propose effective intervention strategies in response to real world organizational problems.

*Demonstrate well-informed and sensitive responses to various ethical dilemmas faced by HRD consultants.

*Enhance platform/presentation skills.

*Articulate and market one's particular area(s) of expertise.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. identify and specify current strengths and development needs as an HRD consultant and formulate concrete, realistic action plans that capitalize on strengths and address development needs.

2. recognize aspects of at least 2 consulting models that are relevant to their potential future consulting work.

3. compare and contrast the underlying assumptions, required skills, benefits and risks, and suitability in various situations of several consulting models (as presented in texts, additional readings, and others presented in class).

4. describe and discuss key issues and challenges faced by HRD consultants at 6 major consulting life cycle stages.

5. formulate and cogently present ideas and their rationales for how HRD consultants can face these issues and challenges (in # 4 above) most effectively.

6. evaluate the relevance and feasibility of ideas presented in at least 2 articles pertaining to HRD consulting and be able to identify their key implications for HRD consulting practice.

7. identify and describe the major components of their potential consulting practice—that is, market niche, target clientele, products and services, and how they plan to work with clients at various stages of the consulting process.

8. create a realistic case study that contains problems and opportunities for which one or more HRD consulting solutions is/are warranted.

9. design a cogent proposal for an HRD consulting intervention that is an appropriate response to an organizational problem.
10. deliver a proposed consulting intervention that they create in such a manner that would likely convince decision makers to allocate resources devoted to the intervention.

11. display willingness to share experiences, insights, opinions, and questions in ways that contribute to the learning of fellow classmates.

12. assume responsibility for their learning through such means as deciding the consulting interventions to which to devote intensive study.

13. display willingness to give and receive feedback to/from the instructor and other students in a helpful manner.

14. express their thoughts, opinions, ideas, facts, and insights clearly and thoughtfully in both oral and written formats.

**TEXTS**


Articles and other materials may supplement texts.

**OVERVIEW**

Consulting in general, and consulting in "soft" areas such as HRD in particular, is often viewed with awe and suspicion. Some perceive the HRD consultant as an influential or even magical force. Their efforts are seen as the driver of enormous improvements in business performance. Some HRD consultants are thought to possess preeminent degrees of technical and interpersonal expertise, trustworthiness, and persuasiveness. They command the attention of top management the minute they enter the door.

On the other side of the ledger, HRD consultants are sometimes seen as con artists who charge exorbitant fees for displaying arrogance, insensitivity, and style over substance. Included in this camp are those who espouse the adage, "Those who can do; those who can't do teach; those who can't teach consult." (And perhaps those who can't do any of these things teach courses in consulting!!).
In my experience, both perceptions are warranted in a few cases but most HRD consultants have reputations that fall somewhere between the two extremes. As current or aspiring HRD consultants, you should know that taking on this role usually results in anything but a neutral response from clients. HRD consulting is neither for the thin-skinned nor faint-hearted.

At the same time, those who provide academic preparation in HRD have a responsibility to insure that graduates possess certain competencies. To fail on this accountability would likely bring harm to clients and the profession as a whole. At the least, the number of those who hold cynical beliefs about HR consultants would multiply.

The HRD curriculum at Georgia State underwent significant revisions. By upgrading the quality of our programs, we are reasonably confident that graduates will enter or re-enter the marketplace as top-flight professionals. Another key outcome of this monumental effort was the distribution of 5 core competencies by degree level. While some overlap exists, consulting competencies are typically addressed only at the doctoral level. The implication is that the myriad skills needed for effective HRD consulting---technical, organizational, political, managerial, business, and interpersonal---cannot be sufficiently acquired at the master’s level.

This course represents a major vehicle in which Ph.D. and advanced M.S. students acquire and improve HRD consulting competencies. What all this means is that we have our work cut out for us over the next few months.

There are currently no legal ramifications for holding oneself out to the public as an HRD consultant. Get a telephone, business cards, and a new suit or two and you are in business. As an internal staff person, you can call yourself a consultant whenever the spirit moves you. This lack of formal quality control mechanisms, coupled with the variety of high level professional skills needed to perform HRD consulting effectively, create the central dilemma faced by this facilitator: What should be included in a 15-week experience on HRD consulting? Several "sub-dilemmas" come to mind: HRD consulting theory is not well developed relative to conceptual work in most other disciplines; HRD consulting research is at the point of raising more questions than providing solutions; HRD consulting practice, even at high levels of effectiveness, is performed by people with different backgrounds, academic preparations, philosophical orientations, areas of expertise, types of clients served, ad infinitum. In sum, a well-defined body of HRD consulting knowledge does not exist at this time.

This level of ambiguity, while somewhat problematic, also provides an opportunity for an exciting, vibrant, and useful learning experience. This is certainly my intent for all of us.

To that end, I have decided to take a generalist approach to that amorphous entity known as HRD consulting. What is meant by "generalist approach?" In essence, we will be examining many aspects of HRD theory, research, and practice and not delve into any specialty areas too deeply. For example, we will compare and contrast the roles, responsibilities, and challenges of internal and external HRD consulting. We will attempt to give ample opportunity to learn more about process skills. We will explore and practice how to market consulting services.
Ethical issues arising from HRD consulting will be covered. Thus, it seems reasonable to expect that we will acquire some knowledge about many areas rather than much knowledge about a few.

Within this overall framework, the course has been designed to allow some flexibility for individualized/customized learning. As this syllabus is being written, I make the assumption that levels of HRD consulting knowledge and experience among students will vary. Some of you may never have consulted, even in your dreams, while others may have been at it for 20 years. In any case, in the process of designing the course, it seemed prudent to incorporate opportunities for all students to learn more about HRD consulting in line with their past experience and future aspirations.

**GENERAL EXPECTATIONS**

Given where HRD consulting currently stands, as an academic discipline and profession, I will need to draw upon the collective wisdom of all of us. This includes those of you who may have limited or no HRD consulting experience. The problems, issues, state-of-the-art (and science), and other realities alluded to above are too numerous, complex, and eclectic to be taught by one or even a few persons.

I thus expect high levels of involvement and commitment both in and out of the classroom. This translates into active participation in class discussions and activities, being well prepared for each class, completing assignments on time and in a thoughtful manner, and a willingness to learn from each other. While HRD consulting presents us with few absolutes, I can guarantee that what you gain from the course will be directly proportional to what you put into it.

I believe I have high standards. Most students I have worked with share that belief. I try to execute those standards in a caring manner. The quality of your education is of utmost importance to me and I do what I can to contribute to it. My expecting top quality work is congruent with the belief that you are capable of delivering it. I would hope your expectations of me will also be high.

Based on the experiences of many clients and students who have preceded you, it is quite possible that you will leave the course more confused than when you started it. To me, that is a fairly decent indicator that you have engaged in the learning process successfully. If you expect "to become crystal clear" about most or even some of the topics addressed in this course over a period of 3 months, I believe you will be setting yourself up for frustration, disappointment, anger, or all three. Part of my job is to help you confront long-standing and perhaps even unconscious assumptions you may be using to minimize ambiguity, confusion, and the like. One of my conscious assumptions is that genuine and meaningful adult learning carries emotional price tags. I think that for most of us, we need to be willing to experience some pain, bewilderment, self-doubt, and discomfort if we are to also feel the joy, excitement, and self-affirmation that is part of the learning process. So, part of my role, as I see it, is to
help you deal with those not-so-comfy kinds of price tags; conversely, I try to avoid the role of rescuing you from them. I care about students and I do not take care of them.

Aligned with this philosophy is my intent to provide timely, relevant feedback on your performance. If you think you are not receiving this, ask for it. I would appreciate ongoing feedback from you so that I can consider doing something differently that will be helpful to you before the course is over.

I have about 30 years in the HR business. Most of them have been spent consulting---in an internal corporate job, with a large international firm, and running my own practice. By all means, exploit whatever I might have learned from those labors (even if it was in hindsight!) to amplify your own education. At the same time, do not assume that the facilitator is the sole or even primary source of knowledge in the room. I expect all of us (myself included) to assume the roles of instructor and student. To facilitate this, I expect us to be open to diverse viewpoints and convey mutual respect for those who hold perspectives contrary to our own. People will quickly learn to withdraw or attack if the outcome of being genuine is some form of punishment or critical judgment. A university classroom, particularly at the Ph.D. and advanced master’s levels, ought to be a place where frank and open exchanges are the norm.

COURSE DELIVERABLES

1. Self-assessment and Development Plan:

The purpose of this assignment is to have you evaluate your strengths and weaknesses as an HRD consultant and formulate plans for addressing deficiencies. This activity is useful for many types of consultants. For HRD consultants, self-development is imperative if one is to "walk the talk" and have any credibility with clients.

In addition to gazing in the mirror, you may use clients, trusted friends, colleagues, managers, or others as data sources. Checklists, skill inventories, and the like may also be used. For the developmental aspect, focus on two weaknesses. They should come from 2 different stages in the following consulting process model (or variations of it found in the literature):

1. Marketing/entry
2. Contracting/initial problem identification/project planning
3. Data Collection
4. Data Analysis
5. Presentation of results and recommendations/feedback/formal reporting
6. Follow-up/evaluation/termination

Depending on individual circumstances, your development needs may as broad as an entire stage ("I know nothing about marketing") or as specific as "learning how to market to executives in 500+ bed for-profit hospitals who have limited exposure to or appreciation of HRD." Once you have targeted your gaps in knowledge, skills, or abilities in two stages,
explain what you intend to do to narrow them in behavioral terms—i.e., measurable, observable actions. Two plans will be required. The first will contain goals to be accomplished over the next 15 weeks. The second will look 6 months out after the end of the course. For both plans, include specific intentions (concrete actions), milestones, time frames, and methods for assessing progress/goal accomplishment.

No specific format is required. It may be a narrative, outline, table, chart, or a form used by an organization with which you are familiar. Just be sure that it covers all the above elements. I have witnessed too many people (HRD students included) who design overly ambitious development plans. Do not try to eat an elephant in one bite or even over a 6-month time frame. Be realistic. The acid test for a decent plan is that anyone who reads it is clear on who is to what by when and how one’s improvement will be measured.

Your self-assessment and initial plan are due week # 4. The plan, which covers the 6-month period following the end of the course, is due on the last night of class. At that time, you may be asked (time permitting) to give a brief, informal, and authentic oral summary of your self-assessment and both plans in class and receive feedback from others. A retrospective assessment of your accomplishments over the previous 15 weeks can be one tool to evaluate the effectiveness of the course and your performance in it.

2. Outside Readings—Reactions and Implications:

Read 2 articles pertaining to HRD consulting. A list of pertinent publications appears via the link on the WebCt home page for this course. For each article, write a brief (no more than 2 double-spaced pages) summary of your reactions (+’s and –’s) and the contribution (or lack thereof) of the article to HRD consulting practice. These are NOT abstracts of article content. Use APA or similar style to reference the article (author, article and journal titles, date, page numbers). Make copies of your summary and disseminate to all class members on the due dates. Be prepared to give a brief verbal summary of your findings during either of these class meetings.

3. Consulting Content and Process

This paper has 2 parts. First, describe the content of your proposed HRD consulting practice. The content is the practice area(s) that you choose to offer as a service—the what you assist others with through your consulting interventions. It is likely to be some type of training, career development, or organizational development practice. In addition, provide some indication of who your clients will be—by industry, life cycle stage, size, job levels of primary client personnel, organizational climate, geographic area, etc.

The second part entails that catch-all known as the process of consulting. This describes how you work with clients and organizations. The texts suggest models that you can use to paint a portrayal of your process. Other resources are also available. Ask me if you get stuck.

When writing this paper, assume the reader is scanning the market to see what sorts of
consultants are available.

Your objective is to present a clear picture of what you do and how you do it. Do not focus on convincing me to engage you. However, anyone (including your facilitator) who reads this should understand the nature and scope of your expertise and have a reasonable sense of how you work with clients. A double-spaced paper of no more than 6 pages should be sufficient. Each student will present his/her paper in class.

4. Case Study and Proposal:

Choose an organization with which you have a good deal of familiarity--current or past employers, clients, etc. Assume that it has identified some sort of HR issue/problem and wishes to engage a consultant (employee or outsider) to do something about it. Assume further that you have spoken with someone in the organization about his or her need for help. They now want a proposal from you. Your task is to write and present it.

The case should describe the following elements:

* Background of the organization and the unit that is requesting assistance.
* The presenting problem as stated by the client.
* The presenting problem as seen by you.
* What the client has said they want and do not want from a consultant (if they know).
* Agendas of key players who have a stake in solving the problem.

Use fictitious names to insure the anonymity of people and organizations.

Prepare the proposal as you would in real life. It should reflect your content and process descriptions. At minimum, it should include:

* Your understanding of the key issues
* Objectives
* Consultant and client roles/accountabilities
* Project activities
* Time lines
* Budget
*Your qualifications to do the work

You may include other items if you think they will add to the professionalism and impact of the document (e.g., risks of doing and not doing the project).

During the class this assignment is due, each student will present their proposal as a role-play. The class will assume the role of prospective client. Feedback to each presenter from students is expected.

EVALUATION

As alluded to earlier, you should expect ongoing feedback from other students as well as from me. Ask for clarification if you feel you need it. In general, written work is evaluated on style as well as substance. Awkward phrasing, poor grammar, spelling errors, and the like detract from your impact and will affect grades. Evidence of critical inquiry, integration of concepts (versus merely re-framing them), and lucid, organized expression are expected. Most of us mere mortals need to re-write the first re-write as a minimum. Oral presentations are evaluated on the same criteria. Enthusiasm, poise, and ability to engage the audience are additional yardsticks used to evaluate presentations. See the feedback forms for written and oral deliverables in the handout packet. These list evaluation criteria and rating levels.

The final grade is determined by the weighted average of grades received on each deliverable (see handout on grading if additional explanation is needed):

1. Self-assessment and development plan (2 written, 10% each) = 20%
2. Reactions and implications papers (2 @ 10% each) = 20%
3. Content and process paper (written and oral, 10% each) = 20%
4. Case study and proposal (written and oral, 20% each) = 40%

The relative weights convey that all deliverables are important in determining your final grade for the course. Letting any one of them "slide" will affect your overall evaluation and corresponding course grade. The math works out that way.

As mentioned previously, high levels of involvement are expected both in and out of class sessions. At minimum, you are expected to attend each class, show up on time, and contribute to the productive use of our time. HRD consulting is not a spectator sport. Anyone who does not meet these minimal expectations for participation and involvement in the course will not receive an "A" in the course. Meeting these minimal expectations will be necessary for but no guarantee of an "A" in the course.
In general, I ask two questions when evaluating students’ work: Did they do what was asked (content)? How well did they present it (style)? If my answer to one or both of these is less than "excellent," the grade is not an "A."

If students are uncertain about any of the facilitator’s expectations, grading policies or other matters pertaining to the course, they are expected to ask for clarification. The facilitator can read people fairly well but he cannot read their minds. Let’s minimize game playing and deal with each other as adult to adult.

**MAKE-UP ASSIGNMENTS**

If you miss a class session due to illness or *absolute* business necessity, you will need to complete a make-up assignment. You are responsible for deciding the nature and scope of this work and scheduling it during one of our class sessions. I expect it should pertain to one or more topics in this course that interest you. I also expect you to teach the group something (versus merely passing out an article and making a few comments about it, for example). As a rough guide, you should spend about 2 hours preparation time (equal to one class session) and use about 10 minutes of class time on this assignment. Failure to complete make-up work on time or work that does not meet the above expectations will affect your classroom involvement evaluation. Being late to class an excessive number of times is not acceptable and will result in your being responsible for make-up work as per above. The rationale for this policy is that when you are absent or late, the rest of us have missed an opportunity to learn from you. Make-up assignments can compensate us for being shortchanged in this way.

**TENTATIVE SCHEDULE** (subject to change)

*Week 1 (8/27)*

Introductions  
Course Requirements, Expectations, Outcomes  
Individual Agendas and Goals

*Week 2 (9/3)—There is no class session-facilitator out of town*

*Week 3 (9/10)*

Speaker Preferences  
Consulting Life Cycle Stages  
Consulting Models/Roles/Styles  
**Block 1 & 2**  
**Bellman 12 & 13**  
**Facilitator’s Handouts** (Agenda For First Two Nights and What It Takes To Be An Effective HRD Consultant)
Week 4 (9/17)

Ambiguity
Authenticity
Lifestyle Issues and Options
Bellman 1, 2, 3, 4, & 5
Block 3
Kahnweiler (Book chapter on Process Consulting)
Self-assessment and Initial Development Plan Due

Week 5 (9/24)

Marketing (including product, promotion, pricing, place, & positioning)
Bellman 21

Week 6 (10/1)

Contracting
Working with irrational organizations without going crazy
Block 4, 5, & 6
Bellman 16, 17, 18, 19, & 20

Week 7 (10/8)

Problem Identification and Verification
Data Collection
Facilitator Handouts (Some Issues Pertaining to Problem Identification and Data Collection)
Block 10, 11, & 12
Distribute HBR Case

Week 8 (10/15)

Discuss HBR Case--- > read up to bottom of column 1, page 7; choose what you would do and why; then finish article and note differences in choices and rationales among yours and those in article.
R & I # 1 Due

Week 9 (10/22)

Data Analysis
Feedback/Reporting/Packaging Recommendations
Mid-term Temperature Taking  
Block 13 & 14

**Week 10 (10/29)**

Content and Process Papers and Presentations Due

**Week 11 (11/5)**

Implementation Issues  
Follow-up and Evaluation  
Internal and External Consulting: Similarities and Differences  
**Block 7, 15, 16, 17**  
**Bellman 22, 24**

**Week 12 (11/12)**

Managing Relationships and Mutual Dependencies  
**Block 8, 9, & 19**  
**Bellman 6, 7, 8, & 15**  
Block Tape

**Week 13 (11/19)**

Ethical Dilemmas  
**Bellman 10, 11, & 14**  
**Block 18**  
R & I # 2 Due

**Week 14 (12/3)**

Proposals and Presentations Due  (more than half the class members)

**Week 15 (12/10)**

Proposals and Presentations Due  
Second Development Plans and Presentations Due  
Self-appraisal  
Course Evaluation  
Wrap-up
The following computer policy is now in effect for PAUS. Our department policy is similar to the one that is now in effect for the entire university.

- All students in the Department of Public Administration and Urban Studies must have access to a computer, and any course offered by the department may require computer-based work.

- Student computers must provide access to at least one e-mail account and the World Wide Web.

- Students are also required to have access to Microsoft Office (including Word, Excel, and PowerPoint) and a current version of the Microsoft Explorer Browser. The Netscape browser is acceptable if it is configured to allow on-line access to Word and PowerPoint files.

- We encourage students to have access to their own computers at home or at work, but the university does have computers available in GSU open-access labs.

For further information about your facilitator’s teaching style with adults, go to the link on the WebCt home page for this course which should take you to the following journal article: Kahnweiler, W. M. (1991). Professor-student relationships: Nurturing relationships: Nurturing autonomy or dependency? Journal of Professional Studies, 15(1).

This document provides a broad overview of the course. If deviations are necessary, students will be so informed in as timely a manner as possible.
A firm grasp of the regression model is a key tool of the policy researcher. This semester focuses on linear regression models with interval-level dependent variables. The first three-quarters of the course covers cross-sectional analysis. The last quarter focuses on time-series analysis. The second semester focuses on limited dependent variables, panel data analysis, and a few topics still to be decided.

I start almost from scratch – with scatterplots, correlation matrices, and bivariate regression. We review interpretation and strength, show where OLS estimators come from, demonstrate that given certain assumptions they are the best linear unbiased estimators of the population parameters. We then look at how to interpret coefficients on many varieties of independent variable, including interval-level variables, dummy variables, sets of dummy variables, interaction terms, squared terms, and natural logarithms. I am concerned with what assumptions we build into our models by formulating relationships in particular ways and with why regression coefficients change as we add and delete variables. We look at varieties of ways of measuring the strength of relationships and see how the notion of uniquely shared variation helps us understand multiple regression. We also look at causal modeling as a way of understanding the inter-relationships among variables and of understanding why regression coefficients change. Although correlation does not prove causation, our goal in regression analysis is almost always to make causal arguments.

The second section covers statistical inference. We begin with a mathematics and statistics review, then discuss the assumptions behind the classical linear regression model. We discuss a variety of estimation techniques (especially least squares and maximum likelihood) and a variety of criteria for judging estimators (e.g., unbiasedness, efficiency, consistency, asymptotic unbiasedness). We discuss the logic of inferential statistics and the consistency and relative value of hypothesis tests and confidence intervals. Final, we discuss the implications of a variety of violations of the classical assumptions. This section also ends with a take-home midterm.

The final section examines time-series analysis.

The class relies heavily on homework assignments, with computer assignments most weeks intended to give you practical experience with using Stata and applying the statistical techniques. There will also be a manuscript review, intended to prepare you both for a typical task faced by academics and for the comprehensive exam. You will also write a research paper.
Required Textbooks:

I will post lecture notes on the class WebCT site. These will probably be the best place to start, followed by Wooldridge, then perhaps by Kennedy.

Wooldridge, Jeffrey M. *Introductory Econometrics: A Modern Approach.*  
(Either edition is fine.)

Recommended Textbooks:

Econometrics textbooks have different strengths and cover the same topics in a range of levels. It may be useful to have a back-up text to give you a different perspective on the same issues or greater mathematical rigor. I have assigned Kennedy as a second textbook in previous years, to generally positive reviews. Kmenta, Gujarati, and GHJ are at about the same level as our text. I like the first half of Kmenta, but prefer the second half of Gujarati. More mathematical students seem to prefer Kmenta, but most of Gujarati is quite straightforward. I have used Gujarati and GHJ as the required text in the past. Baltagi is one step up in difficulty, Greene a further half-step, and Davidson and McKenna a step beyond that. The latter three are used as the texts in the econometrics sequence in the economics department. Long & Freese is an excellent supplementary text for the second semester (I have required it in the past), but it also has an excellent chapter on Stata that will be useful for this semester.

Gujarati, Damodar N. *Basic Econometrics.*
Griffiths, William E., R. Carter Hill, and George G. Judge, *Learning and Practicing Econometrics.* (GHJ)
Baltagi, Badi H. *Econometrics.*
Greene, William H. *Econometric Analysis.*
Long, J. Scott, and Jeremy Freese. *Regression Models for Categorical Dependent Variables Using Stata*

Grading:

- Midterm examinations: 40%
- Research paper: 40%
- Manuscript review: 10%
- Homework: 5%
- Critiques of research presentations: 5%

Academic Honesty:

Standards of academic conduct are set forth in the University's *Student Handbook: Conduct and Policies: Academic Honesty.* See the webpage [http://www.gsu.edu/~wwwcam/book.html](http://www.gsu.edu/~wwwcam/book.html) for more details. By registering for this
course, you acknowledge your awareness of the Academic Honesty code, and you are obliged to become familiar with your rights and responsibilities as defined by the code. Violations of the code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the academic honesty code, especially as they relate to particular requirements for this course.

You may work together on homework assignments and may discuss details of papers, but the final product must be in your own words in each case. You may not consult anyone other than me on an examination. Whenever you copy five or more words in a row from any source (including web-sites and my lecture notes), you must put them in quotation marks and provide a citation to the original source. (I am not especially concerned about the form of the citation, except on the paper.) For this class, you should rarely quote anyone, unless they say something in a particularly elegant manner. Your goal in writing for me is to show me that you understand the concepts of this course. In general, you cannot do that without putting the concepts into your own words. Direct quotations will receive less credit than your own words.

Unfortunately, I am relatively good at spotting language that is not the student’s own. This is very frustrating for me, because I then have to go on the web or to the library in order to find the original. It wastes my time and spoils my mood. Over the years I have brought several students up on academic honesty charges. It is a very painful process for everyone involved, but I do it when it is necessary.

Special Accommodations

If you have any condition, such as a physical or mental disability, or any commitments, such as attending a wedding or making a business trip, which will make it difficult for you to carry out the work as outlined above or which will require extra time on examinations, please notify me in the first two weeks of the course so that we may make appropriate arrangements.

Attendance Policy:

Attendance is not required. However, it would be extremely difficult to do well in this course without attending nearly every class session. I don’t think anyone has ever missed two classes in a semester and gotten an A for the course. Please let me know if you will be unable to attend a class session. Under Georgia State policies, I am required to inform the administration when a student stops attending class.

Make-Up Examinations:

In general, make-up exams will be allowed only under emergency circumstance.
Tentative Course Outline (deviations may be necessary):

August 18  Bivariate Regression: Estimation and Interpretation.

Wooldridge, Chapters 1-2, 7.1-7.2, Appendices A & B
*Kennedy, Appendices A & B, Chapter 1
*Kmenta, Chapters 1-4
*Gujarati, Appendix A
*Kennedy, Chapters 2-3
*Kmenta, Chapter 7

August 19  Introduction to Stata.
1-2:30
Long & Freese, Chapter 2

August 25  Assessing the Strength of Relationships

Wooldridge, Chapters 1-2

September 1  Inferential Statistics for Bivariate Regression

Wooldridge, Chapters 1-2, Appendix C
*Kennedy, Appendices A & B, Chapter 1
*Kmenta, Chapters 1-4
*Gujarati, Appendix A

Turn in likely data set and dependent variable for paper

September 8  Power of the Test

****  Take Home Exam 1

September 15-29 Multiple Regression

Wooldridge, Chapters 3, 4, 6, 7.3-7.6

October 6  Causal Modeling

Tentative paper topic and description of data set due.

October 13  Multiple Regression: Asymptotics

Wooldridge, Chapter 5

****  Take Home Exam 2
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>October 20</td>
<td><strong>Heteroskedasticity.</strong></td>
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<td>Wooldridge, Chapter 8</td>
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<td>*Kennedy, Chapter 8</td>
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<tr>
<td>October 27</td>
<td><strong>Mis-specification, Measurement Error, Missing Data.</strong></td>
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<td>November 3</td>
<td><strong>Instrumental Variables and Two-Stage Least Squares</strong></td>
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<td>Wooldridge, Chapters 9, 15, &amp; 16</td>
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<td>*Kennedy, Chapters 5, 6, &amp; 9</td>
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<td>November 10-</td>
<td><strong>Time-Series Analysis.</strong></td>
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<td>December 1</td>
<td>Wooldridge, Chapters 10-12</td>
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<td>*Kennedy, Chapter 8</td>
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<tr>
<td>November 24</td>
<td><strong>No class. Thanksgiving Break</strong></td>
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<tr>
<td>December 1</td>
<td><strong>Paper Due. Manuscript Review Handed Out.</strong></td>
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<tr>
<td>December 8</td>
<td><strong>Discussion of Manuscript Review</strong></td>
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<td></td>
<td><em>Manuscript Review Due.</em>*</td>
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</table>
Textbooks:

Wooldridge, Jeffrey M. *Introductory Econometrics: A Modern Approach.*


You may also want to look at:


I will also either post lecture notes on the class WebCT site or to hand them out in class.

Grading:

- Midterm examination: 40%
- Paper: 40%
- Manuscript review: 10%
- Research presentation critiques: 5%
- Homework & class participation: 5%

More Realistic but still Tentative Course Outline:

**January 15-22**  
**Dummy Dependent Variables:**  
**Linear Probability Model, Logit, and Probit**

Wooldridge, Chapters 7.5, 8.5, and 17.1  
Scott and Freese, Chapters 1-4

Recommended:

- Kennedy, ch. 15.1
  Chapters 3 and 4.  


**January 29- February 5**

**Ordinal and Nominal Level Dependent Variables:**  
**Ordered Logit and Probit and Multinomial Logit**

Long and Freese, Chapters 5 and 6

**Recommended:**

Kennedy, ch. 15.2-3


**February 12-19**

**Limited Dependent Variables and Sample Selection Corrections**

Wooldridge, ch. 17

Kennedy, ch. 16


****

**Paper Topic Due.**

**February 26- March 4**

**Working with Time-Series Data**

Wooldridge, ch. 10-12, 18

Kennedy, ch. 17-18

****

**Take-home midterm handed out February 26**

****

**Due March 4**

**March 11**

**Spring Break**

**March 18-25**

**Pooled Cross-Sections and Panel Data**

Wooldridge, ch. 13-14

****

**First draft of research paper due**
April 1-8  Measurement Error, Instrumental Variable Estimation, Two-Stage Least Squares, and Simultaneous Equation Models

Wooldridge, ch. 15-16
Kennedy, ch. 10

April 15-29  Reliability, Validity, and Factor Analysis

Readings to be assigned

****  Manuscript Review Due April 29

May 6  Discussion of Manuscript Review

****  Final version of research paper due.
Advanced Topics in Policy Analysis & Evaluation

Public Administration and Urban Studies 9141

Course Syllabus Spring 2004 (16115)

Instructor
Gary T. Henry, Professor
Department of Public Administration and Urban Policy Studies
Department of Political Science
1068 Urban Life
gthenry@gsu.edu
404.651.2343

Office Hours: Monday 3:30 - 4:30; Tuesday 2:30 - 4:30; by appointment

Class Location: Sparks 422/UL 1030 Conference Room

Introduction

PAUS 9141 is the required evaluation course for the doctoral program in Public Policy. Evaluation has been a growth area for the application of applied social research since the late 1960s. Although a number of false starts in the early years nearly derailed the use of rigorous research methods, many technically proficient evaluations have been completed and they have influenced public policies and programs. Moreover, evaluation has become a vocation for many professionals holding doctorates in the social sciences, both inside academia, within governmental agencies, and in private research firms. Recent initiatives in several federal agencies including CDC, the U.S. Department of Education and the National Science Foundation have focused on making evaluation findings more visible, accurate, and influential.

The purpose of this course is to thoroughly acquaint each student with approaches and techniques used for evaluating public policies and programs; to provide students with an in-depth understanding of the standards and guidelines that have been developed for conducting evaluations; to enable students to analyze and critique existing evaluations; and to acquire the skills needed to scope and design an evaluation of a public program or policy.

Learning Objectives

Students who successfully complete this course should be able to:

1. Describe the major theories or approaches for conducting evaluations;

2. Demonstrate familiarity with standards, guidelines, and common practices in the field of evaluation;
3. Evaluate existing evaluations (meta-evaluation) for adequacy of plan and methods;
4. Develop an evaluation plan that will achieve the purpose for which it is conducted.

**Textbooks and Assigned Readings**

Two textbooks are required for this course:


One additional monograph is required reading for the class and is available in two formats. You may purchase through the Evaluation Center’s Website (http://www.wmich.edu/evalctr/index.html) or order from the publishers (http://www.josseybass.com/WileyCDA/WileyTitle/productCd-EV.html). For copies of evaluation standards, see (http://www.wmich.edu/evalctr/je/ and related items on that site; http://www.eval.org/EvaluationDocuments/aeaprin6.html; and http://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm along with a significant reading list). Additional reading materials selected or developed by the instructor will be available through Web-CT.

**Meta-Evaluations**

Designing and conducting two meta-evaluations will be fifty percent of the grade for the class (20 percent for the first meta-evaluation and 30 percent for the second). A meta-evaluation is an evaluation of an evaluation. Each meta-evaluation will report information about:

- The policy or program. The meta-evaluation should provide sufficient information about the policy or program being evaluated that the reader can understand the goals, objectives, target audience or service recipients, scope, geographic distribution; funding; program implementation.
- An evaluation or evaluations of a policy or program. A publicly available evaluation, including the purpose, research questions, measures used as criteria for program/policy success; evaluation process (e.g. involvement of stakeholders and experts); sample; measures; and key findings.
• An analysis of the evaluation’s strengths and weaknesses. Using a theory, approach, or specific guidelines or standards, the evaluation should be thoroughly analyzed. The critique should include a review of the research methods but should not be limited to a discussion of the methods.

• Description of an alternative evaluation design. Based on omissions or deficiencies in the existing evaluation, propose an evaluation that would address the major problems with its planning, design or implementation. Include a statement of the evaluation’s purpose, approach, processes, and methods.

Papers should be no more than 10 pages in length, including references and footnotes. Existing evaluations can be drawn from a list found below, those posted on Web CT, or ones identified by a student and submitted to the instructor. Every student must evaluate two evaluations that are not evaluated by any other student in the course during this term.

**Final Exam**

A final exam will be given for the class on May 10, 2004. The final will be open-book and each student will be allowed to complete the exam at the location of their choice. The exam will consist of four questions and each student can choose two of the question to respond to. The exam will be e-mailed to all students at 12:45 and students are expected to notify the instructor of any problems receiving the exam by 1:00. All exams must be returned to the instructor by e-mail by 3:30.

**Attendance Policy**

Given the developmental nature of this course, attendance at every class meeting is particularly important. If you must miss a class, it is your responsibility to obtain complete information on that class from another student in the course. If you must miss a class due to a personal, family, or work related crisis, notify the instructor by e-mail as soon as possible.

<table>
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<tr>
<th>Grading Policy</th>
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<tr>
<td>Final course grades will be determined as follows:</td>
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<tr>
<td>Meta-evaluation 1</td>
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<tr>
<td>Meta-evaluation 2</td>
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<tr>
<td>Class discussions</td>
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<tr>
<td>Final Exam</td>
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</tbody>
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**Plagiarism and Cheating**

Student work in this course will conform to Georgia State University's policy on intellectual honesty (Section 409 of the Faculty Handbook). The introduction to this policy states:

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and
minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

Five types of intellectual dishonesty are described in the policy and all are expressly forbidden in this course (sections below quoted from the Georgia State University Faculty Handbook, Section 409.02, emphasis added by instructor):

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

B. Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination.

C. Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

D. Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

E. Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit.

Any instance of intellectual dishonesty will result in a grade of F for this course and may result in suspension or expulsion from the Andrew Young School of Policy Studies. If you are not sure you understand exactly what constitutes plagiarism or cheating, ask because you are responsible for adhering to this policy.
<table>
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<th>Topic</th>
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<th>Additional Discussion Readings</th>
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<td>2/2 Values and Valuing</td>
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<td>2/9 Knowledge Construction</td>
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<td>2/16 Utilization, Use and Influence</td>
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<td>3/8 Spring Break</td>
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<td>3/15 Explanation</td>
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<td>3/22 Contingency Theories of Evaluation</td>
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<td>3/29 Evaluation Guidelines and Standards</td>
<td>See above listing for readings</td>
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<td>4/5 Evaluation Models</td>
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<td>4/26 Evaluation Examples</td>
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<tr>
<td>5/3 Scientifically Based Evaluation Methods; Review for Exam</td>
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<td>Examples available on Web CT</td>
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<td>5/10 Final Exam</td>
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Note: This syllabus provides a general plan for the course; modifications and adjustments may be made as the semester progresses.
Evaluation Readings: Exemplary Evaluations


This course is designed as a survey of public policy research and theory for doctoral students. As such, we will be pursuing three goals. First, we will be examining the public policy research literature, exploring both the intellectual foundations and current developments. Second, we will be examining the craft of conducting policy research. Third, we will explore how you as scholars can and should participate in the policy-related scholarly community. Your goals should be to improve your understanding and capabilities in all three areas.

**Class Texts:**


**Assignments:**

Students are responsible for performing several activities during this course. Each activity carries the following weight in determining the final grade:
Class Participation. Since this class is a doctoral seminar, students are expected to come to class each week having completed the assigned readings and being prepared to discuss the relevant topics. It is not sufficient simply to have read the text. You must also take the time to think about the arguments being made and whether you agree or disagree with the author’s point of view—and why. You should also develop the ability to be critical of each other’s thinking.

Class Lectures. Each student is expected to conduct two lectures during the course, each lasting no more than 45 minutes. This lecture will usually consist of a review of a major book in the public policy literature, chosen from a list of Presentation Readings that I will provide. You will also prepare a brief summary (roughly 5-7 pages) of the material that you cover for posting to the class web page. Plan to write this summary so that it will be useful to you and your peers when it comes time to take the comprehensive examination.

Research Sketches. You will need to prepare a research sketch, that is, a rough outlines of a possible research project. The purpose of this assignment is to get you into the habit of attempting to apply the various theories that we are reviewing to a topic in which you have an interest. As distinct from a full research design, a sketch should be quite brief, no more than two pages in length, and should include the following:

- Identification of an aspect of a theory that you wish to test.
- Specification of a conceptual model and hypothesis through which you will test the theory.
- Identification of the unit of analysis.
- Specification of possible methods for conducting the study.

You are required to complete the research sketch by the beginning of the Oct. 15 class session, but it may also be submitted earlier. You are also welcome to turn in more than one sketch, and, if you do, only the highest grade will count toward your grade for the course.

Literature Review. Your major paper assignment is to develop a literature review. You should pick a research question that is of interest to you and that falls within the scope of the policy sciences. Under the best circumstances, this would be a topic that will link to your eventual dissertation research. Begin working on the literature review right away, but you must have the topic approved by me before you begin the review. This approval should be secured no later than September 17. You should also plan to update me on your progress throughout the term. The literature review should be of publishable quality and roughly the length of a journal article (18 to 25 pages). Throughout the term we will take time in class to discuss the art of doing a literature review in the policy sciences. The final literature review will be due at the beginning of the December 3 class.

Take-Home Final Examination. There will also be a take-home final examination consisting of two or three essay questions. This exam is intended as a kind of early rehearsal for the comprehensive
examination, and, for that reason, the procedures for the exam will parallel those for the eventual comprehensive examination.

**Class Schedule & Reading Assignments**

**Aug. 27: Introduction: The study of public policy and the role of theory**


**Sept. 3: Policy typologies**


**Sept. 10: The Scope of Participation in Policymaking: Pluralism vs. Elitism**

TC: Dahl, Robert. “With the Consent of All.”
TC: Truman, David. “Group Politics and Representative Democracy.”

**Sept. 17: Decision making models** [combine with another section?/more readings?]

Sept. 24: Actors in the Policy Process [perhaps additional readings on Congress/Presidency/Bureaucracy? combine with next section?]


Oct. 1: Who sets the Agenda?

TC: Iyengar, Shanto and Donald Kinder. “News that Matters.”

Oct. 8: Agenda setting and policy innovation [will add here.]

Oct. 15: Subsystems and Advocacy Coalitions

TC: Heclo, Hugh. “Issue Networks and the Executive Establishment.”

Oct. 22: Institutionalism: The Limits of Control and Exchange

*Miller, Gary. Chpts. 1 and 2 in Managerial Dilemmas New York: Cambridge University Press.

Oct. 29: Institutional Rational Choice and Critics


Nov. 5: Public management /Public Administration. [need more here.]

TC: Meier, Kennerth. “Regulation: Politics, Bureaucracy, and Economics.”

Nov. 12: Implementation [probably need more here.]
TC: Majone, Giandomenico and Aaron Wildavsky. “Implementation as Evolution.”

**Nov. 19: The Promise and Limits of Welfare Economics**


**Nov. 26: NO CLASS – THANKSGIVING HOLIDAY**

**Dec. 3: Issues in Policy analysis & evaluation [could add here.]**


**Dec. 10: Reconsideration: The Role of Theory in the Study of Public Policy**


Take-home examination will be scheduled for the following week

**Caution:** Plagiarism on a paper—that is, using the writing of others without proper citation—is grounds for a failing grade on the work in question and for the course overall.
This course will examine what we know about how to design and implement public policies. The course will focus primarily on design questions around the various tools of public policy, including when and why particular tools are more or less effective, and secondarily on the implementation and management of policies and programs, with a special concern for the factors that can shape successful implementation. As the result of taking the course, students should (1) know the basic scholarly literature on policy design and implementation, (2) understand better the tools available for pursuing public policies, (3) understand better how to implement policies effectively, and (4) be better able to develop and analyze public policies.

Required Readings:

The required readings are of two kinds. First, there is one required text:


This book is a lengthy edited reader comprised of profiles of a variety of policy tools and policy implementation and administration issues. Each of the profiles is authored by a well-known expert on the topic, such that the compilation as a whole represents an extraordinarily high-quality collection.

Second, there are extensive scholarly journal readings reporting the most current research on course topics. These readings have been chosen to provide exposure to the best of recent research on policy design and implementation. Almost all of these readings should be available online through either the Georgia State University or Georgia Tech libraries.

Assignments:

Expectations of students include the following:
Seminar participation. The primary focus of most classes will be discussion of the assigned readings. Each student is expected to complete the assigned readings prior to class and to be prepared to discuss them. Being prepared includes having given thought to the readings’ arguments and/or findings, including whether you agree or disagree with the author’s point of view—and why. After discussing the readings, we will also frequently discuss (1) what research questions remain in that area and (2) how research might be designed to address those questions.

Class reading presentation. Sometime during the first half of the semester, each student will make a brief presentation on a specific policy tool or other topic related to policy design and implementation. The presentation should last no more than 10-15 minutes, to be followed by a brief question and answer period. Each presenter should also prepare a 1-2 page outline of the presentation to hand out prior to presenting. The purposes of the summary are (1) to assist the rest of us in following the presentation and (2) to provide an outline other students can use in preparing to take the comprehensive examination. The topic may be the student’s choice, with instructor approval, or may focus on one of the following Salamon tools chapters that are not included in the regular assigned readings:

- Ron J. Feldman, “Government insurance,” Ch. 6
- Janet A. Weiss, “Public information,” Ch. 7.
- Christopher Howard, “Tax expenditures,” Ch. 13.
- Peter H. Schuck, “Tort liability,” Ch. 15.

Small group leadership and participation. The second half of many classes will include small-group discussions on topics related to the reading assignments. Each student will be expected to join in these discussions and to lead at least one small group.

Research proposal. Each student will prepare a research proposal as a course term paper. The paper should focus on some question of policy design and implementation, preferably in a substantive of interest to you and ideally as a step toward developing a dissertation. The paper should include at least: (1) a statement of the research question, (2) a survey of the literature on the topic, leading to (3) a more focused research question and hypotheses, and (4) an outline of a design for researching the question. Each student will present this proposal in abbreviated form in class in one of the last two class meetings. A preliminary outline of the proposal topic is due Monday, October 4, and the final paper is due Monday, November 22.

Take-home final examination. There will also be a one-day, take-home final examination consisting of two or three essay questions. Students will receive the exam questions via e-mail one morning, and will have until the end of that day (around 5 p.m.) to prepare answers. The intent is that you should not study in advance for this exam, beyond assembling and perhaps
reviewing your notes from class. The exam is intended as a kind of a dress rehearsal for the comprehensive examination.

These several activities will carry the following weights in the final grade:

- Seminar & small-group participation 25%
- Class reading presentation 10%
- Research proposal 40%
- Take-home examination 25%

**Schedule of Topics and Readings:**

1. Introduction: The tools approach to public policy (Aug. 23)


2. The theoretical and political bases for public policy (Aug. 30)


*No class September 6, Labor Day*

3. Direct government and government corporations (Sept. 13)


4. Regulatory tools (Sept. 20)

   - Peter J. May, “Social regulation,” Ch. 5 in *The Tools of Government.*

3

5. Alternatives to regulation (Sept. 27)

Joseph J. Cordes, “Corrective taxes, charges, and tradable permits,” Ch. 8 in *The Tools of Government*.


6. Grants and loans (Oct. 4)


7. Contracting and privatization (Oct. 11)

Steven J. Kelman, “Contracting,” Ch. 9 in *The Tools of Government*.

Ruth Hoogland DeHoog and Lester M. Salamon, “Purchase-of-service contracting,” Ch. 10 in *The Tools of Government*.


8. Implementation and management with indirect government (Oct. 18)


10. Democracy in the design & implementation of public policy (Nov. 1)

Stephen Rathgeb Smith and Helen Ingram, “Policy tools and democracy,” Ch. 20 in *The Tools of Government.*


11. Administrative reform & public implementation (Nov. 8)

Mark Considine and Jenny M. Lewis. 2003. “Bureaucracy, network, or enterprise? comparing the models of governance in Australia, Britain, the Netherlands, and New Zealand.” *Public Administration Review,* 63 (2), 131-140.


*No class, Nov. 15–Complete the term paper!!*

13. Conclusions: policy tools, policy design, & contemporary governance (Nov. 22)

Arthur B. Ringeling, “European experience with the tools of government,” Ch. 21 in *The Tools of Government.*

Lester M. Salamon, “The tools approach and the new governance: conclusions and implications, Ch. 22 in *The Tools of Government.*


14-15. Presentations of research proposals (Nov. 29 & Dec. 6)

*Caution:* Plagiarism on a paper—that is, using the writing of others without proper citation—is grounds for a failing grade on the work in question and for the course overall. Plagiarism includes, for example, using another person’s writing, word for word, while leaving the impression that the choice of words is your own.
For the first time in DPASUS history, two sections of the same course will be run from just one course online at WebCT. For this reason, this syllabus provides information for both sections. You will find that the sequence of topics and all assignments are the same, and in fact, two assignments have the same due date for both sections. The midterm and final examinations, however, do fall on different days. Please make sure that you go through this syllabus carefully and refer back to it frequently as you move through the semester. It is your responsibility to meet course requirements by the dates noted for your section, as indicated on the syllabus by each professor’s name by the date so noted.

### Monday Section/Computer # 84545
- **Time:** 4:30-7:00 PM
- **Location:** 331 General Classroom Building
- **Instructor:** Katherine Willoughby
  - **Office:** 1263 Urban Life Building
  - **Phone:** 404.651.4599
  - **Email:** kwilloughby@gsu.edu
  - **Fax:** 404.651.1378
  - **Office Hours:** 11 AM – 3 PM Wednesday or by appointment

### Thursday Section/Computer # 82999
- **Time:** 4:30-7:00 PM
- **Location:** 327 General Classroom Building
- **Instructor:** Lloyd Nigro
  - **Office:** 1250 Urban Life Building
  - **Phone:** 404.651.4595
  - **Email:** padlgn@gsu.edu
  - **Fax:** 404.651.1378
  - **Office Hours:** 4 PM – 6 PM Monday and Wednesday or by appointment

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## Course Description

There are over 80,000 governmental jurisdictions in the United States and close to 20 percent of the labor force works in the public sector. Public administrators on all levels of government are responsible for developing as well as implementing policies and programs that directly affect the quality of life of all Americans. Public administrators often are the primary contact between citizens and governments, but networks of private, nonprofit, and public agencies on several levels of government increasingly comprise that critical interface. Assuring that the technical, ethical, and political performance of public bureaucracies and emerging service delivery networks is highly effective should be a goal the public service. This course approaches public administration and management as a challenging enterprise that requires practitioners to solve problems within the often-interacting arenas of technical performance, ethical choices, and political institutions and processes. It is designed to provide students with broad-gauged introduction to the enterprise of public administration in the United States and to a number of issues that confront contemporary public and nonprofit administrators. This course is normally the first course MPA students take in the required core curriculum and it is intended to provide a foundation for subsequent course work in the MPA program.

### Course Learning Objectives

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1
Upon completing the class, students will be able to:

- describe the nature and functions of the public sector in the United States, including the importance of public service in modern societies.
- describe the historical development of public administration thought in America and its social and political context.
- describe the key differences between several models of government and administrative reform currently driving public policy in the United States and other nations.
- understand and critically assess major ethical issues that may arise in public service.
- to use the university library to conduct research needed to complete a paper about a public management, public policy, or public service issue or problem.

Course Process

This course will be conducted as a graduate seminar with emphasis on student participation and discussion of readings (texts, handouts, and WebCT materials) and other assignments. A substantial part of class time will be dedicated to analysis of concepts and issues raised by the readings, as well as to related topics raised by class members. It is, therefore, essential that you come to each class session well prepared to discuss the assigned readings.

Course Rules

Class will start at 4:30 PM unless you are notified via either the course bulletin board online at WebCT or your GoSolar Email. Any changes to class time will be provided by the instructor or DPAUS staff. Normally, there will be a 15 minute break starting at 5:45 PM. Class will resume at 6:00 PM and end at 7:00 PM. Please note that the break time and its duration may vary somewhat in relation to ongoing class activities. Please make it a habit to check your Email regularly for notices concerning class sessions, times and assignments.

If you must miss a class, or a portion of one, please notify the instructor. Notification via private Email at the course online is appropriate. Also, please make every effort to get to class on time and notify the instructor if you will have to leave early. If you must arrive late or depart early, please take a seat in a location where your arrival or departure will not disrupt ongoing class activities. Students who miss class or any part thereof are responsible for all materials covered during that class.

Please turn off cell phones while in class. If you are required to keep yours on for work-related or personal emergency reasons, please let the instructor know at the beginning of class and take a seat near the door so you can quickly exit the room to talk. Never answer or talk on a cell phone in the classroom.

You may bring hot and cold drinks into the classroom, but restrict eating food to the break time. Please throw all empty bottles and cups, and other trash into the trashcans provided as you leave for break or at the end of the class session. Do not leave the room a mess.

PAUS 8111 will take full advantage of WebCT. You will have access to all course materials except the texts from the online course at WebCT. Instructors will use the bulletin board to post messages to the class, and will
correspond with students via the private Email component of the course online. All assignments must be submitted online at the course as prescribed by the instructors. Finally, on-line course evaluations are now done only through GOSOLAR in the Andrew Young School of Policy Studies. You are strongly encouraged to provide an online course evaluation at the appropriate time at the end of the semester. Evaluations are not conducted through WebCT.

Required Texts

Three paperback texts are required and should be available at the GSU and Georgia Bookstores. They may also be ordered directly through Amazon or other Internet outlets. They are:


*Please obtain these texts in time to complete the reading assignments for September 4th.*

Academic Honesty

*Established rules covering plagiarism and academic honesty must be followed at all times. If you have questions about these rules as they apply to written assignments, consult the GSU Graduate Catalog, the Student Handbook, and the instructor. University, School, and Department policies require that I inform you that plagiarism and other forms of academic dishonesty will result in a grade of “F” for the assignment involved and possibly for the course.*

*In this class, all written assignments, including examinations, must be completed individually. Web postings, reports and examinations are to be the sole products of the individual whose name is on them. Any confirmed deviations from this requirement will result in a grade of “F” for the assignment in question.*
### Course Requirements

All assignments and the final examination for this course are to be submitted to the course online through the assignment feature of WebCT. No faxes of assignments or examinations will be accepted. Assignments and examinations are marked one letter grade down per 24-hour period for late submissions. All submissions for assignments and examinations should be carefully proofread and free of obvious spelling, grammatical, and other errors. In addition to content, grades on assignments and examinations will reflect the quality of writing and organization of the presentation.

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<tr>
<th>Proportion of Grade</th>
<th>Course Requirement</th>
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<tr>
<td><strong>10%</strong></td>
<td><strong>WEB POSTING:</strong> Students are required to post to the WebCT course bulletin board titled, “Web Posting-Monday Section” or “Web Posting-Thursday Section” a briefing about a public policy, management, or service issue that they read about in a current magazine or newspaper. The briefing should be, at minimum, three paragraphs including a description of the policy problem or issue, an explanation of the government/agency or governments involved, citizen consideration, and student thought about how this issue will be dealt with in the future. The purpose of the briefing is to bring to light an interesting or problematic aspect of government policy, management or service. The Web Posting is due for both sections by October 3rd at 9:00 AM.</td>
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<td><strong>25%</strong></td>
<td><strong>MEMORANDUM:</strong> Students are required to prepare a research-based memorandum. The memorandum should be 4–6 pages in length (double-spaced, one inch margins all around, and font no smaller than 12 cpi). The memorandum is due for both sections by November 21st at 9:00 AM via the assignment feature. All sources of information, concepts, and data used in the memorandum must be fully identified and cited. They should be based on materials obtained from scholarly and professional books and journals, government documents, and other credible publications. Class textbooks, handouts and online course materials cannot be used as sources for this assignment.</td>
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<td><strong>30%</strong></td>
<td><strong>MIDTERM:</strong> An in-class, short essay examination will be given on October 16th for the Thursday section and October 20th for the Monday section from 4:30 to 7:00 PM. It will be closed-book. The midterm will cover all reading assignments, handouts, videotapes, and instructor lectures through October 13th. If for any reason, you are unable to take the midterm on this day and at this time, you must notify the instructor at the earliest possible opportunity and certainly no later than 24 hours before the exam. Make-up examinations are given at the convenience of the instructor.</td>
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<td><strong>35%</strong></td>
<td><strong>FINAL EXAMINATION:</strong> An open-book, take-home essay examination will be available to students via the assignment feature. Students are to submit their final exams online at the course through the assignment feature no later than 5:00 PM on December 15th (the scheduled final exam period for the Monday section) or by 5:00 PM on December 18th (the scheduled final exam period for the Thursday section). The final exam is comprehensive, inclusive of all materials considered during the semester for this course. There is a page limit on the final exam: No more than 8 double-spaced typewritten pages (double-spaced, one inch margins all around, font no smaller that 12 pt).</td>
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Grading (Total of 100 Points Possible)
A = 100-90
B = 89-79
C = 79-70
F = 69-00

Students must maintain a GPA of 3.0 to remain in good standing in the MPA program and to be eligible to graduate. The MPA program allows students only one course with a grade of C to count toward completion of the degree. Students with Provisional Admit Status must maintain a course grade of B or higher to remain in the MPA program beyond Fall Semester 2003.

Class Schedule*
(subject to revision as required)

Readings (texts, handouts, online materials) should be completed before the class session for which they are assigned.

| Date-Section | Topic, Readings and Assignments |
|--------------|---------------------------------
| 08-25-Willoughby | Introduction and Library Orientation |
| 08-28-Nigro | Introduction and Library Orientation  
*Please note that Professor Nigro will not be at this session due to a professional conference commitment. PAUS staff will meet the class and escort you to the library for orientation at 5 PM.* |
| 08-29 | Last day for 100% refund if withdrawn from the course. |
| 09-01-Willoughby | Labor Day Holiday – No Class |
| 09-04-Nigro  
09-08-Willoughby | Public Administration in the US: From “Old Time PA” to the New Reform Era  
Read: Peters, Prefaces and Chapter 1; WebCt Readings: (1) Organization Theory and (2) Salamon on Tools of Government  
Discussion Questions: (1) What are the key features of “old time public administration”; what are its strengths and weaknesses in the modern environment; what are the major schools of thought about how to improve the effectiveness, efficiency, and responsiveness of our systems of governance? (2) What are the major schools of thought about administration described in the readings and how do they contribute to our understanding of the design and management of complex organizations? |
<p>| 09-11-Nigro | The Increasingly Blurred Lines Between the Public, Private, and |</p>
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Discussion Questions: (1) In addition to traditional direct provision of service mechanisms, Salamon identifies a variety of other means to implementing public policies and delivering services of many kinds—what are these and why have they emerged as major instruments of public policy? (2) What are their administrative and political strengths and weaknesses according to Salamon? |
| 09-18-Nigro 09-22-Willoughby | **Market Models and the New Public Management**              | Read: Peters, Chapter 2; WebCt Reading: (1) Behn, New Public Management and (2) Privatization of Child Services  
Discussion Questions: (1) What are the central characteristics of the market model and why is it argued to be superior to bureaucracy as a means of delivering public services and achieving high levels of efficiency? (2) How does the Kansas privatization of child services example illuminate some of the possible benefits and drawbacks of privatizing social services? (3) What is the New Public Management and how has it affected the policies and administration of governments in many nations? (4) In comparison to the “old time” PA, how does the New Public Management deal with questions or issues of accountability? |
| 09-25-Nigro 09-29-Willoughby | **The Non-Profit Sector, Public Services and Governance**   | Read: WebCT Reading: Salamon on Nonprofit America |
| 10-02-Nigro 10-06-Willoughby | **Participation, Flexibility and Deregulation as Reforms**             | Read: Peters, Chapters 3-5  
Discussion Questions: (1) What are the main features of the participatory approach and what are the implications for how public agencies are administered and public policy made? (2) Why flexibility and deregulation and what are the potential benefits and risks for public managers? (3) Do you think participation, flexibility, and deregulation are reforms needed to meet the challenges confronting modern governments and governance systems? |
<p>| 10-03-Nigro &amp; Willoughby | <strong>WebCT Posting Due by 9:00 am Online at Section Bulletin Board</strong> | |</p>
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| 10-09-Nigro 10-13-Willoughby | **Second Round Reform and Drivers of Continuing Change**  
**Read:** Peters, Chapters 6-7  
**Discussion Questions:** (1) What are the features of the second round of reform? (2) Why should we expect ongoing and continuous pressures for reform of governance systems?  
**Review for midterm examination** |
| 10-16-Nigro 10-20-Willoughby | **Midterm Examination**  
**Bring Examination Blue Books** |
| 10-17       | *Last day to withdraw and possibly receive a “W”.*                        |
| 10-21       | *Last day to withdraw and receive a “WF”.*                                 |
| 10-23-Nigro 10-27-Willoughby | **Bureaucratic Politics and Power**  
**Read:** Meier, Chapters 1-3; WebCt Readings: Power and City Leadership and Sources of Leadership Power  
**Discussion Questions:** (1) Why and how do bureaucrats and public bureaucracies acquire discretion and political power? (2) Is there a difference between administrative and political power? (3) What are the causes of bureaucratic power and is it inevitable? (4) Why should we accept, resist, and/or worry about bureaucratic power?  
**VideoTape: G-Men (One Hour)** |
| 10-30-Nigro 11-03-Willoughby | **Expectations of Bureaucracy: Controlling and Reforming It**  
**Read:** Meier, Chapters 5-8; WebCt Reading: FBI to 2002  
**Discussion Questions:** Evaluate J. Edgar Hoover’s leadership of the FBI (as set forth in G-Men and the Web Ctc reading) in terms of Meier’s analysis of the sources of bureaucratic power and discretion, public expectations, and the effectiveness of external and internal checks on that power. What are the lessons to be learned from the FBI case? |
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<td>11-06-Nigro</td>
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<td>Guest Speaker: To Be Announced</td>
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<tr>
<td>11-10-Willoughby</td>
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<tr>
<td>11-13-Nigro</td>
<td></td>
<td>The New Public Service: An Alternative to the New Public Management?</td>
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<tr>
<td>11-17-Willoughby</td>
<td></td>
<td>Read: Denhardt and Denhardt, Chapters 1-4</td>
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<td>Discussion Questions: (1) Do you agree with Denhardt and Denhardt’s prescriptions with regard to the need for a new public service and public service as an extension of citizenship? (2) What is the public interest and do we determine what it is? (3) How do the authors’ ideas and values contrast with those of the new public management and what are the implications for the education and training of public managers and administrators throughout the governance networks of modern societies?</td>
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<tr>
<td>11-20-Nigro</td>
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<td>The New Public Service (Cont.)</td>
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<tr>
<td>11-24-Willoughby</td>
<td></td>
<td>Read: Denhardt and Denhardt, Chapters 5-9</td>
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<td>Discussion Questions: Students will develop questions for public service panel to be held at next class session.</td>
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<tr>
<td>11-21-Nigro</td>
<td>Willoughby</td>
<td>Memorandum Due by 9:00 am Online via Assignment Feature</td>
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<tr>
<td>11-27-Nigro</td>
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<td>Thanksgiving Holiday – No Class</td>
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<tr>
<td>12-01-Willoughby</td>
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<td>Public Service Panel of Practitionians</td>
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<td>12-04-Nigro</td>
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<tr>
<td>12-08-Willoughby</td>
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<td>Final Class Session: Review and Catch-Up</td>
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<tr>
<td>12-11-Nigro</td>
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<tr>
<td>12-15-Willoughby</td>
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<td>Final Examination Due by 5:00 pm Online via Assignment Feature</td>
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<tr>
<td>12-18-Nigro</td>
<td></td>
<td>Final Examination Due by 5:00 pm Online via Assignment Feature</td>
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Please remember that grades will be available on the WebCt course site as well as the GoSolar system after the university deadline for submission of grades (December 29). You are strongly encouraged to provide a course evaluation via GoSolar at the appropriate time.
PAUS 8151: Public Personnel Administration

Spring Semester 2002

Instructor: Lloyd G. Nigro
309 Sparks Hall
Time: 4:30 to 7:00 PM
Days: Friday

Office: 1250 Urban Life
Telephone: (404) 651-4595
e-mail: padlgn@gsu.edu
Fax: (404) 651-1378

Office Hours: Thursday and Friday 7:00 - 8:00 PM and by Appointment
(Please note that it is recommended that you call or e-mail for a confirmed appointment, since I am often called out of the office to attend to other work-related matters.)

COURSE DESCRIPTION

PAUS 8151 is a graduate level introduction to public and nonprofit sector human resources policy and management in the United States. This course is designed to cover: (1) the history of human resources management in government and the nonprofit sector, (2) major elements of the personnel management process, (3) organizational functions of human resources systems, and (4) contemporary issues and problems confronting human resources managers and policymakers in the public and nonprofit sectors.

CLASS PROCESS

Emphasis will be placed on student participation and discussion. Please come to each class session prepared to discuss the questions posed at the end of each chapter in the text, prepared to engage in team activities and discussions, and having completed individual assignments listed in the class schedule.
House Rules

If you must miss a session or will be late arriving, please let the instructor know in advance if at all possible. Class normally will start at 4:30 PM. There will be a 20 minute break at approximately 5:40 PM. Class will resume at 6:00 PM and end at 7 PM. Please note that the break time may vary somewhat in relation to class activities. If you must leave class early, please let the instructor know in advance, and please sit in a location where your leaving will not disrupt the class. If at all possible, early departures should take place at the break. If you arrive late, please take a seat near the door in order to minimize disruption. All cell phones and other electronics must be turned off during class time. If there is some urgent reason a cell phone has to be left on, please notify the instructor before class starts.

REQUIRED TEXTS

The required text should be available at the GSU and Georgia Bookstores. It is:


Please note that a number of handouts and additional readings will be provided via WebCT during the semester, and unless otherwise indicated these also are required readings.

Please obtain the books in time to have completed the assignment for January 18th.

COURSE REQUIREMENTS
Please note that written assignments may not be submitted via e-mail or fax without the prior approval of the instructor. Even with instructor's approval, it is important to request and receive confirmation of receipt before it may be assumed that the assignment has actually been submitted and accepted when due.

Course Requirements Include The Following

A Research Paper

A research paper on a topic selected in consultation with the instructor is required. Possible topics include recent developments in affirmative action policy, EEO law, diversity, new approaches to performance appraisal, initiatives in recruitment and selection, reforms in pay and benefits, civil service reform, re-invention and re-engineering initiatives, training and development, etc. Research papers should be based on materials obtained from scholarly and professional books and articles, government documents, and other credible publications. You will have the opportunity to attend a workshop on using the library research facilities that is focused on human resources topics. Ms. LaLoria Konata, the departmental library liaison, will be the instructor. You will be expected to know how to use the library to locate journal, book, and documents resources.

Papers may focus on the public and/or nonprofit sectors. Topics must be approved by the instructor. Course texts and handouts from the class must not be used as sources or references for the research paper. As a guideline, a research paper of this kind may be expected to be between 15 and 20 pages in length (double-spaced typewritten), including front and back matter and assuming normal margins and fonts. Research papers will be due on April 19 at 4:30 PM. Papers submitted after this date normally will be lowered by one letter grade for each 24 hours they are late unless written permission is given in advance of the due date and time by the instructor.

Please Note

Papers must follow an accepted format or style (You may refer to Turabian or any other standard style guide). These guides are available in the Bookstore. Professional quality written work is expected. Papers must be free of spelling, grammatical, and other errors. Spell-check programs are helpful, but do not depend on them: proofread carefully! An appropriate system of citations must be used, and all sources of information and concepts must be cited through footnotes or endnotes. All quotations must be clearly identified through the use of quote marks or block indenting with single spacing and, of course, full citation to the source. Violating these rules may result in plagiarism (see below). A bibliography of materials used and cited must be provided. Careful proofreading and correction of typographical and other errors prior to submission is expected. In addition to content, paper grades will reflect the quality of writing and organization of the presentation.
Plagiarism and Other Violations of the University’s Policies Regarding Academic Honesty.

The GSU General Catalog provides a useful guide to these rules and you are expected to be familiar with them, the possible consequences of violating them, and of your appeal rights. If you have any questions, please ask the instructor, because ignorance of the rules of citation, for example, is no excuse for committing plagiarism. Any standard style guide will give you the information you need to have about setting up footnotes, endnotes, bibliographies, and reference sections. They will also tell you when quote marks or other indicators of direct quotation are needed and how to use them. Needless to say, every effort should be made to minimize the use of direct quotations in your papers, since you should be trying to use your own words whenever possible. It is also important to fully cite sources of ideas and facts you discuss in your own words but are not your original ideas or research products.

A Take-Home Midterm Examination

On Friday, March 1, a take-home open-book midterm examination covering all assigned readings, class handouts, and instructor’s lectures through February 22nd will be handed out at the end of that class session. The exam will be due no later than 5:00 PM on Monday, March 11th. All responses should be double-spaced typewritten and the entire exam should be no longer than 10 pages (font no smaller than 10cpi). Note that Spring break is March 4 - 10.

A Final Examination

There will be a comprehensive take-home, open-book, final examination covering all assigned readings, class handouts, and instructor's lectures. The exam will be handed out at in class 7 PM on April 26th and will be due no later than 4:30 PM on Friday, May 3rd. The final should be double-spaced typewritten and no more than 10 pages in total length (font no smaller than 10 cpi). Late exams will be penalized one letter grade unless prior approval has been obtained in writing from the instructor.

Please note that all requests for deviations from the above dates, times, and other conditions related to specific assignments must be approved in advance by the instructor and that approval of such requests is not guaranteed, but will depend on the reasons given for each request.
GRADING

Research Paper: 35%
Midterm: 25%  Final Exam: 25%
Attendance 15%*

*Everybody starts the semester with 15 attendance points and will have one point deducted for each class session missed for whatever reason.

CLASS SCHEDULE*
(Subject to Revision)

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Class Introduction</td>
<td>None; library orientation</td>
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<tr>
<td>January 18</td>
<td>The Public Service</td>
<td>Berman, et al., Introduction and Chapter 1</td>
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<tr>
<td>January 25</td>
<td>Civil Service Reform</td>
<td>WebCt Reading #1 (Guest Speaker)</td>
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<tr>
<td>February 1</td>
<td>Reform in Georgia</td>
<td>WebCt Reading #2</td>
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<tr>
<td>February 8</td>
<td>Legal Rights and</td>
<td>Berman, et al., Chapter 2</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Notes</td>
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<tr>
<td>February 15</td>
<td>Sexual Harassment</td>
<td>WebCt Reading #3, #4, #5 (Videotape)</td>
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<tr>
<td>February 22</td>
<td>Recruitment</td>
<td>Berman, et al., Chapter 3 WebCt Reading #6</td>
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<td><em>Paper Topics Should be Approved</em></td>
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<td><em>In Consultation with the Instructor</em></td>
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<td><em>by this Date</em></td>
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<td>March 1</td>
<td>Selection</td>
<td>Berman, et al., Chapter 4 (Videotape on Affirmative Action)</td>
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<td></td>
<td><em>Midterm Exam Handed Out – Due March 11</em></td>
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<td>March 8</td>
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<td><em>No Class – Spring Break</em></td>
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<td>March 11</td>
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<td><em>Midterm Exam Due</em></td>
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<td><em>Last Day to WP</em></td>
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<tr>
<td>March 15</td>
<td>Position Management</td>
<td>Berman, et al. Chapter 5 WebCt Reading #7</td>
</tr>
<tr>
<td>March 22</td>
<td>Compensation</td>
<td>Berman, et al., Chapter 6</td>
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<td>March 29</td>
<td>Family Friendly HRM</td>
<td>Berman, et al., Chapter 7 WebCt Reading #8</td>
</tr>
<tr>
<td>April 5</td>
<td>HR Training and Development</td>
<td>Berman, et al., Chapter 8</td>
</tr>
<tr>
<td>April 12</td>
<td>Performance Appraisals</td>
<td>Berman, et al., Chapter 9</td>
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<tr>
<td>April 19</td>
<td>Labor Management Relations</td>
<td>Berman, et al., Chapter 10 (Videotape)</td>
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<td><em>Research Papers Due</em></td>
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6
April 26

The Future of HRM
and Policy

Berman, et al., Chapter 11
WebCt Reading # 9

Final Exam Handed Out—
Due May 3 at 4:30 PM
The Public Policy Process

Focus of the Course: This course provides an introduction to the study of public policy. That introduction encompasses two principal components: (1) an examination of the processes by which public policies are formulated, implemented, and evaluated, and (2) a survey of a variety of major contemporary public policy issues. One or more of those policy issues will be determined by class discussion.

Course Objectives: After completing this course, each student should (1) understand how public policies develop in the U.S. context, (2) understand the major areas of U.S. public policy, and (3) be able to frame alternative policy options in a given policy area.

Course Requirements:

1. Class participation: Each student is expected to complete the assigned readings on schedule, to attend class, and to participate in an informed manner in class discussions, including occasional small-group discussions. Class attendance and participation will count for 10-15% of the final grade.

2. Three examinations: There will be three examinations, at dates indicated on the schedule below, each counting for approximately 20% (or 60% in combination) of the course grade. Each of the first two examinations will cover material over that third of the course and will take no more than one hour and 15 minutes. The third examination at the regularly scheduled final exam time will cover the last third of the course plus a possible question on the course as a whole.

3. Term paper: Each student must prepare a term paper (6-12 double-spaced pages in length) profiling policy options on a specific contemporary public policy issue—national, state, or local. The paper is designed to get you to think about contrasting views on a given issue. To achieve that, you should in your paper profile arguments on different sides of the issue, before arguing for the position you favor. This paper will count for approximately 25-30% of the course grade. The paper is due by the beginning of class on Thursday, April 15.
Course Philosophy and Policies:

1. **Be here:** Regular and timely class attendance is expected. Multiple absences from class may lower a student’s participation grade and the overall grade for the course. Frequent tardiness may have the same consequence.

2. **Participate in an informed manner:** Discussion will be an important part of almost every class. To participate in an informed manner, you should complete the assigned readings prior to class, bring WebCT lecture outlines (which will usually be available the day prior to the class meeting) to class, and join in discussions.

3. **Have cell phones off:** Cell phones should be turned **before** class begins, except in emergency situations of which I should be notified in advance.

4. **Respect differing opinions:** By their nature, public policy questions arouse different opinions, and this course will at times be a forum for debating those opinions. Please treat opposing opinions with respect and be open to hearing opinions other than your own.

5. **Do not plagiarize on papers or cheat on exams:** Plagiarism on a paper or cheating on an examination is grounds for a failing grade on the work in question and for the course overall. The same is true for unauthorized duplication of or borrowing from a paper written for another class.

**Required Texts:**


Additional required readings will be announced during the semester and made available in Adobe format through WebCT.

**Recommended Text:**

Schedule of Topics and Readings:

1. Introduction: Policymaking in the American federal system (Jan. 15)
   Anderson, Ch. 1
   Kingdon, Ch. 1 (optional)

2. Participants & theories of participation in the policymaking process (Jan. 22)
   Anderson, Ch. 2
   Kingdon, Chs. 2-3 (optional)

3. Policy formulation and adoption I (Jan. 29)
   Anderson, Chs. 3

4. Policy formulation and adoption II (Feb. 5)
   Anderson, Ch. 4
   Kingdon, Ch. 4 (also on WebCT)

5. A theory of policy making (Feb. 12)
   Kingdon, Chs. 8-10 (also on WebCT)

6. Budgeting (Feb. 19)
   Test #1
   Anderson, Ch. 6

7. Policy implementation (Feb. 26)
   Anderson, Ch. 5

8. Money in politics (March 4)
   Thobaben et al., Ch. 3
   Supplementary reading on WebCT

9. Poverty and health policies (March 18)
   Thobaben et al., Introduction & Chs. 1-2

10. Crime and race (March 25)
11. Biology and politics (April 1)

**Test #2**
Thobaben et al., Part III Introduction & Chs. 7-8

12. Terrorism and nuclear deterrence (April 8)

Thobaben et al., Chs. 5-6

13. The environment (April 15)

Thobaben et al., Ch. 9

**Term papers due**

14. To be determined: A policy issue of your choosing (April 22)

15. Policy impact, evaluation and analysis (April 29)

Anderson, Chs. 7-8

**Third examination, 5:00 p.m. (earlier beginning is possible), Thursday, May 6**
Local Governance

Focus of the course: This course examines how cities—including central cities, suburbs, other local governments, and metropolitan areas as a whole—function and are governed. The course will examine (1) the context of local governance, including the history, politics and economics of cities, (2) the roles of different types of local governments, (3) the principal actors in local governance, as well as (4) some contemporary problems of local governance and possible approaches to solving those problems. Interspersed among these topics will be case studies that both illustrate problems that local governments face and suggest how they might approach those problems.

Course objectives: This course has two objectives, one academic and one practical. As the academic objective, students should gain an understanding of how cities, suburbs, and their metropolitan areas function and are governed, including which governments have which responsibilities, what kinds of problems these governments must address, who makes the decisions for those governments, and how those decisions are put into operation. As the practical objective, students should gain a sense of how the problems of urban areas might be better addressed by both elected policy makers and appointive public administrators.

Format of the course: The class will feature a variety of formats, including lecture/discussion, guest speakers, videos, and small-group discussions.

Course Requirements:

1. Three examinations: There will be three examinations that together account for 55% of the course grade—15% for the first exam, 20% for the second exam, and 25% for the final. The first two exams will be given in the first half of a regular class session. The final will be given at the regular final time, and may be slightly longer, probably including one question covering the full semester. Exams will likely consist of a combination of identification of terms and short essays.

2. Term paper: Each student will prepare a term paper (6-12 pages in length), profiling either a) the politics and governing arrangements of a local municipalities (city, suburb, county, or other) or b) a specific current local government issue (such as the Atlanta sewers issue). The principal sources for these papers should be interviews with local government officials, newspaper accounts, and government Web sites, as well as traditional library resources. The papers should also include explicit comparisons to course themes and theories from class
readings and/or discussions. **This paper must NOT duplicate or borrow from any paper used in other class unless permission has been obtained in advance from the instructors of both classes.** The grade on the paper will count for **25-30%** of the course grade. Initial one-page proposals are due **Wednesday, September 22.** The completed term paper is due **Wednesday, November 17.**

3. **Class participation:** Each student is expected to complete the assigned readings on schedule, to attend class, and to participate in class discussions, including occasional small-group discussions. Class participation will be graded on the basis of a) responses to the instructor’s questions, b) participation in small-group discussions, and c) attendance, and will count for **10-15%** of the course grade.

4. **Extra credit:** Some students *may* be invited to earn extra credit through brief in-class presentations of their term papers. These opportunities are at the discretion of the instructor, and may be limited to the better term papers. No other extra credit will be available.

**Required Texts:**


**Schedule of Topics and Readings:**

1. **Introduction:** urbanization & the American metropolis (Aug. 25)
   
   Harrigan & Vogel, Chs. 1-2

2. **The political history of the American city** (Sept. 1)
   
   Harrigan & Vogel, Chs. 3-4

3. **Contemporary politics and governmental structures** (Sept. 8)
   
   Harrigan & Vogel, Ch. 5

4. **Elected leaders in the city: mayors & city councils** (Sept. 15)
   
   Harrigan & Vogel, Ch. 7
   Bissinger, Chs. 1-3
5. Managing within community politics I (Sept. 22)

   Bissinger, Chs. 4-5

   **Paper proposals due (e-mail is permissible, fax is not)**

6. Managing within community politics II (Sept. 29)

   **Exam #1**

7. The politics and governance of suburbs (Oct. 6)

   Harrigan & Vogel, Ch. 8

8. Those other governments: counties, special districts, etc. (Oct. 13)

   Supplementary WebCT reading

9. Urban economics & municipal finances I: the local side (Oct. 20)

   Harrigan & Vogel, Ch. 6
   Bissinger, Chs. 6-8

10. Urban economics & municipal finances II: the intergovernmental side (Oct. 27)

    Harrigan & Vogel, Ch. 11
    Bissinger, Chs. 9-13

11. Metropolitan/regional governance I (Nov. 3)

    Harrigan & Vogel, Ch. 9

   **Exam #2**

12. Metropolitan/regional governance II (Nov. 10)

    Harrigan & Vogel, Ch. 10

13. Municipal service delivery I: the bureaucratic problem (Nov. 17)

    Bissinger, Chs. 14-17
    Supplementary WebCT reading

   **Term papers due**
14. Municipal service delivery II: problems of police & schools (Dec. 1)

   Supplementary WebCT reading

15. The future of urban areas in the American federal system (Dec. 8)

   Harrigan & Vogel, Ch. 12
   Bissinger, Ch. 18 & Epilogue

Exam #3 at regular final examination time, 4:30 p.m. Wednesday, December 15

CAUTION: Plagiarism on a paper, cheating on an examination, or unauthorized duplication of or borrowing from a paper written for another class is grounds for a failing on the work in question and for the course overall.
Syllabus

PAUS 8721

Issues in Public Personnel Administration

Summer 2004

Tuesday and Thursday 1:50 – 4:35 PM

Aderhold 330

Instructor:   Lloyd G. Nigro
1250 Urban Life
404-651-4505
padlgn@gsu.edu

Course Description

This is a course based on individual research projects by students. It is made available to MPA-HR track students as uncompensated service by the department chair. It will be organized in the following manner. The class will meet in assembled form in 330 Aderhold on the following days and times:

June 15: 3:00 PM to 4:30 PM
June 17: 3:15 PM to 4:30 PM
June 22: 2:30 PM to 4:30 PM
June 24: 2:00 PM to 4:30 PM
June 29: 2:00 PM to 4:30 PM

These sessions will be used to: (1) identify research topics involving current issues in human resources policy and management in the public and nonprofit sectors, (2) develop comprehensive research bibliographies on the selected topics, and (3) set forth detailed outlines for written reports. The class will not meet in assembled form thereafter. The month of July will be devoted to individual research and report writing activities. Communication with the instructor will be possible via the WebCt discussions and email features from 5 July to 4 August. These reports will be due on Monday, August 9, 2004 or earlier. Course grades will be based entirely on the research project report submitted to the instructor.

Research Topics and Reports

Research topics should address current issues, problems, or developments in the general area of human resources policy and development. They may focus on the public or
nonprofits sectors. Since the entire course is focused on these projects, the reports will be major efforts to comprehend the relevant literature (journals, books, government documents, etc.), to apply that literature to a systematic analysis of the topic, and to reach carefully documented conclusions that inform policy and/or practice. Research and resulting reports should be carefully designed to answer specific research questions approved in writing by the instructor no later than June 22\textsuperscript{nd}. Reports should not exceed 50 pages in length, exclusive of appendices and attachments. They must be carefully proofread and be free of spelling, grammatical, and other writing errors. All sources should be fully cited and rules of academic honesty covering plagiarism should be carefully followed. They may be submitted to the instructor via the assignments feature of the PAUS 8721 WebCt site or in hardcopy form.

**Academic Honesty**

*Established rules covering plagiarism and academic honesty must be followed at all times. If you have questions about these rules as they apply to written assignments, consult the GSU Graduate Catalog, the Student Handbook, and the instructor. University, School, and Department policies require that I inform you that plagiarism and other forms of academic dishonesty will result in a grade of F for the assignment involved and possibly for the course.*

**Schedule**

**June 15:** Class Organization and Initial Discussion of Research Topics  
**Goal:** Identification of Research Questions  
**Assignment:** Conduct Initial Bibliographic Search for Sources Using Library Resources and Web.

**June 17:** Assessment of Search Results and Identification of Potentially Useful Materials  
**Goal:** Preliminary Working Research Bibliography and in-Class Development of a Working Major Topic Outline for Research Reports and Bibliographies Related to Topics  
**Assignment:** Collection of Key Bibliographic Materials from Library and other Sources

**June 22:** Review of Materials Collected for Research by Outline Topics  
**Goal:** Identification of Major Sources to be Used in the Report
**Assignment:** Begin Intensive Reading and Note-Taking on Major Sources and Prepare a Brief Report to the Class and Instructor on Progress

June 24: Reports on Progress by All Class Members and Feedback

**Goal:** Fine-tuning of research questions and evaluation of sources and further needs

**Assignment:** Further research and preparation of final progress report to the class (Research Question, Outline, Sources, etc.)

July 9: Progress Report to the Instructor via WebCt site

July 19: Progress Report to the Instructor via WebCt site

July 30: Progress Report to the Instructor via WebCt site

August 9: Final Report Due
COMMUNICATION

Call 404/651-1915, e-mail wkahnweiler@gsu.edu, or see me in class to schedule an appointment or communicate with me outside of class. I am usually able to respond within one day.

CATALOG DESCRIPTION

Three lecture hours a week. Academic, social, and personal survival skills for academic success with readings in group dynamics, GSU history and policies, Atlanta history, and nutrition.

DESCRIPTION OF THIS FRESHMEN LEARNING COMMUNITY’S THEME

Leadership is one of the most extensively studied and least understood topics. We often hear that there is a breakdown of leadership throughout our society—in the government, workplaces, schools, and other institutions. But is there? Rather than limit the scope of leadership to the elite few who occupy positions of vast authority and power, this FLC will view leadership broadly—that is, as a conglomeration of skills, attitudes, personal qualities, and actions that every person can develop and use. This more egalitarian perspective will be employed to study leadership across disciplines as well as promote and nurture the leader within all of us. Because effective leaders draw upon knowledge and skills from many disciplines, this FLC is relevant to many areas of study and careers that students may eventually elect to pursue. This FLC is a good choice if you have an interest in psychology, communication, sociology, political science, afro-american studies, women’s studies, other social and behavioral sciences, business administration, and urban policy studies, among others.

A solid case can be made that we do, in fact, face a leadership crisis in this country. However, we are also witnessing an increasing trend away from granting leadership to the privileged few and towards spreading leadership among the many. This trend can perhaps best be seen in the work place. As many work organizations continue to flatten and seek to do more with less, they value those employees who take the initiative to identify and solve problems, motivate others to action, and coordinate resources and people to achieve goals. In short, organizations desire and need leadership beyond the confines of executive suites and managerial offices.

Furthermore, a critical skill set for leaders of any type in any situation is communication. This FLC will emphasize both written and oral communication skills (which many
employers bemoan are lacking among new entrants to the workforce) along with the study of human behavior. In addition, the global cities perspectives course will be an important component because it exposes students to a variety of issues facing cities (especially Atlanta) while reinforcing the multi-disciplinary nature of this FLC on leadership. Thus, students will be equipped to examine the many critical issues facing our urban areas and how effective leadership among many constituencies is needed to address them.

The array of courses proposed for this FLC reflect the study of leadership from a broad, egalitarian, multi-disciplinary perspective while leveraging GSU’s rather unique position as an urban research university. It is hoped that through these courses, coupled with GSU 1010’s emphasis on personal development, that students will emerge from the FLC with a greater appreciation of their own leadership capabilities and potential. I believe such a discovery will serve all students well, regardless of their eventual choices of major and career aspirations.

**MAJOR COURSE OBJECTIVES**

1. To introduce students to the resources and processes in the university and to help them become efficient at using them.
2. To learn academic, personal, and interpersonal skills that contribute to a successful and meaningful college experience.
3. To provide students with a support system of peers.
4. To assist students in enhancing their communications skills (both oral and written).
5. To provide students with a variety of perspectives regarding effective and ineffective leadership.
6. To provide students an opportunity to assess their leadership skills and enhance their leadership potential.

**COURSE MATERIALS**


Handouts from the instructor and guest speakers will also be used.

**ASSUMPTIONS**

The ways I design and conduct classes at Georgia State reflect a number of assumptions/biases I have about teaching, learning, and human behavior. One of them is that I am not aware of all the assumptions and biases I carry around. Another is that you should be aware of the ones that I know about which may be relevant to you as a student in this class. These are:
• You are adults. That means, among other things, that you are responsible for your own learning. I am responsible for creating a climate that is conducive to this.

• People, including adults, learn most effectively in different ways. This requires that the instructor (I prefer the term "learning climate creator" or "facilitator" but will use "instructor" throughout this syllabus) should provide a variety of learning methods.

• Adults can function effectively as both learners and instructors.

• Most real, durable learning is accomplished by self-motivated people, i.e., those who want to learn. Instructors are accountable for helping people stimulate and satisfy human beings' natural desire to learn; instructors can not motivate students, per se.

• Valuable learning and growth carry price tags--among them are some discomfort, ambiguity, and confusion as well as excitement.

• In most learning situations, people get what they deserve and deserve what they get.

• Adults will go to extraordinary lengths to accomplish learning objectives if those objectives are relevant and meaningful to them.

• Adults will sometimes act like children. At times, some university-level instructors reinforce this. They can even model it.

This listing is by no means exhaustive (this is a fact, not an assumption). However, it hopefully gives you a general sense of "where I am coming from." More detailed expectations appear later in this syllabus.

GENERAL EXPECTATIONS

Every one of us can be instructors and learners in this course. I’d like to see that happen.

I expect high levels of involvement and commitment both in and out of the classroom. This translates into active participation in class discussions and activities, being well prepared for each class, completing assignments on time and in a thoughtful manner, and a willingness to learn from each other. Life contains few absolute truths. However, I am absolutely certain and can guarantee that what you gain from this course will be directly proportional to what you put into it.

I believe I have high standards. Most students I have worked with share that belief. I try to execute those standards in a caring manner. The quality of your education is of utmost importance to me and I do what I can to contribute to it. My expecting top quality work is congruent with the belief that you are capable of delivering it. I would hope your expectations of me would also be high.
Aligned with this philosophy is my intent to provide timely, relevant, and useful feedback on your performance. If you think you are not receiving this, ask for it. I would appreciate ongoing feedback from you so that I can consider doing something differently that might be more helpful to you before the course is over.

I have about 30 years in the work world as well as 8 years as a university student. By all means, exploit whatever I might have learned from these labors (even if it is in hindsight!) to amplify your own education. At the same time, do not assume the instructor is the sole or even primary source of knowledge in the room.

Some students seem to have a difficult time with this notion of dual roles so I will repeat it: **I expect all of us (myself included) to assume responsibility for instructing and learning.** To facilitate this, I expect us to be open to diverse viewpoints and convey mutual respect to those who hold positions contrary to our own. People will learn quickly to withdraw or attack if the outcome of being authentic is some form of punishment or critical judgment on a personal level. A university classroom ought to be a place where frank and open exchanges are the norm. This has been the customary climate in my other classes. However, if for any reason you feel reticent to be honest in this class, please bring it to my attention. I would want to do something about that immediately.

In light of one of the above assumptions about adult learning, I will use a variety of methods in the course. These include participative discussions, role-plays, demonstrations, guest speakers, personal reflections, simulations, tours, and student presentations. Lectures, if given at all, will be relatively brief. I guess that reflects another assumption of mine--i.e., adults generally do not absorb nor retain material when they assume a passive learning role.

I expect you to actively participate in this course, which means much more than showing up to class. A high degree of quality interaction between students and the instructor and among students will result in more effective learning and a more exciting, dynamic classroom environment for all of us. I will do all I can to contribute to your involvement and success in this course, but I cannot do this alone. I am asking you to meet me half way. Making thoughtful inquiries, disagreeing with each other constructively, and being open to diverse viewpoints will be encouraged. If you expect this course to be one in which you can learn passively and simply regurgitate back to me what you have heard and read, then you will either be disappointed, frustrated, angry, or all three.

As "customers" of education, you have every right to have certain expectations of me. First and foremost, I have a strong commitment to create a climate that fosters your achieving the objectives of the course. You are ultimately responsible for the achieving piece. I am responsible for helping you get there. You can also expect me to listen to your ideas, concerns, and questions and to respond thoughtfully. I also strongly believe there should be no surprises come final grade time, so you should expect ongoing feedback on your performance and, if appropriate, counsel on ways to improve it. I am keenly interested in your success and wish to demonstrate this through my actions.
DELIVERABLES

1. **Autobiography**—Reflection on one's experience can be a useful learning vehicle, particularly when those reflections are recorded in a semi-structured way. This paper will concentrate on 3 areas of your life that have likely influenced you. These are: 1) Family Experiences, 2) Educational Experiences, and 3) Work Experiences.

Try to go beyond merely reporting activities or facts in each section. That is, analyze themes and uncover deeper meanings you have taken from your experiences. It might help to think about a special person or event that impacted your life in each section. Discuss how your experiences with family, school, and work have affected you both in the past and to the present day and how they have shaped your current educational, career, and life goals.

- Your facilitator will be the only person who reads this paper. It should be typed, double spaced, and about 2-3 pages.

2. **Presentations of Text Chapters**—Each student will be responsible for teaching one chapter from the text to our learning community. This will be in the form of a 10 minute presentation and discussion about the chapter. Each presentation should contain the following:

   - A summary of the chapter’s contents/key points learned.
   - A summary of the presenter’s reactions to the chapter.
   - Tips, guidelines, and ideas for consideration based on the chapter’s materials.

- Please note that you are not expected to lecture for 10 minutes. Unless you are an engaging orator, I would prefer you facilitate the class in a dialog.

There are only 16 chapters in the text and the number of students in the course may exceed 16. In that case, up to 9 students (if we have 25 in our class) will read 2 articles on leadership and use these as the basis for their presentation instead of a text chapter. The same 3 bullets above should comprise these presentations.

3. **Leadership Paper**—this paper will address the following issues:

   a) Think about people you know (for examples, friends, family members, teachers, coaches, and/or yourself) and people you know of (for example, people in business, the arts, politics, or religion who are famous) who you would consider to be effective leaders. 1) What makes them effective leaders? 2) What skills, qualities, and other attributes make them effective? Be specific and cite examples demonstrating their effective leadership.

   b) Think about people you know and famous people who you would consider to be ineffective leaders. 1) What makes them ineffective? 2) What could they have done differently to make them effective? Be specific and cite examples demonstrating their ineffective leadership.
c) State 3 goals that involve leadership skills you either need to acquire or develop. Try to be as specific as possible. For example, instead of saying “improve my communication skills,” say “state my opinions in a group of at least 10 people clearly and concisely” or “increase my ability to persuade friends to understand my point of view on a controversial issue.” Then, for each goal, include the following: 1) concrete, specific, and do-able actions you intend to undertake over the next 6 months that will assist you in achieving the goal, and 2) how you intend to measure to what degree you achieved the goal.

- While no set length is required, I would think the elements of this paper could be addressed satisfactorily in 3-5 typed, double spaced pages.

**EVALUATION**

I can not offer you complete objectivity in my evaluations. If anyone has any clues as to how one human being can evaluate another's performance in a totally objective fashion, please let me know. My intent is to always be fair. You may or may not agree with my assessments. My aim is mutual understanding of (and not necessarily agreement with) each other’s judgments.

Please double-space all written work. It will be evaluated on style and substance. Awkward phrasing, poor grammar, spelling errors, misused words, and the like detract from your impact and will affect grades. Lucid, organized expression is expected. Most of us mere mortals need to re-write the first re-write at minimum, i.e., 2 re-writes of a draft. Oral presentations are evaluated on the same criteria. Enthusiasm, poise, and ability to engage your audience are additional yardsticks used to evaluate presentations. Refer to the handouts on the dimensions and criteria I use for grading. Ask me questions if need be.

The final grade is determined by the weighted average of grades on the following:

1. Autobiography = 20%
2. Presentations = 20%
3. Leadership Paper = 20%
4. Participation/involvement = 40%

The relative weights are intended to convey that all deliverables and your participation/involvement are important in determining your final grade for the course. Letting any one of them "slide" will affect your overall evaluation and final grade. The math works out that way.
Since this course is highly participative, your being late or absent diminishes learning opportunities for everyone else. Thus, attendance is expected for every class session except when a student is ill. Being late to class an excessive number of times is not acceptable and disrupts the rest of us. Records of attendance and tardiness will be kept and will affect grades.

**TENTATIVE SCHEDULE** (subject to change)

*Note: Some portion of some class sessions will be devoted to questions and concerns regarding students’ lives outside this course (for example, issues arising in other courses, questions about various university resources, cultural and recreational opportunities in the Atlanta area, etc.).*

Week 1 (8/22)  
Housekeeping  
Introductions  
Mutual expectations  
Review syllabus & handouts

Week 2 (8/29)  
Why study leadership?  
The ways leadership will be viewed in this course  
An overview of leadership  
Made versus born issue  
Contingency leadership  
Emerging models of leadership (for example, servant leadership)

Week 3 (9/5)  
Diversity Speaker/Workshop—Time and location TBA

Week 4 (9/12)  
Walking tour of downtown Atlanta (with Dr. Hartshorn)

Week 5 (9/19)  
Nutrition and Fitness Speaker—Time and location TBA  
**Autobiographies due**

Week 6 (9/27)  
What kinds of leaders do we need in the new millenium?

Week 7 (10/3)  
- 1:00 – 3:30, Recreation Center  
Team building simulation (no high heels, wear comfortable clothing that allows freedom of movement, no need to change clothes afterwards)
Week 8 (10/10)
The leader in you and in all of us
Schedule presentations
Mid-term temperature taking

Week 9 (10/17)
Student Presentations

Week 10 (10/24)
Student Presentations

Week 11 (10/31)
Sexual Health and Sexual Assault Prevention—Time and Location TBA

Week 12 (11/7)
Student Presentations

Week 13 (11/14)
Leadership and Ethics

Week 14 (11/21)
Leadership and Social and Emotional Intelligence

Week 15 (12/5)
Final papers due
Reflections on your first semester of college, this course, other courses, and leadership
Wrap up activities
Course and instructor evaluations

This document provides a broad overview of the course. If deviations are deemed necessary, students will be so informed in as timely a manner as possible.