COURSE SYLLABUS
POLS 5400-80 – Public Personnel Management
Spring 2017

Instructor Information:
Instructor: Dr. Justin Piccorelli
Phone: 307.766.2260
E-mail: jpiccore@uwyo.edu
Office: Arts & Sciences Building, Room 145
Office Hours: Tuesday and Wednesday 2:00-3:30pm

Course Information:

Video Sessions: Wednesdays on 2/1, 2/22, 3/8, 3/22, and 4/5 from 4-6:50pm in CR 109 or Offsite

Weekends: February 10th & 11th, and April 7th & 8th, Friday from 4-10pm, and Saturday from 8am-5pm, in the Classroom Building (CR) on Laramie Campus, Room 221

Prerequisites: Student in the MPA program, or formal Consent of MPA director, POLS 5000

Course Description:
“Designed to integrate information about the political environment of personnel administration with problem solving exercises in such specific areas as job analysis, affirmative action, and flextime. A number of topics including the evolution of the civil service, the rights and responsibilities of governmental employees, the functions of public personnel management, and collective bargaining processes are also covered” (Course Catalog, 2016).

Disability Statement:
“It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, sensory, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with University Disability Support Services (UDSS) in the Student Educational Opportunity offices, Room 330 Knight Hall, and provide UDSS with documentation of your disability” (University of Wyoming, 2015).

Objectives/Outcomes/Standards:

- Recognize how the historical vision of the civil servant and the law have helped to shape management as a discipline, the underlying values that resonate with us, and how these values manifest themselves in practice

- Understand the ways in which public personnel management impacts the development and delivery of government programs and services

- Better grasp the role of politics and democracy in helping to shape public personnel, and how they utilize the constitution as a legal framework and conduit (for maintaining tradition and exercising the capacity to change)
Think more deeply about the nature of administrative discretion and its relation to public personnel management—Do the rules and regulations enable discretion, or do these rules exist because of discretion?

**Text(s) and Readings:**


Additional Readings, Documentary Films, and Bibliography Information will be provided

**Course Requirements/Assignments:**

The course will include lectures that call for each student to actively participate. As a graduate seminar the course provides room for discussion, and in fact requires it for the class to go well.

Students are evaluated on the basis of their classroom participation. For some people participation calls for them to be vocal if they are not normally, and for others it might entail holding some things back and contributing strategically, so that all classmates will have the ability to contribute. It is also worth pointing out that your questions and comments help to demonstrate how well you understand certain concepts and which areas need to be addressed more in depth.

There are a total of three different types of assignments that you will be asked to complete throughout the semester. One asks you to attempt to regulate discretion in the workplace, and think more deeply about what this could mean. Another requires you to analyze a case study, and the last assignment requires you to find a situation where legislation that regulates public personnel could be applied, and demonstrate the need to apply it. Your final paper allows you some freedom to work with a topic of interest to you, and will be further expanded on during class.

**Grading Standards:**

Grading Breakdown:
Participation: 5%
Assignment 1: Analysis of a case study: 20%
Assignment 2: Attempting to regulate discretion: 20%
Assignment 3: Applying a piece of legislation: 20%
Final Paper (acts as exam): 35%

Grading Scale:
   - A = 100 – 90
   - B = 89 – 80
   - C = 79 – 70
   - D = 69 – 60
   - F = 59 and below

Late Assignments:
Not accepted without a medical excuse

Attendance/Participation Policy:

University sponsored absences are cleared through the Office of Student Life. If you have a legitimate reason for missing class (i.e. mental or physical issue that is empirically verified by a doctor’s note) then appropriate arrangements can be made to make up the work. This requires you to notify me of your absence and condition as soon as possible, and it also requires you to take the necessary other steps to become caught up, like obtaining notes from a classmate, and bringing a set of specific questions to office hours that are related to the material.

Participation is closely related to being present, but also requires more than being a silent fixture in your chair, or making endless comments and questions. It requires you to make thoughtful questions and comments that are directly related to the course materials and hopefully enrich the learning process for others. These contributions should also help to keep discussion civil and avoid personal attacks on others. It is particularly difficult to participate in this manner if you do not read the material, are not well rested, or are distracted by online shopping. In other words you should not only read the material and spend some time reflecting on it, but you should also focus on listening to others (even when reading their comments), i.e. good communication. To do well in terms of participation you should listen to lectures, complete the readings, and be prepared to discuss the material at each class.

Students are required to access their university email—it is an official means of communication and often used for announcements related to the class. Please only email me from your university email so that I can be compliant with FERPA guidelines.

Students must also be mentally present during lectures, including, but not limited to, avoiding the use of cellphones.

Writing Center:

Students are encouraged to visit the university’s writing center for general support and guidance. I highly encourage you to visit the center often and throughout the semester. The writing center is an invaluable resource to the college that all students (regardless of ability) ought to utilize. Writing is an ability that is developed over a lifetime and something that you should practice daily. In light of this you should make an effort to be proactive concerning your ability to write, and when possible, less reactive. Hours and contact information for the writing center are posted here: http://www.uwyo.edu/ctl/writing-center/

Academic Honesty:

UW Regulation 6-802. (Suggested language: “The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated [from the University Catalog]. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: http://www.uwyo.edu/generalcounsel/new-regulatory-structure/index.html”) (UW Registrar, 2015)

Student Conduct:
For guidelines on appropriate student conduct in and out of class (as online forums are still considered related to class) you are encouraged to visit the Arts and Sciences’ webpage for a brief summary:
http://www.uwyo.edu/generalcounsel/_files/docs/UW-Reg-8-30.pdf

A Note on Sources:

Anyone can make a Wikipedia entry. Intelligence and validity are not prerequisites to alter the site—only a computer, valid email address and access to the internet are required. In light of this Wikipedia is very different from a scholarly book, peer-reviewed journal article, or even newspaper. Being a good researcher in a world with so much information requires you to be able to discern which sources are credible, and what a particular source might be appropriately used for. You should always be weary of search engine results given that the order is determined by popularity, not credibility. Further, given that Wikipedia is actually written according to popularity it cannot be used or cited unless Wikipedia and its impact on society are the subject of your paper.

Course Outline:

Day 1 (February 1st): Introduction to the Course, Overview of the Syllabus, Background on Appropriate Sources

Days 2 & 3 (February 10th and 11th): Historical & Legal Framework of Public Personnel Management
Assignment 1 Due (Analysis of a case study ‘TBP’): 2/17 by midnight

Day 4 (February 22nd): Planning, Street-Level Bureaucrats and Service Delivery
Readings: Naff: Ch. 3, Riccucci: Ch. 3 & 4
Assignment 2 Due (Attempting to regulate discretion): Due 3/1 by midnight

Day 5 (March 8th): Compensation & Bargaining
Readings: Naff: Ch. 4 & 5, Article: “Root dynamics of Alternative Dispute Resolution…” by David G. Carnevale, 1993 by Public Administration Review.

Spring Break: March 13th – March 17th

Day 6 (March 22nd): Recruitment & Management of Street-Level Bureaucrats
Readings: Naff: Ch. 6, Riccucci: Ch. 5
Assignment 3 Due (Applying a piece of Legislation): March 29th by midnight

Day 7 (April 5th): Performance, The impact of Welfare Workers
Readings: Naff: Ch. 7, Riccucci: Ch. 6 & 7

Days 8 & 9 (April 7th and 8th): Equal Opportunity, Building and Maintaining Labor Relations
Readings: Naff: Ch. 8, 9 & 10, Documentary on Anita Hill and Clarence Thomas to be shown/provided
Final Paper Due: 5/10 by midnight
The instructor may make changes to the syllabus as the course proceeds. If necessary, these changes will be announced in class. Substantive changes made to the syllabus shall be communicated in writing to the students.