

Course Information:

PA 7343 Human Resource Management
Summer 2006
Thursday 6-9:45 p.m.
GR 3.606

Professor Contact Information:

Dr. Douglas J. Watson
2.531 Green Hall
E-mail: Douglas.watson@utdallas.edu
Office Hours: Daily 8-11:30 AM
Class Hours: Thursday 6-9:45 PM

Course Pre-requisites: Ph.D. in Public Affairs Cohort Required Class

Course Description: Most public and other service agencies are providers of services that are labor-intensive, which means that public managers must be skilled in human resource management if they are to be successful in fulfilling the mission of their agencies. PA 7343 is designed to explore in detail many of the complex issues that managers are facing in the workplace today and ones that they will face in the future. These issues relate directly to the responsibilities, challenges, and opportunities that confront modern public, non-profit, and other service organization administrators in the management of human resources. While some of the issues are unique to the public and non-profit sectors, most are found in the private sector as well. By the end of the semester, you should have an excellent understanding of these issues.

Student Learning Objectives: Specifically, by the end of the semester, you should be able to do the following:

- Understand the major human resource issues that confront public and non-profit managers in the workplace.
- Understand the impact of demographic changes, such as age, gender, and race, on the workforce in the United States both currently and in the future.
- Be prepared to conduct advanced research in human resource management issues in order to make significant contributions to the academic literature.

Expectations: To maximize the opportunities for a productive class, each student is expected to do the following:

- Attend all classes and be on time. If you cannot attend class or are going to be late, please let me know by e-mail or phone in advance.

- Complete all assignments on time.
- Do your share of the assigned work as a member of a group.
- Make an active contribution to the class discussions.
- Submit work of doctoral-level quality.

Course Requirements:

Active Participation- This course is a seminar and depends on your active participation in class. That means that you have to read the assignments carefully and come to class prepared to share your opinions and insights with other class members. Attendance is very important since the class meets only once per week. If you know you will not be able to attend, please let me know in advance via e-mail or telephone. More than two absences may affect your final grade. On occasion, we may have class exercises that involve role-playing.

Discussion Group Member: You will be a member of a three or four person group. The group to which you are assigned is listed at the end of the syllabus. There are two functions of the groups- weekly short papers/discussions and book reviews.

- **Weekly Assignments-** There are weekly assignments for the groups listed on the syllabus by group number. Each group will have five separate assignments from the assigned books and journal articles. As a group member, you are expected to come to class with a short written summary (two to three pages) of the assignments during the semester and be prepared to discuss the assignment as a group member. Please coordinate with the other members of your group to be sure that at least one person in the group has prepared a written summary and critique of each assignment. You will turn in the assignments at the end of the discussion. You will receive a grade of up to eight points for each one, along with feedback from the professor. Of course, you are responsible for reading all of the assignments on the syllabus and should be prepared to ask questions or offer opinions on the readings other than the ones that your group is responsible for that class period. *You are encouraged to develop interesting methods of presenting the major findings of the readings.*
- **Book Reviews as Group Projects:** Each group is assigned a book to review during the semester. The assignments are listed later on the syllabus. Please note the date on the syllabus when your group's presentations are due. Your group's assignment is to read each book carefully and develop a high quality Power Point presentation for the class, including handouts of the presentations. Since there are at least three members on the team, you should meet to discuss a fair division of the work. In your presentation, please include a summary of the main points in the book and your group's determination of its contribution to the field of public affairs. For Power Point presentations, you will be expected to use the protocol for Power Point included at the end of the syllabus. The presentations should appear as one work and not the compilation of four or five different ones. A

helpful hint for this assignment is to locate reviews of your assigned book in journals. Report what others have said about the book in your presentation. *You might also consider contacting the author and asking for some direct input about the book. Some authors will be pleased to be contacted while others may not.*

Individual Work Products: There are three assignments that you will do on your own. One is a series of three short papers (not more than three to five pages) of peer-reviewed journal articles, preferably from *PAR* or the *Review of Public Personnel Administration*. The second assignment is for the research paper and the third is to participate in the weekly threaded discussion on WebCT.

- **Journal articles:** You will select from peer-reviewed journals three outstanding articles that have been published within the past decade on the subject of the modules. You will be expected to write a thorough review of not more than five pages each of the journal articles you select, including your opinion of the author's arguments and research, as well as the article's relevance to the module under study. Note the deadlines listed below for each of the three journal reviews. On occasion as time permits, you will be called upon to present your reports to the class. All the journals that you use must be peer-reviewed and at least one review must come from *Public Administration Review*.

Due Dates for Journal Article Reviews:

1st- June 1
2nd- June 22
3rd- July 6

- **Research Paper:** A major requirement of the course is the development of a high-quality research paper. The paper will be approximately 3000 words on a topic covered in the course or a relevant HR issue. Please write a several hundred word proposal on your topic and submit it to me by June 1. In the proposal, explain why you have chosen this topic and how you plan to research the topic. The paper should be carefully written following very closely the requirements for style listed at the end of the syllabus. Once your topic has been approved, you may begin your research.

An alternative to the research paper is a book review of two to three books with the same subject matter. If you decide to write the book review instead of the research paper, please identify for me the books that you are including in your review. You will be expected to follow the same schedule for your presentation as you would if you were doing the research paper. For examples of reviews of multiple books, please notice the Book Reviews section of *PAR*. The review should describe the books briefly, should include your critical assessment of them, and should be approximately the same length as the research paper. Write the review with the intention of submitting it to one of the journals for publication.

In the second part of the semester, you will develop an oral presentation for the class on your topic. The dates of the presentations are listed on the syllabus. I will attempt to group the presentations that have common themes so that your report will be part of a three or four person panel similar to those conducted at conferences for scholars. You will have a maximum of 15 minutes to make your presentation for which you may use Power Point or other A/V aids. However, you should not read your presentation to the rest of the class under any circumstances.

The paper will be due to me no later than Friday, July 21. If you desire feedback on your paper during the semester, please present segments to me for review and feedback. These reviews will not be graded and will serve only as advice to you in completing a high quality paper. Your goal will be to produce a paper considered worthy enough to be submitted to a scholarly journal for peer review.

- **Threaded Discussions:** Learning, like almost everything, is more enjoyable when it is a shared experience. Threaded discussions on WebCT are a way to provide a way for the class to share this learning experience together.

The threaded discussions work this way: Discussion questions are posted for each week under the Threaded Discussions icon. Generally, two groups will be assigned to a single question. Each week, you are expected to participate in the discussions that occur there. The active and consistent involvement of each student is expected throughout the semester. Class members are encouraged to share ideas, resources, and insights. Weekly postings can begin as early as Friday morning and continue until midnight on Thursday. If a posting is made after the deadline, it will not be considered for credit. I may post some final comments and thoughts after all students have submitted their comments.

Each student's participation grade will be a function of her/his contribution to the threaded discussion. With a few exceptions as noted in the syllabus, a threaded discussion will take place each week of the semester. ***Each student is expected to participate in all of the threaded discussions.*** A discussion question is posted for each week that threaded discussion is due.

When posting a response, please keep the following guidelines in mind:

1. For all discussion threads, students should be careful to respond to all aspects of the original question(s). There are two formats we will use: general discussions and posts.
 - For general DISCUSSION, do not pretend you are in a vacuum. Acknowledge and react to what others have already said. Students are encouraged to support or take issue with points raised by other students.

- For DISCUSSION POSTS, students are encouraged to read other posts, but should compose an answer independent of what others have said. Do not rely on what others have said for your answer.
2. Similar to the discourse in seminar classes, I am looking for substantive contributions. Participants are expected to have read the material in advance of their postings so they can share insightful comments, criticism, and perspectives with the class. Some students may find it useful to compose the posting in a Word document to facilitate editing prior to making the actual posting via WebCT. Be sure to include in your posting specific references to the assigned readings to demonstrate your grasp of the concepts. In other words, you should demonstrate that you have read and understood the assigned materials.
 3. The quality of the posting is more important than quantity. Two to four paragraphs should be sufficient to get your point across. The posting should include a descriptive and appropriate phrase in the “Subject” field. This will help to organize the discussion.
 4. You are expected to be involved in the discussion throughout the week. You should visit the discussion several times each week to keep up with the discussion taking place. Making one post is not adequate to receive full credit. Each student should make one “main” posting addressing the weekly question AND have at least one other posting demonstrating they are engaged in the discussion as it occurs. *A helpful hint: If someone makes reference to your contribution or takes issue with something you have stated, you will want to respond before the time has elapsed for the week. If you do not respond, it is obvious that you are not checking back on the threaded discussion as it develops.*
 5. Since the threaded discussions are part of our class discussions, the same rules apply as in class. In general, these include the following: become engaged in class discussion, be honest, don’t posture, be respectful, and don’t ramble. In addition, each participant is expected to employ all conventions of good English composition, including, but not limited to capitalization, grammar, spelling, punctuation, format, and referencing.
 6. During discussions, there may be professional disagreement. Do not make discussions personal. A fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect – not with contempt.
 7. Do not get in a habit of waiting until the end of the discussion to make your posting. Each student will be expected to make some “early in the week” postings. Grades will be reflective of when the posts are made.

In grading your weekly threaded discussion contribution, I will look for three (3) things:

1. How well you respond to the specific discussion question.
2. How well you integrate the weekly readings/lecture into your answer.
3. How well you respond/react to what others say (if required).

Class Speakers - We will have a series of panels consisting of human resource professionals in local government, federal government, non-profits, and higher education to discuss with the class the “big issues” facing their sectors. Please be prepared to ask questions of the speakers, specifically on topics that we are studying, and relate your own experiences to their presentations.

Grading Policy: Your grade will be calculated based on your ability to earn a maximum of 200 total points. There are no exams in this seminar, so your individual work products and your participation in group discussions/presentations will constitute your grade. I will ask each student to evaluate the contributions of the other members of his/her group at the end of the semester. If group members identify you as a “free rider,” your grade will be affected. In order to earn an A in the course, you will need to have at least 180 points; for a B, you will need 160 points. You will not be eligible for full credit for assignments that are turned in late.

Individual Work:

Research Paper/Presentation	60 points
Journal Article Reviews (3)	30 points
Threaded Discussion on WebCT	40 points

Group Work:

Weekly Assignments/Discussion Group Participation (5)	40 points
Group Book Review	30 points

Required Textbooks and Materials: There are three required books and a course packet. The latter is available at Off Campus Books:

Norma M. Riccucci, *Public Personnel Management*, 4th ed. (2006)

John A. Rohr, *Public Service, Ethics, and Constitutional Practice* (1998)

Ken Dychtwald, Tamara J. Erickson, & Robert Morison, *Workforce Crisis* (2006)

Assignments and Academic Calendar:

May 18

History and Politics of Public Personnel Management

Shafritz, *et al.* "The First Century of Civil Service Reform" in Shafritz, *et al.*, *Personnel Management in Government*, 5th ed., Ch. 1. **(Group 9)**

Lloyd G. Nigro, "Public Personnel Management and the Challenges of Democratic Governance" in Riccucci, Ch. 1. **(Group 8)**

Donald E. Klingner and David Arellano Gault, "Mexico's Federal Professional Career Service: Linked Changes in Public Personnel Management and Political Culture" in Riccucci, Ch. 3. **(Group 7)**

Willa Bruce and Dorothy Olshfski, "The New American Workforce" in Marc Holzer and Seok-Hwan Lee, *Public Productivity Handbook*, Second Ed. Ch. 25 463-480. **(Group 6)**

Additional Optional Reading:

David DeLong, *Lost Knowledge*

Group 1 Presentation: Frank Thompson, *Personnel Policy in the City*

On-line Discussion: Introduction to WebCT

May 25

Civil Service Reform

Donald E. Klingner and Dahlia Lynn, "Beyond Civil Service: The Politics of the Emergent Paradigms" in Condrey, Ch. 2. **(Group 5)**

J. Edward Kellough and Lloyd G. Nigro, "Radical Civil Service Reform: Ideology, Politics, and Policy" in Condrey, Ch. 3. **(Group 4)**

James Bowman, *et al.* "Civil Service Reform in Florida State Government," *ROPFA* 23-4, 286-304. **(Group 3)**

Jerrell D. Cogburn, "The Benefits of Human Resource Centralization: Insights from a Survey of Human Resource Directors in a Decentralized State," *PAR* 65-4, 424-435. **(Group 2)**

Sally Coleman Seldon, Patricia Wallace Ingraham, and Willow Jacobson, "Human Resource Practices in State Government: Findings from a National Survey," *PAR* 61-5, 598-607. **(Group 1)**

Robert Maranto, "Praising Civil Service but Not Bureaucracy," *ROPPA* 22-3, 175-192 **(Group 9)**

Additional Optional Reading:

Katharine C. Naff and Meredith A. Newman, eds. Symposium, "Federal Civil Service Reform," *ROPPA* 24-3.

Jonathan P. West, ed. Symposium, "Civil Service Reform in the State of Georgia," *ROPPA* 22-2.

Big Issues Forum: Local Government HR

Group 2 Presentation: Richard Florida, *The Flight of the Creative Class*

On-line Discussion: Dychtwald, *et al.*, Chs. 1 and 2.

June 1

Constitutional/legal Issues

Jerry Hartman, Gregory W. Homer, Alisa H. Reff, "Human Resource Management Legal Issues" in Condrey, Ch. 17. **(Group 8)**

David H. Rosenbloom and Margo Bailey, "Public Employees' Liability for 'Constitutional Torts'" in Riccucci, Ch. 9. **(Group 7)**

Stefanie A. Lindquist, Defining Free Speech Protections, *ROPPA* 22-1, 63-66. **(Group 6)**

David H. Rosenbloom, *Hope v. Pelzer*, *ROPPA* 23- 3, 255-261. **(Group 5)**

Martin D. Carcieri, "The University of Michigan Affirmative Action Cases." *ROPPA* 24-1, 70-76. **(Group 4)**

Anthony Sisneros, "Marching in the Procession of Precaution." *ROPPA* 24-2, 175-188; and Carcieri's Rejoinder, *ROPPA* 24-2. **(Group 3)**

Additional Optional Readings:

John A. Rohr, *Civil Servants and Their Constitutions*

David H. Rosenbloom and James D. Carroll, *Toward Constitutional Competence*

Big Issues Forum: Higher Education HR

Group 3 Presentation: Steven Maynard-Moody & Michael Musheno, *Cops, Teachers, Counselors: Stories from the Front Lines of Public Service*

On-line Discussion: Dychtwald, Chs. 3, 4, and 5.

June 8

Affirmative Action, Gender Issues, and Diversity

Bonnie G. Mani, The Employer's Advantage in Sexual Harassment Cases, *ROPPA* 24-1, 41-69. **(Group 2)**

Laura A. Reese and Karen E. Lindenberg, "Gender, Age, and Sexual Harassment," *ROPPA* 25-4, 325-352. **(Group 1)**

Robert A. Jackson and Meredith A. Newman, "Sexual Harassment in the Federal Workplace," *PAR* 63-4, 472-483; see follow-up article in *PAR* 64-6, 305-317. **(Group 9)**

Norma M. Riccucci, "Affirmative Action in the Twenty-First Century" in Riccucci, Ch. 4. **(Group 8)**

Mary E. Guy and Meredith A. Newman, "Women's Jobs, Men's Jobs...." *PAR* 64-3, 289-299. **(Group 7)**

Julie Dolan, "Gender Equity: Illusion or Reality for Women in the Federal Executive Service." *PAR* 64-3, 299-308. **(Group 6)**

Lorenda A. Naylor and David H. Rosenbloom, "Adarand, Grutter, and Gratz...." *ROPPA* 24-2, 150-174. **(Group 5)**

Additional Optional Readings:

Brinck Kerr, Will Miller, and Margaret Reid, "'Sex-Based Occupational Segregation in U.S. State Bureaucracies, 1987-97.'" *PAR* 62-4, 412-423.

Walter D. Broadnax, ed., *Diversity and Affirmative Action in Public Service*

Sharon H. Mastracci, *Breaking out of the Pink Collar Ghetto: Solutions for Non-college Women*

Big Issues Forum: Non-profits HR

Group 4 Presentation: Camilla Stivers, *Bureau Men, Settlement Women: Constructing Public Administration in the Progressive Era*

On-line Discussion: Dychtwald, *et al.*, Ch. 6.

June 15

Ethics in the Workplace

John A. Rohr, *Public Service, Ethics, and Constitutional Practice*

Part I. Presenting the Problem **(Group 4)**

Part II. Education and Training **(Group 3)**

Part III. The Character of the Civil Service **(Group 2)**

Part IV. Separation of Powers **(Group 1)**

Part V. The Comparative Context **(Group 9)**

Terry L. Cooper, "Big Questions in Administrative Ethics." *PAR* 64-4, 395-407. **(Group 8)**

Group 5 Presentation: Rosemary O'Leary, *The Ethics of Dissent: Public Service, Ethics, and Constitutional Practice*

On-Line Discussion: Dychtwald, *et al.*, Ch. 7

Research Paper Discussions

June 22

Professionalism vs. Patronage

David K. Hamilton, "Is Patronage Dead?...", *ROPPA* 22-1, 3-26. **(Group 7)**

Robert Maranto, "Thinking the Unthinkable in Public Administration: A Case for Spoils in the Federal Bureaucracy," in

Stephen E. Condrey and Robert Maranto, eds. *Radical Reform of the Civil Service*. (Group 6)

Jack H. Knott, "A Return to Spoils: The Wrong Solution for the Right Problem," in Condrey and Maranto. (Group 5)

J. Patrick Dobel, "The Odyssey of Senior Public Service: What Memoirs Can Teach Us." *PAR* 63-1, 16-29. (Group 4)

Additional Optional Readings:

Herbert Kaufman, *The Forest Ranger: A Study in Administrative Behavior*

Hugh Hecl, *A Government of Strangers: Executive Politics in Washington*

Robert Maranto, *Beyond a Government of Strangers*

Big Issues Forum: Federal Government HR

Group 6 Presentation: Norma M. Riccucci, *Unsung Heroes: Federal Execucrats Making a Difference*

On-line Discussion: Dychtwald, *et al.*, Ch. 8

Research Paper Discussions

June 29

Labor Relations in the Public Sector

Kearney, "History and Background" in Kearney, *Labor Relations in the Public Sector*, 3rd ed. (Group 3)

Kearney, "The Unions Today" in Kearney, *Labor Relations in the Public Sector*, 3rd ed. (Group 2)

Marich F.Masters and Robert R. Albright, "How Internal Stakeholders...." *ROPPA* 25-4, 353-383. (Group 1)

Joan E. Pynes and Meredith A. Newman, "Non-profit Sector Unionization...." *ROPPA* 21-1, 5-26. (Group 9)

T. Zane Reeves, "The Demise of Public Employee Unionism?" in Riccucci, Ch. 8. (Group 8)

Group 7 Presentation: Gary Chaison, *Unions in America*

On-line Discussion: Dychtwald, et al., Ch. 9

Research Paper Discussions

July 6

Outsourcing and Privatization

Sergio Fernandez, Hal G. Rainey, and Carol E. Lowman, “Privatization and Its Implications for Human Resources Management” in Riccucci, Ch. 14. **(Group 7)**

Stefanie A. Lindquist, “Privatization Through Related Corporations.” *ROPPA* 23-4, 323-327. **(Group 6)**

Stefanie A. Lindquist and Michael Bitzer, “Government Contractors’ Liability for Constitutional Torts.” *ROPPA* 22-3, 241-245. **(Group 5)**

Group 8 Presentation: E.S. Savas, *Privatization in the City*

On-line Discussion: Dychtwald, *et al.*, Ch. 10

Research Paper Discussions

July 13

Organizational Culture and Climate in the Workplace

J. Steven Ott and Abdul M. Baksh, “Understanding Organizational Climate and Culture” in Condrey, Ch. 14. **(Group 4)**

Margaret S. Herrman, “Understanding and Using Conflict in the Workplace” in Condrey, Ch. 15. **(Group 3)**

Aimee L. Franklin and Janice F. Pagan, “Organization Culture....” *ROPPA* 26-1, 52-73. **(Group 2)**

Joan E. Pynes, “Human Resources Management Challenges for Nonprofit Organizations” in Riccucci, Ch. 15. **(Group 1)**

Group 9 Presentation: Anne M. Khademian, *Working with Culture*

On-line Discussion: Dychtwald, *et al.*, Ch. 11

Research Paper Discussions

July 20

Changing Workplace: What Does the Future Hold?

On-line Discussion: Dychtwald, *et al.*, Ch. 12-13
Research Papers Due

UTD Required Content for Syllabus:

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see

general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information

regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/Business Affairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.

Information on Manuscript Formatting

Papers should follow the style guidelines in the Chicago Manual of Style, 14th edition. Papers should be no less than 16 pages nor longer than 22 pages, including the endnotes, reference list, tables, figures, charts, and appendices. The page-size guideline is based on the U.S. standard 8.5x11 inch paper. All material should be 12-point type, double-spaced on one side of the page with margins of one inch. Please do not use the autoformat feature in your word processing program and do not embed endnotes.

Tables, Figures, Charts, Appendices

Please keep tables, figures, charts, and appendices to a minimum. Your text may highlight and summarize the main points in a table but it should not duplicate the details. Each table or figure should be on a separate page at the end of the manuscript. Indicate placement of tables, figures, etc. in the text as follows: leave two double spaces after the last line of preceding text; insert the sentence, [Table (Figure) N here], and leave two double spaces before beginning the next line of text.

Note that the words “table,” “figure,” “appendix,” etc. should be lowercase when referred to in the text. Zeros should be omitted before decimal points in tables.

Please do not use heavy borders or shading. If the table, figure, or chart requires fill effects please USE PATTERNS instead of shading.

Article Title and Section Headings

The guidelines for article titles and section headings are as follows (please do not underline):

Article title and principal subheads: 14-point roman type, title case, bold, and set on a line separate from the text.

Secondary subheads: 12-point roman type, title case, bold, and set on a line separate from the text.

Sub-subheads (run-in subheads): 12-point roman type, title case, bold and italic, run-in at the beginning of a paragraph, and followed by a period.

Numbers

Numerals or words: Spell out only single-digit numbers (1–9) and use numerals for all others. Use numerals for percentages and spell out percent (for instance, 9 percent). Centuries should be spelled out and lowercased.

Decimal fractions: In the text, when a quantity equals less than 1.00, a zero appears before the decimal. (for example, 0.25). If the quantity is always less than 1.00, as in probabilities, correlation coefficients, and the like, a zero is typically omitted before the decimal point ($p < .05$, $R = .10$)

Quotations

Quoted matter that runs six or more typed lines or that involves two or more paragraphs should be set off as a block quotation; the quotation should start a new line, be set without quotation marks, and be set in 11-point type. Shorter quotations are run into the text and enclosed in quotation marks. Be sure to include page number(s) where quotation appeared.

Quotation marks should be used to set off a word of unusual meaning or an unfamiliar, excessively slangy, or coined word the first time it is used. Quotation marks are unnecessary thereafter. Commonly known facts and proverbial, biblical, and well-known literary expressions do not need to be enclosed in quotation marks.

Capitalization

When in doubt, do not capitalize. Only acronyms, such as FEMA, should appear in all capital letters (after one spelled-out use). Civil, military, religious, and professional titles and titles of nobility are capitalized only when they immediately precede a personal name and are thus used as part of the name. Article and section titles of any kind should be capitalized in title case.

Italics

Italicize names of books, newspapers, and journals; please do not underline them. Italicize the names of plaintiff and defendant in the citation of legal cases. Italics are used for isolated words and phrases in a foreign language if they are likely to be unfamiliar to readers. Foreign words or phrases familiar to most readers and listed in *Merriam-Webster's Collegiate Dictionary*, 11th edition (for example, *laissez faire*) are not italicized if used in an English context. Italicize a word on its first occurrence; thereafter they are best set in roman. Italics may be used for emphasis and on the first occurrence.

Citing Works within the Text

To cite the works you used in developing your article, use the author-date system. For each work to which you refer, supply the author's last (family) name, date of publication of the work cited, and a page number(s) if needed. There should be a reference list entry for every text citation. (**Please note, no punctuation is used between author name and date). For example: (Smith 1993, 24) or (Jones 1992, 37–40).

If you refer to an author in the text, the publication date and page numbers are a sufficient reference. For example: As Johnson argues (1994, 17)...

If a work has more than three authors, use the name of the first author followed by et al. For example: (Davidson et al. 1990, 27)

If you cite more than one work by the same author produced in the same year, distinguish among the works with an alphabetical identifier after the date. For example: (Lowi 1985a, 13; Lowi 1985b, 18).

Assign letters to the dates of each work according to the alphabetical order of the titles of the works. For example: If you cite *The City* and *Urban Policy* by Smith and both were published in 1987, cite *The City* as (Smith 1987a) and *Urban Policy* as (Smith 1987b).

If you cite an electronic source, include the author's last name (or file name if author's name is not available [for example, cgos.html]) and the date of publication or last revision (or date accessed if publication date is not available).

Notes

Please DO NOT use footnotes. Use endnotes to elaborate or comment on material in the text and place them at the end of the text under the subhead "Notes." Notes should not be created by use of the footnote or endnote feature of the word processor. Endnote reference numbers in the text are set as superscript numbers—use the superscript feature under "Fonts" to insert endnote numbers. In the notes themselves, the numbers are full size (12-point roman type) and followed by a period.

References

Prepare a list of all the works you cite in the text and arrange them alphabetically by author's last name (please include only the works that are cited in the text). If you cite more than one work by the same author, a 3-em dash replaces the name after the first appearance and the entries are arranged by the year of publication in ascending order (earliest to latest). If you cite more than one work by the same author published in the same year, arrange them alphabetically by title and distinguish them by putting an *a*, *b*, *c*, and so forth, following the year of publication. Titles and subtitles of books and articles in the references are capitalized headline style. Please include author's full given name, instead of using initials.

Examples of some of the more common reference list entries are as follows:

Book, single author:

Goodsell, Charles T. 1994. *The Case for Bureaucracy: A Public Administration Polemic*. 3d ed. Chatham, NJ: Chatham House.

Book, multiple authors: (only the first author's name is inverted)

Keehley, Patricia, Steven Medlin, Laura Longmire, and Sue A. MacBride. 1997.

Benchmarking for Best Practices in the Public Sector: Achieving Performance Breakthroughs in Federal, State, and Local Agencies. San Francisco, CA: Jossey-Bass.

Book, edited:

Halachmi, Arie, and Geert Bouckaert, eds. 1995. *The Enduring Challenges in Public Management: Surviving and Excelling in a Changing World*. San Francisco, CA: Jossey-Bass.

Chapter or selection in an edited book: (Please note: no quotation marks around chapter title. Please include page numbers.)

Ingraham, Patricia W., and David H. Rosenbloom. 1992. The State of Merit in the Federal Government. In *Agenda for Excellence: Public Service in America*, edited by Patricia W. Ingraham and Donald F. Kettl, 274 - 96. Chatham, NJ: Chatham House.

Journal Article: (Please note: no quotation marks around article title)

Roberts, Alasdair. 1995. Civic Discovery as Rhetorical Strategy. *Journal of Policy Analysis and Management* 14(2): 291 - 307. ("14" is the volume number, "2" is the issue number, and "291 - 307" is the page range. If possible, please use issue number and not month.)

Newspaper Article: (please note: page numbers are best omitted, section number or name may be included)

Walker, Robert. 1995. Reality Strikes Mission to Planet Earth. *Space News*, August 28 - September 3, A1.

Non- English Titles:

Title of works in languages other than English are treated the same as English titles except that capitalization follows the conventions of the language of the work. An English translation should be provided for all titles (book titles, journal titles, journal article titles, newspapers, etc.). The translation should follow the title, enclosed in brackets without italics or quotation marks, and only the first word (of title and subtitle) and proper nouns and adjectives are capitalized.

Mayntz, Renate, and Fritz W. Scharpf. 1973. *Planungsorganisation: die Diskussion um die Reform von Regierung und Verwaltung des Bundes* (Planning organization: A debate on the reform of government and administration of Germany). München: Piper.

Papers Presented at Meetings, Conferences, etc.: (Please include month and days, as well as the city and state)

Baker, George. 1999. Distortion, Noise, and Incentive Provision with Imperfect Performance Measures. Paper presented at the National Academy of Sciences conference on Devising Incentives to Promote Human Capital, December 17 - 18, Irvine, California.

Public Documents/Reports and Documents:

U.S. House. 1993. Committee of the Budget. *Omnibus Budget and Reconciliation Act of*

1993: Report on the Budget. Washington, DC: U.S. Government Printing Office. Report no. 103-111.

Hearings:

U.S. House. 1994. Committee on Public Works and Transportation. *1993 Empowerment Zone and Enterprise Community Program: Hearing before the Subcommittee on Economic Development*. 103rd Cong., 2nd sess. February 7.

Court Decisions/Legal Cases:

The names of legal cases are italicized when mentioned in the text and the abbreviation v. should also be italicized. These should be cited in the text and are NOT listed separately in the reference list. Examples of citations in running text follow:

In 1941, *Bridges v. California* (314 U.S. 252)

United States v. Katzwallader (183 F.2d 210 [1950])

Electronic Sources (please see section 17.15 for a listing of specific examples of source types):

Electronic Books:

Full facts of publication should be noted, including author's last and first name, date of publication, title, chapters or other titled parts of a book, edition, multivolume works, etc. (if applicable), a URL or address, including the path or directories necessary to access the document. Since some books are published in printed and electronic forms, always cite the source consulted.

Burka, L.P. 1993. A Hypertext History of Multi-User Dimensions. *MUD History*.
<http://www.utopia.com/talent/lpb/muddex/essay>.

Electronic Journals:

Follow the example for the printed form of a journal article and add the URL (address) at the end of the citation.

Online Newspapers, News Services and other News Sites:

These are identical to their print counterparts, with the addition of a URL.

Informally Published Electronic Material:

Include as much of the following information as can be determined: author of the content, title of the page, title or owner of the site, and the URL. When there is no clear indication of authorship, title, publisher, or date, it is still necessary to include the URL and what the source is (descriptive phrases may be used). If a site ceases to exist before publication, include such information parenthetically at the end of the citation.

Group Assignments

Group 1	Karen Jarrell Coby Pewitt Tom Browning
Group 2	Clint Shipp Leigh Hornsby Gerel Oyun
Group 3	David Stephens Alicia Makaye Eric Metcalf
Group 4	Kelley Stone Ghassan Khankarli Britt Berrett
Group 5	Kathy Rowe Doric Earle Ramon Delgado
Group 6	Suzanne Rivera Jason Cooley Habib Ozdemir
Group 7	Ilker Pekgozlu Brian James Karabi Chaudhury
Group 8	Deanie Kepler Osman Seyhan Raul Hinojosa
Group 9	Adrian Velazquez Vazquez Vicki Finn Dionne Abramson