

O’Neill School of Public and Environmental Affairs
V260 The Call of Public Service
Fall Semester 2021

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Class Meets: M/W 11:30 am – 12:45 pm; Ballantine 003
Office Hours: M/W 10:00 am to 11:00 am; F by appointment; SPEA 375N

Course Description: Many people want to contribute in some positive way to their community, country, or cause. This contribution can be called “public service,” which is an important institution pursued widely and valued globally. The course examines its historical evolution, relationships to world religions and philosophies, motivations, values, and outcomes.

Learning Outcomes:

1. Define public service and identify its different manifestations over time and across societies.
2. Explain historical, cultural and social context of public service.
3. Examine how individual and social responses to public service affects outcomes.
4. Evaluate the connection between public service and students’ personal values.
5. Examine how public service varies across time and social situations and when different public service values conflict.
6. Assess incorporating public service into student lives/careers.

I. O’Neill School expectations of civility and professional conduct¹

The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through

¹ These expectations are excerpted from the O’Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom

II. Course Requirements

Grading

To succeed in this course, students must demonstrate attainment of the learning objectives. All of your work should reflect critical thinking, intellectual effort, and attention to detail. Student grades will be based on performance in five areas: (1) self-assessment of your call to public service; (2) group project—conversations with public servants; (3) group exercise – understanding and comparing values around the world; (4) midterm exam; (5) a completed personal journal; and (6) class attendance and participation. Your final grade in the course will be based on:

1. *Self-assessments, written and oral reports: worth 20% of your final grade*
2. *Group project: worth 20%*
3. *Group Exercise: worth 20%*
4. *Midterm Exam: worth 20%*
5. *Personal Journal: worth 10%*
6. *Attendance and Participation (see Attendance, Academic and Other Policies): 10%*

Final Grade Range	\geq 97%	97% $> x \geq$ 93%	93% $> x \geq$ 90%	90% $> x \geq$ 87%	87% $> x \geq$ 83%	83% $> x$ \geq 80%	80% $> x \geq$ 77%	77% $> x \geq$ 73%	73% $> x \geq$ 70%	70% $> x \geq$ 67%	67% $> x \geq$ 63%	63% $> x \geq$ 60%	60% $> x$
Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Self-assessment of Your Call to Public Service (20%). Although this activity is technically “self-assessment,” it might be thought of simply as an “assessment” because you will partner with at least one classmate to support and facilitate the process. Your formal interaction with classmate(s) is intended to provide someone who can serve as a sounding board for your process of self-discovery and reporting what you find.

When thinking about your final conclusions, please keep in mind that self-assessments have no right or wrong answer. Some of you will conclude that public service is not likely to be part of your future. Others will arrive at different conclusions. This course activity is intended to facilitate your process of self-discovery.

Because self-assessment is a systematic process of data-driven self-reflection, you will complete one or more self-assessment instruments as part of the process. Possible instruments are drawn from the following research:

- The Work and Meaning Inventory (Steger, Michael F., Bryan J. Dik, and Ryan D. Duffy. 2012. “Measuring Meaningful Work: The Work and Meaning Inventory (WAMI).” *Journal of Career Assessment* 20(3): 322–37; and Steger, Michael. F., Bryan
- International Public Service Motivation Scale (Kim, Sangmook, Wouter Vandenberghe, Bradley E. Wright, Lotte Bøgh Andersen, Francesco Pabla Cerase, Robert K. Christensen, Celine Desmarais, Maria Koumenta, Peter Leisink, Bangcheng Liu, Jolanta Palidauskaitė, Lene Holm Pedersen, James L. Perry, Adrian Ritz, Jeannette Taylor, and Paola De Vivo. 2013. “Investigating the Structure and Meaning of Public Service Motivation across Populations: Developing an International Instrument and Addressing Issues of Measurement Invariance.” *Journal of Public Administration Research and Theory* 23(1): 79–102.)
- Implicit association tests that can be accessed online. Students may use options available at <https://www.projectimplicit.net/>

At the end of your process of self-assessment, you will write a report that culminates in articulating your public service identity and how you envision that identity being incorporated into your life and career. The text of the report should be no less than 3 and no more than 5 double-spaced pages. Data you draw upon and your references can be included as appendices or attachments.

Group Project: Conversations with Public Servants (20%). This project will be conducted by teams of 3 to 5 students with similar undergraduate (e.g., humanities, global and international studies, physical sciences) or professional interests (e.g., criminal justice, engineering, media, nursing, social work). Group size and focus is not cast in stone, but groups will focus on finding and interviewing an experienced practitioner in their field of interest. The goal of the project is for the team to get first-hand information from their candidate about his/her public service, the etiology of their service, and outcomes associated with the candidate’s public service.

Deliverables will include arranging for the group’s candidate to meet in person or virtually with the class and a written report (maximum of 8 double-spaced pages) about the candidate, addressing the information you are seeking, above, which the group will submit November 10, after their candidate meets with the class.

Group Exercise: Understanding and Comparing Values Around the World (20%). This exercise requires students to form into small groups and analyze the values of citizens and

public officials across a set of countries using data from the World Values Survey (WVS) <https://www.worldvaluessurvey.org/wvs.jsp>. The WVS is an ongoing global research project started forty years ago to understand people's values and how they evolve across time. The survey contains a range of items to measure values, beliefs, and attitudes relating to politics and democracy, the economy, gender equity, religion, social identity and culture, trust, security, work, family, and the environment, among other issues. Students will select 5 countries for their analysis. They will begin by analyzing the history, culture, and politics of each country. They will then use WVS data to explore how values relate to race and ethnicity, gender, sector of employment, age, region, and socio-economic status within each country. Finally, they will rank and compare the values espoused by citizens in different countries and try to explain these differences.

The touchstone for the country comparisons is the question: How do context and values shape public service as an institution across countries? Students should consult the assigned reading, Vandenabeele and Van de Walle (see Perry and Hondeghem (2008)) for an example of similar comparisons. This exercise teaches students how to analyze and interpret empirical data to formulate a persuasive argument. It also increases their awareness of commonalities and differences in values, beliefs, and attitudes around the globe and their sources and consequences for society.

Your group's deliverable for this exercise is a 15 minute presentation on your analysis and conclusions of how and why citizens engage in public service for the countries you have chosen.

Midterm Exam (20%). The midterm will cover course material from the first nine weeks of the semester. It is an essay exam.

Personal Journal (10%). Throughout this course you will be required to keep a journal in which you record your thoughts in a few brief paragraphs in response to prompting questions provided by your instructor. The purpose of the journal is to facilitate reflections on topics related to public service motivation and what you learn about yourself in this course. The journal will be accumulative with the result at the end of the semester being an increased awareness of who you are and how you might be motivated to engage in public service someday. Specific content will not be graded, but students are expected to make thoughtful entries.

A paragraph typically is comprised of three to five, or more, sentences, rarely more than 10. While humor is welcome, flippant submissions may not receive credit for an appropriate journal entry. The determination of what is an appropriate submission rests solely with the instructor. The Purdue Online Writing Lab is a nice resource for developing your writing skills. https://owl.purdue.edu/owl/general_writing/academic_writing/paragraphs_and_paragraphing/paragraphing.html

Class Attendance and Participation (10%). This course requires extensive in-class discussions. It is essential that students perform the assigned readings prior to attending the relevant class. Class participation grades will be assigned based on students' effective participation in class and the assessment of group members regarding your contribution to the group project. What results in a good participation grade?

- Attending class
- Raising and answering questions.
- Sharing ideas, observations and personal experiences.
- Pointing out relevant data.
- Pointing out relationships to earlier discussions.
- Being an active and meaningful contributor to your group project

Written Work. Students are expected to follow basic writing principles in preparing papers. You need to synthesize the covered concepts in a way that shows your comprehension of the material you are discussing and/or contribute some of your own thoughtful insights to the ideas presented. Your arguments need to be correct, concise (but complete), consistent, logical, and to the point. Special attention will be paid to using correct terminology and expressions. Tables and graphs should be presented in a professional format.

All written work must be typed, proofread and well written. I expect that papers will be tightly-argued and direct. Try to exercise a strict “economy of words.” Papers should be in essay form with title and names of group members in the upper right corner, typed double-spaced, using a 12-point font, with standard 1¼-inch margins. No exceptions.

For written assignments I assume that you are familiar with the basic structure of essays: introduction, including thesis and key arguments you will make, explanations/arguments (the body of your essay), and conclusion. Be aware that I take off points for incomplete citations. ***Failure to provide references at all, where applicable, can result in an “F” for plagiarism.***

Required text. There is no textbook required for this course. Students, however, are required to read a variety of articles, book excerpts and cases. These readings appear in the course schedule below. The readings are available electronically and can be accessed in Canvas.

Canvas announcements. Important announcements are distributed through Canvas and/or email. You should check your IU email and the canvas regularly.

Instructor’s discretion. With the exception of applicable school and university policies, all course scheduling, classroom policies, lecture topics, grade weighting, points assigned to attendance and participation, assignments, and the form and format of examinations listed below are subject to change at the instructor’s discretion.

Attendance policy. Enrollment in the course will be taken as *prima facie* evidence of the student’s commitment to learn the course materials and complete the assigned work on a timely basis. *You are expected to attend each class and to be present when each class begins.*

Attendance is the easiest way to improve your grade, and conversely, hurt your grade. **Show up regularly and you will receive credit worth up to 10% of your grade. Don’t show up and you may hurt your grade by as much as 10%, which is worth a full letter grade. For example, a “B” average for coursework and the exam may result in an overall course grade of “C” if you fail to attend class regularly. Attendance will be taken at random intervals**

and be used to compute your final course grade. Unless there is a compelling reason to the contrary, if you have more than two (2) unexcused absences recorded you will lose 50% of your attendance and participation credit on your *third* unexcused absence. More than three (3) unexcused absences recorded will result in loss of all attendance and participation credit. Finally, a pattern of regular attendance and participation may result in an increased final grade if the student's coursework and exams are within a few points of the next higher grade level, e.g., B to B+; B+ to A-; etc. This is at my discretion and will be accomplished by adding extra points to the Attendance and Participation grade. Students may receive excused absences for religious observances, provided that the instructor is notified in advance and details provided.

Late assignments. All assignments must be submitted via Canvas. Each minute that your assignment is late costs 1% of the grade for the assignment in question. For example, suppose your weekly personal journal entry is worth 100 points and you submit it 30 minutes late. In this case, the maximum grade you can get on that week's assignment is 70/100.

Make-up exam. There is only one exam for this course. A make-up exam is only allowed under very extraordinary circumstances and must be supported by objective written evidence. The definition of an *extraordinary circumstance* is solely at the discretion of the instructor.

Note Selling: Several commercial services have approached students about selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

III. Academic honesty and other classroom policies.

Classroom courtesy and civility. You may not use your cell phone in class, unless specifically instructed to do so, e.g., for in-class work, on-line questions, or surveys. Should a student need to keep his/her phone switched on for any important reason, I must be consulted before class. Failure to abide by this class rule will result in deductions from the student's attendance and participation effort.

Laptops and iPads in the classroom. Unless otherwise indicated for specific teaching and learning purposes, the use of laptops, iPads, or other electronic devices in class is discouraged. Your job is to give attention and thoughtful engagement to the instructor and each other. Students employing assistive technologies for bona fide disabilities, of course, are welcome to use appropriate devices. (See “Students with Disabilities,” below.)

How to participate. Students are encouraged to ask intelligent, reasoned questions and make informed comments on the discussion material. This should be done in a courteous manner by raising one’s hand and being recognized. Side conversations between students and other behavior that disrupt the flow of class discussions is rude and will not be tolerated. **No Exceptions.**

Examples of uncivil behavior. Examples of uncivil behavior include, but are not limited to: (a) personal attacks (on a person’s appearance, demeanor, or political beliefs, etc.) (b) interrupting your instructor or other students (raise your hand to prevent this problem); (c) using raised tones, yelling, engaging in discourteous, uncivil or spurious arguments with other students or the instructor, and being physically aggressive; (d) ignoring your instructor’s authority to protect the integrity of the classroom. **The student(s) who violates these guidelines may be asked to leave the classroom and/or drop the course.**

Academic misconduct and general academic policies. Cheating and plagiarism are forms of academic dishonesty that cannot be tolerated in university education. Definitions of various types of academic misconduct and University policies for dealing with violations are included in the *Code of Student Ethics*. Any student found cheating or plagiarizing will receive a failing grade for the course. Please refer to <http://studentcode.iu.edu/responsibilities/academic-misconduct.html> for more information.

For a more complete overview of types of academic misconduct and University policies for dealing with violations please review the resources found here:

<http://studentcode.iu.edu/responsibilities/academic-misconduct.html>
<https://policies.iu.edu/policies/aca-72-cheating-plagiarism/index.html>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

For information on SPEA’s Student Honor Code, please see:

https://spea.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

Examples of violation of the Code of Ethics include: (a) cheating on examinations, quizzes or other written work; (b) giving assistance to or receiving assistance from another during an examination or quiz; (c) use of unauthorized materials or devices during a quiz or an examination; (d) use of another person as a substitute in any form of academic evaluation or acting as a substitute for another person in any form of academic evaluation (e) quotes or paraphrasing another person’s actual words, using another person’s idea, opinion, or theory, and borrowing facts, statistics, or other illustrative material without proper citation and acknowledgement of the source.

IV. **Other Important Student Information and Policies**

Religious observance. Students seeking accommodation for religious observances must make a request in writing by the end of the second week of the semester to the course instructor. The University will not levy fees or charges of any kind when allowing the student to make up missed work. Please see <https://vpfaa.indiana.edu/policies/bl-aca-h10-religious-observances/index.html> for additional details.

Special needs. Please let the instructor know by the first week of classes if you have any special needs. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (855-7578): <https://studentaffairs.indiana.edu/disability-services-students/request-services/index.shtml>

Social justice. Indiana University is committed to social justice. I expect our class to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Sexual harassment. As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Emergency response. To report an emergency, call the IU Police Department at 9-911 from any campus phone or (812-855-4111 from off campus). For information about campus emergency preparedness: <http://protect.iu.edu/emergency>

Commitment to Diversity: Find your home and community at IU.

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: gbltserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

V. Summary Schedule of Lectures, Readings and Assignments/Due dates

Date	Module	Class Topics	Assignments / Due dates
		August	
23		Session 1 – Course, Instructor and Student Introductions	
25		Session 2 – What is public service and why is it important?	Journal entry 1 assigned
30	I	Session 3 – Public Service in Historical Context	Journal entry 1 due

Date	Module	Class Topics	Assignments / Due dates
September			
1	I	Session 4 – Civic Service in American History	Journal entry 2 assigned Group Project: Conversations with Public Servants assigned
6		Labor Day (No Session)	
8	I	Session 5 – Conceptions of Public Service from Political Philosophy	Journal entry 2 due Journal entry 3 assigned
13	I	Session 6 – Conceptions of Public Service from World Religions and Philosophy	Journal entry 3 due
15	II	Session 7 – The Public Values Landscape	Journal entry 4 assigned
20	II	Session 8 – Values Identification Exercise	Journal entry 4 due
22	II	Session 9 – Conflicts Among Public Values and Managing The Conflicts	Journal entry 5 assigned
27	II	Session 10 – Motivations for Public Service	Journal entry 5 due
29	II	Session 11– Are People Fundamentally Selfish?	Journal entry 6 assigned
October			
4	II	Session 12 – What Do We Know About Altruism/Other Orientation?	Journal entry 6 due
6	III	Session 13 – Personal Outcomes Associated with Public Service	Journal entry 7 assigned
11	III	Session 14 – Conversations with Public Servants	Journal entry 7 due
13	III	Session 15 – Outcomes Associated with Civic and Public Service	Journal entry 8 assigned
18	III	Session 16 – Community Outcomes Associated with Public Service; Conversations with Public Servants	Journal entry 8 due
20	III	Session 17 – Environmental Stewardship Outcomes	
25	III	Session 18 – An integrated model/theory of public service	Journal entry 9 assigned
27		Session 19 – Midterm Examination	
November			
1	III	Session 20 – Group Project—Conversations with Public Servants	Journal entry 9 due
3		Session 21 – Group Project—Conversations with Public Servants	Journal entry 10 assigned
8		Session 22 – World Values Survey: Insights for the Process of Comparing Countries https://www.worldvaluessurvey.org/wvs.jsp	Journal entry 10 due
10		Session 23 – WVS Group Conversations https://www.worldvaluessurvey.org/wvs.jsp	Paper: Conversations with Public Servants due Journal entry 11 assigned

Date	Module	Class Topics	Assignments / Due dates
15	IV	Session 24 – World Values Survey Presentations	Journal entry 11 due
17	IV	Session 25 – World Values Survey Presentations	Journal entry 12 assigned
22		Thanksgiving Break – No Classes	
24			
29	IV	Session 26 – Using self-assessment instruments	Journal entry 12 due Self-assessment paper assigned
		December	
1	IV	Session 27 – Individual presentations	Journal entry 13 assigned
6	V	Session 28 – Individual presentations	Journal entry 13 due
8	V	Session 29 – Synthesis of Learning	Self-assessment paper due

Notes: *Topics are tentative, the instructor reserves the right to change this syllabus as time and circumstances dictate. Necessary changes will be announced in class in advance when possible.

Week 1: Course Introduction/What is Public Service?

8/23/2021 – Session 1: Course, Instructor and Student Introductions

8/25/2021 – Session 2: What is Public Service and Why is it Important?

Readings: Bradley, William W. (2020). A Personal Reflection on the Importance of Public Service. In James L. Perry, *Public Service and Good Governance for the Twenty-first Century*. Philadelphia, PA: University of Pennsylvania Press. Pp. 195-201.

Coles, Robert. (1993). *The Call of Service: A Witness to Idealism*. NY: Houghton Mifflin Company. Chapter 2, “Kinds of Service” (pp. 31-67).

Denhardt, Robert B. and Denhardt, Janet V. (2000). The New Public Service: Serving Rather than Steering. *Public Administration Review*, 60: 549-559.

Module 1—History and Philosophy

Week 2: Historical Foundations of Public Service

8/30/2021 – Session 3: Public Service in Historical Context

Readings: Franklin, Benjamin. (1787). Dangers of a Salaried Bureaucracy.
<https://www.bartleby.com/268/8/12.html>.

Wood, Gordon S., (2006) *Revolutionary Characters: What Made the Founders Different*, Penguin Books, New York, NY (pp. 3-27)

9/1/2021 – Session 4: Civic Service in American History

Readings: James, William. The Moral Equivalent of War.

<https://www.uky.edu/~eushe2/Pajares/moral.html>.

Horton, Sylvia. (2008). History and Persistence of an Idea and an Ideal. In James L. Perry and Annie Hondeghem, *Motivation in Public Management: The Call of Public Service*. Oxford: Oxford University Press. Pp. 17-32.

Perry, James and Ann Marie Thomson. (2004). *Civic Service: What Difference Does It Make?* Armonk, NY: M.E. Sharpe. Chapter 1, “Ideal” (pp. 3-8) and Chapter 2, “Policy Evolution” (pp. 9-21).

Guest Lecture: David Bodenhamer, Professor of History, IUPUI

Week 3: Philosophical Foundations of Public Service

9/6/2021 – No class. Labor Day

9/8/2021 Session 5: Conceptions of Public Service from Political Philosophy

Video: Humankind: a hopeful history | LSE Online Event

<https://www.youtube.com/watch?v=dBC8XrRPJrc>

Reading: Chung, D. K., & Haynes, A. W. (1993). Confucian welfare philosophy and social change technology: An integrated approach for international social development. *International Social Work*, 36(1), 37-46.

Optional Reading: Bregman, Rutger. (2020). *Humankind: A Hopeful History*. NY: Little Brown and Company.

Week 4: Philosophical and Religious Foundations of Public Service

9/13/2021 Session 6: Conceptions of Public Service from World Religions and Philosophy

Video: Lieberman, Joseph. (2014). A Life in Judaism, A Career in Public Service. October 29. (No transcription is available for this content so watch the video from minute 15 to minute 36).

<https://blogs.yu.edu/news/a-life-in-judaism-a-career-in-public-service/>.

Readings: Encyclical of Pope John XXIII. (1961). Mater et Magistra (Mother and Teacher).

Haynes, A. W., Eweiss, M., Mageed, L., & Chung, D. K. (1997). Islamic social transformation: Considerations for the social worker. *International Social Work*, 40(3), 265-276.

Guest Lecture: Rev. Bob Sims, Immaculate Heart of Mary, Indianapolis, IN (Tentative)

Module 2—Etiology of Public Service, Public Service Values

9/15/ 2021 Session 7: The Public Values Landscape

Readings: Jørgensen, Torben Beck and Barry Bozeman. (2007). Public Values: An Inventory. *Administration & Society* 39(3): 354–81.

Box, Richard C. (2015). *Public Service Values*. New York: Routledge. Chapter 1, pp. 11-15, and chapter 2, pp. 22-43.

Week 5: Public Service Values

9/20/2021 Session 8: Values Identification Exercise

(<https://www.psychologytoday.com/us/blog/theory-knowledge/201802/personal-value-exploration-experiential-activity>)

9/22/2021 Session 9: Conflicts Among Public Values and Managing The Conflicts

Case study: Values-Based Leadership Across Difference: The Life and Legacy of Nelson Mandela. (Case No. 2104.0)

Week 6: Motivations—Self-interest and other-interest

9/27/2021 Session 10: Motivations for Public Service

Readings: Perry, James L., and Lois R. Wise. 1990. “The Motivational Bases of Public Service.” *Public Administration Review* 50(3): 367–73.

9/29/2021 Session 11: Are People Fundamentally Selfish?

Readings: Frank, Robert H. (1996). What Price the Moral High Ground? *Southern Economic Journal* 63(1): 1–17.

Week 7: Motivations—Self-interest and other-interest

10/04/2021 Session 12: What Do We Know About Altruism/Other Orientation?

Reading: Piliavin, Jane Allyn, and Hong-Wen Charng. 1990. “Altruism: A Review of Recent Theory and Research.” *Annual Review of Sociology* 16(1): 27-65.

Module 3—Personal, Social, Community and Environmental Stewardship Outcomes

10/06/2021 Session 13: Personal Outcomes Associated with Public Service

Reading: Coles, Robert. (1993). *The Call of Service: A Witness to Idealism*. NY: Houghton Mifflin Company. Chapter 3, “Satisfactions” (pp. 68-94) and Chapter 4, “Hazards” (pp. 115-144).

Week 8: Personal and Social Outcomes

10/11/2021 Session 14: Conversations with Public Servants

Readings: Alexander Vindman. (2020). Coming forward ended my career. I still believe doing what's right matters. *Washington Post*, August 1.

<https://www.washingtonpost.com/opinions/2020/08/01/alexander-vindman-retiring-oped/>.

Marie Yovanovitch. (2020) These are Turbulent Times. But we will persist and prevail.

Washington Post, February 6, 2020. [Opinion | Marie Yovanovitch: America's institutions need us as much as we need them - The Washington Post](#)

Video: An Interview with the Founders of Black Lives Matter (Ted Talk)

https://www.ted.com/talks/alicia_garza_patrisse_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter?language=en.

Brewer, Gene A. and Sally Coleman Selden. (1998). Whistle Blowers in the Federal Civil Service: New Evidence of the Public Service Ethic. *Journal of Public Administration Research and Theory* 8(3): 413-439.

10/13/2021 Session 15: Outcomes Associated with Civic and Public Service

Readings: Perry, James and Ann Marie Thomson. (2004). *Civic Service: What Differences Does It Make?* Armonk, NY: M.E. Sharpe. Chapter 5, "Civic Service Outcomes" (pp. 53-89).

Week 9: Community and Environmental Stewardship Outcomes

10/18/2021 Session 16: Community Outcomes Associated with Public Service; Conversations with Public Servants

Readings: Celebrating Diversity and Fighting Racism, Student Volunteer Promotes Inclusion in Community. <https://www.pointsoflight.org/awards/celebrating-diversity-and-fighting-racism-student-volunteer-promotes-inclusion-in-community/>. Hananeel Morinville, Daily Points of Light Award winner, Oct. 30, 2020.

Perry, James L., Jeffrey L. Brudney, David Coursey and Laura Littlepage. (2008). What Drives Morally Committed Citizens? A Study of the Antecedents of Public Service Motivation. *Public Administration Review*, 68: 445-458.

10/20/2021 Session 17: Environmental Stewardship Outcomes

Reading: Wood, Mary C. (2011). "Atmospheric Trust Litigation." *Climate Change Reader*, W.H. Rodgers Jr. and M. Robinson-Dorn, eds., Carolina Academic Press, Available at SSRN: <https://ssrn.com/abstract=1945559>.

Module 4—Synthesis, Integration and Applications

Week 10: Midterm Exam, Synthesis and Integration

10/25/2021 Session 18: This session will focus on synthesizing learning from the first nine weeks and developing an integrated model/theory of public service. The integrated model will be helpful for students to organize their thinking about the group project, group exercise and self-assessments.

10/27/2021 Session 19: **Midterm Exam (Essay questions)**

Week 11: Group Project—Conversations with Public Servants

The schedule this week may be altered depending on how many groups are able to bring public servants to speak with the class. Groups should expect for the public servant they studied to have no more than 15 minutes to speak with the class. Guests may be scheduled either in-person or virtually. It will be the sponsoring group's responsibility to brief their public servant in advance about information that would be most helpful and appropriate to share with the class.

11/1/2021 Session 20: Group Project—Conversations with Public Servants (Four guests)

11/3/2021 Session 21: Group Project—Conversations with Public Servants (Three guests)

Week 12: Group Exercise—Understanding and Comparing Context, Values and Public Service Around the World – World Values Survey

11/8/2021 Session 22: Insights for the Process of Comparing Countries. This session will provide tools and resources to facilitate your activities in the group exercise. The instructor will review the World Values Survey, Wave 7 data and present examples of country comparisons, associations among country history, culture, and public service, and how values espoused by citizens explain differences.

Reading: Vandenabeele, W., & Van de Walle, S. (2008). International difference in public service motivation: Comparing regions across the world. In: Perry, J. L. & Hondeghem A. (eds.). *Motivation in public management: The call of public service*. Oxford : Oxford University Press, pp. 223-244

11/10/2021 Session 23: Students will convene both within their groups and across groups. During meetings of individual groups, students should discuss how material covered in the previous session influences their analysis of the data on their selected countries. Meetings across teams will focus on what teams are finding in their research and how that might influence the research processes and questions of their peers. Students also will use this time to begin preparing their presentations.

Week 13: Group Exercise—Understanding and Comparing Context, Values and Public Service Around the World

11/15/ 2021 Session 24: Group Exercise Presentations. Students in the audience will be responsible for presenting their analysis and conclusions of how and why citizens engage in public service for the countries you have chosen.

11/17/2021 Session 25: Group Exercise Presentations. Students in the audience will be responsible for presenting their analysis and conclusions of how and why citizens engage in public service for the countries you have chosen.

Week 14: Thanksgiving Break – no classes 11/22 and 11/24

Week 15: Self-assessments of incorporating public service into your life and career

11/29/2021 Session 26: The instructor will discuss how to use self-assessment tools for students to complete self-assessments. Students will complete their self-assessments in class and then work with one or two class colleagues to explain the results of their self-assessments

12/1/2021 Session 27: Individual Presentations. Students in the audience will be responsible for summarizing others' presentations in a way that will ensure synthesis activity in following sessions can be carried out. This provides an opportunity to improve students' skills of synthesis from Week 10.

Week 16: Self-assessments of incorporating public service into your life and career

12/6/2021 Session 28: Individual Presentations. Students in the audience will be responsible for summarizing others' presentations in a way that will ensure synthesis activity in following sessions can be carried out. This provides an opportunity to improve students' skills of synthesis from Week 10.

12/8/2021 Session 29: Synthesis of Learning from the self-assessments and group exercises
The instructor will lead a discussion of student learning from the instruments students used collectively and those instruments used by students individually. An important question for the group is how useful the instruments used by everyone for the individual and group exercises was to the process of self-discovery.

Additional Resources

Alliance for Innovation. (2011). *Essays on The Value of Public Service*. Alliance for Innovation.

Bowman, James S. and Jonathan P. West. (2018). *Public Service Ethics: Individual and Institutional Responsibilities, 2nd Edition*. Routledge.

Bozeman, Barry. (2007). *Public Values and Public Interest: Counterbalancing Economic Individualism*. Washington, D.C.: Georgetown University Press.

Dik, Bryan J., and Ryan D. Duffy. 2009. Calling and Vocation at Work: Definitions and Prospects for Research and Practice. *The Counseling Psychologist* 37(3): 424-450.

Dik, Bryan J., Ryan D. Duffy, and Brandy M. Eldridge. 2009. Calling and Vocation in Career Counseling: Recommendations for Promoting Meaningful Work. *Professional Psychology: Research and Practice* 40(6): 625–632.

Eliasoph, Nina. (2013). *The Politics of Volunteering*. Malden, MA: Polity Press.

Hofstede, Geert. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations, 2nd Edition*. Chapter 1, Values and Culture. Pp. 1-40.

Implicit Association Test to Measure Prosocial Motivation (Marvel, John D., and William D. Resh. 2019. “An Unconscious Drive to Help Others? Using the Implicit Association Test to Measure Prosocial Motivation.” *International Public Management Journal* 22(1): 29-70.)

Krasna, Heather L. (2018). *Jobs That Matter: Find a Stable, Fulfilling Career in Public Service*. Indianapolis, IN: JIST Works.

National Commission on Military, National, and Public Service. (2020). *Inspired to Serve: The Final Report of the National Commission on Military, National, and Public Service*. Washington, D.C.: National Commission on Military, National, and Public Service.

Perrin, Andrew J. (2014). *American Democracy: From Tocqueville to Town Halls to Twitter*. Malden, MA: Polity Press.

Perry, James L. (2021). *Managing Organizations to Sustain Passion for Public Service*. Cambridge, UK: Cambridge University Press.

Ricks, Thomas. (2020). *First Principles: What America's Founders Learned from the Greeks and Romans and How That Shaped Our Country*. New York: Harper.