

POS 4931 | IDS 4930:

Public Management and the Gulf

University of Florida | Fall 2025

Course Information

Meeting Place

MAT 0119

Meeting Time

T: 9:35 – 10:25am &
R: 8:30 – 10:25am

Instructor Information

Instructor

Matthew J. Uttermark, PhD

Email

matthewuttermark@ufl.edu

Office Location & Hours

AND 0206
T: 11:30am-1:30pm &
R: 12:45 – 1:45 pm

General Information

Description

State, county, and municipal communities – both within Florida, and beyond – face several pressing issues in contemporary public management, including shifting demographics, increasing barriers to homeownership and insurance, limited budgets, hurricane disaster preparation/management, coastal erosion, climate change, rapid development, and intergovernmental negotiation. Further, local communities are diverse, and the problems facing one entity are unique compared to others. The purpose of Public Management and the Gulf is to provide students with the opportunity to study public management theory and practice by examining the current challenges facing local communities. This course hopes to more broadly encourage students to consider a career in public service – particularly within the field of local government.

This class is designed to introduce students to the constitutional, historical, legal, and ethical foundations of public management – and apply these concepts to local public management in Florida and nationally. The course will emphasize the conceptual and structural elements that distinguish public and nonprofit organizations from each other and from private sector firms. The course will focus on the activities taken directly by the government or indirectly by its partners to meet the democratically expressed, and often conflicting, needs of the public. Students will assess why values such as democratic

processes/civic engagement, accountability, fairness, transparency, effectiveness, and efficiency are essential in both the theory and practice of public management.

Course Objectives

At course conclusion students successfully completing the class will demonstrate the following competencies:

- 1) Discuss theories that have influenced the development of public sector management, local governments and nonprofit organizations, and apply this knowledge to understand how these guide contemporary problems within communities.
- 2) Identify and explain the core values of public management, understand trade-offs and perceived/potential conflicts across values to better affect responsible social change in gulf communities.
- 3) Demonstrate the ability to understand the policy process and understand the public manager's role in the policy process to empower and advise the public in communities.
- 4) Understand the requirements of writing to specific audiences, in particular, be able to write commentaries, effective memoranda, and literature reviews.
- 5) Engage in critical self-reflection to evaluate lessons learned and identify areas of improvement.

Grading

A 93-100	B 83-86.99	C 73-76.99	D 63 – 66.99
A- 90-92.99	B- 80-82.99	C- 70-72.99	D- 60 – 62.99
B+ 87-89.99	C+ 77-79.99	D+ 67-69.99	F < 59.99

Grade Rounding As a matter of policy, the instructor does not round grades in coursework. Please do not email the instructor at the end of the semester asking that your final grade be rounded up.

Please Note The gradebook for this class is updated every two weeks. Grades are unweighted on Canvas, please refer the Evaluation section below when determining grades.

Evaluation

Students will participate in a weekly **Discussion Board (20%)**. A key element of public affairs coursework is to prepare a student to be an organizational leader, a role that

places a premium on collaborative work, communications and evaluation skills, and professionalism. I will look for evidence that you synthesize the week's course material into your understanding of the field and that you integrate the discussion of classmates into your own contributions.

Beginning in week two, you are tasked with participating in the Discussion section of Canvas to display your understanding of the week's reading materials. You are required to participate for **at least 8 weeks**.

Please note discussion posts are due at 8:00am Tuesday prior to our class meeting, unless otherwise announced.

Each week's worth of participation is graded pass/fail. To earn a grade of pass you will need to first write up a brief summary and analysis of the week's readings. The analysis should be two paragraphs in length, a paragraph is at least five sentences long.

In the first paragraph, discussion should highlight the key themes and takeaways from each reading or assignment due that day. This does not need to be a long essay or a list of notes. This should concisely display that you read the assigned materials and got the important takeaways.

The second section/paragraph should include analysis, such as identifying themes across readings, key elements you think should be discussed in class, etc. Why are these required readings for the week's topic? How are they similar? How do they differ? What still puzzles you, and why?

Finally, you need to pose one to two discussion questions for the class and respond to one other student's proposed question. A response of two to three sentences to another student's posed question is sufficient to warrant a pass.

Students will complete a **Regulatory Memorandum (20%)**. Students will work to identify a new law or rule impacting a Florida community. Students will then identify who in the community is impacted by the law (city council, school board, residents, etc.); evaluate how those rules affect an organization; and then highlight what actions are required of the organization in response to them. In essence, students will practice translating a regulation or policy into practical language. Directions and rubric are posted on Canvas page associated with this class.

Students will develop a **Critical Analysis Paper (20%)**. Students will select a core value in public management (for example, transparency). Students will curate and review journal articles and identify how public affairs scholars conceptualize this value within public management. Students will then synthesize this knowledge – identifying an instance of this value being applied within a community and compare how it relates to existing scholarly debate. Directions and rubric are posted on Canvas page associated with this class.

Critical Analysis Presentation (20%), An important skill in public service is the ability to communicate effectively, either in formal presentations or in meetings. The purpose of this presentation assignment is to give you an opportunity to model effective communication in meetings where you need to get your ideas out, but also to defend them or revise them when other participants disagree. You need to speak clearly without dominating, listen to what others have to say, and respond to peers appropriately. This exercise will allow you to practice these skills.

Step one for this assignment involves completing your critical analysis paper (see the previous assignment). **Step two** is to prepare a brief presentation that introduces the focus of your critical analysis paper to the class and provides some synthesis of your understanding of the topic. In your presentation, you should highlight a concept that addresses an area that merits further discussion. **Step three:** you will have at least 2-3 questions that you will use to engage with your professor, fellow panelists, and the class audience by reacting and responding to their ideas or elaborating on your own understanding of the topic.

Your panel presentation will be graded on your mastery of the content of the unit, and the quality of your participation, both as a presenter and audience member.

In place of a final exam, students will submit a **Core Values Reflection (20%)**. Students will be asked to review readings, class discussions, and submitted projects to identify what public service core value most resonated with them over the semester; highlight how and why they think this core value is important; and how they would plan to apply this core value in a future public service career. Assignment directions and grading criteria will be assigned to students during the final week of classes.

Course Materials

Required Text

Guy, Mary E., and Todd L. Ely. *Esentials of Public Service: An Introduction to Contemporary Public Administration*. 2nd edition. Melvin & Leigh Publishers, 2022

Electronic copies of the textbook are available and can be used in this class.

This book should be available for purchase in the campus bookstore, Amazon.com and Chegg.com, among other sites. In the reading schedule, this book is referred to as **EoPS**.

Other readings (book chapters, journal articles) will be made available on the course site.

Class Policies

Makeup Work Make-up work will be accepted in this course if a student has a university approved absence. University approved absences include:

- A documented illness (or serious illness of a dependent child).
- A death in the family.
- Call to active military duty.
- Jury duty.
- A religious or work-restricted holy days.
- Official university activities (i.e., a student athlete competing in a meet).

It is your responsibility to inform me and get documentation before the absence occurs. For example, if you are ill the day of an assignment, I require a signed note from a medical doctor dated the day of the exam. I will then work to determine how to make-up the assignment. With the exception of the reflection paper and weekly discussion posts – which must be completed on time – late work submitted up to 48 hours after a deadline may receive up to half credit, unless otherwise documented.

Incomplete Grades I do not expect to hand out a grade of “Incomplete” to any student in this course. However, a grade of “Incomplete” will only be given if there is an agreement between the instructor and the student prior to the end of the semester. The instructor reserves the right to determine a legitimate reason for assigning an incomplete grade.

Plagiarism Any form of cheating will NOT be tolerated. If you are caught plagiarizing any written work you will receive an automatic zero on the assignment and will be reported to the university in accordance with University of Florida policy. Plagiarism is defined as: handing in a paper you did not write, attempting to pass off someone else's work as your own, or using your own ideas, information, or phraseology of other writers without giving proper credit in your text. Self-plagiarism – handing the same written assignment for multiple courses – is also prohibited. See the university honor code for more information.

Email Policy Please avoid emailing the instructor with questions that can be answered by reading the syllabus. This document contains information on how your grade is calculated and what is covered each day in class. Additionally, if you wish to set up an appointment with the instructor outside of office hours, please provide a list of times to meet in the first email sent to the instructor. The instructor monitors email from 9am – 5 pm, Monday through Friday.

Course Evaluations Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the

evaluation period opens and can complete evaluations through the email that they will receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Student Accommodations Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, you will receive an accommodation letter to share with me. If you need accommodation, please follow this procedure as early as possible in the semester.

Health & Wellness Resources If you or someone you know is struggling with any crisis including, but not limited to, gender, sexual, racial, or domestic violence, there are many community and University of Florida resources available. Some of these include:

- U Matter, We Care: 352-392-1575, umatter@ufl.edu
- RESPECT – UF Division of Student Affairs: respect.ufsa@ufl.edu
- Counseling and Wellness Center: 352-392-1575, counseling@ufl.edu (available 24/7)
- Alachua County Crisis Center's Crisis Line: 352-264-6789
- Student Health Care Center: 352-392-1161, shcc@ufl.edu
- Multicultural & Diversity Affairs: 352-392-1217, multicultural@ufl.edu
- UFPD Office of Victim Services: 352-392-1111, police@ufl.edu
- UF Health Shands Emergency Room / Trauma Center: 352-733-0111

Academic Resources The resources listed below are not exhaustive of all the academic resources that are available to students, but these encapsulate those that are helpful for students taking courses online, those seeking library support, or those looking for help with writing, tutoring, and general study skills:

- E-Learning Technical Support: 352-392-4357 (select option 2), learning-support@ufl.edu
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Writing Studio: 2215 Turlington Hall, 352-846-1138, <https://writing.ufl.edu/writing-studio/>.
- Academic Resources: provides services like tutoring, <https://academicresources.clas.ufl.edu>.

Academic Integrity Students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies several behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If

you have any questions or concerns, please consult with the instructor or TAs in this class.

Class Recordings Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Schedule

This syllabus is subject to change as necessary over the course of the semester. Regularly check Canvas and your e-mail for updates on any changes.

Date	Topic	Reading	Assignments
Aug 21	Introduction: What is Public Administration?		
Aug 26	Introduction: What is Public Administration?	EoPS Ch 1 Lewis (2007)	
Aug 28	What is an Administrator?	EoPS Ch 3	

Date	Topic	Reading	Assignments
		Sager & Rosser (2009)	
Sep 2	What is an Administrator?		
Sep 4	Organization Theory	EoPS Ch 4	
Sep 9	No Class: Instructor at Conference		
Sep 11	No Class: Instructor at Conference		
Sep 16	Legal Foundation of PA	EoPS Ch 12 Florida APA Pocket Guide	
Sep 18	Legal Foundation of PA		
Sep 23	The Policy Process	EoPS Ch 8 Barrilleaux et al. Supp.	
Sep 25	The Policy Process		
Sep 30	Budgeting	EoPS Ch 6 Yackee (2023)	
Oct 2	Budgeting		
Oct 7	Human Resources	EoPS Ch 5 Gade & Wilkins (2012)	
Oct 9	Human Resources		
Oct 14	Transparency	EoPS Ch 10 Martinez (1998)	
Oct 16	Transparency	EoPS Ch 10 Martinez (1998)	Regulatory Memorandum Due

Date	Topic	Reading	Assignments
Oct 21	Public Integrity	EoPS Ch 13 Taylor (2018)	
Oct 23	Public Integrity		
Oct 28	Nonprofits	EoPS Ch 9 Allen et al. (2018)	
Oct 30	No Class: Instructor at Conference		
Nov 4	Performance Measurement	EoPS Ch 14 Wholey et al. Supp.	
Nov 6	Performance Measurement		
Nov 11	No Class: Veteran's Day		
Nov 13	Citizen Engagement	EoPS Ch 2 Houston & Harding (2013)	
Nov 18	Presentations		Core Values Paper: Due at the start of class.
Nov 20	Presentations		
Nov 25	No Class: Thanksgiving Break		
Nov 27	No Class: Thanksgiving Break		
Dec 2	Public Service Delivery	EoPS Ch 15 Kapucu et al. (2008)	Core Values Reflection Assigned
Dec 4	No Class: Reading Day		
Dec 8	Final Exam Week		Core Values Reflection Due