

SUL ROSS STATE UNIVERSITY

**Public Budgeting and Finance
Political Science 5310.W01
Spring, 2022**

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Required Texts: Budgeting: Politics and Power by Carol W. Lewis and W. Bartley Hildreth (Oxford University Press: New York), 2013.

Course Description: PS5310 focuses upon the development and the execution of various public budgeting systems with special attention given to the political content of the budgetary process in the public sector. PS5310 will look at both national and local government financial management.

Course Objective: The objective of this course is for the student to master the study of public budgeting through developing the following proficiencies:

Student Learning Outcomes for PS 5310:

- The student will be able to conceptualize major concepts in budgeting, e.g., risk management, reduction management, as assessed in writing assignments;
- The student will be able to analyze the issues in public budgeting by relating major theories to the issues as assessed in response narratives to issues in public budgeting;
- The student will demonstrate competence in research in public budgeting as assessed by a monograph on a topic significant to public budgeting, e.g., law, agency, budgeting system, that the student will write.

Program Learning Outcomes:

The graduating student will:

- Demonstrate the ability to critique significant theoretical approaches of public administration.
- Demonstrate the ability to evaluate domestic and international administrative processes.
- Demonstrate the ability to apply appropriate statistical tools for quantitative analysis

Marketable Skills: Among the marketable skills developed in the Master of Public Administration program are:

- Students can organize and execute presentations relevant to public administration
- Students understand and can execute a program evaluation
- Students can conduct statistical analyses that are useful to the work of public administrators.
- Students can read and interpret an organization budget

Course Evaluation: The student will be evaluated upon performance in the following areas:

1. We will handle each chapter by using a two-step process: On day one, you will work the major concepts of the chapter. I will give you a list of terms to conceptualize. On the next day I will give you a theoretical question from the chapter to answer. You will be evaluated, therefore, on your conceptualizations, and your narrative response to the question of theory.
The conceptualization of political and budgeting concepts. What I want to do here is help each student develop a budgeting vocabulary. I will give the students a list of terms I want to have conceptualized. The student will conceptualize the term and then give the significance of the concept in public budgeting, *i.e.*, give the meaning of the concept and tell why it is important. (40% of grade)
Narrative response to an issue of theory in public budgeting. I will give you a question of theory related to public budgeting. You will respond to the topic by writing a 500 word response to the question. (40% of grade)
2. You also will have a ***fifteen-page research paper*** to write for the course. The topic could be:
 - a particularly significant piece of budgeting legislation, such as the Budgeting and Accounting Act of 1921;
 - a particularly significant budgeting system, such as the Program Planning Budgeting System (PPBS) or Zero-Based Budgeting (ZBB) or Performance Budgeting; or
 - a particularly significant budgeting agency, such as the Office of Management and Budget or the Legislative Budget Board.

The first stage of the research paper is to submit a proposal (sometimes called a prospectus). There will be a link under the assignment that will take you to instructions for preparing the paper (.05% of course grade).

The second, stage is the research paper itself. The paper will be double-spaced and will be formal in nature. You will be asked to use APA style. You will have to have in-text citations, as well as a works-cited page regardless of which style-sheet you use (20% of course grade)

Attendance; The student is expected to access Blackboard daily. Although I have never been really hardcore about enforcing the due-dates, I really don't want you to get too far behind. What I don't want is for you to flood me with assignments that I have to grade in a short period of time at the end of the semester. That's not fair to me or to your classmates, so I will drop you from the course if you have not submitted an assignment within a three-week period.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

The Graduate Center: The **Graduate Student Center**, located in **BAB 104**, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Alpine and distance education students can receive writing and thesis assistance by contacting the Graduate Center at gradcenter@sulross.edu or calling 432-837-8247.

Blackboard Technical Support.

SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll Free: 888.837.6055. Email: blackboardsupport@sulross.edu

Disabilities Accommodation.

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services. Students seeking accessibility services must contact Mary Schwartze Grisham, M.Ed., LPC, Director of Counseling & Accessibility Services, Telephone: 432-837-8203 (if no answer, leave a message and your call will be returned as soon as possible during work hours), or E-mail: mschwartz@sulross.edu. Disability Services are located on the first floor of Ferguson Hall (Suite 112). Her mailing address is P. O. Box C-122, Sul Ross State University, Alpine, Texas 79832.

SRSU Library Services.

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Integrity.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect.

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement.

University education at its best supports and encourages diversity of thoughts, perspectives and experiences, and values diverse identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, and nationality). The diversity in this classroom is an asset in the study of politics.

Course Calendar, Spring 2022			
Date	Chapter	Daily Assignment <i>Assignments will be posted under the Assignments link on Blackboard</i>	Due Date for Assignment <i>Assignments due 11:55 p.m.</i>
January 10	<i>Introduction: Budgeting and Democracy</i>	Concept Clarification Submit topic for research paper to professor (Prospectus/Proposal)	January 17 February 1

		Term Paper Over Public Budgeting Topic	April 29
January 16	<i>Introduction: Budgeting and Democracy</i>	Essay Response to Issues in Theory	January 22
January 21	Chapter 1, <i>Follow the Money</i>	Concept Clarification	January 28
January 27	Chapter 1, <i>Follow the Money</i>	Essay Response to Issues in Theory	January 31
	Prospectus/Proposal due		February 1
January 30	Chapter 2, <i>We the People: Power and Participation</i>	<i>Concept Clarification</i>	February 6
February 5	Chapter 2, <i>We the People: Power and Participation</i>	Essay Response to Issues in Theory	February 11
February 10	Chapter 3, <i>Fairness and Trust in Budgetary Politics</i>	Concept Clarification	February 15
February 13	Chapter 3, <i>Fairness and Trust in Budgetary Politics</i>	Essay Response to Issues in Theory	February 19
February 18	Chapter 4, <i>Process Matters</i>	Concept Clarification	February 22
February 21	Chapter 4, <i>Process Matters</i>	Essay Response to Issues in Theory	February 27
February 26	Chapter 5, <i>Putting the Puzzle Together</i>	Concept Clarification	March 3
March 2	Chapter 5, <i>Putting the Puzzle Together</i>	Essay Response to Issues in Theory	March 6
March 5	Chapter 6, <i>Spending Public Resources</i>	Concept Clarification	March 19
March 8-12	Spring Break		
March 18	Chapter 6, <i>Spending Public Resources</i>	Essay Response to Issues in Theory	March 24
March 23	Chapter 7, <i>A Taxing Subject: Raising Public Resources</i>	Concept Clarification	March 27
March 26	Chapter 7, <i>A Taxing Subject: Raising Public Resources</i>	Essay Response to Issues in Theory	April 1
March 31	Chapter 8, <i>Politics and Capital Budgeting</i>	Concept Clarification	April 4
April 3	Chapter 8, <i>Politics and Capital Budgeting</i>	Essay Response to Issues in Theory	April 9
April 8	Read Chapter 9, <i>How To Read a Local Budget</i>	Concept Clarification	April 15

April 14	Read Chapter 9, <i>How To Read a Local Budget</i>	Essay Response to Issues in Theory	April 19
April 18	Read Chapter 10, <i>The Bottom Line</i>	Concept Clarification	April 22
April 21	Chapter 10, <i>The Bottom Line</i>	Essay Response to Issues in Theory	April 25
	Research Paper Due		April 29
May 6	Graduation		