



## Syllabus for Political Science 5053: Public Administration Dynamics (online)

### Course Information

College: Liberal Arts

Department: Political Science

Course title: Public Administration Dynamics

Semester: Spring 2020

Course number: POL 5053

CRN: 25401

Building and Classroom: n/a; WWW (online) Meeting Day/Time: n/a; WWW (online)

### Instructor Information

Instructor name: Dr. Alyssa L. Provencio

Office location: Liberal Arts (LAR) 100B

Office hours: By appointment or anytime during regular business hours (M-F, 9 AM-5 PM) via Skype or Google Hangout by request. Email (*BEST way to get ahold of me!*): [aprovencio@uco.edu](mailto:aprovencio@uco.edu)

I will respond as soon as possible, within 24 hours, during regular business hours (M-F, 9 AM-5 PM); I cannot guarantee any responses outside of those hours.

Campus telephone: (405) 974-5537

Personal Google Voice phone number: (405) 896-0906. This number forwards to my personal cell phone; I cannot receive text messages at this number.

### Course Description and Objectives

#### Course Description

The course introduces the study of public administration by reviewing the discipline's history, exploring the role of bureaucracy in a democracy, applying management and organizational theory to the public setting, and illustrating the work life of a public administrator through various simulations and case studies. Particular focus will be on the concepts and problems of public administration with emphasis on the development of organizations, management of human resources, ethical practice, emerging professionalism, and oversights of governmental budgeting and finance.

#### Prerequisites

None

## Course Objectives

- UC 1.3- Demonstrates a working knowledge of major leadership, management, and organizational theories relevant to public and nonprofit organizations.
- UC 1.5- Understands the relationships between the public and nonprofit sectors and how they differ from the private sector, while recognizing public-private partnerships and outsourcing.
- UC 1.9 -Identifies and explains the core functions of public management (e.g., human resources, finance and budgeting, policy analysis, program implementation, etc.)
- UC 1.13- Assesses the major reform movements in historical and contemporary contexts and is able to recommend reform when necessary.
- UC 2.7- Describes how the policy and the administrative processes connect.
- UC 2.15- Describes the relationships between policy analysis, politics, and the policy process.
- UC 2.18- Applies theoretical frameworks to societal problems and translates them into practice.
- UC 3.5- Synthesizes and critically reviews primary/secondary sources and/or data to inform decisions.
- UC 4.6- Identifies and resolves conflicts between ethical values.
- UC 4.16- Produces an original work that applies a public service perspective.
- UC 5.4 + 5.5- Communicates effectively in writing/spoken format to a variety of audiences.
- UC 5.8- Understands how social demographics shape public administration.

## Transformational Learning Objectives

This course supports the following tenets of transformative learning:

- Discipline Knowledge-students explore, discuss, and practice the techniques, conventions, and processes that produce researched written arguments.
- Leadership-students learn how to present claims and evidence fairly and civilly, to consider thoroughly and respond ethically to counterevidence and counterarguments, and to develop a clear, well-informed stance about ongoing issues or problems.
- Global and Cultural Competency-students read and write arguments about global and cultural issues and direct writing to diverse audiences.
- Problem Solving (Research, Scholarly, and Creative Activities)-students learn to analyze complex arguments, to produce arguments informed by careful research, and to document sources following academic conventions.
- Service Learning and Civic Engagement-in service learning sections, students research and write about a significant service learning experience; in other sections, students learn how the public use of argument has the potential to affect an audience and to effect a change in their communities.
- Health and Wellness-students read arguments about, write arguments about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning.

## Textbook Information

Required:

Holzer, M., & Schweser, R.W. (2016). *Public administration: An introduction* (2nd edition). Routledge. ISBN:9780765639110

Shafritz, J. M., & Hyde, A. C. (2016). *Classics of public administration 8th Edition*. Cengage Learning. ISBN: 9781305639034

Any additional journal articles, text, or materials used will be provided via D2L free of charge.

## Course Outline, Requirements & Assignment Weights, and Grading

Course Outline- See Appendix A

Course Requirements & Assignment Weights

*More information about some of the following assignments will be provided in class and via D2L.*

Orientation - 5%- Students will complete a syllabus quiz and an introduction post on D2L.

Weekly Reading Reflection- 25%- Students should prepare a one-page, single-spaced reflection on each week's readings; this is one page for all of the readings, not per reading. The memo should respond to issues or questions raised by the readings or based on the students' own reflections.

Weekly Applied Activities- 25%- Students will use the knowledge gained and apply it to a real-world problem in public administration.

Weekly Current Events in Public Administration Discussion- 25%- Students will, for each week, select a news story (include source link) about a current event that took place within the last 3 months (preferably the last month) and tie it to the readings for the week. Explain how the story demonstrates the theory/ies discussed and how it/they relate/s to practice. Respond to at least two (2) of your colleagues' posts in a meaningful way; simple agreement/disagreement and/or one sentence responses will not suffice.

Mid-Term Exam (10%) and Final Exam (10%) - 20%- Students will take two examinations during the semester. These exams will be essay-based and cover major concepts from the first part and second part of the semester, respectively. Make-up examinations will not be offered except for documented emergencies. Even then, an alternate form of the examination will likely be substituted. Please let me know at least two weeks in advance if you have documented DSS accommodations.

### Grade Scale

A 90-100

B 80-89.9

C 70-79.9

D 60-69.9

F 0-59.9

### Class Policies

#### Assignments and Extensions

Assignments are expected to be turned in on time. An automatic 5% per day will be deducted for any late assignment. If one of the following circumstances affects your ability to turn in an assignment- illness (with doctor's note), family emergency, death in your immediate family, or any other grave matters- please e-mail, phone, or talk to me in person before with justification, if possible, PRIOR to the due date. If it is not possible to contact me before the due *date*, please contact me as soon as you can. All extensions will be granted with discretion.

## Contesting Grades

If you have received a grade on an assignment that you see as unfair, you have the right to contest the grade with a written explanation sent to me by email. I will consider it, but I reserve the right to give the grade initially given with an explanation of why your request was denied.

Final grades will NOT be changed. You will have had ample opportunity to contest your grades on assignments and/or exams. For example, while figuring final grades, if I find you are one point away from the next highest grade, you will receive the lower grade. If you are .1point from the next highest grade, you will receive the lower grade. I will NOT raise your grade at the end of the semester if you are one or two points away from the next higher grade. What you earned is what you get. If I do it for one person, I will have to do it for all.

## "Classroom" Expectations

### Participation

The success of a student's performance is directly related to the quantity and quality of preparation for and participation the course. It is possibly even more important in order to be successful in the online classroom. I fully expect participation and active engagement throughout the semester. I also expect that every student will be respectful of other students' ideas and experiences; this is not to say that constructive critique can't be used, only that it be done with tact and regard.

### D2L

You all will have access to the online-based instruction program Desire2Learn (D2L). I will use D2L a number of ways, including e- mailing the whole class on updates and information, posting course documents (including any updates to the course outline), using it as an assignment submission tool, to post grades, and other activities. It is vital that you understand how to use D2L as it is essential to your success in class. If you have questions, please see me for help.

### E-mail

All course e-mails will be sent to your UCO e-mail address; check your e-mails regularly! In addition, when e-mailing me, I ask that you please include POL 5053 and your name in the subject line.

## Fine Print

### Incompletes

All students are expected to complete course requirements by the end of the semester. In those rare circumstances in which completion by semester's end is not possible, I may decide either to submit a final grade based on the work completed or submit a grade of "I" along with a default grade based on work completed. In no case will an "I" grade be submitted unless at least 50% of the required work has been completed by the end of the semester. If an "I" grade is submitted, the student will be allowed no more than one year from the end of the semester to complete course requirements; else, the "I" grade will convert to the default grade.

### Academic Integrity

I seek to uphold equity and fairness in my classroom. Cheating of any kind will not be tolerated in consideration of your fellow students. I abide by UCO's Academic Dishonesty Policy, which is available in the syllabus attachment. If you are caught violating this policy, I will prosecute to the fullest extent possible.

## ADA Statement Regarding Special Accommodations

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 ("Title IX"), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D.

## UCO Policies

Any topic not covered here is covered by university policies.

Here is the link to the UCO Information Sheet. This information sheet applies to all courses at UCO. The link: <http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

## Appendix A - Course Outline

### Course Outline

#### Week 1: Orientation

1/19/2020: Orientation Syllabus Quiz and Orientation Discussion Post Due

#### Week 2: Module 1: Public Administration as a Discipline - PA Intro - 1; Classics-1, S, 29

1/21/2020: Reading Reflection 1 Due

1/24/2020: Activity 1 Due

1/26/2020: Discussion 1 Due

#### Week 3: Module 2: Organization Theory and Management - PA Intro - 2; Classics - 8, 14, 43

1/28/2020: Reading Reflection 2 Due

1/31/2020: Activity 2 Due

2/2/2020: Discussion 2 Due

#### Week 4: Module 3: Human Resource Management - PA Intro - 3; Classics - 34, 46; Selden, 2006

2/4/2020: Reading Reflection 3 Due

2/7/2020: Activity 3 Due

2/9/2020: Discussion 3 Due

#### Week 5: Module 4: Decision Making - PA Intro - 4; Classics - 30; Janis, 1971

2/11/2020: Reading Reflection 4 Due

2/14/2020: Activity 4 Due

2/16/2020: Discussion 4 Due

#### Week 6: Module 5: Politics and Public Administration - PA Intro - 5; Classics - 6, 27; Mccubbins and Schwartz, 1984

2/18/2020: Reading Reflection 5 Due

2/21/2020: Activity 5 Due

2/23/2020: Discussion 5 Due

#### Week 7: Module 6: Intergovernmental/Intersectoral Relations - PA Intro - 6; Classics - 35, 53; Selsky and Parker, 2005

2/25/2020: Reading Reflection 6 Due

2/28/2020: Activity 6 Due

3/1/2020: Discussion 6 Due

Week 8: Module 7: MID-TERM EXAM

3/8/2020: Mid-Term Exam Due

Week 9: Module 8: Performance Management - PA Intro - 7; Classics - 48 Wichowsky and Moynihan, 2008;Behn,2003

3/10/2020: Reading Reflection 8 Due

3/13/2020: Activity 8 Due

3/15/2020: Discussion 8 Due

Week 10: Module 9: Program Evaluation - PA Intro - 8; Classics – 40

3/24/2020: Reading Reflection 9 Due

3/27/2020: Activity 9 Due

3/29/2020: Discussion 9 Due

Week 11: Module 10: Budgeting and Finance – PA Intro - 9; Classics - 22; Melkers and Willoughby, 2001

3/31/2020: Reading Reflection 10 Due

4/3/2020: Activity 10 Due

4/5/2020: Discussion 10 Due

Week 12: Module 11: Social Equity - Classics - 45; Frederickson, 2005; Kennedy, 2013

4/7/2020: Reading Reflection 11 Due

4/10/2020: Activity 11 Due

4/12/2020: Discussion 11 Due

Week 13: Module 12: Leadership and Ethics - PA Intro - 10 and 11; Classics - 51; Andersen , 2010

4/14/2020: Reading Reflection 12 Due

4/17/2020: Activity 12 Due

4/19/2020: Discussion 12 Due

Week 14: Module 13: Technology and Public Administration - PA Intro - 12; Classics - 50; Norris and Reddick, 2013

4/21/2020: Reading Reflection 13 Due

4/24/2020: Activity 13 Due

4/26/2020: Discussion 13 Due

Week 15: Module 14: Future of Public Administration - PA Intro - 14; Classics - 54; Comfort, 2012

4/28/2020: Reading Reflection 14 Due

5/1/2020: Activity 14 Due

5/3/2020: Discussion 14 Due

Week 16: FINAL EXAM

5/8/2020: Final Exam Due