



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

Course Information

College: Liberal Arts
Department: Political Science
Course title: Public Administration Dynamics
Semester: Spring 2021
Course number: POL 5053
CRN: 25344
Building and Classroom: n/a; WWW (online)
Meeting Day/Time: n/a; WWW (online)

Instructor Information

Instructor name: Dr. Alyssa L. Provencio
Instructor title: Assistant Professor
Office location: Liberal Arts Building – North 100B, Political Science suite, Box 165
Student hours: By appointment anytime during regular business hours (M-F, 9 AM-5 PM) via Zoom by request. I am not holding any face-to-face meetings.
Email (*the BEST way to get ahold of me!*): aprovencio@uco.edu
I will respond as soon as possible, within 24 hours, as long as it's during regular business hours (M-F, 9 AM-5 PM); I cannot guarantee any responses outside of those hours.
Campus telephone: (405) 974-5537 – This number will forward to my cell phone when I am not on campus.
Personal Google Voice phone number: (405) 896-0906 – This number forwards to my cell phone; I cannot receive text messages at this number.
Teaching Philosophy: I aim to be inclusive and participatory in the pursuit of equity and justice in the public sphere.

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.

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%) – submissions under D2L Assignments: 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%) – submission under D2L Assignments: 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%) – submission under D2L Discussion Board: 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 and Final Exam (10% each; 20% total) – found under D2L Quizzes: 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. Deadline extensions will only be granted under special, confirmable (documented) circumstances. Discussions cannot be made up, all other assignments are at the discretion of the instructor. Requests made prior to the deadline are most appreciated. For example, if you are observing a religious holiday that is in conflict with an assignment or exam deadline, it is your responsibility to notify the instructor prior to the assignment or exam deadline of any difficulty completing the assignment or exam on time due to your religious observance.

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 .1 point 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 a short descriptor of what your email is about; for example, POL 5053: Missing Assignment.

Fine Print

Illness

If you are not feeling well, please refer to “Missing Class & Make-Up Assignments” for further details on how sick days will be handled. Because you have a week to complete your assignments, it is assumed you will be able to complete the assignments. This does not apply to more extreme diagnoses, such as COVID-19. Please email me if you have a condition requiring more extreme accommodations.

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.

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.

COVID-19 Considerations

Interaction

Because this is an online class, I will conduct all class-related matters via email, D2L, and Zoom.

Other Resources

If you need any further information about UCO’s COVID-19 re-opening plan, policies, or resources, please visit the [UCO Coronavirus website](#).

UCO Policies

Transformational Learning Objectives

This course supports the following tenets of transformative learning:

- Discipline Knowledge
- Leadership
- Global and Cultural Competency
- Problem Solving (Research, Scholarly, and Creative Activities)
- Service Learning and Civic Engagement
- Health and Wellness

Other University Policies

University policies cover any topic not included here. Additionally, the [UCO Information Sheet](#) covers many important topics and applies to all courses at UCO.

Appendix A – Course Outline

Week	Module	Theme	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			18-Jan	19-Jan	20-Jan	21-Jan	22-Jan	23-Jan	24-Jan
Week 1		Orientation (due Jan 25)		MLK Jr. Day					
			25-Jan	26-Jan	27-Jan	28-Jan	29-Jan	30-Jan	31-Jan
Week 2	Module 1	Public Administration as a Discipline – PA Intro - 1; Classics – 1, 5, 29	Orientation Syllabus Quiz and Introduction Post			Reading Reflection 1 Due		Activity 1 Due	
			1-Feb	2-Feb	3-Feb	4-Feb	5-Feb	6-Feb	7-Feb
Week 3	Module 2	Organization Theory and Management – PA Intro - 2; Classics – 8, 14, 43	Discussion 1 Due			Reading Reflection 2 Due		Activity 2 Due	
			8-Feb	9-Feb	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb
Week 4	Module 3	Human Resource Management - PA Intro - 3; Classics – 34, 46; Selden, 2006	Discussion 2 Due			Reading Reflection 3 Due		Activity 3 Due	
			15-Feb	16-Feb	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb
Week 5	Module 4	Decision Making - PA Intro - 4; Classics - 30; Janis, 1971	Discussion 3 Due			Reading Reflection 4 Due		Activity 4 Due	
			22-Feb	23-Feb	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb
Week 6	Module 5	Politics and Public Administration - PA Intro - 5; Classics - 6, 27; McCubbins and Schwartz, 1984	Discussion 4 Due			Reading Reflection 5 Due		Activity 5 Due	
			1-Mar	2-Mar	3-Mar	4-Mar	5-Mar	6-Mar	7-Mar
Week 7	Module 6	Intergovernmental/Intersectoral Relations - PA Intro - 6; Classics - 35, 53; Selsky and Parker, 2005	Discussion 5 Due			Reading Reflection 6 Due		Activity 6 Due	
			8-Mar	9-Mar	10-Mar	11-Mar	12-Mar	13-Mar	14-Mar
Week 8	Module 7	MID-TERM EXAM	Discussion 6 Due						
			15-Mar	16-Mar	17-Mar	18-Mar	19-Mar	20-Mar	21-Mar
Week 9	Module 8	Performance Management - PA Intro - 7; Classics - 48 Wichowsky and Moynihan, 2008; Behn, 2003	Mid-term Exam Due			Reading Reflection 8 Due		Activity 8 Due	
			22-Mar	23-Mar	24-Mar	25-Mar	26-Mar	27-Mar	28-Mar
Week 10	Module 9	Program Evaluation - PA Intro – 8; Classics - 40	Discussion 8 Due			Reading Reflection 9 Due		Activity 9 Due	

