Course Description and Objectives

If public administrators are to serve the public, then the behaviors, preferences, and expectations of the public must be an object of understanding. Civic engagement is an area of emphasis for local governments per ICMA and nonprofit organizations must also wrestle with the demands and expectations of the public. Therefore, students of public administration must be able to navigate 1) the nature, identity, and behavior of citizens; 2) expectations regarding citizen contributions to public management and governance broadly understood; and 3) the tools and techniques that leverage citizen engagement in pursuit of the public good, broadly understood. However, these questions have very different answers and very different skill sets given paradigmatic divisions between market and political models of public administration. This class will address both.

Students should recognize that expectations for self-guided learning are greater in this course relative to other courses. In particular, students are asked to do the following:

1. Students must be prepared to discuss reading assignments. Students will be asked to contribute to discussions of readings.
2. Students must make informal presentations about homework.
3. Students must conduct applied research in a real world context.
4. Students must work closely with colleagues through formal and informal collaboration.

In summary, students should expect to read significant materials, to synthesize those materials, and to conduct independent projects with extensive research. The burden and joy of learning sits squarely on the student. My role as the instructor becomes more of a guide and evaluator.

Course Materials

The following books are required and available at local bookstores or online.

Other assigned course readings available on BB.

**Course Evaluation and Grades**

Below you will find a brief description of each component and their weight in the evaluation process. There are 1,000 possible points in the course.

1. **Case Study Research (50%).** Students will select one of the following case studies to provide a critical review and alternative strategies: Denton Civil War Monument Engagement or DCTA Constituency Engagement. The critique must demonstrate each of the key tools and techniques taught in the course. The objective is to provide a menu of options that you have executed in the class so you can implement these in a real world context. This will be a team activity. If you want to suggest another form of engagement, you can make a proposal, but these are strongly preferred. More information will be forthcoming.

2. **Staging Exercises (20%).** Students will stage and operate a world café, open space technology, or pro-action café. The topic will be determined at a later date. More information will be forthcoming.

3. **Observation exercise (10%).** Students will observe a traditional form of civic engagement. The observation must be approved by the professor prior to the observation, and the report filed according to the framework discussed in class.

4. **Final Exam (10%).** You will have one exam at the end of the course. The exam will be comprehensive and cover both the literature, class projects, discussions, and guest speakers.

5. **Class discussions (10%).** The instructor will evaluate your in class participation on a qualitative observational basis. This includes various written reports of observational assignments including a requirement to attend at least two arenas of public engagement.

**Other Course Policies**

Please see the Blackboard page for other policies set by the department.

*Students with Disabilities*

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make the necessary arrangements. Students should present appropriate verification of student disability to the instructor and reasonable accommodations will be made. However, no requirement exists that accommodations be made prior to completion of this approved University process.

*Withdrawals*

Students may withdraw from the course, but you must follow university procedures. The instructor is not responsible for failure to meet withdrawal deadlines.
Classroom Civility

Students must help maintain a classroom atmosphere conducive to learning. Please refrain from engaging in activities that are disruptive to the learning process such as tardiness, use of phones or other electronic devices, or engaging in other activities. Moreover, students should engage in civil discourse with their colleagues and instructor. Argumentation and debate do not necessitate the use of language that denigrates others. Students are encouraged to express their positions and opinions, even controversial ones, but they must do so in a civil manner. Failure to maintain a civil environment will be incorporated into your participation assessment.

Academic Ethics

The issue of academic ethics can be a problem and thus any instance of cheating, plagiarism, falsification, or failure to do original work for this course can result in one or more of the following consequences.

- Failing grade for assignment
- Failing course grade
- Recommendation for additional disciplinary action
- Requirement to do substitute assignments
- Removal from the PhD program or University

See Blackboard for an additional list of course policies that are an extension of this syllabus document.

Course Syllabus

The following schedule indicates our plan for the semester. The instructor will change the plan to facilitate course objectives. The course has three substantive objectives that are outlined below. The course schedule will be adjusted and changed to accommodate these objectives. In other words, the schedule will change.

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>January 18</td>
<td><strong>Introduction to the Class</strong></td>
</tr>
<tr>
<td></td>
<td>• Syllabus</td>
</tr>
<tr>
<td></td>
<td>• Overview and project descriptions</td>
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</tbody>
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January 25  
**Frameworks and Purposes**

- Case study reports

February 1  
**Market Models: Citizen Engagement as Customer Satisfaction**

- Morgeson 1-6
- Clayton, MO and Westlake, TX surveys. See BB
- In-class exercises. Bring a laptop.

February 8  
**Market Models: Citizen Engagement as Customer Service**

- GAO Customer Service
- King County Customer Service
- In class exercise. Bring a laptop

February 15  
**WORKSHOP**

- Case study discussion
- Project workshop

February 22  
**Deliberative Democracy: Theories and Concepts**

- Nabatchi’s *Democracy in Motion*: 1

March 1 **Deliberative Democracy: Design Principles for Complicated Problems**
- Nabatchi’s *Democracy in Motion*: 3-6

March 8 **Deliberative Democracy: Design Principles for Complex Problems**
- Art of Participation – pp 14-32.
- World Café simulation

March 15 **Spring Break**

March 22 **Deliberative Democracy: Design Principles for Complex Problems**
- Art of Participation – pp 34-46 & 61-80
- Open Space Technology simulation
- ProAction Café simulation
- Diamonds and Circles

March 29 **Deliberative Democracy: Application/Simulation Design**
- Art of Participation – 82-97
- Workshop for applied public deliberation.

April 5 **Evaluating Citizen Engagement**
- In class activity—please bring a laptop.

April 12 **Technology and Citizen Engagement**
• Discussion assignment notice.

April 19  
**Deliberative Democracy: Application/Simulation**

• Exact time and location to be determined.

April 27  
**Integrating Market and Democratic Models: Deliberative Polling**

• Watch: Deliberative Polling in Europe
• Watch: Deliberative Polling on Campus
• Review the Japanese case study (see BB).
• In Class Workshop for final projects.

May 3  
**Course Review, Final Presentations, and Conclusions**

• Final exam will be distributed.
• Discussion of projects.

May 10  
**Final Exam is due at 5:00PM**