UNT Department of Public Administration
PADM 5700. Seminar in Civic Engagement in Public Administration
Spring 2015
Thursday 6:00 p.m. to 8:50 p.m.

Instructor: Brian K. Collins
Office location: Chilton Hall 204C
Office Hours: T, F from 1:30 to 3:30 and by appointment
Phone: 565-2318
Email: brian.collins@unt.edu
Course URL: Login at learn.unt.edu

Course Description and Objectives

Civic engagement is an enormous topic that encompasses many knowledge bases, many skills, and many abilities so we must simplify to gain traction. Clear distinctions between the world of politics and administration can be drawn, but as we know (?) those distinctions are largely theoretical. Nevertheless, this course attempts to view civic engagement through the lens of public administration broadly understood. In other words, this course operates from the value position that professional public servants should be neutrally competent managers and analysts who serve the public in governmental and nonprofit organizations. Therefore, students of public administration must be able to navigate multiple perspectives regarding 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.

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 lead discussions and conduct informal presentations.
2. Read and understand assignments that may not be discussed in whole or in part during class times.
3. Students must be willing to conduct extensive primary and secondary research.
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. This approach works well with highly qualified and motivated students. I expect and know that you are such students. But, if this is not a good semester for you to engage in this type of learning environment, then please be aware of expectations now. High expectations are a foundation for excellence.
Course Materials

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


All other assigned readings are in Course Readings folder on Blackboard.

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. **Course Projects (75%)**. Each student will complete a significant project as part of a group. The nature of this course is such that the project itself will be defined by student groups with faculty approval. More discussion will occur in class.

2. **Final Exam (15%)**. You will have one comprehensive exam at the end of the course. The exam will comprehensive and cover both the literature and the in class projects, discussions, and guest speakers.

3. **Instructor Evaluation (10%)**. The instructor will evaluate your in class and group participation on 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. Students are responsible for any changes made to the syllabus that are announced in class or through announcements on Blackboard. Such announcements will be timely, but the nature of this course is flexibility for both students and the instructor. To facilitate such flexibility think about the course as three modules that may be relocated within the course calendar, but will be covered in the calendar. Please also recognize the heavy reading load early in the semester and be prepared to read the material before coming to class so you can discuss the material.

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 22</td>
<td><strong>Introduction to the Class</strong></td>
</tr>
<tr>
<td></td>
<td>• Thomas 1,2</td>
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<tr>
<td>January 29</td>
<td><strong>The Public as Customers.</strong></td>
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<tr>
<td></td>
<td>• Thomas 3</td>
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<tr>
<td>February 5</td>
<td><strong>The Public as Customers</strong></td>
</tr>
<tr>
<td></td>
<td>• Thomas 4</td>
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February 12  **The Public as Customers**

February 19 **The Public as Partners in Production**
- Thomas 5, 6

February 26  **The Public as Citizens in Democracy**

- Thomas 7
- Innes and Booher 1,2,3

March 5  **The Public as Citizens in a Democracy**

- Thomas 8

March 12  **The Public as Citizens in a Democracy**

- Thomas 9
- Innes and Booher 4,5

March 19  **Spring Break**
## March 26  | The Public as Citizens in a Democracy

- Inness and Booher 6,7

### April 2  | Practioners and Practice Activities

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### April 9  | Practioners and Practice Activities

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### April 16  | Practioners and Practice Activities

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### April 23  | Practioners and Practice Activities

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### April 30  | Practioners and Practice Activities

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### May 7  | Course Debriefing

- Final exam discussion and delivery.
- Thomas 10

### May 14  | Final Exam is due at 5:00PM