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Office Location:

Office Hours: By appointment
Class Duration: 08/22/22 – 12/10/2022
Class Type: Online

Catalog Course Description

Seminar is for public management students who want to help citizens learn from one another and strengthen the capacity of citizens to solve problems. Political, public administration, sociological, anthropological, and organizational perspectives will be covered.

This is a Discipline-specific Global Learning course that counts towards your FIU Global Learning graduation requirement. <https://goglobal.fiu.edu/medallion/>

Course Learning Goals and Objectives

The main goal of the course is to prepare you to better serve citizens by building on their assets to solve public problems.

Upon completing this course, students will be able to

- CLO1 Identify major concepts, issues, and the scope of public service and participation.
- CLO2 Explain the different public participation mechanisms (both government- and citizen-initiated).
- CLO3 Compare and contrast U.S. public participation and government service delivery mechanisms to those used in other countries.
- CLO4 Evaluate how residents can help solve public problems and identify the resources they need.
- CLO5 Create a public participation plan for your local community on an issue that is important to you.

Global Learning Course Outcomes

- *(Global Awareness)* Students will demonstrate knowledge of the interrelatedness of issues, trends, and systems within local and global public government- and citizen-initiated participation mechanisms.
- *(Global Perspective)* Students will conduct a multi-perspective analysis and comparison of U.S. public participation and a problem/s associated with government service delivery mechanisms with those used in other countries.
- *(Global Engagement)* Students will be able to demonstrate the willingness to engage in problem-solving through a group debate on methods of public participation on an important local, global, and/or intercultural problem.

Course Prerequisites:

There are no prerequisites for this course.

Important Information

Before starting this course, please review the following pages:

- [Policies](#)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Academic Misconduct Statement](#)
- [Panthers Care & Counseling Psychological Services \(CAPS\)](#)
- [Panthers Protecting Panthers](#)

Required/ Recommended Books

There is no required textbook for this course. Course materials represent multiple and diverse perspectives and will be posted in the modules in Canvas.

Examples of Required Content and Readings

- How Democracy Dies – story from Democracy Maybe, a documentary series by Al Jazeera on democracy struggles in Hungary and Myanmar
- When Citizens Assemble-a documentary by Patrick Chalmers on the Ireland's Citizen Assembly
- Putting the Public Back into Governance: The Challenges of Citizen Participation and Its Future by Archon Fung (2015)

NOTE: We will be using Yellowdig for this course. Yellowdig is a part of the Panther Book Pack or you may purchase it directly from the bookstore under required material for this course.

Assignments and Evaluation

Evaluation for the course will be based on the following:

1. Public Participation Plan

You will develop a public participation plan for the city OR county you live in. The plan will detail how you plan to involve the public into the decision-making processes on an issue that is of interest to you (e.g., housing, environment, transportation, economic development). This plan will constitute 30% of your course grade.

2. Local Public Meeting Report

You will attend a public meeting held by one of the county or city governments in your area and write a report. The report will count for 20% of your course grade.

3. Reflection Memos

You will write two short reflection memos during the course.

1. You will watch a short documentary about citizen dissent and the erosion of democracy in Myanmar and Hungary. You will reflect on the importance of dissent to vibrant communities and how this idea impacts U.S. democracy. **This assignment will serve as an assessment of your Global Awareness.
2. You will discuss the implications of remote work and new technology on public service delivery. How can communities leverage their financial capital to adjust to the “new normal”?

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Reflection memos will count for 15% of your grade (7.5% each memo).

4. Watch and Debate Sessions

You will participate in two "Watch and Debate" sessions. For each of these sessions, you will have to watch a short video that will be posted in Canvas and participate in an online debate with your classmates on the following questions:

- Can the U.S. follow Estonia's lead in e-government?
- Should U.S. citizens be more directly involved with amending the U.S. Constitution (compare to experience in Chile)?

For each "Watch and Debate" session, I will divide the class into three groups: those who will be the judges (who will get to decide who won the debate), those who will defend the position of YES (e.g., Yes, the U.S. can implement e-government), and those who will defend the position of NO (e.g., No, the U.S. cannot implement e-government). You will be placed in a different group for each debate. **This assignment will serve as an assessment of your Global Perspective and Global Engagement.

"Watch and Debate" sessions will count for 15% of your course grade (7.5% each debate).

5. Yellowdig Discussion

Yellowdig is an online conversation platform (accessed through Canvas). You receive points for participating in Yellowdig conversations, and the points you receive in Yellowdig factor into your final grade. Each week, you can earn up to **1000** points. To get an "A" in Yellowdig, you must have at least **14000** points by the end of the course. If you reach the weekly max by the end of each week, you are guaranteed to get an "A" in Yellowdig. Your Yellowdig grade is worth 20% of your grade.

You receive points for interacting and engaging with your peers in the following ways:

- Writing a Post of at least 40 words (25 points)
- Writing a Comment of at least 20 words (10 points)
- Receiving a Comment on your Post (70 points)
- Receiving an Accolade on your Post or Comment: (50 points)
- Receiving a Reaction on your Post or Comment (55 points)

You are encouraged to reward your peers for producing excellent content by commenting on and reacting to their Posts. In addition, I will reward particularly exemplary Posts and Comments by giving Accolades. To earn as many points as possible, you are strongly encouraged to contribute to our Yellowdig Community early and often. Just keep in mind that, once you reach the weekly max, you cannot earn additional points until the weekly reset deadline (Saturday, 11:59PM).

Yellowdig passes back your Yellowdig grade to Canvas as a proportion that represents your current pace toward getting an "A" in Yellowdig. Therefore, the points you see in Yellowdig might not match the points you see in Canvas. If any of this confuses you, just remember: if you end every week with a Yellowdig grade of 100%, you are guaranteed to get an "A" in Yellowdig.

Full details of these assignments will be posted in Canvas, including rubrics.

Do not copy without the express written consent of the instructor.

In sum, the distribution of your course grade will be as follows:

<i>Assignments</i>	<i>Percent Grade</i>
Public Participation Plan	30%
Public Meeting Report	20%
Watch and Debate Sessions (2)	15%
Reflection Memos (2)	15%
Yellowdig Discussion	20%
Total	100%

Grading

Your grading scale will be as follows:

<i>Grade</i>	<i>Total Points</i>	<i>Grade</i>	<i>Total Points</i>	<i>Grade</i>	<i>Total Points</i>
A	95-100	B-	80-83	D+	67-69
A-	90-94	C+	77-79	D	64-66
B+	87-89	C	74-76		60-63
B	84-86	C-	70-73	F	0-59

Course Expectations

Expectations for performance in fully online courses are the same as for traditional courses; in fact, fully online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Communication should be conducted through the Canvas inbox. You may also email me directly. Please reach out if you want to schedule a Zoom meeting.

Students are expected to:

- interact online with your instructor, peers, and project group members;
- review and follow the course calendar;
- respond to messages within two days; and
- submit assignments by the specified deadlines*.

The instructor will:

- log into the course at least three times per week;
- respond to messages within two days; and
- grade assignments within two weeks of the assignment deadline.

*Make-up and late work will be accepted for partial credit (1 letter grade deduction per day) if submitted within 5 days of the original deadline. Full credit make-ups will only be given for substantiated extenuating circumstances.

Course Schedule and Outline

Dates	Subject/ Instructional Resources	Assignment
<p style="text-align: center;">MODULE 1: INTRODUCTION TO COMMUNITY</p> <p style="text-align: center;">MLO1: Define the concepts of community, placemaking, and steering vs. serving (CLO1) MLO2: Compare and contrast themes of citizen participation. (CLO1) MLO3: Evaluate the role government within the community (CLO1)</p>		
<p>Week 1</p>	<p>WHAT IS A COMMUNITY?</p> <p>When we think about public participation, we often think of our local communities first. How do you define community? What makes communities unique? Even in our unique experiences, how do we see ourselves in other communities?</p> <p>READ: What is Community Anyway? https://ssir.org/articles/entry/what_is_community_anyway</p> <p>READ: Understanding and Describing the Community, https://ctb.ku.edu/en/table-of-contents/assessment/assessing_community_needs-and-resources/describe-the-community/main</p> <p>WATCH: Placemaking and Community https://www.youtube.com/watch?v=Sfk1ZW9NRDY</p>	
<p>Week 2</p>	<p>WHAT IS PUBLIC PARTICIPATION?</p> <p>What do we mean when we say we want the public to “participate”? Is voting enough? What more can people do?</p> <p>WATCH</p> <ul style="list-style-type: none"> • Citizen Participation in Public Administration https://www.youtube.com/watch?v=jixpw52Nw <p>READ</p> <ul style="list-style-type: none"> • Arnstein, S. 1969. "A Ladder of Citizen Participation," <i>Journal of the American Institute of Planners</i>, 35(4): 216-224. • Leighninger (2014). What we’re talking about when we talk about the “civil field” (and why we should clarify what we mean). <i>Journal of Public Deliberation</i>, 10(1), 8. 	
<p>Week 3</p>	<p>WHAT IS PUBLIC SERVICE?</p> <p>We will examine in detail how the roles of public managers are shifting from experts that “steer” the citizens to facilitators of dialogue that “serve” the citizens.</p> <p>READ</p> <p>Evolution of Public Administration, https://pubad-ias.blogspot.com/2011/08/evolution-of-public-administration.html</p> <p>Fung, A. (2015), Putting the Public Back into Governance: The Challenges of Citizen Participation and Its Future. <i>Public Admin Review</i>, 75: 513-522. https://doi.org/10.1111/puar.12361</p>	

	Denhardt, J.V. and Denhardt, R.B. (2015), The New Public Service Revisited. <i>Public Admin Review</i> , 75: 664-672. https://doi.org/10.1111/puar.12347	
Week 4	<p>PARTICIPATION IN NON-DEMOCRACIES</p> <p>WATCH: How Democracy Dies, https://www.aljazeera.com/program/democracy-maybe/2021/10/20/how-democracy-dies</p> <p>READ: Why Civil Resistance Works (PDF), Maria J. Stephen and Erica Chenoweth</p>	<p>Reflection Memo 1: How important is dissent in vibrant communities? What lessons should residents in the U.S. take away from these examples? (MLO2, MLO3)</p>
<p>MODULE 2: SERVING THE COMMUNITY: THE PROCESS</p> <p>MLO1: Explain different community participation mechanisms (CLO1)</p> <p>MLO2: Appraise arguments that e-government can work in larger countries (CLO3)</p> <p>MLO3: Describe how social media has changed people's level of access to their government (CLO2, CLO4)</p>		
Week 5	<p>GOVERNMENT-INITIATED MECHANISMS</p> <p>This session will be devoted to types of participatory mechanisms that are initiated by the government. These mechanisms include, for instance, public hearings, citizen advisory boards, and review comment procedures.</p> <p>READ:</p> <ul style="list-style-type: none"> Participation Makes Happy Citizens (Singapore) https://www.clc.gov.sg/docs/default-source/lecture-reports/clc_lecture_report_participation_makes_for_happy_citizens.pdf Buckwalter, Neal D. 2004. "The Potential for Public Empowerment through Government-Organized Participation," <i>Public Administration Review</i>, 74(5): 573-584. https://www.jstor.org/stable/24029402 <p>WATCH: When Citizens Assemble, http://www.youtube.com/watch?v=MjpuDk9_BWI Update: https://foreignpolicy.com/2019/01/05/a-jury-of-peers/</p>	
Week 6	<p>PUBLIC MEETINGS</p> <p>This session is dedicated to public meetings that you will be attending as part of this class. You should read the following articles before attending the meetings.</p> <p>READ:</p> <p>McComas, K. A. 2001. "Theory and Practice of Public Meetings," <i>Communication Theory</i>, 11(1): 36-55.</p> <p>Adams, B. 2004. "Public Meetings and the Democratic Process," <i>Public Administration Review</i>, 64(1): 43-54.</p>	<p>Public Meeting Report due (MLO1)</p>

	<p>Baker, W. H.; Addams, H. L.; and B. Davis. 2005. "Critical Factors for Enhancing Municipal Public Hearings," <i>Public Administration Review</i>, 65(4): 490-499.</p> <p>Leighninger, M. 2014. "Want to Increase Trust in Government? Update Our Public Participation Laws," <i>Public Administration Review</i>, 74(3): 305–306.</p>	
Week 7	<p>PUBLIC PARTICIPATION PLANNING</p> <p>This session outlines some of the more practical steps to planning a public participation project. This information should help guide you in creating your public participation plan.</p> <p>READ: The Public Participation Handbook, James L. Creighton (Part 2 and 3)</p> <p>READ: Public Participation Plan Practice: https://ctb.ku.edu/en/table-of-contents/assessment/getting-issues-on-the-public-agenda/develop-a-plan/main</p>	
Week 8	<p>CITIZEN-INITIATED MECHANISMS</p> <p>This session will focus on participatory mechanisms that are initiated by the citizens. These mechanisms include, for instance, community organizing, referenda, and visioning.</p> <p>READ: Introduction to Community Organizing: Yesterday and Today, (PDF)</p> <p>READ: Chapter 7: Ashley Nickels</p> <p>WATCH: https://www.youtube.com/watch?v=cTf0wYm9oc Dr. Mary Frances Berry- The Power of Protest</p>	
Week 9	<p>IMPACT OF TECHNOLOGY ON PUBLIC PARTICIPATION</p> <p>We will devote this session to how information and communication technologies are changing government- and citizen-initiated initiatives.</p> <p>WATCH:</p> <ul style="list-style-type: none"> Elizabeth Cosh: #hashtag https://www.youtube.com/watch?v=p3CX1TUOodA&t=58s <p>READ:</p> <ul style="list-style-type: none"> Leighninger, M. 2011. Citizenship and Governance in a Wild, Wired World How Should Citizens and Public Managers Use Online Tools to Improve Democracy?, <i>National Civic Review</i>, DOI: 10.1002/ncr.20056 Chakrabati, S. & C. G. Reddick. 2014. The Use of ICT for Open Government in U. S. Municipalities, <i>Public Performance & Management Review</i>, 37(3): 365-387. <p>Watch and Debate 1: The Most Advanced Digital Government in the World https://www.youtube.com/watch?v=nPJ7IVFNEhl</p>	<p>Watch and Debate Session 1: on Discussion Forum: "Can the U.S. follow Estonia's lead in e-government?" (MLO2, MLO3)</p>
<p>MODULE 3: UNDERSTANDING COMMUNITY ASSETS</p> <p>MLO1. Differentiate the different types of 'capital' residents need to solve community problems. (CLO4)</p>		

MLO2. Discuss how current investments affect the futures of communities or why is planning important? (CLO4)		
Week 10	<p>Natural Capital</p> <p>This module introduces the idea of “natural capital”. As more communities focus on sustainability and mitigating the affects of climate change, our environmental assets become more and more important.</p> <p>VISIT: https://www.wavespartnership.org/</p> <p>WATCH: Natural Capital, https://www.youtube.com/watch?v=ykzFmT4rhmM</p> <p>READ: How connecting with local nature helps migrants build better lives, https://theconversation.com/how-connecting-with-local-nature-helps-migrants-build-better-lives-162544</p>	
Week 11	<p>Physical Capital</p> <p>This module focuses on the concept of “physical” capital. We will look carefully at the policy tools and regulations that are designed to manage physical capital (e.g., housing), such as land trusts, block grants, the FAIR Housing Act, HOME, and Section 8.</p> <p>READ: The co-production of housing policies: social housing and community land trust (PDF)</p> <p>READ: https://theconversation.com/housing-discrimination-thrives-50-years-after-fair-housing-act-tried-to-end-it-92252</p> <p>WATCH: https://www.youtube.com/watch?v=VdxrFBwDk Miami residents priced out of a city built for the rich</p>	
Week 12	<p>Human and Financial Capital</p> <p>This session will familiarize you with the concepts of “human” and “financial” capital. It will focus on such issues as workforce development and community credit institutions.</p> <p>Workforce Development</p> <p>READ: 2021 Human Capital Trends, https://www2.deloitte.com/content/dam/Deloitte/us/Documents/public-sector/us-gps-human-capital-trends-2021.pdf</p> <p>READ: What is work force development? https://www.stlouisfed.org/publications/bridges/spring-2010/what-is-workforce-development</p> <p>Community Development Financial Institutions:</p> <p>VISIT: https://www.cdfifund.gov/</p> <p>READ: https://www.clevelandfed.org/en/newsroom-and-events/publications/economic-commentary/2014-economic-commentaries/ec-201413-does-the-cdfi-fund-help-low-income-borrowers.aspx</p>	<p>Reflection Memo 2: How has remote work and technology impacted the delivery of public services? How can CDFIs help communities thrive in the “new normal”?</p>

<p>Week 13</p>	<p>SOCIAL, CULTURAL, AND POLITICAL ASSETS OF COMMUNITIES In this module, we will examine the concepts of “social,” “cultural,” and “political” capital. We will discuss the roles that could be played by civic networks and norms (social capital) as well as arts and culture in community development.</p> <p>READ: Putnam, R. 1995. “Bowling Alone: America's Declining Social Capital,” <i>Journal of Democracy</i>, 6(1): 65-78.</p> <p>WATCH: The legacy of the Flint water crisis, https://www.youtube.com/watch?v=GYiVHh4U4pE</p> <p>WATCH: Places and Spaces and the Behavior They Create, https://www.youtube.com/watch?v=aNSNyJBKOVY</p>	
<p style="text-align: center;">MODULE 4: PARTICIPATION AND COMMUNITY FOR THE FUTURE</p> <p>MLO1. Critique arguments for and against participatory mechanisms for amending constitutions (CLO5) MLO2. Develop ideas for improving government acceptance of citizen input (CLO4, CLO5)</p>		
<p>Week 14</p>	<p>Participatory Constitutionalism This module will examine how countries around the globe are being more intentional about including the people in constitution-building.</p> <p>READ: Practical Considerations for Public Participation in Constitution-Building (PDF)</p> <p>READ: Chile 2021: https://www.cfr.org/blog/chiles-constitutional-rewrite-difficult-path-ahead-recipe-inclusion</p> <p>Watch and Debate 2: Participatory Constitution Building: https://www.youtube.com/watch?v=QyQawzAv6YI</p>	<p>Watch and Debate Session 2: “Should U.S. citizens be more directly involved with amending the U.S. Constitution?”</p>
<p>Week 15</p>	<p>Ignoring resistant input READ: The Public Participation Handbook, James L. Creighton (Part 5) READ: https://theconversation.com/chicago-new-york-discounted-most-public-input-expanding-bike-systems-107426</p>	<p>Public Participation Plan due</p>