

POL 2513 001

Politics and the Administrative Process

Course Syllabus - Fall 2026



Course Information

Course Description: Prerequisite: POL 1013. The role of bureaucratic agencies in the formulation and implementation of public policy. Organization theory and administration in the public sector. While the approach of the course is comparative, special emphasis is placed on bureaucracy in the United States. (Formerly titled Public Administration and Public Policy.) Course Fees: LRLF \$10.27; STLF \$18.48.

Credit Hours: 3

Course Modality: Traditional in-person

Meeting Times

Duration: 08/19/2026-12/11/2026

Campus: Main Campus

Location: [MH 2.02.04](#)

Time(s): TR 11:30 AM - 12:45 PM

Learning Goals

At the end of the course, you will be able to:

- Analyze administrative problems and communicate the findings persuasively in both in written reports and oral presentations.
- Explain how administrative institutions operate.
- Identify and evaluate the choices embedded in administrative decisions.
- Work effectively in teams to resolve complex problems.

Communicate with Me

Instructor Name: Connor Dye

Department

Political Science and Geography

Office Location

MS.4.02.56

Student Hours

W 2-5. Follow link to book: <https://calendly.com/cwdye/office-hours>

Email Address: connor.dye@utsa.edu

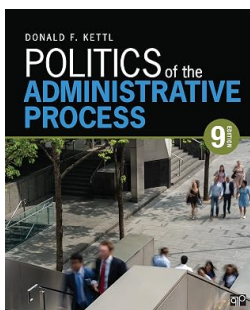
Preferred Method of Communication

Email

About Me & My Teaching Philosophy

I am committed to empowering my students by providing them with the tools they need to explore and engage with their own academic interests. I believe in giving students substantial leeway in choosing their research topics, creating an environment where they can pursue what genuinely excites them. In my research, I specialize in applying natural language processing (NLP) techniques to the study of political institutions, with a particular focus on the U.S. Congress and the federal bureaucracy. Outside of academia, I enjoy cooking, finding restaurants that serve delicious *and* cheap food, exercising, travelling, and watching RedZone.

Course Materials



Politics of the Administrative Process

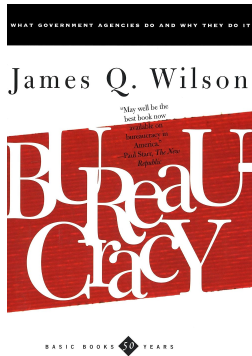
Authors: Donald Kettl

Publisher: CQ Press

Publication Date: 2024

Edition: 9

Required/Recommended/Optional: Required



Bureaucracy: What Government Agencies Do And Why They Do It

ISBN: 978-0465007851

Authors: James Q. Wilson

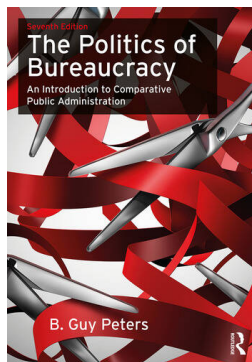
Publisher: Basic Books

Publication Date: 1989

Required/Recommended/Optional: Optional

Additional Information

The classic bottom-up account of agency behavior. The book starts with the cops, teachers, and caseworkers doing the actual work and builds up to explain why agencies develop the cultures they do. Read it if you want to know why agencies behave the way they do.



The Politics of Bureaucracy: An Introduction to Comparative Public Administration

ISBN: 978-1032716183

Authors: B. Guy Peters

Publisher: Routledge

Publication Date: 2018

Edition: 7th

Required/Recommended/Optional: Optional

Additional Information

While it is a denser read and more abstract than Kettl, the book sets the U.S. system against European, Asian, and developing-country cases.

Read it if you want to know whether it has to be this way.

To enhance your learning and adequately prepare for all assignments and assessments, please consider all course materials listed above, along with additional content provided in class, posted to our course site, or included in the Course Schedule, as required reading and study unless indicated as optional.

Assessments and Assignments

Concept Application Exercises (10% of final grade)

Over the course of the semester, students will complete two exercises that require them to engage with the lecture material beyond the classroom. Each exercise is worth 5% of the final grade.

Deadlines. Students may choose which week's material to base each exercise on, but the two exercises must be based on different weeks of material. The first exercise is due October 6th by 11AM and the second exercise is due November 19th by 11AM.

Exercise 1: Public Administration in the News

Students will identify a news article that connects to a concept discussed in the course. The submission must include the article itself along with two paragraphs: the first summarizing the article, and the second explaining how it relates to material covered in that week's class.

Exercise 2: Political Cartoon

Students will use a generative AI tool to create a political cartoon illustrating a concept from the course. The cartoon should use symbolism or visual metaphor to represent the concept, not simply depict a literal scene in which the concept occurs. A generic, documentary-style image of the setting where a concept takes place (e.g., people sitting in a meeting) is not sufficient. The cartoon must translate the concept into a visual analogy, using symbolic figures, objects, or actions that stand in for the abstract idea.

The prompt must describe the image the student wants to create rather than asking the AI to illustrate the concept. For example, describing the specific scene, figures, and visual metaphors, instead of writing "draw a cartoon about bureaucratic red tape." The submission must include the generated image, the exact prompt used, and one paragraph that explains the concept and how the specific symbols or metaphors in the cartoon represent it.

Weekly Quizzes (15% of final grade)

At the start of class every Thursday, students will take a short multiple-choice quiz via iClicker to ensure preparation for that day's group work. Quizzes cover the assigned readings, **both** cases, and lecture material from Tuesday. The lowest quiz score will be automatically dropped at the end of the semester to account for illness, emergencies, or unavoidable absences; no makeup quizzes will be offered. Students who arrive late will not be given extra time.

Implementation Assignment (20% of final grade)

Students will work in groups to design the implementation of a policy mandate provided by the instructor. While the project is group-based, each student in the group will be independently responsible for one of the following:

- Introduction: The policy mandate, core problem, and proposed program model.
- Who: Beneficiaries, payers, and required cooperators
- When and where: How similar programs have been structured elsewhere, and where yours fits
- How: Budget, costs, and funding sources
- Measuring Success: How success will be measured

Each section will be graded primarily on the quality of the individual contribution, with a smaller portion reflecting how seamlessly the sections integrate as a cohesive report. The written report is worth 15% of the final grade. Groups will present their implementation plans during the final week of the semester (worth 5% of the final grade). Detailed rubrics and group assignments will be provided later in the term.

Exams (40% of final grade)

Students will complete a Midterm Exam (20%) and a Final Exam (20%). Exams will assess comprehension of course readings, lectures, and applied case concepts.

Panel Discussant Exercise (5% of final grade)

Each student will be assigned to a panel for one specific week during the semester. Panelists will sit at the front of the class during Thursday's session and respond to targeted questions regarding that week's primary case study. Students will be graded on the quality of their responses, their mastery of the case material, and their ability to elaborate on their reasoning. Discussion questions will be distributed on Tuesdays after class. If an unavoidable conflict arises, students must notify the instructor at least one week prior to their assigned panel date. There are no makeups for missing your week as a panelist.

Participation (7% of final grade)

Two classes worth of points will be automatically dropped at the end of the semester to account for illness, emergencies, or unavoidable absences. As a result, no makeup points will be provided for missing class.

- iClicker Lecture Engagement (Tuesdays): Graded on completion (responding to in-class questions during lectures).
- Weekly Group Case Submissions: Groups will work through case study prompts during Thursday sessions and submit their written responses at the end of class. These are graded on the quality and depth of the group's analysis.

Peer Evaluations (3% of final grade)

Group contributions will be evaluated by peers using a standardized rubric twice during the semester (prior to the midterm and prior to the final).

Activities and Grading

Activity	Quantity	Percentage
Weekly Quizzes	10	15
Midterm	1	20
Final	1	20
Concept Application Exercises	2	10
Panel Discussant Exercise	1	5
Participation	1	7
Peer Evaluation	2	3
Implementation Project	1	20
Total		100%

Distribution of Course Assignments, Their Quantity, and Contribution to Final Grade.

Grade Distribution and Letter Grade

Letter Grade	Grade Rang
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Grade Distribution and Letter Grade

Course Guidelines for the Use of Generative Artificial Intelligence

Certain assignments in this course will permit or even encourage the use of generative artificial intelligence (AI) tools, such as ChatGPT. When AI use is permissible, it will be clearly stated in the assignment prompt posted in Canvas. Otherwise, the default is that use of generative AI is disallowed. In assignments where generative AI tools are allowed, their use must be appropriately acknowledged and cited. For instance, if you generated the whole document through ChatGPT and edited it for accuracy, your submitted work would need to include a note such as “I generated this work through Chat GPT and edited the content for accuracy.” Paraphrasing or quoting smaller samples of AI generated content must be appropriately acknowledged and cited, following the guidelines established by the [APA Style Guide](#). It is each student’s responsibility to assess the validity and applicability of any AI output that is submitted. You may not earn full credit if inaccurate or invalid information is found in your work. Deviations from the guidelines above will be considered violations of UT San Antonio’s [Student Code of Conduct](#). Note that expectations for “plagiarism, cheating, and acceptable assistance” on student work may vary across your courses and instructors. Please email me if you have questions regarding what is permissible and not for a particular course or assignment.

Course Expectations & Policies

Attendance

- Students are responsible for any content they may have missed.

In Class Expectations

- **Talking in Class:** I hope that we will have many enriching class discussions, and that you will feel welcome and excited to contribute. When you do contribute, please do so loudly so that others can hear you. Additionally, please be aware of how much you are speaking. I apply the “**stand up, step back**” guideline in all of my classes. This means that if you are not speaking, I may encourage you to contribute some comments, ideas, or suggestions (“stand up”), and if you are speaking a lot, I may encourage you to allow others the space to speak (“step back”). I will also not tolerate interruptions of any kind, particularly toward your fellow classmates. If you are nervous about speaking up in class, please come talk to me - we can brainstorm strategies to help you confidently contribute.

iClicker

I will be using iClicker to make our class time more engaging. This will help me understand what you know, give everyone a chance to participate, and increase how much you learn in class. This will also provide you with feedback on how well you are comprehending course concepts, help you master challenging concepts, and allow you to review material after class.

iClicker Account:

1. If the iClicker system does not find a matching iClicker student account, you will receive an email from iClicker Support with instructions to create an iClicker account through a campus portal.
2. If you receive an email prompting you to create or update your iClicker student account, make sure your profile includes the correct account information.
 - **NOTE:** These email may appear in your Spam or Junk folders.
3. Review [Getting Started with iClicker](#) to register successfully.
 - If you already have an iClicker account, do not create a new account. Instead, log in and confirm your existing account's profile information is correct.
 - Ensure that your iClicker profile includes your UT San Antonio email address and myUTSA ID (abc123)
 - If you are using an iClicker 2 remote (not recommended), you must still follow the above steps to create or sign in to your UTSA iClicker student account and complete your profile.
4. Upon successful registration, you will be automatically enrolled in this course, Politcis and the Administrative Process.

- If you don't see this course in your account, use the + sign to search for my course or review [Option 2: Manually search for and add your instructor's course in the app](#)
 - In the "Find Your Institution" field, enter The University of Texas at San Antonio
 - In the "Find Your Course" field, enter [insert iClicker Cloud course name].
 - Select "Add This Course" and it will be added to the main Courses screen of your iClicker account.
5. Set up the device(s) you'll use to participate in our class sessions.
- You can download the iClicker student mobile app via the App Store or Google Play, or you can use the iClicker web app by signing in as a student at iClicker.com.
 - Connect to our classroom's UT San Antonio Wi-Fi:
 - The wireless network you can use in the classroom is [Air Rowdy].
 - Enter your myUTSA ID credentials to join the Wi-Fi network.
 - You can also use your personal Internet Provider on your mobile device if you have a good signal
 - In order to use an iClicker remote in my class, just make sure you [add your iClicker remote ID number to the profile section of your iClicker account](#). Remember to bring your remote with you to every class! **NOTE:** You can buy one at the bookstore or borrow one from the library for the semester.
6. Now the fun part! Participate in my iClicker class activities.
- I have turned on a GPS location requirement for iClicker in our class. If you are not physically in class when you try to join with iClicker, you will not be counted as present and will not be able to respond to my polling/quizzing questions.
 - You will need to allow the device you are using to reveal your location in order to successfully check in.
 - If you have any issues with your device's location settings, refer to the [Attendance Geolocation Troubleshooting Guide](#).
 - When it's time for class, make sure you have selected my course from the main screen of iClicker.
 - Select the "**Join**" button that appears on your screen, then answer each question I ask in iClicker.
 - For short answer, numeric, and target questions, make sure you select "**Send**". [Note: Students with remotes cannot respond to target questions.]
 - If you are using an iClicker remote, [make sure your remote frequency is set](#) to the classroom base frequency.
 - When I ask a question, use your remote to respond.
 - For short answer and numeric questions, make sure you press "Send" after punching in your answer. [Note: Students can use the iClicker 2 remote (but not the iClicker+ remote) to respond to short answer and numeric questions.]
 - You will be marked present when you respond with your remote.

Emails

- I will respond to your emails as quickly as possible, but you should not expect an answer on the same day to an email sent on weekends or after 5:00 p.m. on any day. Importantly, I will not respond to emails regarding assignments in the

24-hour period before they are due or scheduled to take place. Please plan ahead, and I will be more than happy to assist.

Late Work

- I will deduct 10% per day any assignment is late
- Unless the absence is excused, there will be no opportunity for makeup exams.

Academic Freedom

Academic freedom¹ is a cornerstone of the University. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.² Each faculty member is entitled to full freedom in the classroom discussing the subject that the faculty member teaches.³ The University of Texas at San Antonio will not penalize or discipline members of the faculty because of their exercise of academic freedom.

Along with this freedom comes responsibility. It is the responsibility of faculty members to ensure that topics taught are related to the classroom subject. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.⁴ It is not the proper role of the university or any outside agency to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive.⁵ Engaging with new ideas and perspectives helps students grow intellectually and is beneficial to the educational process.

1. Statement adapted from Texas A&M University's [Syllabus Statement Regarding Academic Freedom](#)
2. 1940 Statement of Principles on Academic Freedom and Tenure
3. Board of Regents Rule 31004; HOP Policy 4.02
4. American Association of University Professors Joint Statement on Rights and Freedoms of Students
5. The Chicago Statement

Syllabus Changes

The syllabus is subject to change at the instructor's discretion. Any changes/corrections to the course materials, assignment dates, or other updates will be communicated to the students ahead of time. You are responsible for checking Canvas for corrections or updates to the syllabus.

Course Schedule

For a list of important university-wide dates, review [One Stop's academic calendar](#).

Week 1: Introduction

August 20th

- University Cancelled Class

Week 2: What is Public Administration

August 25th

- No Prep

August 27th

- Kettl Chapters 1 and 4

Week 3: Accountability and the Structure of Government?

September 1

- Kettl Chapters 2 and 3

September 3

- Quiz 1
- Case Studies Posted on Canvas

Week 4: Organization Theory and the Executive Branch

September 8th

- Kettl Chapter 5

September 10th

- Quiz 2
- Case Studies Posted on Canvas

Week 5: Organizational Problems

September 15th

- Kettl Chapters 6 and 7

September 17th

- Quiz 3
- Case Studies Posted on Canvas

Week 6: Administrative Reform

September 22nd

- Kettl Chapter 8

September 24th

- Quiz 4
- Case Studies Posted on Canvas

Week 7: Civil Service and Human Capital

September 29th

- Kettle Chapters 9 and 10

October 1st

- Quiz 5
- Case Studies Posted on Canvas

Week 8: Midterm

October 6th

- Midterm Review
- **Peer Evaluations Due**

October 8th

- Midterm

Week 9: Implementation Project Day

Fall Break No Class on October 13th

October 15th

- No preparation required

Week 10: Decision-Making

October 20th

- Kettl Chapter 11

October 22nd

- Quiz 6
- Case Studies Posted on Canvas

Week 11: Budgeting

October 27th

- Kettl Chapter 12

October 29th

- Quiz 7
- Case Studies Posted on Canvas

Week 12: Implementation

November 3rd

- Kettl Chapter 13

November 5th

- Quiz 8
- Case Studies Posted on Canvas

Week 13: Regulation and Courts

November 10th

- Kettl Chapter 14

November 12th

- Quiz 9
- Case Studies Posted on Canvas

Week 14: Accountability and Oversight

November 17th

- Kettl Chapter 15

November 19th

- Quiz 10
- Case Studies Posted on Canvas

Week 15: Implementation Project Presentation Preparation Day

**Written implementation Project Report Due, November 23rd at 11:59 P.M.
(no extensions)**

November 24th

- **Come prepared to turn your implementation project into a presentation.**

Week 16: Presenting Work

December 1st

- **Present Implementation Project**

December 3rd

- **Present Implementation Project**
- **Peer Evaluations Due**

Finals Week

December 8th

- **Final**

Essential Student Information

- **Important:** Bookmark and visit the [Common Syllabus Information webpage](#) to find important and valuable resources about counseling services, transitory/minor medical issues, supplemental instruction, tutoring services, academic success coaching, sexual harassment and sexual misconduct, accommodations for pregnant students, campus safety and emergency preparedness, and the Roadrunner Creed.
- For technical requirements, support, and resources, visit [Academic Innovation's Student Technical Support](#) page.
- UT San Antonio provides reasonable accommodations to students via [Student Disability Services](#). For more details on eligibility, policies, and requirements, please visit [Applying for Accommodations](#) or call (210) 458-4157.
- Your well-being is important. In addition to academic growth, life as a student can include many emotional experiences and opportunities. Being mindful of your own needs and available support can provide you with the tools to successfully navigate these experiences. Student support for well-being, including [24/7 mental health services](#), can be accessed from the [Well-being at UT San Antonio](#) site for students. If needed, we can schedule a meeting, and I can connect you to resources. You are not alone; I am available to help you find resources that might best meet your needs.
- [Student Assistance Services \(SAS\)](#) is available to help you navigate academic and personal challenges. Campus Advocates in SAS are a central point of contact for students seeking clarity on university processes and policies. They also provide a direct connection to helpful resources and advocacy rooted in care. Campus Advocates offer confidential support and personalized guidance to help students succeed.
- The [Roadrunner Pantry](#) is here to help UT San Antonio students stay healthy and focused by providing free access to groceries, toiletries, and other essentials. With locations at the Main and Downtown campuses, the pantry is organized like a small store and offers items such as canned goods, snacks, and hygiene products. Students with a valid UTSA ID can visit the pantry to pick up what they need. Our goal is to ensure every Roadrunner feels supported and has the resources to succeed. If you're ever short on food or supplies, the Roadrunner Pantry is a welcoming space you can count on.
- Students at UT San Antonio are responsible for ensuring their work is consistent with UT San Antonio's standards for academic integrity. Students should review [Section 203 of the UT San Antonio Student Code of Conduct](#) for appropriate standards of academic integrity.
- UT San Antonio provides numerous services for students from counseling to tutoring to a food pantry. Visit [Student Affairs Programs and Services](#) and [Student Success](#) for more information.
- Visit the [UT San Antonio Libraries and Museums](#) site for access to journals, research tutorials, and tech gear you can borrow and to find your department's librarian.
- Enroll in the [Roadrunner Success Playbook](#), an open-enrollment, self-paced, online hub in Canvas tailored to ensure you have the resources you need to excel at UT San Antonio.
- Follow [Digital Learning Netiquette](#) standards for your online communication activities.