PAD 6047 - DELIBERATIVE PUBLIC PROB SOLV

Section: 0V61

College of Community Innovation and Education

School of Public Administration

Course Information

Term: Fall 2025
Class Meeting Location:
Modality: VL
Credit Hours: 3.00

Instructor Information

Name: Thomas Bryer
Title: Pegasus Professor
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Office Hours
Wednesdays 10am-12pm
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Course Description

PAD 6047 CCIE-PUB ADM 3(3,0)Deliberative Public Problem Solving: The study and use of deliberative practice as a means to help develop solutions and ultimately help solve public problems.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- **Demonstrate** ability to receive feedback from peers and from diverse stakeholders to improve strategic and policy thinking
- **Implement** deliberative and other democratic practices within the context of a practicing public administrator
- **Engage** in discourse with diverse audiences about the issue of antisemitism and antiracism
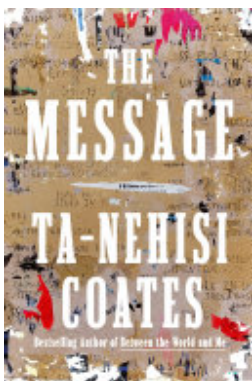
Required Course Materials and Resources
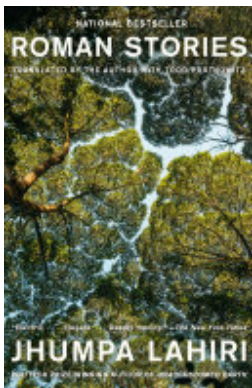
Roman Stories
ISBN: 9780593469903
Authors: Jhumpa Lahiri
Publisher: Random House
Publication Date: 2024-06-18

The Message
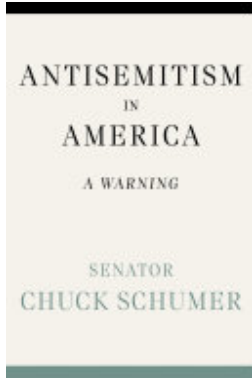**ISBN:** 9780593230381
Authors: Ta-Nehisi Coates
Publisher: Random House
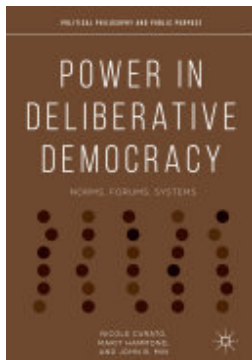**Publication Date:** 2024-10-01

Antisemitism in America
ISBN: 9781538771648
Authors: Chuck Schumer

Publisher: Grand Central Publishing
Publication Date: 2025-03-18

Power in Deliberative Democracy
ISBN: 9783319955346
Authors: Nicole Curato, Marit Hammond, John B. Min
Publisher: Springer
Publication Date: 2018-10-10

Course Assessment and Grading Procedure

1. **Democratic Practices Assessment (10%):** Following the link in module 1 and select any 5 democratic tools. On the provided discussion board, answer the following questions: (1) What groups are potentially or likely to be excluded using the chosen tool? (2) What can you suggest can enhance inclusion using the chosen tool, including combining with other tools?

2. **Stakeholder Recruitment Plan (10%):** Students will write a 1-page stakeholder recruitment plan that, once implemented, will ensure diverse voices are included in the deliberative dialogue process. Every student should aim to secure the participation of at least ten people through their recruitment.

3. **Stakeholder Recruitment Implementation (10%):** Students must produce evidence that they implemented their stakeholder recruitment plan (e.g., social media posts, emails, flyers with photographs).

4. **Reading Reflection Essays (0%):** Students will be expected to complete reflection essays based on prompts found in weekly modules. These are not graded but are expected and

encouraged. Students will be encouraged to share their reflections with classmates but are not required to do so.

5. **Participation in Real-Time Zoom Sessions (15%):** The class will meet once on Zoom in the third week of the semester at a time to be collectively chosen and two times on Zoom for the Public Conversations (Saturday, November 8 and 22, from 9am-11am EST). Participation in each session is worth five points. Exceptions may be granted on a case-by-case basis.

6. **Issue Map 1 (15%):** After main course readings are completed but before the public conversations, students will prepare a draft "issue map", outlining options along with their benefits and tradeoffs, for the creation of an organizational office that fights antisemitism and promotes antiracism. The office can be set within a higher education institution, government agency, or business entity. A template will be provided to students. There should be at least two options presented in the draft.

7. **Issue Map 2 (20%):** Following the Public Conversations, students must revise their draft issue map to specifically include insights from the conversations. The revision should be submitted using track-changes. There should be at least three options presented in the draft.

8. **Application Essay (20%):** Students should select one option from their or another student's final issue map for the creation of an office, and write a 5-page single-spaced essay that describes the activities and responsibilities of the office, and the actions the office would have taken, had it been in existence, at the time of the killing of George Floyd, the massacre and hostage taking of Israelis by Hamas, and the humanitarian crisis in Gaza.

Grading Scale

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Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%

Letter Grade	Percentage
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Missed/Late Assignments

In principle, late work is not accepted. All assignments must be turned in on or before the due date and time listed in the syllabus or Webcourses folder. They must be turned in via the stated format (i.e. online, in class, etc.). Emergencies do arise and can be discussed with the professor. Late work *may* be graded at the discretion of the professor based on available time and other constraints. Any work accepted late will receive a 1-point deduction per day late (except University holidays).

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about

specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at [Student Conduct and Integrity Office](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to

academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [Let's Be Clear](#) and [UCF Cares](#).

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – [Office of Nondiscrimination & Accommodations Compliance](#) & [askanadvocate@ucf.edu](#)
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & [sas@ucf.edu](#)
- [Access and Community Engagement](#) (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & [complianceandethics@ucf.edu](#)
- The [Ombuds Office](#) is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the [ONAC website](#) or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the [online form](#). UCF cares about you and takes every report seriously. For more information see the [Reporting an Incident or Issue Webpage](#).

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online [here](#).
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video [here](#) to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the [UCF Alert](#) system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your [contact information is up to date](#).

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Course Schedule

Week	Topic, Activities, and Deadlines
8/18	Introduction to the Course. **DUE: Democratic Practices Assessment, 8/21, 5pm**
8/25	**READ:** *Roman Stories*, pp. 3-121
9/1	**READ:** *Roman Stories,* pp. 125-204. **JOIN:** Live Zoom class (proposed: Saturday, 9/6,
9/8	Introduction to Antisemitism and Antiracism: Torn from the Same Fabric, or Mismatched (Readings appear on the course module). **DUE: Stakeholder Recruitment Plan, 9/13**
9/15	**READ:** *The Message, pp. 115-232*
9/22	Further Investigations of Diversity, Equity, and Inclusion (Readings appear on the cours
9/29	**READ:** *Antisemitism in America,* 1-93
10/6	**READ:** *Antisemitism in America,* 94-220, **DUE: Stakeholder Recruitment Implement 12pm**
10/13	**DUE: Issue Map 1, 10/18, 12pm EST**
10/20	**READ:** *Power in Deliberative Democracy,* pp. 1-94
10/27	**READ:** *Power in Deliberative Democracy,* pp. 95-181
11/3	**JOIN:** Public Conversation Week 1 (Saturday, 11/8, 9am-11am EST)
11/10	Deliberative Process: Reflections and Course Corrections
11/17	**JOIN:** Public Conversation Week 2 (Saturday, 11/22, 9am-11am EST)
11/24	*Thanksgiving Week.* **DUE: Issue Map 2, 11/29, 12pm EST**
12/1	**DUE: Application Essay, 12/6, 12pm EST**