



Agency Politics

PS 5312: Spring 2026



Professor:

Jessica Velasco, DPA

Office Hours:

M (12-3), T (2-4), W (12-1) and by appointment

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Course description: Government agencies serve a variety of roles in our society. In this course, we will seek to understand what agencies are and the many variables that impact the way they fulfill their responsibilities, including staffing, leadership, accountability mechanisms, external pressures, and structural variables. The focus will be primarily on federal-level agencies in the United States, but we will touch on state-level agencies and agencies in other countries.

Course Learning Outcomes:

By the end of this course, students should be able to:

- Explain what a government agency is and its role
- Describe the way government agencies are organized and staffed and how those factors impact the effectiveness of the agency
- Explain the impact of agency leadership
- List and explain the external pressures that impact decision-making in and the functioning of government agencies
- Describe some of the structural variables in government and within agencies that impact decision making and functioning and how those variables impact inter and intra-agency cooperation and conflict
- Explain the way government agency performance is measured and how agencies are held accountable
- List and apply strategies that can be used to enhance the performance of government agencies
- Describe how political scholars study government agencies

Required Texts:

There is not a required text that you must purchase for the course. The course readings include articles and government sources that are available online, through the SRSU library, or on Blackboard (in your course shell).

GRADING

Grades in this class will be determined by the number of points you earn by the end of the course. The point distribution is listed below:

Initial Reflection	50
Article Summaries (3 x 75)	225
Module Discussion Posts & Questions (50 x 3)	150
Case Study Responses (3 x 75)	225
Speaker /Webinar	150
Reaction Papers (50 x 3)	
Agency Analysis & Presentation	200
Total	1000

A	895-1000 points
B	795-894 POINTS
C	695-794 POINTS
D	595-694 POINTS
F	BELOW 595 POINTS

ASSIGNMENTS:

Baseline/Initial Reflection: During the second week, you will be submitting an initial reflection about government agencies based on a series of prompts. The instructions and rubric are provided on Blackboard. This is worth 50 points.

Article Summaries: To help familiarize you peer-reviewed scholarly studies on government agencies, you will be reading several peer-reviewed journal articles. Every few weeks, you will need to select one of them and summarize it, using the template that is provided on Blackboard. You can select any of the assigned peer-reviewed studies since the previous article summary week. You will have 3 summaries total. These are each worth 75 points. They will be due by Sunday at 11:59 p.m. each of the weeks they are due.

Discussion Boards: During several weeks, will have discussion boards, each worth 50 points. Please make sure to read over the rubric and examples posted on Blackboard. Graduate-level discussion posts should be viewed much like mini research papers. Unless the question specifically calls for it, the use of first person and opinions should be minimal. Statements should be substantiated by scholarly references, and grammar and spelling errors should be non-existent. In other words, these are not social media posts that you can write from your phone. It is recommended that you type all posts in word processing software before posting them to check for grammar & spelling mistakes. Make sure you also include both in-text and full citations for references used (APA format). NOTE: All discussion board posts are “post first” discussion boards, meaning you will not be able to view the posts of others until you have made your first post.

Your first post for each discussion board should be a set of **three questions** related to the readings preceding that discussion board (and since the previous board). Instead of asking questions that will prompt regurgitation of course readings, ask questions that encourage fellow students to think critically and to research further for their responses. See “Discussion Questions” section of this syllabus for more guidance.

After your initial post, you will need to **respond to two questions** from your classmates (although you are allowed/encouraged to respond to more). Please select questions that allow you to add more depth to the discussion. Use the rubric to guide your responses.

Each discussion board module lasts one week. **Your first post with discussion questions is due by 11:59 p.m. on Wednesday.** You will lose points if your questions are not posted in time. Response posts must be posted by 11:59 p.m. on the following Sunday. NOTE: The due date posted in Blackboard is the due date for the end of the discussion board because Blackboard only allows one due date to be associated with each assignment, but you need to post your questions by Wednesday to avoid losing points.

Case Study Responses: You will have 3 case study assessments. These will be timed assessments on Blackboard, where you are provided a case study scenario and asked to apply approaches from the readings. These are each worth 75 points. You may take them at any time during the week, but they will be due by Sunday of 11:59 p.m. You will have one hour to complete the response once you enter the assessment. You are allowed to use handwritten notes about the readings on the case study assessments, but no other electronic devices are allowed.

Speaker/Webinar Summary/Reaction Papers: Throughout the semester, I will be providing you information about class speakers and webinars. Although I encourage you to attend as many of the class speakers and webinars as possible, you will need to write summary/reaction papers for THREE of these. Each will be worth 50 points, and more information and a rubric are provided in Blackboard. I hope I will be able to record all of the class speakers so you can listen to any you cannot attend. To avoid having a pile of extra grading at the end of the semester, I have assigned deadlines throughout the semester for these assignments. I am having you post them to a post-first discussion board so that everyone can have the opportunity to learn about the speakers/webinars, even if you cannot make it.

Agency Analysis & Presentation: Your major paper for the course will be an agency analysis. You will be selecting an agency to analyze using the readings and information from the course and other, scholarly sources. More instructions and a rubric are provided on Blackboard. These are due by 11:59 p.m. on Monday, May 4. You are welcome (and encouraged) to set up a meeting with me if you want to talk more about your paper and presentation. NOTE: All of your work for this major paper needs to take place in a Google Doc with the Process Feedback extension. Please see Blackboard for the instructions.

Class Meetings: This class is an online, asynchronous class. Therefore, there are not any required meeting times. However, I will be providing various opportunities to interact with me and others in the class so we can discuss the course materials and assignments throughout the semester, as well as develop a classroom community. In addition, I will be active in all of the discussion boards. Information about other interaction opportunities will be shared as details are finalized.

Calendar (subject to change) (Weeks are Monday-Sunday)

W	Week of	Topic	Reading	Assignments and Important Dates*
1	Jan. 12	Introduction to the course	Syllabus	Introduction post due by Sunday at 11:59 p.m.
2	Jan. 19	Introduction to government agencies	ACUS Sourcebook (through page 62)	Initial/Baseline reflection &agency selection due by Sunday at 11:59 p.m.

3	Jan. 26	Staffing/Personnel, Leadership	ACUS Sourcebook (pp. 62-81) and readings on Blackboard	Article Summary
4	Feb. 2	Staffing (Continued)	BB readings	Discussion Board
5	Feb. 9	Presidential influence	BB readings	Case Study Assessment
6	Feb. 16	Presidential influence (cont'd)	BB readings	Webinar/Speaker Reaction Due
7	Feb. 23	Congressional influence	BB readings	Article Summary
8	March 2	Decision-making	ACUS Sourcebook (pp. 82-120) & BB readings	Discussion Board
9	March 9	Spring Break-No Classes or Assignments!		Enjoy your break!
10	March 16	Cooperation & Conflict	BB readings	Case Study Assessment
11	March 23	Cooperation & Conflict (cont'd)	BB readings	Webinar/Speaker Reaction
12	March 30	Other topics	BB readings	Article Summary
13	April 6	Other topics	ACUS Sourcebook (pp. 121-124) BB readings	Discussion Board
14	April 13	Other countries	BB readings	Case Study Assessment
15	April 20	Work on your Agency Analysis		Final Speaker/Webinar Reaction Due & Work on your Agency Analysis
16 & 17	April 27 & Finals week	Work on your Final Paper/Agency Analysis	Readings to support your organizational analysis	Final Paper/ Agency Analysis due by 11:59 p.m. on Monday, May 4, 2026

Other important dates:

- 1/14, First day of SRSU classes
- 1/19, MLK, Jr. Holiday, no SRSU classes
- 1/20, Last day for registration and schedule changes

- 1/30, Last day to drop a 16-week class without a record
- 2/2, Last day to register to vote in primary election
- 3/3, Primary Elections
- 3/9-3/13, Spring Break (No Classes)
- 3/30, Registration for Summer & Fall 2026 opens
- 4/2, Last day to register to vote in May elections
- 4/3, Last day to withdraw with a “W” (16-week classes)
- 4/29, Last SRSU class day before finals
- 4/30, Dead day
- May 1, 4-6, Final Exams
- 5/2, Uniform Election Day
- 5/7, Residence Halls Close at 12 p.m. noon (non-graduating students)
- 5/8, Spring Commencement, 5:30 p.m., Gallego Center

WHAT YOU CAN EXPECT FROM ME:

- I will provide weekly communication with the class through announcements (email and posted on Blackboard), email notifications, and virtual office hours.
- I will provide email responses within 24 hours of receipt during the hours of 9 a.m.-4 p.m., Monday-Friday.
- I will provide grades and feedback for assignments within one week of the submission due date.
- I will provide clear and concise instructions on how to complete the online course requirements.
- I will provide a range of opportunities to engage in the course content in a meaningful way.
- I will engage in the discussion boards to provide direction or clarification to the discussion.
- I will do my best to stay abreast of the current research in the field to help you get the best possible experience in the course.

WHAT I EXPECT FROM YOU:

- You will familiarize yourself with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- You will acquire the tools necessary to be successful in this class. This includes the book, reliable Internet access, and a device other than your phone for completing assignments.
- You will complete all assigned readings and coursework by assigned due dates.
- You will engage in the course, with your peers, and with me, using open and appropriate communication
- You will be diligent about using communication in a way that shows respect to me and your classmates
- You will submit graduate-level work that has been checked carefully for errors in spelling, grammar, and punctuation.
- You will respond to communication from me and your classmates in a timely manner (within 24 hours).
- You will not plagiarize the work of others or yourself, and you will also not collaborate with others or use generative AI on class assignments (unless clearly authorized to do so)
- You will reach out to me immediately if you are having trouble in the class or with access to course materials (although please call the Help Desk--888.837.6055 for general access issues)

GROUND RULES FOR DISCUSSION BOARDS

SOURCE: Center for Teaching and Learning. (2020). Sample discussion board ground rules. Retrieved from <https://ctl.wiley.com/sample-discussion-board-ground-rules/>

- **Ask questions.**
If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.
- **Participate.**
Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.
- **Do not dominate a discussion.**
Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- **Be intellectually rigorous.**
Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful.**
Be critical of ideas but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- **Forgive other students' mistakes.**
Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
- **Read the whole thread before posting.**
Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise.**
Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- **Reread and check your posts.**
Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources.**
If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- **Maintain confidentiality.**
Respect your classmates' privacy. Do not repeat the personal information that others share.
- **Report technical problems.** If the platform is not working properly, please let me know as soon as possible

DISCUSSION QUESTIONS

--A good discussion question meets the following criteria:

- Is clear and easy to understand
- Has appropriate grammar, spelling, and punctuation
- Allows your classmates the opportunity to apply or critically think about a concept from the readings or to discuss an issue that is relevant to the topics for the week
- Encourages deeper exploration of course topics
- Helps bring new knowledge to the learning environment

--A good discussion question DOES NOT

- Ask for specific answers that can be easily found in the book or online (you're not testing your classmates)
- Promote a certain opinion (e.g. Why should we do away with the electoral college?)
- Duplicate questions from other sources
- Present inaccuracies (e.g. Why does the President get to serve six terms?)

OTHER COURSE POLICIES & RESOURCES

ACADEMIC INTEGRITY: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid engaging in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at: <https://www.sulross.edu/about/administration/university-policies/>

*****PLEASE NOTE: You must do all work on your final paper in a Google Doc using the Process Feedback extension. Please see the instructions for adding this extension on Blackboard. The Respondus Lockdown Browser & Monitor tools will also be used for the case study assessments as well. I do NOT like having to use these tools. However, they are an unfortunate necessity in the age of generative AI.**

If you have any questions about this, please ask!

LATE WORK: I have been very intentional about how I have designed this course and distributed the content to optimize your learning and comprehension. Trying to cram weeks of work into a few days or waiting until the end of the semester to do everything isn't conducive to learning. For this reason, you must have an extenuating circumstance and approval from me to submit late work. If you submit late work without an approved extension from me, I reserve the right not to grade it. Communication is key.

INCOMPLETE POLICY: We do have the ability to assign students an incomplete at the end of a course. However, two conditions are required for an incomplete to be granted: 1) an extenuating circumstance, and 2) most of the work for the course has been completed (more than 50%). The max extension for an incomplete is 6 months, and incompletes are calculated as an "F" in your GPA until you have successfully completed the final assignments.

COURSE BLACKBOARD RESOURCES: There are several resources on the course Blackboard page. You are expected to review and familiarize yourself with the items in Blackboard in the first week of class. NOTE: Please post general, course-related questions to the discussion board forum I have set up for this. Typically, if one student in the class has the question, others do as well. Please allow 24 hours for a response, and then feel free to email me or call me directly with your question.

ALPINE LIBRARY INFORMATION

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

ADA STATEMENT

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Ronnie Harris, LPC, Counselor, at 432-837-8203 or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

STUDENT RESPONSIBILITIES STATEMENT

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

COUNSELING SERVICES

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

SRSU DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

BLACKBOARD TECHNICAL SUPPORT: SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll Free: 888.837.6055. Email: blackboardsupport@sulross.edu

**IMPORTANT NOTES ON GRADUATE COURSEWORK
AND COMPREHENSIVE EXAMS**

Grades: In graduate school, a “C” is required to pass the class. In addition, you must maintain at least a 3.0 GPA to remain in good standing. The program faculty evaluate the progress of students in the program at the end of each semester. Just maintaining a “B” average in the program is not enough to be deemed eligible to continue in the program or to complete the comprehensive exam.

Comprehensive Exam: A comprehensive exam is required in the final semester of coursework for MA-PS and MPA students. More information can be found on our program’s website. Please make sure to save copies of all of your papers, assignments, and books. These will assist you in the comprehensive exam.

Program Learning Outcomes

Public Administration	Political Science
<p>The graduating student will:</p> <ul style="list-style-type: none">• Demonstrate the ability to critique significant theoretical approaches of public administration.• Demonstrate the ability to evaluate domestic and international administrative processes.• Demonstrate the ability to apply appropriate statistical tools for quantitative analysis.	<p>The graduating student will:</p> <ul style="list-style-type: none">• Demonstrate the ability to analyze significant theoretical approaches of political science• Demonstrate the ability to evaluate domestic and international political processes• Demonstrate the ability to apply appropriate statistical tools for quantitative analysis

Marketable Skills

Public Administration	Political Science
<ul style="list-style-type: none">• Students can organize and execute presentations relevant to public administration• Students understand and can execute a program evaluation• Students can conduct statistical analyses that are useful to the work of public administrators.• Students can read and interpret an organization budget	<ul style="list-style-type: none">• Students can organize and execute verbal and written presentations of complex social issues• Students can tackle social and political problems by acquiring relevant data and using insight and technical skills to analyze data and develop logical solutions• Students understand the roles and responsibilities of institutional authority within local, state, national, and international communities.• Students understand and can execute a policy analysis

COURSE READINGS

NOTE: All articles can be accessed online through the SRSU Library. Please use the SRSU library to access these articles so we can “register” your use of them and promote the acquisition of subscriptions in this discipline. Also, articles that require interlibrary loan are provided for you on Blackboard. As of the updating of this syllabus, all of the articles are available unless noted (and provided). However, our SRSU subscriptions rotate throughout the year, so it is possible that something may suddenly require interlibrary loan. PLEASE LET ME KNOW IF YOU CANNOT ACCESS AN ARTICLE. Also, if you have time, I recommend downloading all articles now

Module: Introduction to Agencies

ACUS Sourcebook (pp. 1-62)

Module: Staffing of Government Agencies

ACUS Sourcebook, pp. 62-81

Bolton, A., Figueiredo, J. M. de, & Lewis, D. E. (2021). Elections, ideology, and turnover in the US federal government. *Journal of Public Administration Research & Theory*, 31(2), 451–466. <https://doi-org.wmlrsu.idm.oclc.org/10.1093/jopart/muaa051>

Gibbs, D. (2020). Civil service reform, self-selection, and bureaucratic performance. *Economics & Politics*, 32(2), 279–304. <https://doi-org.wmlrsu.idm.oclc.org/10.1111/ecpo.12151>

Potter, R. A. (2022). Macro outsourcing: Evaluating government reliance on the private sector. *Journal of Politics*, 84(2), 960–974. <https://doi-org.wmlrsu.idm.oclc.org/10.1086/716295>

Richardson, M. D. (2019). Politicization and expertise: Exit, effort, and investment. *Journal of Politics*, 81(3), 878–891. <https://doi-org.wmlrsu.idm.oclc.org/10.1086/703072>

These articles are provided in your module folder (Inter-library loan was required)

Lim, C. S. H., & Snyder, J. M., Jr. (2021). What shapes the quality and behavior of government officials? Institutional variation in selection and retention methods. *Annual Review of Economics*, 13. <https://doi-org.wmlrsu.idm.oclc.org/10.1146/annurev-economics-072720-041256>

Resh, W. G., Hollibaugh Jr., G. E., Roberts, P. S., & Dull, M. M. (2021). Appointee vacancies in US executive branch agencies. *Journal of Public Policy*, 41(4), 653–676. <https://doi-org.wmlrsu.idm.oclc.org/10.1017/S0143814X20000215>

For Week 1 of the module, read the ACUS Sourcebook pages, and the first two articles.

For Week 2 of the module, read the last four articles listed.

Module: Presidential Influence

Doherty, K. M., Lewis, D. E., & Limbocker, S. (2019). Executive control and turnover in the Senior Executive Service. *Journal of Public Administration Research & Theory*, 29(2), 159–174. <https://doi-org.wmlrsu.idm.oclc.org/10.1093/jopart/muy069>

Hollibaugh, G. E., & Rothenberg, L. S. (2018). The who, when, and where of executive nominations: Integrating agency independence and appointee ideology. *American Journal of Political Science*, 62(2), 296–311.

Jo, J., & Rothenberg, L. S. (2012). Rational incompetence. *Journal of Theoretical Politics*, 24(1), 3–18. <https://doi-org.wmlrsu.idm.oclc.org/10.1177/0951629811423232>

McCarty, N. (2004). The appointments dilemma. *American Journal of Political Science*, 48(3), 413–428. <https://doi.org/10.2307/1519907>

Module: Congressional Influence

Bolton, A., & Thrower, S. (2019). The constraining power of the purse: Executive discretion and legislative appropriations. *Journal of Politics*, 81(4), 1266–1281. <https://doi-org.wmlsrus.idm.oclc.org/10.1086/704330>

Clouser McCann, P. J., & Shipan, C. R. (2022). How many major US laws delegate to federal agencies? (almost) all of them. *Political Science Research & Methods*, 10(2), 438–444. <https://doi-org.wmlsrus.idm.oclc.org/10.1017/psrm.2021.32>

Lowande, K. (2019). Politicization and responsiveness in executive agencies. *Journal of Politics*, 81(1), 33–48. <https://doi-org.wmlsrus.idm.oclc.org/10.1086/700270>

Lowande, K., & Augustine Potter, R. (2021). Congressional oversight revisited: Politics and procedure in agency rulemaking. *Journal of Politics*, 83(1), 401–408. <https://doi-org.wmlsrus.idm.oclc.org/10.1086/709436>

Module: Agency Decision-Making

Palus, C. K., & Yackee, S. W. (2022). When does the multiple principals hypothesis hold? The politics of U.S. agency policymaking autonomy. *Governance*, 35(1), 43–64. <https://doi-org.wmlsrus.idm.oclc.org/10.1111/gove.12557>

Potter, R. A. (2017). Slow-rolling, fast-tracking, and the pace of bureaucratic decisions in rulemaking. *The Journal of Politics*, 79(3), 841–855.

Selin, J. L. (2015). What makes an agency independent? *American Journal of Political Science*, 59(4), 971–987.

Also, read pages 82-120 in the ACUS Sourcebook.

Module: Cooperation & Conflict

Bils, P. (2020). Policymaking with multiple agencies. *American Journal of Political Science*, 64(3), 634–648. <https://doi-org.wmlsrus.idm.oclc.org/10.2307/45295338>

Fleming, C. J., McCartha, E. B., & Steelman, T. A. (2015). Conflict and collaboration in wildfire management: The Role of Mission Alignment. *Public Administration Review*, 75(3), 445–454.

Kaip, D., Ireland, L., & Harvey, J. (2023). 'I don't think a lot of people respect us' – police and social worker experiences of interagency working with looked-after children. *Journal of Social Work Practice*, 37(1), 29–44. <https://doi-org.wmlsrus.idm.oclc.org/10.1080/02650533.2022.2036109>

Maor, M., Sulitzeanu-Kenan, R., & Balmas, M. (2023). The reputational dividends of collaborating with a highly reputable agency: The case of interagency collaboration between the U.S. FDA and its domestic partner agencies. *Public Administration Review*, 83(3), 639–653.

Schneiker, A., & Joachim, J. (2021). Linking pins as drivers of interagency cooperation: Humanitarian NGOs and security networks. *Globalizations*, 18(4), 600–616. <https://doi-org.wmlsrus.idm.oclc.org/10.1080/14747731.2020.1826176>

Sedgwick, D., & Hawdon, J. (2019). Interagency cooperation in the era of homeland policing: Are agencies answering the call? *American Journal of Criminal Justice: The Journal of the Southern Criminal Justice Association*, 44(2), 167–190. <https://doi-org.wmlsrus.idm.oclc.org/10.1007/s12103-018-9456-4>

For Week 1 of the module, read the first three articles listed above.

For Week 2 of the module, read the last three articles listed above.

Module: Other Topics

ACUS Sourcebook, pp. 121-124

Drolc, C. A., & Keiser, L. R. (2021). The importance of oversight and agency capacity in enhancing performance in public service delivery. *Journal of Public Administration Research & Theory*, 31(4), 773–789. <https://doi-org.wmlsrssu.idm.oclc.org/10.1093/jopart/muaa055>

McGrath, R. J. (2013). Legislatures, courts, and statutory control of the bureaucracy across the U.S. states. *State Politics & Policy Quarterly*, 13(3), 373–397.

Ujhelyi, G. (2014). Civil service rules and policy choices: Evidence from US state governments. *American Economic Journal: Economic Policy*, 6(2), 338–380. <https://doi-org.wmlsrssu.idm.oclc.org/10.2307/43189387>

Vaughan, D. (1997). The trickle-down effect: Policy decisions, risky work, and the Challenger tragedy. *California Management Review*, 39(2), 80–102. <http://wmlsrssu.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/trickle-down-effect-policy-decisions-risky-work/docview/216128174/se-2>

Module: Other Countries

Giménez, F. P., & González, R. C. (2022). From expertise to democracy-shaping?: Constitutional agencies in Mexico. *Texas International Law Journal*, 57(3), 301–327.

Lan Li, L., Aldosery, A., Vitiugin, F., Nathan, N., Novillo-Ortiz, D., Castillo, C., & Kostkova, P. (2021). The response of governments and public health agencies to COVID-19 pandemics on social media: A multi-country analysis of Twitter discourse. *Frontiers in Public Health*, 9. <https://doi-org.wmlsrssu.idm.oclc.org/10.3389/fpubh.2021.716333>

Lee, D. S. (2022, August 1). Agency heads' public profiles and bureaucratic performance. *American Review of Public Administration*, 52(6).

NOTE: The Lee (2022) article is provided on Blackboard since it requires an ILL request.