



Context of Public Administration Fall 2015

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TESC MPA MISSION STATEMENT

“Be the Change”

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

COURSE DESCRIPTION

First Year Core, a year-long series, is “Public Administration 101.” We broadly identify and examine the foundational elements of the field and practice of public administration. Much of what is covered in First Year Core can be examined further, and in more depth, in elective courses.

This academic year, we take as our basic premise, in the words of the people behind The Next System Project (<http://www.thenextsystem.org>), that “the challenging realities of growing inequality (economics), political stalemate (governing), and climate disruption (environment) prompt an important insight. When the old ways no longer produce the outcomes we are looking for, something deeper is occurring.” As we will examine over the year, public administration is practiced in a wide arena and encompasses a multitude of approaches to serving the public; these approaches are now failing us.

In the Fall quarter, we contextualize the discipline and practice of public administration keeping at center the three areas of significant national and global crisis that require us to change how we do the public’s work: environment, economics, and governing. In Winter quarter, we examine the knowledge, skills, and abilities needed to practice democratic public administration across the spectrum of organizations and movements within which we serve the public. In Spring quarter, we examine the policy and fiscal foundations of governing and managing for the public good. Each quarter, we unpack what brought us to the current situation and, most importantly, highlight (through examples) alternatives that can lead to the systemic changes we need.

EXPECTATIONS

Review Assignment Requirements Thoroughly Before Drafting Submissions: This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

Format of Assignment Submissions: All papers will be submitted as requested by your seminar faculty member. All papers must meet assignment parameters and cite works using the American Psychological Association (APA) citation style. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please contact the Graduate Writing Assistant. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

Late assignments: Are not accepted without prior (to deadline) approval by your seminar faculty member. Multiple late assignments put you at risk for no credit.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, *faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case.* Make-up work must be completed by the end of the quarter in question for course credit. Multiple absences put you at risk for no credit.

Use of Electronic Devices: The class is participatory and the learning community is dependent upon people being present to what is happening in class. Research shows that using electronic devices can be distracting and deleterious to the learning experience and to the learning community. Further, research suggests that typing notes on a keyboard rather than writing out longhand results in shallower processing of concepts. Yet we acknowledge the limited, key situations where these devices are necessary. These situations include: accessing the Canvas site when course materials are being explained; workshops where laptops help teams track requirements and output; practical exercises in class where spreadsheets or other templates are needed; and, individual situations requiring accommodation through technology. In short, put away your devices (laptops, phones, tablets) except otherwise instructed (we recognize that some may be accessing readings electronically and will use a device for seminar).

Credit: Students will receive 6 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

Evaluation: Written self-evaluations and your evaluations of faculty are required for credit at the end of each quarter, along with faculty evaluations of students. During evaluation week, you will schedule an evaluation conference with your seminar faculty member. *Self-evaluations are due at the end of Week 10.* Evaluations are considered "submitted" only when posted through the College evaluation portal (accessed through your my.evergreen.edu site, not through Canvas).

Accommodations: are provided for any student who desires them through Access Services, the Graduate Writing Assistant, and the Quantitative and Symbolic Reasoning Center. To request academic

accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more.

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Guest Policy: Guests are welcome as long as they are not disruptive; please notify faculty if you are bringing a guest and be prepared to introduce your guest.

Inclement Weather: In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

Communicating with Each Other: Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

READINGS

- [William Fawcett Hill's Learning through Discussion](#) (2000). Jerome Rabow, Michelle A. Charness, Johanna Kipperman, & Susan Radcliffe-Vasile. **ISBN-13:** 978-1577661115.
- *Thinking in an Emergency (Norton Global Ethics Series)* (2012). Elaine Scarry. **ISBN-13:** 978-0393340587.
- *The Miniature Guide to Critical Thinking: Concepts and Tools* (2007). Richard Paul & Linda Elder (pdf to download)
- *This Changes Everything: Capitalism vs The Climate* (2014). Naomi Klein. **ISBN-13:** 978-1451697391.
- *Public Administration: An Action Orientation (7th Edition)* (2013) Robert Denhardt, Janet Denhardt, and Tara Blanc. **ISBN-13:** 978-1133939214. We will use this textbook Fall, Winter and Spring quarters.
- *The Nations Within: The Past and Future of American Indian Sovereignty* (1998). Vine Deloria, Jr & Clifford Lytle. **ISBN-13:** 978-0292715981.
- *Thinking in Systems: A Primer* (2008). Donella Meadows. **ISBN-13:** 978-1603580557
- [Naked Economics: Undressing the Dismal Science](#). (2010). Charles Wheelan and Burton G. Malkiel. **ISBN-13:** 978-0393337648.
- *America's Nonprofit Sector: A Primer* (2012). Lester Salamon. **ISBN-13:** 978-1595423603.
- *Tweets and the Streets: Social Media and Contemporary Activism* (2012). Paulo Gerbaudo. **ISBN-13:** 978-0745332482

Other readings will be posted to the website during the quarter.

ASSIGNMENTS

Seminar Papers:

DUE: Weeks 1,3 & 5; 2-3 pages, double-spaced.

The seminar papers summarize the main elements of the assigned text. Use the Outline for Preparation, illustrated in Table 4.2 (p. 40), of *Learning Through Discussion* to guide your analysis and writing.

Thematic Reflections Papers:

DUE: Weeks 2 & 4; 2-3 pages, double-spaced.

Seminar papers generally focus on one reading, deeply explored. The thematic reflections papers are assigned where shorter readings are combined to explore different aspects of a topic. Your essays for these weeks should reflect this intent, drawing common themes and criticisms from the assigned readings in a format of your own choosing.

Literature Review: Big Issue in Public Administration

DUE: Week 6; 3-5 pages, double-spaced (bibliography separate and must use APA citation style).

Pick one of the following “big issues in public administration:” politics/administration dichotomy; public/private; bureaucracy/democracy; efficiency/responsiveness; sovereignty/globalism. Find a niche in your chosen big issue, research your big issue, and write a literature review. You must use a minimum of five (5) peer-reviewed, scholarly articles for this literature review and cite them appropriately; we also expect you to use other sources. We’ll talk more about this in Weeks 2 & 3.

On Inequality Paper:

DUE: Week 7; 3-4 pages, double-spaced. Select and read 5 or 6 of the articles from *The New York Times* series The Great Divide on inequality (posted to Canvas). Start by carefully reviewing the list of articles. Write a 3-4 page essay in which you summarize what you believe are the most powerful of the various factors that appear to be increasing inequality in the U.S., and suggest what role, if any, public administration and public administrators should take to lessen inequality in this country.

Nonprofit Case Analysis:

DUE: Week 9; 3-4 pages, double-spaced. The case approach is widely used in the study of administration. The case presented to you will highlight the topic presented through a “real world” case for you to analyze and interpret. Your case analysis papers must 1) define what you believe is the major problem presented by the case, 2) discuss what was done to rectify the situation, 3) assess the effectiveness of that decision, 4) what would you do differently and why, and, 5) link the case to the readings for the week. The case will be posted on the course Canvas site.

Final Assignment: This Changes Everything Reflective Essay

DUE: Thursday Week 10; Length: 3-4 pages, double-spaced (bibliography separate and must use appropriate citation style). Return to the three “systems” that form the foundation for this course. The premise of this quarter has been that fundamental changes in these systems is “changing everything.” What are key aspects of the changes in these systems? What are the most significant implications of these changes? How are they connected? Is it an overstatement to say “everything” is changing?

Note: despite its brevity, this is not an opinion piece, but a well-researched, well-cited scholarly paper.

Final Presentation – About Public Service

DUE: Thursday Week 10. In orientation, you did an in-class writing workshop. For this presentation, we want you to go back your answers to the questions you wrote during orientation and respond to them again (What does public service mean to you? What does it mean to be a public administrator? What influences your definitions?). Have your answers changed? Why or why not? What influences your answers? Have your influences changed at all over the quarter? Prepare a **5 minute presentation** which you will give in your seminar group. No visuals. This is intended to be a relatively “low risk” presentation and a chance for you to practice your presentation skills and learn from others.

CONTEXT OF PUBLIC ADMINISTRATION – SCHEDULE – FALL 2015

DATE	TOPIC/ACTIVITIES	READING	DUE
Orientation Saturday 9/26	Orientation	<i>William Fawcett Hill's Learning Through Discussion</i> (all)	
Orientation Sunday 9/27	Orientation	<i>Thinking in an Emergency</i> (all)	DUE: Outline for Preparation notes on <i>Thinking in an Emergency</i>
Week 1 Thursday 10/1	Topic: This Changes Everything (Cheryl and Panel Guests)	<i>This Changes Everything: Capitalism and the Environment</i> (all)	DUE: Seminar Paper
Week 2 Thursday 10/8	Topic: The Founders, Constitutionalism, and PA (Doreen) Training: Library Database Research	Readings Posted to Canvas DDB Textbook: Chapter 2	DUE: Thematic Reflections Paper
Week 3 Thursday 10/15	Topic: Systems Thinking (Marc) Training: Doing a Literature Review	<i>Thinking in Systems: A Primer</i> (all) DDB Textbook: pp. 302-304	DUE: Seminar Paper
Week 4 Thursday 10/22	Topic: The Discipline: Then and Now (Cheryl)	Readings Posted to Canvas DDB Textbook: Chapters 1 & 11	DUE: Thematic Reflections Paper
Week 5 Thursday 10/29	Topic: Many Nations (Doreen) Guest Speaker: Senator John McCoy	<i>The Nations Within: The Past and Future of Indian Sovereignty</i> (All)	DUE: Seminar Paper
Week 6 Thursday 11/5	Topic: The Dominant Economic Paradigm (Marc)	<i>Naked Economics: Undressing the Dismal Science</i> (All)	DUE: Literature Review
Week 7 Thursday 11/12	Topic: Inequality (Cheryl)	New York Times Inequality Series Posted to Canvas	DUE: On Inequality Paper
Week 8 Thursday 11/19	Topic: Alternative Economic Paradigms (Marc)	Readings Posted to Canvas	
THANKSGIVING BREAK 11/26 NO CLASS			
Week 9 Thursday 12/3	Topic: The State of Nonprofits (Doreen)	<i>America's Nonprofit Sector: A Primer</i> (Chapters 1-5) DDB Textbook: Chapter 3	DUE: Nonprofit Case Analysis
Week 10 Thursday 12/10	Topic: Local is the New Global (Lukas)	<i>Tweets and The Streets: Social Media and Contemporary Activism</i> (All)	DUE: - This Changes Everything - Reflective Essay - Self Evaluation - About Public Service Presentation
EVALUATION WEEK 12/14-12/17 By Appointment			