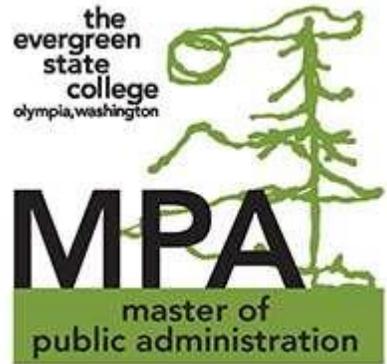


## The Context of Public Administration

Fall 2018 First Year Core

Public and Nonprofit Administration and  
Public Policy Concentrations



**Mission Statement:** 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. “Be the change.”

Faculty	Email	Office Hours
Meghan Doughty, PhD	<a href="mailto:doughtym@evergreen.edu">doughtym@evergreen.edu</a>	By appointment
Doreen Swetkis, PhD	<a href="mailto:swetkisd@evergreen.edu">swetkisd@evergreen.edu</a>	By appointment
Eric S Trevan, PhD	<a href="mailto:trevane@evergreen.edu">trevane@evergreen.edu</a>	By appointment

### Time and Location

MPA New Student Orientation (attendance required): Saturday, September 22, 2018, 9a-5p,  
Purce Hall, Classroom 7

Thursdays 6pm-10pm PST

Sem II E1105

Seminar Rooms: E2105, E2107, E2109

**Course Description:** The purpose of 1<sup>st</sup> year Core is to identify and explore the fundamentals of governing and administering for the public good. In the fall quarter, we examine the foundations of democracy and public service by investigating the enduring issues for public administrators. We will increase our understanding of the political, social, cultural, and economic contexts of public administration. Our goal is to gain an understanding of how practitioners can apply theories of public administration through praxis. We will analyze the roles and responsibilities public administrators and their institutions at all sectors of governing. Finally, we assess management and leadership challenges and opportunities related to decision making.

### Key questions:

- What is public administration as a field of study?
- Who are public administrators and who is the public?
- Why does public administration matter? What are the enduring issues and why?

### Learning objectives:

- Understand public administration within the historical contexts of politics, economics, and culture.
- Understand the importance of citizen engagement.
- Understand the roles, responsibilities, and inter-relationships of governing processes.
- Understand your role in public service.
- Develop critical and creative thinking and writing skills, as well as presentation skills.

### Required Readings

1. Epp, C., Maynard-Moody, S. and Haider-Markel, D. P. (2014). *Pulled over: how police stops define race and citizenship*. Chicago Series in Law & Society. ISBN: 9780226113852
2. Guy, M. E. and Ely, T. L. (2018). *Essentials of Public Service: An Introduction to Contemporary Public Administration*. Irvine, CA: Melvin & Leigh Publishers. (used throughout the year). ISBN: 9780999235904
3. Jorgensen, M. (Ed.). (2007). *Rebuilding native nations: Strategies for governance and development*. University of Arizona Press. ISBN: 9780816524235
4. Paul & Elder (2014). *The Miniature Guide to Critical Thinking: Concepts and Tools*. ISBN: 9780985754402
5. Rabow, J., Charness, M.A., Kipperman, J. & Radcliffe-Vasile, S. (2000). *William Fawcett Hill's Learning through Discussion*. ISBN: 0803954123
6. Salamon, L. M. (2015). *The resilient sector revisited: the new challenge to nonprofit America*. Brookings Institution Press. ISBN: 9780815724254
7. Wheelan, C. (2010). *Naked Economics: Undressing the Dismal Science (Fully Revised and Updated)*. WW Norton & Company. ISBN: 9780393337648

### Articles/Video (links and pdf provided on Canvas)

8. Rosenbloom, D. H. (1983). Public Administrative Theory and the Separation of Powers. *Public Administration Review*, 43(3), 219-227.
9. Evergreen Campus Common Read & Podcast: ["Turning Strangers into Political Friends," by the Harvard political theorist Danielle Allen](#), along with [a podcast from the "Freakonomics" series by Stephen Dubner entitled "Trust Me."](#)

### Optional Readings

1. Henry, N. (1975). Paradigms of Public Administration. *Public Administration Review*, (35)4, 378-385.
2. Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan ISBN-13: 978-0374533557
3. Miller, R. J. (2012). *Reservation "capitalism": Economic development in Indian Country*. ABC-CLIO.

4. NCSL (2002). Models of Cooperation between States and Tribes.  
<http://www.nijc.org/pdfs/TTAP/NCSLGovttoGovt.pdf>
5. Shafritz, J. M., & Hyde, A. C. (any edition). *Classics of public administration*.
6. Wheelan, C. and Malkiel, B. G. (2010). *Naked economics: Undressing the dismal science*. ISBN-13: 978-0393337648.

### **Course Policies**

**Format:** Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our graduate programs writing support at: [EvergreenWritingAssistant@gmail.com](mailto:EvergreenWritingAssistant@gmail.com). Additional writing resources can be accessed through the campus Writing Center: <https://www.evergreen.edu/writingcenter/resources>

**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.

**Participation & Attendance:** Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking 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, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

**Late Assignments:** Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Credit:** Students will receive 6 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

**Evaluation:** A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty.

**Multiculturalism & Diversity:** Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

**Technology Use & Learning Styles:** We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. The teaching team reserves the right to ask for no technology in the classroom if it becomes a distraction. Also, please shut your laptops when we have guest speakers.

**Reasonable Accommodations** will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

**Permission to Record Lecture, Workshop and Other Similar Discussion:**

If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of **Reasonable Accommodations**, then this participant would need written permission, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

**Conduct & Conflict Resolution:** Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

The procedure to resolve conflict is outlined in the MPA Student Handbook:

<https://www.evergreen.edu/mpa/studenthandbook/conflictresolution>

Included on this page is the Evergreen State College Conflict Resolution Process Matrix.

**We will abide by the [social contract](#):** WAC 174-121-010 College philosophy.

**We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#):** Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

**We will abide by the [non-discrimination policies and procedures at TESC](#)**

**Guest Policy:** Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

**Incident Weather:** In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them <https://evergreen.edu/emergencyresponse>

**Communicating:** Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

## Assignments

### Critical Thinking Papers

Due: Week 1, 2 and 5, posted to Canvas before class

Length: 2 to 3 pages double spaced (page length does not include works cited page). Use APA format for references and cite all of your sources (direct quotes and paraphrases).

Purpose: **This is not just a summary of the readings.** According to Paul & Elder's, *Miniature Guide to Critical Thinking*, critical thought means that you assess the assumptions and positions of yourself and between people in groups and organizations. This practice is important to managers and leaders because it helps us understand how we co-create and socially construct our perspectives in relation to each other.

Instructions: Using the tools and approach described in Paul & Elder's, *Miniature Guide to Critical Thinking*, critically read and respond to the assigned reading:

- Week 1: Jorgensen, *Rebuilding Native Nations*, chapter 6 and pick one of the assigned Guy & Ely chapters.
- Week 2: Jorgensen Parts 3 & 4.
- Week 5: Epp, Maynard-Moody & Haider-Markel, whole book.

Key Skills:

- Demonstrate knowledge of the assigned readings
- Illustrate ability to synthesize information from diverse sources into a holistic product
- Make connections between assigned readings to reveal new insights on the topic
- Explain the various strengths and weaknesses of the authors' arguments

### Briefing Paper

Due: Week 3, posted to Canvas before class

Length: 1 page, single spaced (Note: For this assignment a reference page is unnecessary).

Purpose: Briefing papers provide leaders with an issue overview and term definitions when a report or research paper is too lengthy or dense for decision-makers to read and process. Knowing how to write a briefing paper is a useful skill for public servants and community activists. A good briefing paper is concise, well-organized, and covers the most important and relevant facts for a **specific audience**.

Instructions: Read the King PAR article. Next, pick an audience (this should be clearly identified somewhere in the paper). Then, with your audience in mind, identify three to five pieces of relevant information from the article and why this information is important for your audience to know. Feel free to include charts or graphs to communicate the needed information. Incorporate information from the Guy & Ely chapters for the week to support your assertions.

#### Key Skills:

- Demonstrate knowledge of the assigned readings
- Illustrate ability to synthesize information from diverse sources into a holistic product
- Boil down complex concepts into concise logical statements
- Design information to be tailored to a specific audience

#### Decision Memorandum

Due: Week 4 and 8, posted to Canvas before class

Length: 1 page, single spaced (Note: For this assignment, you will NOT use APA format).

Purpose: We use “cases” or real-world examples of public administration to practice assessing the dilemma or question on the table and then practice making recommendations. This can also help us to build on decisions that worked before or avoid repeating decisions that did not work in the past.

#### Instructions:

1. First, select one of the focus areas we have discussed in class.
2. Second, pick your audience. Who should you gear your analysis and recommendation towards? \*
3. Third, select a few current sources that provide background and facts about the issue (Ex. government documents, newspaper, academic journal, website, legal brief, research report, etc.). Pay attention to what decisions already occurred and the results of those actions. Note what crucial pieces of information are missing that leaders may need to make a decision.
4. Fourth, with your audience in mind, analyze the existing information about what options are available for resolution and/or propose your own options. (One of those options should be the status quo) Weigh out the pros and cons of each option.
5. Finally, make recommendations to your audience. Persuasively inform their decision.

*\*Extra Credit:* (optional) Send your decision memo to the decision maker(s) you identified as your audience. This is a way to apply your learning: engage in a decision experience!\*

#### Key Skills:

- Illustrate ability to synthesize information from diverse sources into a holistic product
- Boil down complex concepts into concise logical statements
- Practice concise and targeted writing
- Demonstrate ability to problem-solve and think critically

### Nonprofit Case Analysis

Due: Week 6, posted on Canvas before class

Length: 3-4 pages, double spaced (Note: For this assignment, you will NOT use APA format).

Purpose: This assignment is building off the skills you practiced in your decision memo and critical thinking papers.

Instructions: The case presented to you will highlight the topic presented through a “real world” case for you to analyze and interpret without having to aim your analysis at a particular audience. 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 some aspect of the Salamon text in a meaningful way.

The case you are to analyze will be posted on the course Canvas site.

Key Skills:

- Demonstrate understanding of complex issues
- Illustrate ability to synthesize information from diverse sources into a holistic product
- Demonstrate analytical ability
- Demonstrate ability to problem-solve and think critically

### Miniature Literature Review

Due: Week 8

Length: 2-3 pages, double-spaced (page length does not include works cited page). Use APA format and cite all of your sources (direct quotes and paraphrases).

Instructions: Pick a national policy to write about for both the literature review **and** white paper. You must synthesize a minimum of five (5) peer-reviewed, scholarly articles for this literature review and cite them appropriately; you may include articles or books from class but these **will not** count towards the minimum number of required peer-reviewed articles. Find the gaps in existing information or options, compare and contrast existing information from various parties (find agreement and disagreement on terms, facts, definitions, major debates), and establish your credibility through knowledge and evidence.

Key Skills:

- Gain familiarity with a current national policy debate
- Demonstrate analytical ability
- Develop ability to critique a complex issue
- Illustrate ability to synthesize information from diverse sources into a holistic product

## White Paper

Due: Week 10, posted on Canvas before class

Length: 5-6 pages, double spaced (page length does not include works cited page). Use APA format and cite all of your sources (direct quotes and paraphrases).

Instructions: Using the same national policy that you wrote about for your literature review, provide a recommendation(s) about the national policy for a specific audience.\*

A white paper should provide an overview of the policy and relevant research, as well as argue for a specific recommendation. The link provides a basic breakdown of the structure of a white paper: <https://owl.english.purdue.edu/owl/owlprint/546/>.

Presentation: Students will give a 5-minute present to their respective seminar groups the last night of class. This is a low-stakes presentation, without any audio-visuals. You are to present the highlights of your policy research to the group.

*\*Extra Credit:* (optional) Send your white paper to the decision maker(s) you identified as your audience. This is a way to apply your learning: engage in a decision experience!\*

### Key Skills

- Understand a current national policy debate
- Demonstrate analytical ability
- Develop ability to critique a complex issue
- Illustrate ability to synthesize information from diverse sources into a holistic product
- Practice concise and targeted writing
- Design information to be tailored to a specific audience
- Problem solving and thinking critically

**Fall 2018 Schedule (Faculty may alter schedule)**

DATE	TOPICS	READINGS	ASSIGNMENTS DUE
Saturday, Sept. 22, 2018 9a-5p	New Student Orientation	<ul style="list-style-type: none"> <li>MPA Student Handbook: <a href="https://www.evergreen.edu/mpa/studenthandbook">https://www.evergreen.edu/mpa/studenthandbook</a></li> </ul>	No Assignment Due
Week 1 Thursday 9/27/18	Public Administration, Then & Now	<ul style="list-style-type: none"> <li>Rabow, et al.</li> <li>Guy &amp; Ely 1, 12, 15</li> <li>Rosenbloom (on Canvas)</li> <li>Jorgensen Parts 1 &amp; 2</li> </ul>	Critical Thinking Paper #1
Week 2 Thursday 10/4/18	Tribal Nations	<ul style="list-style-type: none"> <li>Jorgensen Parts 3 &amp; 4</li> </ul>	Critical Thinking Paper #2
Week 3 Thursday 10/11/18	Citizen Engagement	<ul style="list-style-type: none"> <li>Guy &amp; Ely 2, 7</li> <li>King <i>PAR</i> Classics article</li> </ul>	Briefing Paper
Week 4 Thursday 10/18/18	The Savvy Administrator	<ul style="list-style-type: none"> <li>Guy &amp; Ely 3, 10, 13</li> </ul>	Decision Memo #1
Week 5 Thursday 10/25/18	Equity & Inclusion	<ul style="list-style-type: none"> <li>Epp, Maynard-Moody &amp; Haider-Markel, all</li> </ul>	Critical Thinking Paper #3
Week 6 Thursday 11/1/18	The Resilience of the Nonprofit Sector	<ul style="list-style-type: none"> <li>Salamon, all</li> </ul>	Case Analysis (on Canvas)
Week 7 Thursday 11/8/18	National Conversations	<ul style="list-style-type: none"> <li>Common Read and podcast (on Canvas)</li> </ul>	Decision Memo #2
Week 8 Thursday 11/15/18	Public Administration & the Economy	<ul style="list-style-type: none"> <li>Guy &amp; Ely, 8</li> <li>Wheelan 1<sup>st</sup> half</li> </ul>	Mini Literature Review
Thursday-11/22/18	<b>THANKSGIVING BREAK – NO CLASS</b>		
Week 9 Thursday 11/29/18	Public Administration & the Economy II	<ul style="list-style-type: none"> <li>Wheelan 2<sup>nd</sup> half</li> </ul>	No Assignment Due
Week 10 Thursday 12/6/18	Climate Change	<ul style="list-style-type: none"> <li>Film in Class: <i>This Changes Everything</i></li> </ul>	White Paper Student presentations Potluck
12/10	Eval Week		Self & Faculty Evaluations