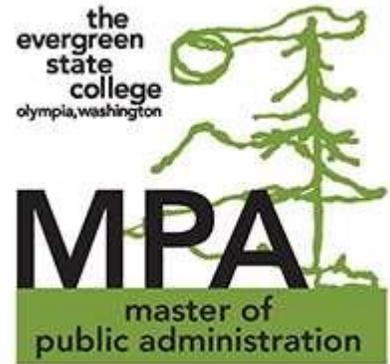


The Context of Public Administration

Fall 2017 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
Melissa Beard, PhD	beardm@evergreen.edu	By appointment
Lianna Shepherd, MPA	shepherl@evergreen.edu	By appointment
Doreen Swetkis, PhD	swetkisd@evergreen.edu	By appointment
Eric S Trevan, PhD	trevane@evergreen.edu	By appointment

Time and Location

MPA New Student Orientation: September 23, 2017, 9a-5p, Purce Hall Classroom 7

Thursdays 6pm-10pm PST

Sem II E1105

Seminar Rooms: E2105, E2107, E2109

Course Description: The purpose of 1st 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 the Tribal, Federal, State, City, County, Private, and Nonprofit 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 roles, responsibilities, and inter-relationships of governing processes.
- Understand your role in public service.

Required Readings

Books

1. Guy, M. E., & Rubin, M. M. (Eds.). (2015). *Public Administration Evolving: From Foundations to the Future*. Routledge. PA Evolving Routledge. Edited by Mary Guy and Marilyn Rubin (used all year) ISBN-13: 978-0765643254
2. Naked Economics: Undressing the Dismal Science. (2010). Charles Wheelan and Burton G. Malkiel ISBN-13: 978-0393337648
3. Paul & Elder (2014). *The Miniature Guide to Critical Thinking: Concepts and Tools*. 7th Edition ISBN: 978-0-9857544-0-2
4. Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan ISBN-13: 978-0374533557
5. William Fawcett Hill's Learning through Discussion (2000). Jerome Rabow, Michelle A. Charness, Johanna Kipperman, & Susan Radcliffe-Vasile ISBN-13: 978-1577661115.
6. Stevenson, B. (2015). *Just mercy: A story of justice and redemption*. Spiegel & Grau ISBN-13: 978-0812994520
7. Salamon, L. M. (2015). *The resilient sector revisited: the new challenge to nonprofit America*. Brookings Institution Pres ISBN: 978-0-8157-2425-4

Articles/Video (links and pdf provided on Canvas)

1. NCSL (2002). Models of Cooperation between States and Tribes.
<http://www.nijc.org/pdfs/TTAP/NCSLGovttoGovt.pdf>
2. Henry, N. (1975). Paradigms of Public Administration. *Public Administration Review*, Vol. 35,4, pp. 378-385.
3. Shafritz, Russell, Borick (2012). *Introducing Public Administration*. 8th Edition. Chapter 1
4. (Video or book) Klein, N. (2015). *This changes everything: Capitalism vs. the climate*. Simon and Schuster. ISBN: 978-1-4516-9738-4 or <https://thischangeseverything.org/>
5. Jorgensen, M. (Ed.). (2007). *Rebuilding native nations: Strategies for governance and development*. University of Arizona Press. Chapters 1,2,6,9,10
6. Miller, R. J. (2012). *Reservation "capitalism": Economic Development in Indian Country*. ABC-CLIO. Chapters 8 & 9

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.

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. Consult your seminar faculty to discuss technology use and learning style options.

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 student 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** (see above), then this student would need written permission, in writing, 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 recording begins. Participants have the right to deny this request.

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.

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.

Inclement 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.

Faculty reserve the right to make changes to this syllabus

Assignments

Seminar Papers

DUE: Weeks 1,2,3,8,9

Two full pages, double-spaced. The seminar papers analyze the efficacy of the author's main points of the assigned text. Use the Outline for Preparation, illustrated in Table 4.2 (p. 40), of *Learning Through Discussion* or the Template for Analyzing the Logic of an Article from the *Miniature Guide to Critical Thinking* to guide your analysis and writing.

Decision Memorandum

DUE: Week 4

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

Description: 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. Weigh out the pros and cons of each option.
5. Finally, make recommendations to your audience. Persuasively inform their decision.

Literature Review: Big Issues in Public Administration

DUE: Week 6

5 page, double-spaced not including your list of references; 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 some aspect of your chosen big issue and research that aspect in order to write a literature review. You must use a minimum of ten (10) peer-reviewed, scholarly articles for this literature review and cite them appropriately; we also expect you to use other sources.

Briefing Paper

DUE Week 7

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

Description:

You may be faced with a situation where you have read a report or research paper that has important information but is too lengthy or dense for decision-makers to read and process. In this assignment, you will read a report and highlight the relevant information for your audience.

Instructions:

1. First, read the article provided (TBD)
2. Second, pick your audience.
3. Third, 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.
4. Fourth, include a reference to the article so the reader knows where to go for more details.

Final Group Presentations

DUE Week 10

5-minute presentation with 2-minute question/answer- Form a group of 3, from your same seminar group. Analyze a current relevant issue that fits within the framework of the class.

Groups will work together to provide a public presentation to the class speaking to the issue, providing a quick visual aid to support the presentation. Additionally, a one-page summary briefing page shall be provided to the class ahead of the presentation in order to summarize key points, statistics as well as other critical points to the presentation.

Group Reflection

DUE Week 10

This is a three-page reflection of the group dynamics and your experience working with your seminar group as well as your final presentation team. Discuss the different strengths as well as weaknesses in your groups; challenges and surprises. Additionally, think about any strategies used before group discussion or negotiations that applied to your activities.

Faculty Evaluations and Student Self Evaluations

DUE Week 11 (during evaluation conference)

Required to receive credit/complete

Fall 2017 Schedule (Faculty may alter schedule)

DATE	TOPIC/ACTIVITIES	READINGS	COMPETENCIES/ ASSIGNMENTS DUE
Week 1 Thursday 9/28/17	Public Administration Overview	<ul style="list-style-type: none"> • Paul All • Rabow All • Guy 1, 11 • Shafritz All • Henry All 	Seminar Paper All Readings
Week 2 Thursday 10/5/17	Nonprofit Resilience	<ul style="list-style-type: none"> • Salamon ALL 	Seminar Paper on Salamon
Week 3 Thursday 10/12/17	Library Presentation (Paul McMillin) Local to Global	<ul style="list-style-type: none"> • Kahneman 1-19 • Guy 4 • Wheelan 1,12 	Seminar paper on Kahneman
Week 4 Thursday 10/19/17	Government Relations	<ul style="list-style-type: none"> • Guy 2-3 • NCSL All • Jorgensen 1-2,10 	Decision Memorandum
Week 5 Thursday 10/26/17	Science and Management	<ul style="list-style-type: none"> • Guy 5-6 • Wheelan 5 • Jorgensen 6,9 	Nothing due
Week 6 Thursday 11/2/17	Outputs to the Cloud	<ul style="list-style-type: none"> • Guy 7-8 	Literature Review
Week 7 Thursday 11/9/17	Ethics, Climate and Moving Forward	<ul style="list-style-type: none"> • Guy 12-13 • Klein (in class) Video 	Briefing Paper
Week 8 Thursday 11/16/17	Public Administration and the Economy	<ul style="list-style-type: none"> • Wheelan 3-4 • Miller 8-9 • Kahneman 20-end 	Seminar Paper on all readings
Thursday- 11/23/17	THANKSGIVING BREAK – NO CLASS		
Week 9 Thursday 11/30/17	Race and Equity	<ul style="list-style-type: none"> • Guy 9-10 • Wheelan 13 • Stevenson ALL 	Seminar Paper on Stevenson
Week 10 Thursday 12/7/17	Presentations		Group Presentations Group Reflections
12/10/17- 12/17/17	Evaluation Week		Faculty Evaluations & Student Self Evaluations