

Context of Public Administration
MPA 1st year core (general), Fall 2012
Thursdays 6:00pm-10:00pm, Saturdays 9/22 & 12/8 9:00am-5:00pm
Location: SEM 2 E1105

Lee Lyttle: Lab I 3011 lyttlel@evergreen.edu Office hours: by appt. Phone: (360)867- 6678

Amy Gould: Sem II D2106 goulda@evergreen.edu Office hours: by appt. Phone: (360)867-6135

Tim Winchell: Lab I 3016 winchellt@evergreen.edu Office hours: by appt. Phone:(360)867-6102

TESC MPA 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. “You must be the change you wish to see in the world.”-- Mohandas K. Gandhi

Curriculum At a Glance, 2012-2013 MPA 1st year core (subject to change)

Quarter	Content Areas	Knowledge, Skill, Ability Development Objectives
Fall – Public Administration Context & Foundations	<ul style="list-style-type: none"> • PA & Democracy Theories from classic to contemporary • Economic Theory & Practice • Globalism • Functions & Roles of governments & non-profits • Professionalism & Leadership • Ethics • Policy Process • Social Responsibility • Cultural Relevancy 	<ul style="list-style-type: none"> • Effective Seminars • Literature Review • Crafting documents for information & action • Critical Thinking, Reading, & Writing • Working in teams • Academic critique • Public Speaking • Applied learning • Synthesis of Concepts
Winter – Organization Development, Theory & Behavior	<ul style="list-style-type: none"> • Being a leader & a manager • Importance of followership • Human Resources • Strategic planning • Decision-making • Performance Measurement • IT & E- government 	<ul style="list-style-type: none"> • Active listening • Working in Difference • Managing groups & the organizations they are in • Technical Writing • Public Speaking • Applied Learning
Spring – Public Policy, Public Budgeting, & Fiscal Analysis	<ul style="list-style-type: none"> • 1st year core Reflection, Integration, & Demonstration of learning • Policy Analysis • Program Evaluation • Civic Engagement with Money • Advocacy in Service 	<ul style="list-style-type: none"> • Applied learning • Financial planning • Crafting recommendations • Writing for change • Community Building • Public Speaking

1st Year Core Description (Fall, Winter and Spring)

Throughout the 1st year Core we explore the fundamentals of administering for the public good. Fall quarter we examine the foundations of public administration and democracy while investigating the enduring issues public administrators wrestle with historically and today. In Winter quarter we intend to examine the knowledge and skills needed to practice public administration within organizations (governments, tribes, non-profits, for profit, social entrepreneurial organizations, etc). Spring quarter we plan to examine the policy, budget, and fiscal foundations of serving the public.

Context of Public Administration Course Description (Fall)

In the first quarter we explore many of the enduring issues of U.S. public administration, increasing our understanding of important aspects of the political, social, cultural, and economic contexts of effective public administration. Through readings, class participation, and applying critical analysis, the intent is to gain an understanding of the “cannon” of public administration as a discipline and assess the current practices of public service. We will discuss and analyze what public administrators do at the federal, tribal, state, county, city and non-profit levels. Further, we will analyze and critique the theoretical underpinnings of the discipline and the “real” practice of public administration. Finally, we will be forward looking and assess the challenges and opportunities in public administration scholarship and on the ground leadership.

Through interdisciplinary study, collaborative learning, speaking across differences, and personal engagement we will explore the following questions:

- ◆ What is public administration?
- ◆ Who are public administrators?
- ◆ Why does public administration matter?
- ◆ What are the enduring debates of the field and why do they endure?
- ◆ What are the roles of economics, governments, non-profits, trust, leadership, power, politics, social construction, community, citizenship, change, and knowledge in public administration?
- ◆ How can you be a reflective and adaptive administrator?
- ◆ How do we embody praxis: the dynamic combination of theory and practice?

Learning Objectives

1. Understand public administration within the historical contexts of politics, economics, culture and the academic discipline. Gain familiarity with classic and contemporary authors whose writings have influenced the study and practice of public administration.
2. Build expertise in public administration and public policy in scholarship and practice.
3. Understand the roles, responsibilities and relationships of the various participants in governance processes.
4. Understand your relation to public service and citizenship.
5. Improve skills in critical thinking, writing, presentation, and research. Present and organize competing arguments about controversies in public administration.
6. Develop ability to work effectively in teams and with diverse populations.
7. Identify the decision-making dilemmas faced by public administrators.

Books Fall 2012 (required):

***prices noted are from Amazon.com* Many are available on Kindle as e-books for cheaper**

Dasgupta, P. (2007). *Economics: A Very Short Introduction*. Oxford University Press. ISBN: 978-0192853455, \$2 used

Jordan, T., (1999). *The U.S. Constitution: And Fascinating Facts About It*. 7th Edition. Oak Hill Publishing Co. ISBN: 978-1891743009, \$0.15 used

Keating, B. & Keating, M. (2008). *Microeconomics for Public Managers*. Wiley-Blackwell. ISBN: 978-1405125444, \$20 used, paperback ***used all year***

Kidder, T. (2009). *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*. Random House. ISBN: 978-0812980554, \$4 used

Levin, M. (2012). *Ameritopia: The Unmaking of America*. Threshold Editions. ISBN: 978-1439173244, \$10 used

O'Leary, R. (2005). *The Ethics of Dissent: Managing Guerrilla Government*. CQ Press. ISBN: 978-1933116600, \$18 used

Paul & Elder (2009). *The Miniature Guide to Critical Thinking: Concepts and Tools*. The Foundation for Critical Thinking. www.criticalthinking.org **(Copy included in mailing)**
used all year

Reich, R. (2008). *Supercapitalism: The Transformation of Business, Democracy, and Everyday Life*. Vintage. ISBN: 978-0307277992, \$2 used

Seabright, P. (2010). *The Company of Strangers: A Natural History of Economic Life*. revised edition. Princeton University Press. ISBN: 978-0691146461, \$6 used

Shafritz, Russell, Borick (2010). *Introducing Public Administration*. 8th edition. Longman Publishers. ISBN: 9780205855896, \$70 used, ***used all year***

Wilkins, D. & Stark, H. (2010). *American Indian Politics and the American Political System*. 3rd Edition. Rowman & Littlefield Publishers. ISBN: 978-1442203884, \$13 used

A Few Words About Book Expenses: The costs of books for the fall quarters of first and second year core will be higher than subsequent quarters. These textbooks will be used for two quarters during both years. Please be aware that we take the costs of textbooks into account when we make our book selections and we do our best to keep costs low, oftentimes by: using older book editions; trying to use books with electronic formatting availability; and ensuring their availability on on-line booksellers. However, we also try to balance these demands against our needs to expose students to a wide breadth and depth of public administration scholarship. The bookstore will initially place an order for used textbooks; if they can get a sufficient number of used books, they will not place an order with publishers. We are not sure when the bookstore may have fall titles on their shelves, though we hope they will be available by late August. For more information, you may contact the Evergreen Bookstore at (360) 867-5300. Another option is to purchase your books via an on-line bookseller such as Amazon.com or Alibris.com. If you would like to get a head-start on readings (other than the first few class meetings), we recommend reading the textbooks that are exclusively for this quarter only. To clarify, you may get a quarter or more ahead if you read the other textbooks, which is too far ahead for effective learning.

Articles Fall 2012 (required reading to be posted on moodle):

Behn, R. (1995). The Big Questions of Public Management. *Public Administration Review*, Vol. 55, No. 4 (Jul.-Aug.), pp. 313-324.

Box, Marshall, Reed, B., Reed, C. (2001). New Public Management and Substantive Democracy. *Public Administration Review*, Vol. 61, No. 5 (Sept.-Oct.), pp. 608-619.

Brooks, A. (2002). Can Nonprofit Management Help Answer Public Management's "Big Questions"? *Public Administration Review*, Vol. 62, No. 3 (May-Jun), pp. 259-266.

Denhardt, R. & Denhardt, J. (2000). The New Public Service: Serving Rather Than Steering. *Public Administration Review*, Vol. 60, No. 6, (Nov.-Dec.), pp. 549-559.

Eikenberry, A. & Kluver, J. (2004). The Marketization of the Nonprofit Sector: Civil Society at Risk?. *Public Administration Review*, Vol. 64, No. 2 (Mar.-Apr.), pp. 132-140.

Feldman, Khademian, Ingram, & Schneider (2006). Ways of Knowing and Inclusive Management Practices. *Public Administration Review*, Vol. 66, (Dec), pp. 89-99.

Henry, N. (1975). Paradigms of Public Administration. *Public Administration Review*, Vol. 35, No.4, pp. 378-385.

Kirlin, J. (2001). Big Questions for a Significant Public Administration. *Public Administration Review*, Vol. 61, No. 2, (Mar. - Apr.), pp. 140-143.

Schneider, A. & Ingram, H. (1990). Behavioral Assumptions of Policy Tools. *The Journal of Politics*, Vol. 52, No. 2 (May), pp. 510-529.

West, W. (2005). Administrative Rulemaking: An Old and Emerging Literature. *Public Administration Review*, Vol. 65, No. 6 (Nov.-Dec.), pp. 655-668.

Recommended Resources:

Myers, J. (2008). *Plain Language in Government Writing*. Management Concepts Publishing. ISBN: 978-1567262247, \$24 used

Perrin, R. (2011). *Pocket Guide to APA Style*. 4th edition. Wadsworth Publishing. ISBN: 978-0495912637

APA Style <http://www.apastyle.org/learn/index.aspx>

Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>

Fall 2012 Schedule (subject to change)

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Friday 9/21 Saturday 9/22	MPA New Student Orientation	<u>Readings:</u> Kidder, <i>Mountains Beyond Mountains</i> , ALL Paul & Elder, "The Miniature Guide to Critical Thinking"	
Week 1 9/27	What is PA & Policy? <ul style="list-style-type: none"> ▪ Class Intro. ▪ Lecture/Workshop ▪ Seminar 	<u>Readings:</u> Articles: Henry, Behn, Kirlin, West, Feldman, Schneider Book: Shafritz, chs. 1, 2	Assignment #1- Retirement Party Speech
Week 2 10/4	PA Today, Roles of Governments & Non-profits <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar 	<u>Readings:</u> Articles: Denhardt, Box, Brooks, Eikenberry Book: Shafritz, chs. 3, 4	Assignment #2- Seminar Paper
Week 3 10/11	Democracy <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Writing a case analysis ▪ Seminar 	<u>Reading:</u> Levin, <i>Ameritopia</i> , ALL Jordan, <i>The U.S. Constitution</i> , pgs. 31-57	Assignment #3- Seminar Paper
Week 4 10/18	Tribal Governance <ul style="list-style-type: none"> ◆ Lecture/Workshop ◆ Writing a action memo ▪ Seminar- *form white paper groups*- sign up for meetings w/ faculty 	<u>Readings:</u> Wilkins & Stark, " <i>American Indian Politics & the American Political System</i> ", ALL including preface, notes on terminology, timeline, & appendices	Assignment #4 - Case Analysis
Week 5 10/25	Meetings With Faculty <ul style="list-style-type: none"> ◆ Writing a White Paper -meet in groups of 4 students 	<u>Reading-</u> None	Assignment #5 - Action Memo
Week 6 11/1	Macroeconomics I <ul style="list-style-type: none"> ▪ Lecture/workshop ▪ Seminar- *white paper groups solidified* 	<u>Reading:</u> Dasgupta, <i>Economics</i> , ALL	
Week 7 11/8	Macroeconomics II <ul style="list-style-type: none"> ▪ Lecture/workshop • Seminar 	<u>Reading:</u> Seabright, <i>The Company of Strangers</i> , ALL	Assignment #6 – White Paper Draft 1
Week 8 11/15	Synthesis (reflection) <ul style="list-style-type: none"> • Lecture/workshop • Seminar 	<u>Reading:</u> Reich, <i>Supercapitalism</i> , ALL	
11/22	HOLIDAY	HOLIDAY	HOLIDAY
Week 9 11/29	Microeconomics <ul style="list-style-type: none"> ▪ Lecture/seminar ▪ public speaking tips 	<u>Reading:</u> Keating, <i>Microeconomics for Public Managers</i> , Parts I & II	Assignment #6 – White Paper Draft 2
Week 10 12/6	Ethics (integration) <ul style="list-style-type: none"> ▪ Lecture/Discussion ▪ Practice presentations 	<u>Readings:</u> O’Leary, <i>Ethics of Dissent</i> , ALL Shafritz, ch. 5	Assignment #7- Draft Presentation
Saturday 12/8	Class Presentations (demonstration)		Assignment #7 - Final Presentation & White Paper

*Evaluation Week, December 10-14: Meetings may be conducted in person or over the phone. Written evals (self & faculty) required.

Fall 2012 Assignments

Assignment #1: Speech at your retirement party

Due: Week 1, posted on moodle 9/27 by 6:00pm. Pages: 1

Write the speech you imagine you might give at your retirement party. The speech should reflect what specific knowledge, skills, and abilities you relied on throughout your career, the contributions you made, the purpose you served, the goals you achieved, and the values you now hold dear as you move forward in life. Write this in 500 words or less.

Assignments # 2 & #3: Seminar Papers

#2 Due: Week 2, posted on moodle 10/4 by 6:00pm. Pages: 3 maximum

#3 Due: Week 3, posted on moodle 10/11 by 6:00pm. Pages: 3 maximum

The seminar papers do not merely summarize the main elements of the assigned text (this is not a book report). Further, these essays should not be an editorial rant of your personal opinions. You will analyze the assigned reading(s) (which may be an article, several chapters or an entire book – when it is several chapters/articles, perhaps by different authors, do not analyze each separately, but rather the general themes tying them together). The objective of these papers is to analyze the main ideas, assertions/arguments, and the assumptions presented by the author(s) and corresponding theory. How well is each assertion/argument supported? What are the author(s) assumptions based on? Why does this reading matter in building your perspectives of public administration?

Assignment #4: Case Analysis

Due: Week 4, posted on moodle 10/18 by 6:00pm. Pages: 4 maximum

The case approach is widely used in the study of administration. Each case will highlight the topic presented through a “real world” case for you to analyze and interpret. Your case analysis papers must 1) Identify the background and facts surrounding the case, 2) Succinctly state the problem, 3) Identify the critical issue or issues contributing to the problem, 4) Specify various actions taken in the case, 5) Evaluate the effectiveness of each major action discussed against the critical issues presented, and 6) Decide the best course(s) of action. Include section headings to help structure your thinking. Link the case to the readings for the week. Select one of the cases presented in this week’s reading (Wilkins & Stark, *American Indians and the American Political System*). Additional details on how to do case analysis will be presented in class before the assignment is due.

Assignment #5: Action Memo

Due: Week 5, posted to moodle 11/8 by 6:00pm. Additionally, bring hard copy to meeting with faculty. Pages: 2 maximum

This assignment and the reading for the week will be discussed during your meeting with faculty. Clear writing requires clear thinking. A memorandum is a precision tool that is a short written document addressed to a specific person or group for the purpose of inducing some kind of action. Based upon a problem at your current or previous work site, in 1 or 2 pages maximum the action memo should state: 1) the problem in one or two sentences, 2) a summary of your recommended action(s) in one or two sentences, 3) why it’s important to address this now in one or two sentences, 4) the arguments to support your recommended actions, and 5) the alternative actions considered with brief advantages and disadvantages. Additional details on how to prepare an action memo will be presented in class before the assignment is due.

Assignment #6: White Paper (group assignment)

Draft #1 Due: Week 7, posted to moodle 11/8 by 6:00pm, Pages: 10-12

Draft #2 Due: Week 9, posted to moodle 11/29 by 6:00pm, Pages: 10-12

Form groups of no more than 3 students. Your group will identify a problem with a public policy. Write a white paper that: discusses the background of the policy, identifies the problem, defines the problem, proposes a recommendation to address the problem, notes the pros and cons of your recommendation, identifies the stakeholders/target audience and how your recommendation will impact them, persuades the stakeholders/target audience to adopt the change, and outlines an action plan to implement your recommendation. Finally, include a literature review section to support your recommendation. Sources for the literature review may come from government documents, books, journals, newspapers, or websites. The white paper should also include a cover page, table of contents, and 250 word executive summary. Examples will be provided and this assignment will be discussed further in class.

Assignment #7: Presentation & Final White Paper (group assignment)

Draft Presentation due: Week 10, 12/6 posted to moodle by 6:00pm

Final Presentation & Final White Paper due: Week 10, 12/8 post your group's final white paper and presentation to moodle by 8:00am

Using either PowerPoint or Prezi software programs, create a visual aid for your presentation to the class. Your presentation should focus on the crucial aspects of your white paper to help persuade the audience to adopt your recommendation. A presentation should not exceed 15 minutes plus 5 minutes for Q & A (total of 20 minutes). All members of the audience will receive written feedback forms to give to you at the end of your presentation. ***All group members do have to verbally participate in the presentation (as able).*** A visual aid is required for the presentation and should follow the following guidelines: The presentation may not be more than 10 slides. Any photographs or graphs/charts should have an explanation about what is being displayed. All photographs should be cited with their source. Things to think about: contrast, background color (dark colors require a dark room), limiting red and green (colorblindness), font size, readability, universal design access. If using a handout, it may not be more than 1 page, single sided, double spaced, no more than 3 colors, 12 point font or larger and must have a graphic. If using a video, it may not be more than 5 minutes long and should be of good quality.

Human Subjects Review (HSR) Any "research" you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites). You will *not* collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

<http://www.evergreen.edu/deans/humansubjectsreviewapp.htm>

Format: All papers should be typed, double spaced (unless otherwise stated), 12 point font, and follow APA format. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant.

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 absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit. After three absences you***

may be denied full credit. Finally, if you do miss a class, you are still 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. However, if there is a need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on case by case basis. Refer to MPA student handbook. Full loss of credit decisions will be made by the faculty team. **Full loss of credit for two terms of core may result in expulsion from the MPA program.** Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

Evaluation: Written self-evaluations and a seminar faculty evaluation are required for credit, at the end of each quarter along with faculty evaluations of students. Student evaluations of their seminar faculty are due the Monday of evaluation week. (Students may elect to submit faculty evaluations to faculty directly or to Program Secretaries: Trish Bateman & Susan DeRosa.)

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. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a PDA, IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations will be provided for any student who desires them through a working relationship with Access Services, the Writing Center 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). 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 in Library 1407-D, 867-6348. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy. <http://www.evergreen.edu/policies/g-studentada.htm>

Expectations of Students and faculty: to promote 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. 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.
<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

We will abide by the student conduct code (including academic integrity and plagiarism):
Chapter 174-120 WAC
Student Conduct Code & Grievance/Appeals Process
<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>

We will abide by the non-discrimination policies and procedures at TESC:
<http://www.evergreen.edu/policies/g-nondiscr.htm>

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 television or 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 prior to 3:00 pm. You are responsible for checking your email.