

Doing Democratic Public Administration
MPA 1st year core (general), Winter 2013
Thursdays 6:00pm-10:00pm, Saturdays 2/2 & 3/16 9:00am-1:00pm
Location: TBA

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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, 2013 MPA 1st year core (subject to change)

Quarter	Content Areas	Knowledge, Skill, Ability Development Objectives
Winter – Organization Development, Theory & Behavior	<ul style="list-style-type: none"> • Leading & Managing Public & Non-profit organizations • Systems Thinking • Innovation & Sustainable Change • E government • Public Goods • Social Equity & Cultural Relevancy • PA & Org Theories 	<ul style="list-style-type: none"> • Active listening • Working in Difference • Secondary Research & Literature Review • Critical Thinking, Reading, & Writing • Working in teams • Academic critique • Public Speaking • Applied Learning & Synthesis of Concepts
Spring – Public Policy, Public Budgeting, & Fiscal Analysis	<ul style="list-style-type: none"> • Policy Analysis • Fiscal Analysis • Program Evaluation • Performance Measurement & Strategic Planning • Public Budgeting • Social Entrepreneurship • Social Movements • Civic Engagement • E government • Advocacy in Service 	<ul style="list-style-type: none"> • Applied learning • Writing a policy analysis with budget impacts • Public Speaking • Critical Thinking, Reading, & Writing • Working in teams • Academic critique

1st Year Core Description (Winter and Spring)

Throughout the 1st year Core we explore the fundamentals of administering for the public good. 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.

Doing Democratic Public Administration Course Description (Winter)

This quarter we will explore what it takes to administer for the public good in a democracy. Although our emphasis will be on the public sector, we will also consider the particular contexts of nonprofit organizations and tribal governments. Our focus will be on doing public administration with innovative processes, particularly the evolving roles and relationships of administrators in the complex web of our democratic system. Important themes of the quarter include how to use systems thinking to manage sustainable change. Specifically, how to diagnose what is happening in an organization and, if necessary, craft and implement innovative strategies for organizational change.

Learning Objectives

1. Examine and evaluate contemporary ideas and practices in administering for the public good in a democracy.
2. Develop and improve organizational analysis skills using secondary research and apply organization theories.
3. Gain an understanding of how to apply methods that lead to successful change in public organizations.
4. Develop ability to work effectively in diverse environments and with diverse populations.
5. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

***Books Carried Over From Fall Quarter**

Keating, B. & Keating, M. (2008). *Microeconomics for Public Managers*. Wiley-Blackwell. ISBN: 9781405125444, ***used all year***

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

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

Wilkins, D. & Stark, H. (2010). *American Indian Politics and the American Political System*. 3rd Edition. Rowman & Littlefield Publishers. ISBN: 9781442203884, ***used Fall & Winter***

***New Books Winter Quarter**

Bordas, J. (2012). *Salsa, Soul, & Spirit: Leadership for a Multicultural Age*. 2nd edition. Berrett-Koehler Publishers. ISBN: 978-1609941178. \$10 used

Denhardt, R., Denhardt, J.V., & Aristigueta, M. (2012). *Managing Human Behavior in Public and Nonprofit Organizations*. 3rd edition. Sage Publications. ISBN: 978-1412991650. \$61 used ***used Winter & Spring***

Johansson, F. (2006). *Medici Effect: What Elephants and Epidemics Can Teach Us About Innovation*, Harvard Business Review Press. ISBN: 978-1422102824. \$6 used

Meadows, Donella H. (2008). *Thinking in Systems: A primer*. Chelsea Green Publishing. ISBN: 9781603580557. \$9 used

Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press. ISBN: 978-0521405997. \$14 used ***used Winter & Spring***

Stivers, C. (2008). *Governance in Dark Times: Practical Philosophy for Public Service*. Georgetown University Press. ISBN: 978-1589011977. \$13 used

***Articles Winter 2013 (articles posted on moodle):**

Brooks, A. (Summer, 2005). What Do Nonprofit Organizations Seek? (And Why Should Policymakers Care?). *Journal of Policy Analysis and Management*, Vol. 24, No. 3, pp. 543-558.

Charnovitz, S. (April, 2006). Nongovernmental Organizations and International Law. *The American Journal of International Law*, Vol. 100, No. 2, pp. 348-372.

Doppelt, B. (2000). "Overcoming the Seven Sustainability Blunders."
<http://www.pegasus.com/levpoints/7blunders.html>

Fung, A. (December, 2006). Varieties of Participation in Complex Governance. *Public Administration Review*, Vol. 66, Special Issue: Collaborative Public Management, pp. 66-75.

Goodsell, C. (July – August, 2006). A New Vision for Public Administration. *Public Administration Review*, Vol. 66, No. 4, pp. 623-635.

Leach, W. (Dec., 2006). Collaborative Public Management and Democracy: Evidence from Western Watershed Partnerships. *Public Administration Review*, Vol. 66, Special Issue: Collaborative Public Management, pp. 100-110.

Steinman, E. (Spring 2004). American Federalism and Intergovernmental Innovation in State-Tribal Relations. *Publius*, Vol. 34, No. 2, pp. 95-114.

Winter 2013 Schedule (subject to change)

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Week 1 1/10	<i>Org Theory & PA</i> <ul style="list-style-type: none"> ▪ Intro; org analysis ▪ Lecture/Workshop ▪ Seminar 	<u>Readings:</u> Articles: Goodsell Book: Denhardt, chs. 1, 2, 12 & 14 Book: Shafritz, chs. 6 & 7	Assignment #1- Org Theory & Behavior Analysis
Week 2 1/17	<i>Systems Thinking & Sustainable Change in Democratic PA</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar ▪ Writing a Field Journal & Observation Techs 	<u>Readings:</u> Articles: Doppelt, Leach, Fung Book: Meadows, <i>Thinking In Systems</i> (all)	Assignment #2- Sustainable Change & Systems Analysis
Week 3 1/24	<i>Social Equity & Leadership from Culture</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar 	<u>Reading:</u> Book: Bordas, <i>Salsa, Soul, & Spirit</i> (all) Book: Shafritz, ch. 12 Book: Denhardt, chs. 9 & 10	Assignment #3- Field Journal
Week 4 1/31	<i>Leading with Tribes</i> <ul style="list-style-type: none"> ◆ Guest speakers ◆ Seminar; *org analysis teams formed by now* 	<u>Readings:</u> Book: Wilkins & Stark, " <i>American Indian Politics</i> ", chs. 7-10, plus all appendices Article: Steinman	Assignment #4 - Field Journal
Saturday 2/2 9:00am- 1:00pm	<i>Governance in Dark Times</i> <ul style="list-style-type: none"> • Common reading, guest speaker, & seminar with MPA 1st yr cores 	<u>Reading:</u> Book: Stivers, <i>Governance in Dark Times</i> (all)	
Week 5 2/7	<i>Midterm Review</i> <ul style="list-style-type: none"> • Workshop • Org Team Work Time 	Use Stivers book & event for Field Journal Assignment #5	Assignment #5 - Field Journal
Week 6 2/14	<i>Innovation in Public Service</i> <ul style="list-style-type: none"> • Lecture/Workshop • Seminar 	<u>Reading:</u> Book: Johansson, <i>Medici Effect</i> (all)	Assignment #6- Field Journal
Week 7 2/21	<i>Non-profits & NGOs</i> <ul style="list-style-type: none"> ▪ Guest Speakers ▪ Seminar 	<u>Reading:</u> Articles: Brooks, Charnovitz Book: Denhardt, chs. 3, 5, 6, 7, 8	
Week 8 2/28	<i>Civics of Management & E-government</i> <ul style="list-style-type: none"> • Lecture/Workshop • Seminar 	<u>Reading:</u> Book: Shafritz, chs. 8, 9, 10, 11	Assignment #7- Draft 1 Org Analysis
Week 9 3/7	<i>Managing Public Goods (reflection & integration)</i> <ul style="list-style-type: none"> • Lecture/Workshop • Seminar 	<u>Reading:</u> Book: Ostrom, chs. 1, 2, 3 Book: Keating, <i>Microeconomics for Public Managers</i> , Parts II & III	Assignment #7- Draft 2 Org Analysis
Week 10 3/14	<i>Class Presentations (demonstration)</i>		
Saturday 3/16	<i>Class Presentations 9:00am-1:00pm</i>		Assignment #7 - Final Org Analysis

*Evaluation Week, March 18-23: Meetings may be conducted in person or over the phone.
Written evals (self & faculty) required.

Winter 2013 Assignments

Assignment #1: Org Theory & Behavior Analysis

Due: Week 1, posted on moodle 1/10 by 6:00pm. Pages: 5

Compare and contrast two different organizational theories with two different organizational behaviors presented in Shafritz chapters 6 & 7. Note similarities and differences in the claims and assumptions within the theories/behaviors. Comment on how the two org theories and org behaviors you selected may or may not be applicable to at least one key piece of your learning from Fall quarter. Finally, how do these org theories/behaviors relate to the “new visions of PA” described in Goodsell?

Assignment #2 Sustainable Change & Systems Analysis

Due: Week 2, posted to moodle 1/17 by 6:00pm. Pages: 5-8

Define a current problem in your organization (or some organization you select). Identify the system structure that leads to the problem and list the likely places for leverage points. (see Doppelt) Recommend a small change that could lead to a larger shift in the behavior of the organization (see Meadows, p. 145). Assess the organization’s readiness to undertake the elements of Doppelt’s sustainability change model, the “wheel of change toward sustainability.” In your view, is the organization ready to start this process? What changes would be needed to make them ready, and how feasible are these changes? Use your understanding of organizational change processes to briefly critique Doppelt’s model. What might be missing from the model? What changes or improvements would you suggest to make it more democratic? (see Leach & Fung)

Assignments #3, #4, #5, #6 Field Journals

#3 Due: Week 3, posted on moodle 1/24 by 6:00pm. Pages: 5 maximum

#4 Due: Week 4, posted on moodle 1/31 by 6:00pm. Pages: 5 maximum

#5 Due: Week 5, posted on moodle 2/7 by 6:00pm. Pages: 5 maximum (use Stivers book/event)

#6 Due: Week 6, posted on moodle 2/14 by 6:00pm. Pages: 5 maximum

Much of our own management/leadership style is gained from personal experiences and our observations in the field. (a.k.a. our surrounding environment) During weeks 3 thru 6, you will select a different organization to visit each week and attend a public meeting *or* event. (Ex. Legislature, City Council, County Committee Hearings, Planning Commission, Port Authority, non-profit Board meeting, non-profit volunteer event, Tribal Government public meeting or event). You are to observe the actions or inactions of leadership/management and the democratic situation. In addition to your narrative description of the experience that explains where you went and what you learned from the meeting or event, you are to respond to the following questions: who sponsored the event financially? Who did you identify as leaders/managers and why? What leadership/management qualities did you observe? What democratic actions or comments were made? How do your observations connect to the readings for the week? Identify the key arguments and assumptions from the weekly reading and explain how the author’s arguments and assumptions were exemplified in your field journal observations. Each weekly field journal entry should be a maximum of 5 pages typed, double spaced, 12 point font, and use APA format. Readings should be directly referenced and cited using parenthetical citations with author’s name, year published, and page number corresponding to all quotes and paraphrases.

Assignment #7: Org Analysis (group assignment)

1st Draft of Paper Due: Week 8, posted to moodle 2/28 by 6:00pm, Pages: 5-8

2nd Draft of Paper Due: Week 9, posted to moodle 3/7 by 6:00pm, Pages: 8-10

Final Paper Due: Week 10, posted to moodle 3/16 by 9:00am, Pages: 10-15

The major assignment of the quarter will be an organizational analysis of a public, non-profit, or Tribal government organization. The goal of the assignment is to expand your skills at organizational assessment and analysis and provide you with insights into the realities of life in organizations. You should select an organization you DO NOT currently work for. This assignment will be completed in teams of 2 to 3 students.

Part I. Teams should form within your seminar by the start of week 4. Your team will select a public, non-profit, or Tribal government organization and analyze it. First, gather some initial background information (publicly available) to ensure you have access to sufficient basic information about the organization (org chart, funding sources, mission, population served, etc.). By week 5, your team should have basic information about the org you selected and why.

Part II. Do secondary research. This means a complete search of secondary resources (government reports, media, academic research, internet sites, org memos, press releases, and other background documents/materials publicly available). If you wish to perform “informational interviews” with members of the organization (in-person, via phone, or e-mail) you must acquire approval of your interview questions from your assigned faculty before conducting the interview. Be aware that you may only ask for descriptive information from your interviewees. Do not ask them about their personal opinions. In other words, ask only about the facts. You may not ask any personal questions about the respondent or their views about the organization or people in it. You should choose a situation that lends itself to secondary research – this means information is readily and publicly available.

Drafts, Due 2/28 & 3/7. Submit a draft of your analysis to your seminar faculty for review. Your draft should cover the following elements: Mission and/or vision and objectives, a brief history, population served, public need(s) addressed, budget(s), organizational structure/chart, and staffing. What is the organization known for, and what are its key accomplishments? What is it good at, and where has it fallen short? Is it known for any innovations? What are the challenges the organization is currently facing? (These could be challenges of strategy, budget, implementation/management or some combination of the above). How productive are its relationships with other levels or parts of government and/or non-profit organizations? Is it democratic in form and action? Finally, in your view, is the organization prepared to be sustainable in the future?

Final Paper, Due 3/16. Your final paper for this organizational analysis project should be a maximum of 15 double-spaced pages. It should cover the elements listed above. **PLUS**, your team’s **recommendation for how the organization should address the main challenge it faces**, along with a **literature review supporting your recommendation**. (Literature review might include theories from our class readings and/or examples of other organizations where the change you are recommending is successfully in action.)

Assignment #7: Presentation of Final Org Analysis (group assignment)

Final Presentation due: Week 10, either 3/14 or 3/16 dependent upon when your group signs up to present. Post your group’s final presentation to moodle by 8:00am the day you present.

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 10 minutes plus 5 minutes for Q & A (total of 15 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)

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.