

“The Context of Public Administration”
Fall 2016 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.”

Class Meetings:

Thursdays 6:00pm-10:00pm, September 29-December 8
Saturday 9:00am-4:00pm, October 1
Campus Holidays: November 11, 21-27
Evaluation Week: December 12-16

Class Location:

Seminar 2 D 1105
Library 4300

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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 Non-profit sectors of governing. Finally, we assess management and leadership challenges and opportunities related to decision making.

Key questions:

- What is public administration?
- Who are public administrators and who is the public?
- Why does public administration matter? What are the enduring issues and why?

Learning objectives:

1. Understand public administration within the historical contexts of politics, economics, and culture.
2. Understand the roles, responsibilities, and inter-relationships of governing processes.
3. Understand your role in public service.

2016-2017 Overview

“See. Learn. Do”

Quarter	Knowledge	Skills & Abilities
<p>Fall 2016 The Context of Public Administration</p>	<ul style="list-style-type: none"> • PA why, what, and who • PA theory and praxis • Governing and government • Service and Empathy • Cultural responsiveness 	<ul style="list-style-type: none"> • Effective seminars • Writing decision papers • Writing briefing papers • Making recommendations • Critical thinking and reading • Presentation styles and tools
<p>Winter 2017 Doing Democratic Public Administration</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Spring 2017 Public Policy, Budgeting and Finance for Public Administration</p>	<ul style="list-style-type: none"> • PA theory and praxis • Introduction to economic systems • Managing and leading organizations • Organizational diversity • Organization theory/development • Ethics • Design thinking in the workplace • Sustainable decision making • Systems thinking • Processes of democracies • Civic engagement • Collective impact • Fiscal and policy analysis • Managing public goods • Process improvement (Lean) • Public, non-profit and private partnerships • Innovative economic systems 	<ul style="list-style-type: none"> • Managing self and teams across two quarter project • Complete staff work • Implementing recommendations and mandates • Writing bill analyses, fiscal notes, decision packages, and budget summaries • Writing issue briefs • Writing resource critiques and literature reviews • Systems analysis • Policy analysis • Legislative field work • Strengths- based leadership • Preparing and delivering testimony • Public speaking • TV studio recording • Excel, Tableau, and Infographics

Required Readings

Books:

Harjo, Gover, Deloria, Adams, Momaday (2014). *Nation to Nation: Treaties Between the United States and American Indian Nations*. Smithsonian Books. ISBN: 978-1588344786.

Johnson (2014). *Public Administration: Partnerships in Public Service*. 5th Edition. Waveland Press. ISBN: 978-1478610908. ***Used All Year***

Kyodo Williams (2016). *Radical Dharma: Talking Race, Love, and Liberation*. North Atlantic Books. ISBN: 978-1623170981.

Loesch (2016). *Flyover Nation: You Can't Run a Country You've Never Been To*. Sentinel. ISBN: 978-0399563881.

Articles, Videos, & Resources (posted on canvas):

Week 1 (Thursday)

Paul & Elder (2014). *The Miniature Guide to Critical Thinking: Concepts and Tools*. 7th Edition. **Hard copy sent in mail.**

Shafritz, Russell, Borick (2012). *Introducing Public Administration*. 8th edition, chapter 1

Week 1 (Saturday)

Susan Cain (2012). *Quiet: The Power of Introverts in a World that Can't Stop Talking*
http://www.ted.com/talks/susan_cain_the_power_of_introverts

Week 2

Batista, E. (Feb 2015). How Great Coaches Ask, Listen and Empathize. *Harvard Business Review*.
<https://hbr.org/2015/02/how-great-coaches-ask-listen-and-empathize>

Waytz, A (Jan- Feb 2016). The Limits of Empathy. *Harvard Business Review*.
<https://hbr.org/2016/01/the-limits-of-empathy>

Week 3

U.S. Constitution http://www.archives.gov/exhibits/charters/constitution_transcript.html

Week 4

NCAI: National Congress of American Indians (2015). *Tribal Nations and the United States: An Introduction*. <http://www.ncai.org/about-tribes>

Week 6

Perry. (2015). 100 Years of local government progress. *Public Administration Review*, 75(5): 690-691.

Hefetz & Warner. (2011). Contracting or Public Delivery? *Journal of Public Administration Research and Theory*, 22(2): 289-317.

Warner & Hefetz (2012). Insourcing and Outsourcing. *Journal of American Planning Association*, 78(3): 313-327.

Required Readings [Continued]

Week 6 (con't.)

Brown, Potoski, & Van Slyke (2006). Managing Public Service Contracts. *Public Administration Review*, 66(3): 323-331.

Lamothe & Lamothe (2012). To trust or not to trust? What matters in local government-vendor relationships? *Journal of Public Administration Research and Theory*, 22(4): 867-892.

Week 7

Whitesman & Fernandez (2012). Government Contracts with Private Organizations. *Nonprofit and Voluntary Sector Quarterly*, 42(4): 689-715.

McCambridge, R. (2004). Underestimating the power of nonprofit governance. *Nonprofit and Voluntary Sector Quarterly*, 33: 346-354.

Tuckman, H. (1998). Competition, commercialization, and the evolution of nonprofit organizational structures. *Journal of Policy Analysis and Management*, 17(2): 175-194.

Najam (2000) The Four-Cs of Third Sector-Government Relations: Cooperation, Confrontation, Complementarity, and Co-optation. *Nonprofit Management & Leadership*, 10(4): 375-396.

Week 8

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

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

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

Fall 2016 Schedule (Faculty may alter schedule)

DATE	ACTIVITY	READINGS	ASSIGNMENTS
Week 1 9/29 Thursday	Why Public Service? Who is the Public? <ul style="list-style-type: none"> Workshop Syllabus overview Grad school study skills Seminar 	<u>Articles:</u> Paul & Elder, <i>Miniature Guide to Critical Thinking</i> Shafritz, <i>Introducing PA</i> <u>Two Books:</u> Kyodo Williams, <i>Radical Dharma</i> Loesch, <i>Flyover Nation</i>	Assignment #1: Critical Thinking Essay
Week 1 10/1 Saturday	New Student Orientation <ul style="list-style-type: none"> 9:00am- 4:00pm Location: Library 4300 	<u>Video:</u> Cain, <i>The Power of Introverts</i>	
Week 2 10/6	Service & Empathy <ul style="list-style-type: none"> Lecture/Workshop How to write decision paper Seminar 	<u>Articles:</u> Batista, Waytz <u>Book:</u> Johnson, chs. 5, 8, 12	
Week 3 10/13	Federal Government <ul style="list-style-type: none"> Start in seminar Workshop/Lecture/Quiz 	<u>Resource Reading:</u> U.S. Constitution <u>Book:</u> Johnson, chs. 1, 2, 3, 7	Assignment #2: Decision Paper
Week 4 10/20	Tribal Governments & Cultural Responsiveness <ul style="list-style-type: none"> Start in seminar Workshop/Lecture/Quiz How to write assign #4 	<u>Resource Reading:</u> NCAI, <i>Tribal Nations & the U.S.</i> <u>Book:</u> Harjo, et al. <i>Nation to Nation</i>	
Week 5 10/27	WA State Government <ul style="list-style-type: none"> Workshop/Lecture Seminar (To do: Form briefing paper teams & develop team work plan) 	<u>Book:</u> Johnson, chs. 2, 5, 7 (review)	Assignment #3: Decision Paper
Week 6 11/3	City, County Governments, & Managing Contracted Services <ul style="list-style-type: none"> Lecture/Workshop Seminar 	<u>Articles:</u> Perry, Hefetz, Warner, Brown, Lamothe	
Week 7 11/10	Non-profits & Partnerships <ul style="list-style-type: none"> Workshop/Lecture Seminar (To do: Presentation Styles & Tools) 	<u>Articles:</u> Whitesman, McCambridge, Tuckman, Najam <u>Book:</u> Johnson chs. 4 & 11	Assignment #4: Draft 1 Briefing Paper & One Pager
Week 8 11/17	Why PA?: Theory & Praxis <ul style="list-style-type: none"> Start in Seminar Lecture/Workshop 	<u>Articles:</u> Henry, Kirlin, Denhardt	Assignment #5: Draft 2 Briefing Paper & One Pager
11/21-27	HOLIDAY	HOLIDAY	HOLIDAY
Week 9 12/1	Practice Presentations <ul style="list-style-type: none"> Meet in Seminar 		Assignment #6: Draft Visual Aid
Week 10 12/8	Final Presentations <ul style="list-style-type: none"> Conference Format 		Assignment #7: Final versions

Assignments

Assignment #1: Critical Thinking Essay

Due: 9/29 by 6:00pm posted to canvas.

Length: 3 to 5 pages (page length does not include title page, abstract, and works cited page)

Use APA format and cite all of your sources (direct quotes and paraphrases).

Description: According to *The Miniature Guide to Critical Thinking*, the practice of 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. This also helps us to assume nothing and challenge everything.

Instructions: First, read Paul & Elder's *The Miniature Guide to Critical Thinking* that you received in the mail. Second, read the photocopied section from Shafritz posted on canvas. Third, read the two books assigned for week 1. Finally, respond to each of the following questions:

- Recognizing the different assumptions and positions asserted by Loesch and Kyodo Williams in the readings, how are the authors' arguments similar?
- According to Loesch and Kyodo Williams, what is the role of government?
- According to Loesch and Kyodo Williams, who is included and excluded in their perspectives on "the public"? What do the authors imply it means for a public administrator to be of service to the public?
- Reflecting on all of the readings including Shafritz, what do *you* believe it means for a public administrator to be of service to the public? Include your own definitions of "public administrator" and "the public".

Assignment #2: Federal Government Decision Paper

Due: 10/13 posted on canvas by 6:00pm. Length: 1 page, double sided, single spaced, use footnotes

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:

- Select one of the dilemmas or questions presented in the Johnson readings for week 3 related to the Federal government.
- Pick your audience. Who should you gear your analysis and recommendation towards?
- 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 data or information are missing that leaders may need to make a decision.
- 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.
- Make recommendations to your audience. Persuasively inform their decision.

Assignment #3: State Government Decision Paper

Due: 10/27 posted on canvas by 6:00pm. Length: 1 page, double sided, single spaced, use footnotes

See instructions above. Select a dilemma or question discussed in the Johnson readings for week 5 related to state governments.

Assignment #4: Draft 1 Briefing Paper & One Pager (Group Assignment)

Due: 11/10 posted on canvas by 6:00pm. Briefing paper Length: 5 to 10 pages, double spaced, APA format. Your page limit does not include your title page, table of contents, executive summary, works cited page, or any appendices. One pager length: 1 page, single spaced.

Description: Briefing papers provide leaders with an issue overview, define terms, identify boundaries for scope of recommendation (clarify what is out of scope), frame recommendation with audience in mind, find gaps in existing information or options available to show how your recommendations may fill these gaps, 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. Knowing how to write a briefing paper is a useful skill for public servants and community activists. A persuasive briefing paper is concise, well-organized, and covers the most important and relevant facts and solutions.

Instructions: Form a team of 2 to 3 students from within your seminar group. Use the decision papers written by each of you and pick one topic to explore further as a team. Together, your small group will write a **briefing paper that should include:**

- Title page
- Table of contents
- Executive summary
- Background of the issue
- Identification of a problem
- Definition of key terms
- Recommendation
- Analysis and Cautionary Notes (pros and cons of recommendation)
- Stakeholder impacts
- Action plan
- Works cited page
- Appendices (Ex. Team Work Plan)

Include resources and citations throughout the document to properly assess your definition of the problem and your recommendation. Sources must come from existing information (ex. don't do any interviews) and may include government documents, research reports, case law, policy briefs, books, academic journals, newspapers, websites, etc. You are encouraged to use readings from the class and incorporate PA theories where relevant. **Tips:** Do not start with a position. Be open to your perspective changing as you become informed. Do not attempt an exhaustive review of all sources. Synthesize information do not summarize. Use very few direct quotes and do not use any long quotes.

Assignment #5: Draft 2 Briefing Paper & One pager (Group Assignment)

Due: 11/17 posted to canvas by 6:00pm.

See assignment instructions above and make revisions to Draft 1. Incorporate faculty feedback.

Assignment #6: Draft Visual Aid & Practice Presentation (Group Assignment)

Due: 12/1 posted to canvas by 6:00pm.

Presentation. 10 minutes. Highlight the main points and take away messages of your briefing paper.

Q & A Session: 5 minutes. The presenter(s) will facilitate a question and answer session with the class after their presentation is done.

A visual aid is required for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com, projeqt.com), word cloud (wordle.net or woritout.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infrogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com). All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have a summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility. <http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf>
- If using a video, it may not take up more than half the presentation time.
- All members of the group are expected to participate in the presentation/facilitation as able.

Assignment #7: Final Briefing Paper, One Pager & Final Presentation with Visual Aid

Due: 12/8 posted to canvas by 6:00pm.

See assignment details above. Make revisions to your draft visual aid and practice presentation based on faculty and peer feedback. Presentations will occur during our normally scheduled class and faculty will assign team presentation times.

Course Policies

Format: Unless otherwise noted, 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.

Participation and 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 (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) students may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) students may be denied full credit. Finally, if students do miss a class, they 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. However, if there is an unavoidable 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 revised due date to ensure full receipt of course credit.

Credit: Students will receive six 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 each quarter for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur in-person or over the phone.

Multiculturalism and 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 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.

Technology use and 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, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss 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](#).

Conduct and 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.

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