

***Revised 9-18-13* Context of Public Administration**
MPA 1st year core (general), Fall 2013
Thursdays 6:00pm-10:00pm, Saturdays 9/28 & 12/14 9:00am-5:00pm
Location: Sem II C1105

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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, 2013-2014 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 • Functions & Roles of governments & non-profits • Ethics • Policy Process • Social Responsibility • Cultural Relevancy • Globalism 	<ul style="list-style-type: none"> • Effective Seminars • Crafting documents for information & action • Critical Thinking, Reading, & Writing • Working in teams • Academic critique • Public Speaking • Applied learning • Synthesis of Concepts
Winter – Doing Democratic Public Administration	<ul style="list-style-type: none"> • Leadership & management • Organization Theory/Development/Behavior • Systems Thinking & Strategic Planning • Applying Economic Evidence • Civic Engagement • Advocacy & Social Equity • Innovation & Sustainable Change 	<ul style="list-style-type: none"> • Active listening • Working in Difference • Managing groups & organizations • Technical Writing • Public Speaking • Applied Learning
Spring – Public Policy, Public Budgeting, & Fiscal Analysis	<ul style="list-style-type: none"> • Fiscal & Policy Analysis • Managing Public Goods • Program Evaluation • Performance Measurement • Social Entrepreneurship 	<ul style="list-style-type: none"> • Applied learning • Budget Processes & Analysis • Implementing recommendations • Public Speaking

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

The purpose of the 1st year Core is to identify and explore the fundamentals of administering for the public good through all three academic quarters. In the fall quarter we will examine the foundations of democracy and public administration by investigating the enduring issues that public administrators have wrestled with both historically and now during present day. In the winter quarter, we will examine the knowledge and skill sets necessary to successfully practice public administration within a variety of organizations such as governments, Tribes, nonprofits, for profits, social entrepreneurial organizations, etc. Finally, during the spring quarter we will examine the policy, budget, and fiscal foundations necessary to serve 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? Who is the public?
- ◆ 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 2013 (required): *prices noted on Amazon.com* Many are available as e-books

Deloria & Wilkins (2000). *Tribes, Treaties, and Constitutional Tribulations*. University of Texas Press. ISBN: 978-0292716087, \$.90 used

Farmer (2010). *Public Administration in Perspective: Theory & Practice Through Multiple Lenses*. M.E. Sharpe, Inc. ISBN: 978-0765623461, \$33 used, *used in class fall/winter*

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

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

Ostrom (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press. ISBN: 978-0521405997, \$13 used, *used in class fall/winter*

Shafritz & Hyde (2011). *Classics of Public Administration*. 7th edition. Cengage Learning. ISBN: 978-1111342746, \$86 used, *used in class all year*

Stiglitz (2000). *Economics of the Public Sector*, 3rd edition. W.W. Norton & Co. ISBN: 978-0393966510, \$33 used, *used in class all year*

Stiglitz (2010). *The Price of Inequality: How Today's Divided Society Endangers Our Future*. W.W. Norton & Co. ISBN: 978-0393345063, \$14 used

Vile (2011). *A Companion to the United States Constitution and Its Amendments*, 5th edition. Rowman & Littlefield Publishers. ISBN: 978-1442209909, \$15 used

Articles Fall 2013 (required reading to be posted on moodle):

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.

Golden & Katz, The Race between Education and Technology: The Evolution of U.S. Educational Wage Differentials, 1890 to 2005, NBER Working Paper No. 12984 Issued in March 2007. Retrieved on July 9, 2013 from <http://www.nber.org/papers/w12984>

Herndon, Ash, Pollin, Does High Public Debt Consistently Stifle Economic Growth? A Critique of Reinhart and Rogoff, working paper April 2013. Retrieved on July 9, 2013 from http://www.peri.umass.edu/fileadmin/pdf/working_papers/working_papers_301-350/WP322.pdf

Reinhart & Rogoff, This Time is Different: A Panoramic View of Eight Centuries of Financial Crises, NBER Working Paper No. 13882 Issued in March 2008. Retrieved on July 9, 2013 from <http://www.nber.org/papers/w13882>

Reinhart & Rogoff, Debt & Growth Revisited, VOX, August 2010. Retrieved July 9, 2013 from http://scholar.harvard.edu/rogooff/files/debt_and_growth_revisited_vox.pdf

Fall 2013 Schedule (subject to change)

DATE	TOPIC/ACTIVITIES	READINGS	DUE
Saturday 9/28	<i>MPA New Student Orientation</i>	<u>Reading:</u> Kidder, <i>Mountains Beyond Mountains</i> , ALL	Assignment #1 Seminar Paper
Week 1 10/3	<i>What is PA & Policy?</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar 	<u>Readings:</u> Shafritz, <i>Classics of Public Administration</i> , preface, chronology of public administration, all part 1, sections 10, 15, 16, 17, 20 of part 2 & section 57 of part 5	Assignment #2 Seminar Paper
Week 2 10/10	<i>Roles of PAs, Governments, & Non-profits</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar 	<u>Readings:</u> <i>Articles:</i> Denhardt, Brooks, Eikenberry <i>Book:</i> Shafritz, sections 31, 33 of part 3 & sections 39, 40, 46 of part 4	Assignment #3 Seminar Paper
Week 3 10/17	<i>U.S. Constitution & Democracy in PA</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Writing a case analysis ▪ Seminar 	<u>Reading:</u> Vile, <i>A Companion to the United States Constitution and Its Amendments</i> , ALL Shafritz, sections 23, 35 of part 3 & sections 42, 43 part 4	
Week 4 10/24	<i>Tribal Governance</i> <ul style="list-style-type: none"> ◆ Guest Speaker ◆ Writing a action memo ▪ Seminar 	<u>Readings:</u> Deloria & Wilkins, <i>Tribes, Treaties, & Constitutional Tribulations</i> , ALL	Assignment #4 Case Analysis <i>*form white paper groups*</i>
Week 5 10/31	<i>Economics & PA</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Midterm Review 	<u>Reading:</u> Stiglitz, <i>Economics of the Public Sector</i> , parts I, II, III	Assignment #5 Action Memo
Week 6 11/7	<i>Macroeconomics I</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar 	<u>Readings:</u> Reinhart & Rogoff (2 articles), Herndon, Golden & Katz	<i>*White paper groups confirmed*</i>
Week 7 11/14	<i>Macroeconomics II</i> <ul style="list-style-type: none"> ▪ Guest Speaker • Seminar 	<u>Reading:</u> Ostrom, <i>Governing the Commons</i> , chs.1-3	Assignment #6 White Paper Draft 1
Week 8 11/21	<i>Our Economic Future?</i> <ul style="list-style-type: none"> ▪ Film: “Inside Job” ▪ Seminar 	<u>Reading:</u> Stiglitz, <i>The Price of Inequality</i> , ALL	
11/28	<i>HOLIDAY</i>	<i>HOLIDAY</i>	<i>HOLIDAY</i>
Week 9 12/5	<i>Ethics (integration)</i> <ul style="list-style-type: none"> ▪ Faculty Fishbowl ▪ Quarter Review 	<u>Readings:</u> O’Leary, <i>Ethics of Dissent</i> , ALL Shafritz, section 38 of part 3, section 51 of part 4, & section 58 of part 5	Assignment #6 White Paper Draft 2
Week 10 12/12	<i>Synthesis (reflection)</i> <ul style="list-style-type: none"> • Start in Seminar • Practice presentations 	<u>Reading:</u> Farmer, <i>Public Administration in Perspective</i> , Part I	Assignment #7- Draft Presentation
Saturday 12/14	<i>Class Presentations (demonstration)</i>		Assignment #7 Final Pres & White Paper

*Evaluation Week, December 16-20: Written evals (self & faculty) required at eval conference.

Fall 2013 Assignments [SAMPLES OF ALL ASSIGNMENTS POSTED ON MOODLE]

Assignments #1, # 2, & #3: Seminar Papers

#1 Due: Week 1, posted on moodle 9/28 by 5:00pm. Pages: 5 maximum

#2 Due: Week 2, posted on moodle 10/3 by 5:00pm. Pages: 5 maximum

#3 Due: Week 3, posted on moodle 10/10 by 5:00pm. Pages: 5 maximum

The purpose of a seminar paper is to demonstrate the depth with which you read the material and offer your thoughtful critique of the main arguments and assumptions. The learning goal is to hone your skills in specificity and concise communication while implementing critical thinking, reading, and writing. Analyze the main arguments and assumptions presented by the author(s). What are the main arguments? How do the arguments compare and contrast? How well is each argument supported with the author's use of "evidence"? What are the author(s) assumptions based on? How do the assumptions compare and contrast? What is your critique of the author(s) main arguments and assumptions? The seminar papers should 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 readings assigned for the same week the seminar paper is due (which may be multiple articles or an entire book – do not analyze articles or chapters separately, but rather analyze the general themes tying them together).

Assignment #4: Case Analysis

Due: Week 4, posted on moodle 10/24 by 5:00pm. Pages: 3 maximum

The case approach is widely used in the study of administration. We use "cases" or examples of how and why other policies or programs have or have not worked elsewhere. First, use the reading for the week by selecting one of the topics presented in Deloria & Wilkins, *Tribes, Treaties & Constitutional Tribulations*. Second, find a newspaper article (or other updated source) discussing a current event/case/real world example of the topic. Your case analysis will highlight the topic presented through a "real world" case for you to analyze and interpret. Your case analysis paper should 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 based on how it did or did not alleviate the problem; and 6) Decide the best course(s) of action by making a recommendation. Include section headings to help structure your thinking. Additional details on how to do case analysis will be presented in class.

Assignment #5: Action Memo

Due: Week 5, posted to moodle 10/31 by 5:00pm. Pages: 2 maximum

This assignment will be discussed in class. 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 that is related to a topic discussed in the Stiglitz reading, in 1 or 2 pages maximum the action memo should state: 1) the problem in one sentence; 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 pros and cons.

Assignment #6: White Paper (group assignment)

Draft #1 Due: Week 7, posted to moodle 11/14 by 5:00pm, Pages: 10-12

Draft #2 Due: Week 9, posted to moodle 12/5 by 5:00pm, Pages: 10-12

Form groups of no more than 3 students from within your seminar group. Your small group will select a public policy and 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. Include resources and citations throughout the document to support your definition of the problem and your recommendation. Sources 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. *NOTE: Include a group contract and peer review system as part of your first draft. Samples will be posted on moodle.*

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

Draft Presentation due: Week 10, 12/12 posted to moodle by 5:00pm

Final Presentation & Final White Paper due: Week 10, 12/14 post your group's final white paper and presentation to moodle by 8:00am

Using one or a combination of technology demonstrated in class (PowerPoint, Prezi, TimeToast, Whiteboard Animation, Website development, wordle, etc.) 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 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.

Format: All papers should be typed using a computer, double spaced (unless otherwise stated), 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. 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 (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) you may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) 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 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 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 rarely 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) will result in total loss of credit for the class and may result in expulsion from the MPA program.*** Failing to complete one or more assignments, completing one or more assignments late, 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 in our evaluation conference along with faculty evaluations of students. (Students may 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 IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

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.

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 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

We will abide by the non-discrimination policies and procedures at TESC:

<http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.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 and you are responsible for ensuring viable transportation options are available to you.