

**The Evergreen State College  
Master of Public Administration Program  
Context of Public Administration  
Administration and Policy (General) Cohort  
Fall 2014**

Faculty	Email	Office Hours
Marc Baldwin	<a href="mailto:baldwinm@evergreen.edu">baldwinm@evergreen.edu</a>	By appointment
Larry Geri	<a href="mailto:geril@evergreen.edu">geril@evergreen.edu</a>	By appointment
Cheryl Simrell King	<a href="mailto:kingcs@evergreen.edu">kingcs@evergreen.edu</a>	By appointment
Doreen Swetkis	<a href="mailto:swetkisd@evergreen.edu">swetkisd@evergreen.edu</a>	By appointment

**TESC MPA MISSION STATEMENT**

**“Be the Change”**

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.

**COURSE DESCRIPTION**

Throughout the 1<sup>st</sup> year Core we explore the fundamentals of administering for the public good in a globalized world. Fall quarter we examine the foundations of administration and democracy and the enduring issues public administrators wrestle with no matter where public administration is practiced (governments, tribes, non-profits, for profit, social entrepreneurial organizations, etc). In Winter quarter we will examine the knowledge and skills needed to practice democratic public administration. Spring quarter we examine the policy and fiscal foundations of doing public service.

In the Fall quarter we explore many of the enduring issues of U.S. public administration, increasing our understanding of important aspects of the political, social, economic and environmental contexts of effective public administration when our boundaries are no longer clearly defined. Who practices public administration? In the past, this was a fairly easy question to answer: governments were defined by geographical, organizational, and constitutional boundaries. Today, these boundaries no longer restrict the practices of administration and governance. We live, administer, and are citizens and practitioners of and in a globalized world.

Our learning objectives are to:

- Understand public administration within the contexts of history, politics, economics, and the academic discipline.
- Build expertise in public administration and public policy in scholarship and practice.
- Understand the roles, responsibilities and relationships of the various participants in governance processes.
- Understand your relation to public service and to global citizenship.
- Improve skills in critical thinking, writing, presentation and research.
- Develop the ability to work effectively in diverse environments and with diverse populations.

## **EXPECTATIONS**

**Format of Assignment Submissions:** All papers will be submitted as requested by your seminar faculty member. All papers must meet assignment parameters and cite works using the Chicago citation style (see the assigned style guide). 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 Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

**Late assignments:** are not accepted without prior (to deadline) approval by your seminar faculty member. Multiple late assignments put you at risk for no credit.

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions (Facebook, text messages), and listening to and dialoging with the guest speakers. If an absence is unavoidable, *faculty must 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.* Make-up work must be completed by the end of the quarter in question for course credit. Multiple absences put you at risk for no credit.

**Use of Electronic Devices:** this course is Canvas-based. We understand, and expect, that you will need to use electronic devices in class. However, the class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. We will ask people to put away their devices for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

**Credit:** Students will receive 6 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

**Evaluation:** Written self-evaluations and a faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students. During evaluation week, you will schedule an evaluation conference with your seminar faculty member. *Self-evaluations are due at the end of Week 10.*

**Multiculturalism & Diversity:** We work to weave multiculturalism and diversity throughout our learning in readings, lectures, seminar and group projects.

**Learning Styles:** Faculty endeavor to provide information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

**Accommodations:** are provided for any student who desires them through a working relationship with Access Services, the Graduate Writing Assistant, 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). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

**Other Expectations of Students and Faculty:** We commit to promoting 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; respect our differences; and, discuss any problems involving others in the learning community directly with the

individuals involved.

**We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more.**

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

**Guest Policy:** guests are welcome as long as they are not disruptive; please notify faculty if you are bringing a guest and be prepared to introduce your guest.

**Inclement Weather:** In the event of bad weather or emergencies students should check with television, web pages, and 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 by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

**Communicating with Each Other:** Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

## **READINGS**

Orientation (first two class sessions) readings:

- [William Fawcett Hill's Learning through Discussion](#) – (2000)
- [Cosmopolitanism: Ethics in a World of Strangers](#) (2007) Kwame Anthony Appiah.

Readings – posted to Canvas

- Selections from the *New York Times* series, [The Great Divide](#).
- [Readings from 75<sup>th</sup> anniversary of Public Administration Review \(PAR\)](#)

Books (in order as assigned)

- [Exiled in the Land of the Free: Democracy, Indian Nations and the US Constitution](#) (1998). Oren Lyons & John Mohawk (Eds).
- [It is Even Worse than it Looks: How the American Constitutional System Collided with the New Politics of Extremism](#) (2013) Thomas E. Mann & Norman J. Ornstein.
- [Collaborative Governance: Private Roles for Public Goods in Turbulent Times](#) (2012) John D. Donahue et al.
- [The State of Nonprofit America, 2<sup>nd</sup> Edition](#) (2012) Lester Salamon (Editor)
- [The Banker's New Clothes: What is Wrong with Banking and What to do About it](#). (2014) Ada Admati & Martin Hellwig.
- [Naked Economics: Undressing the Dismal Science](#). (2010). Charles Wheelan and Burton G. Malkiel.

General Competencies Books (all year – required, developmental readings)

- [Critical Thinking: Concepts and Tools](#)
- [A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers](#) (*Chicago Guides to Writing, Editing, and Publishing*) (2013) Kate L. Turabian.

## **ASSIGNMENTS**

### ***Seminar Papers:***

**DUE: Weeks 2,3,4,5; 2-3 pages, double-spaced.**

The seminar papers summarize the main elements of the assigned text. Use the Outline for Preparation, illustrated in Table 4.2 (p. 40), of *Learning Through Discussion* to guide your analysis and writing. For the first few seminar papers, respond directly to each of Steps 1-7. Once you get the hang of this structure, you can switch to a more essay style format (responding to each of the steps). Mid-quarter, we'll evaluate the use of the Outline for Preparation and make a decision about whether or not we will continue to strictly use it for the remaining seminar papers.

### ***Literature Review***

**DUE: Week 6. 4-6 pages, double spaced.** Pick a policy topic or issue that has relevance at the Federal level (e.g., health care reform, infrastructure funding, energy, testing in education, social safety nets, environmental policies, etc.). Using the skills you develop in the Writing a Literature Review workshop in Week 3, write a literature review on your topic. You must use peer-reviewed, scholarly articles for this literature review and cite them appropriately. Be aware that you will build on this paper for your final assignment, so choose a topic you will want to explore in depth over the course of the quarter.

### ***Nonprofit Case Analysis:***

**DUE: Week 8; 3-4 pages, double-spaced.**

The case approach is widely used in the study of administration. The case presented to you will highlight the topic presented through a “real world” case for you to analyze and interpret. Your case analysis papers must 1) define what you believe is the major problem presented by the case, 2) discuss what was done to rectify the situation, 3) assess the effectiveness of that decision, and 4) link the case to the readings for the week. Cases will be posted on the course Canvas site. Additional details on how to do case analysis will be presented in class.

### ***On Inequality:***

**DUE: Week 9. 3-4 pages, double spaced.** Select and read 5 or 6 of the articles from *The New York Times* series The Great Divide on inequality. Start by carefully reviewing the list of articles. Write a 3-4 page essay in which you summarize what you believe are the most powerful of the various factors that appear to be increasing inequality in the U.S., and suggest what role, if any, public administration and public administrators should take to lessen inequality in this country.

### ***Final Assignment: A Normative Analysis of the Role of the Federal Government***

**DUE: Saturday, Week 10; Length: 8-10 pages, double-spaced (bibliography separate and must use appropriate citation style).** Go back to the topic you chose for the literature review and use your lit review as a base from which to develop an argument for the appropriate role of the federal government regarding this issue. This assignment allows you to integrate what you learned this term and demonstrate analytical, critical thinking, writing and research skills. This is your opportunity to make an informed (informed by research and analysis) argument for or against federal government involvement, and the degree of federal involvement in this arena. Should the federal government be the regulator, provide a safety net, bail out the private sector, limit its role, etc.? The focus is to connect the topic to as many themes learned in the quarter as possible – economics, ethics, decision making, stakeholders, capitalism, democracy and players in the governance process. Research for this paper must consist of document analysis only (in other words, you can not formally interview folks) and will include peer-reviewed and other scholastic research. All sources must be cited appropriately. **Note: this is not an opinion piece, but a well-researched, well-cited scholarly paper.**

### ***Final Presentation - What Public Service Means to Me***

**DUE: Saturday, Week 10.** In the first week of class, you will do an in-class writing workshop. For this presentation, we want you to go back your answers to the questions you gave in the first week and respond to them again. Have your answers changed? Why or why not? What influences your answers? Have your influences changed at all over the quarter? Prepare a **5 minute presentation** which you will give in your seminar group. No visuals. This is intended to be a relatively “low risk” presentation and a chance for you to practice your presentation skills and learn from others.

**CLASS SCHEDULE (See Canvas for reading assignments)**

<b>DATE</b>	<b>TOPIC/ACTIVITIES</b>	<b>COMPETENCIES/ ASSIGNMENTS DUE</b>
<b>Week 1 Friday- 10/3 3-7pm</b>	<b>Orientation:</b>	
<b>Week 1 Saturday- 10/4 9am-5pm</b>	<b>Orientation:</b>	<b>DUE: Notes on <i>Cosmopolitanism</i></b>
<b>Week 2 – Thursday- 10/9</b>	<b>Topic:</b> The Founders, Constitutionalism, and PA <b>Lecture &amp; Workshop:</b> Doreen (Simple workshop – define Public Service, Define Public Administrator, What influences your definitions.) <b>Orientation to Canvas:</b> Cheryl	<b>DUE: Seminar Paper</b>
<b>Week 3 - Thursday- 10/16</b>	<b>Topic:</b> Many Nations <b>Lecture:</b> Cheryl <b>Workshop:</b> Marc: Writing a Literature Review (30 minutes)	<b>DUE: Seminar Paper</b>
<b>Week 4 Thursday- 10/23</b>	<b>Topic:</b> The Discipline: Then and Now <b>Lecture:</b> Cheryl	<b>DUE: Seminar Paper</b>
<b>Week 5 Thursday- 10/30</b>	<b>Contemporary Topics:</b> Hyper-Partisanship <b>Lecture:</b> Larry	<b>DUE: Seminar Paper</b>
<b>Week 6 Thursday- 11/6</b>	<b>Topic:</b> The State of the State – Federal <b>Lecture:</b> Marc <b>Election results recap:</b> Marc and Larry (Doreen and Cheryl at NASPAA)	<b>DUE: Literature Review</b>
<b>Week 7 Thursday- 11/13</b>	<b>Topic:</b> The State of the State – State <b>Guest Speaker:</b> Paula Moore, OFM <b>Workshop:</b> McCleary v. WA	
<b>Week 8 Thursday- 11/20</b>	<b>Topic:</b> The State of the State – Nonprofit <b>Lecture:</b> Doreen	<b>DUE: Nonprofit Case Analysis</b>
<b>Thursday- 11/27 No Class: Thanksgiving Break</b>		
<b>Week 9 Thursday- 12/4</b>	<b>Contemporary Topics:</b> Inequality <b>Film:</b> Cheryl - Inequality for All	<b>DUE: On Inequality Paper</b>
<b>Week 10 Thursday, 12/11</b>	<b>Topic:</b> Economics <b>Lecture &amp; Workshop:</b> Marc & Larry	
<b>Week 10 Saturday - 12/13</b>	<b>Contemporary Topics:</b> Globalism <b>Film:</b> <i>The Visitor</i> , Larry	<b>DUE: Final Policy Paper DUE: Final Presentation</b>
<b>12/15-12/20 Evaluation Week</b>		