

**The Evergreen State College
Master of Public Administration Program
Doing Democratic Public Administration
Administration and Policy (General) Cohort
Winter 2015**

**Lecture - SEM 2 C1105
See Canvas for seminar rooms
See Canvas for schedule and assignment information**

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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 1st year Core we explore the fundamentals of administering for the public good in a globalized world. 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.

This quarter we will explore what it takes to administer for the public good in a democracy. This quarter is in part a “Public Administration-Management 101” survey of the challenges faced by administrators in the public, nonprofit, tribal governance or private sectors, and the knowledge and skills needed to administer/manage in organizations that are working toward the public good. Although our emphasis will be on the public sector, we will also consider the particular challenges of nonprofit organizations, collectives and Indian tribes, and how private companies are now increasingly relied upon to accomplish public ends. Our focus will be on doing administration with a focus on democratic processes, particularly the roles and relationships of administrators and citizens in the complex web of our democratic system. Important themes of the quarter include how to manage strategically and sustainably, how to apply a variety of metaphors and frameworks for making sense of organizational phenomena, and how to diagnose what is happening in an organization and if necessary craft and implement a strategy for organizational change.

LEARNING OBJECTIVES

- Examine, place in context and evaluate contemporary ideas about, and practices in, administering for the public good in a democracy
- Understand the special role of public administrators within the complex environment of politics and civic engagement.
- Develop and improve organizational analysis skills and capacities.
- Gain an understanding of a variety of frameworks and models for making sense of organizations, and the ability to use them as analytical tools.
- Develop capacities to work effectively in diverse environments and with diverse populations.
- Improve skills in critical thinking, writing, speaking, presenting and working effectively in teams.

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 a parenthetical *citation* style (APA preferred). 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

From fall quarter: Salamon, Lester M. (2012). *The State of Nonprofit America*, 2nd Ed.

New Texts For Winter Quarter:

Bernard, John (2011). *Business at the Speed of Now*. New York: Wiley. ISBN-10: 1118054016; ISBN-13: 978-1118054017. Hardcover.

Bridges, William (2009). *Managing Transitions: Making the Most of Change*, 3rd Ed. Boston: Nicholas Brealey. ISBN-10: 1857885414; ISBN-13: 978-1857885415. Paperback.

Collins, Jim (2005). *Good to Great and the Social Sectors (A Monograph to Accompany Good to Great)*. ISBN: 978-0-97732-640-2. Paperback.

Gerbaudo, Paolo (2012). *Tweets and the Streets: Social Media and Contemporary Activism*. London: Pluto Press. ISBN-10: 074533248X; ISBN-13: 978-0745332482. Paperback.

Meadows, Donella H. (2008). *Thinking in Systems: A primer*. Chelsea Green Publishing. ISBN: 978-1-60358-055-7. Paperback

Morgan, Gareth (2006). *Images of Organization*, 3rd. Ed. Thousand Oaks, CA: Sage. ISBN: 1412939798. (NOTE: you may also buy and read the 1996, 2nd Edition). Paperback.

Nembhard, Jessica Gordon (2014). *Collective Courage: A History of African American Cooperative Economic Thought and Practice*. University Park, PA: Penn State Press. ISBN-10: 0271062177; ISBN-13: 978-0271062174. Paperback.

Senge, Peter (2010). *The Necessary Revolution: How Individuals and Organizations Are Working Together to Create a Sustainable World*. New York: Crown Business. ISBN-10: 0385519044; ISBN-13: 978-0385519045. Paperback.

ASSIGNMENTS

Seminar papers. Write seminar papers following the format used Fall quarter, under advisement from your seminar faculty member. For the first paper, use the guiding questions from “Learning from Discussion,” as you did last quarter. Maximum of 2 pages, doubled spaced.

Action Memos. Action memos are also based on the readings, but have a very different purpose than a seminar paper. Instead of describing and analyzing the readings, you are using the readings to make a recommendation to a decision maker.

“Memoing” is an important administrative skill. Memos are letters written to a specific decision-maker that define an administrative problem within the organization, analyze that problem, and recommend a course of action. They differ from case analysis in that they are strongly grounded in the setting of a particular organization and use a different format.

For these assignments, based upon the reading for the week, write your memo to a decision maker in your organization or an organization with which you are familiar.

These papers should be ***no more than two pages, single-spaced in 12-point font***. Use a memo style heading:

To: [Decision maker's name]
From: [Your name]
Date:
Subject:

Memos begin with a summary paragraph that briefly defines the problem, provides a summary of three recommended actions (of which one is “do nothing”), the basis for the recommendations, and your preferred option. Yes, you give your conclusions *first*, and then the body of the memo develops the arguments to support your recommended actions (directly related to the readings for the week). Make the summary paragraph the last thing you write.

Reflective Papers. Reflective papers provide an opportunity for you to reflect on the topic, as it relates to your work, management and leadership style, capacities and approaches. If it works for you, use a SWOC (strengths, weaknesses, opportunities, challenges) approach in your reflection.

Organizational Analysis (case). The assigned case will present an administrative problem for you to analyze and interpret. Your organizational analysis paper must:

- 1) define what you believe is the major problem presented by the case, and
- 2) what, if anything should be done to rectify the situation.

Additional details on how to do organizational analysis will be presented in class. The paper will be 3-4 pages, double-spaced.

Nonprofit Sector Challenges Paper. Write a 3-4 page paper discussing the major challenges presented in Salamon Part III, as they pertain to the chapter you choose to read from Part II (see reading assignment). For example, what are the implications of for-profit competition on the nonprofit work historically done by religious congregations (Chapter 9)? Maybe you discuss how for-profit orgs don't really impact religious congregations because of x and y, but that the changing shape of government-nonprofit relations has had a huge impact on religious groups. There is great latitude in terms of substance of this paper, but it needs to be analytical, thoughtful, and grounded in the Salamon text.

Teach to Learn. This is the major assignment for the quarter and will be completed in teams (teams of four, exceptions must be approved by the faculty). Teams will identify a topic (within the topics covered in this course) they want to learn more about, develop a 4-credit course on the topic, and develop and a 30 minute teach to learn presentation for the class. Rest assured that time (15-30 minutes) for teamwork will be built into the schedule most nights we meet.

As the course descriptions states, in this course we examine what it takes to administer for the public good in a democracy. Our focus is on doing administration with a focus on democratic processes, particularly the roles and relationships of administrators and citizens in the complex web of our democratic system. Important themes of the quarter include how to manage strategically and sustainably, how to apply a variety of metaphors and frameworks for making sense of organizational phenomena, and how to diagnose what is happening in an organization and if necessary craft and implement a strategy for organizational change.

Of course, there is no way we can address all the important and interesting subtopics in this area. Here's where this assignment comes in.

In Week 2, you will form teams around a subtopic in this area (the possibilities are myriad). In your teams you will:

- review the literature in the area
- choose key readings and develop learning objectives for course development/topic exploration
- design a 4-credit course syllabus (use this syllabus as your guide: include all the subsections herein – course description, learning objectives, expectations, readings, assignments, schedule)
- prepare a 30 minute “teach to learn” presentation on your topic, to be delivered in either Week 9 or 10 of this quarter.

Deliverables:

Week 2: one paragraph description of topic/idea to share, teams form

Week 3 – team contract due (handout, posted to Canvas)

Week 4: 1 page overview of topic and plan for developing course

Week 7: draft of syllabus

Week 8: draft of 30 minute “teach to learn” presentation

Weeks 9 & 10 – presentations

Week 10 – final products due (syllabus, team evaluation)

SCHEDULE - Subject to change. See Canvas for all schedule and assignment details.

DATE	TOPIC/ACTIVITIES	READINGS	ASSIGNMENTS DUE
Week 1 Jan. 8	(Larry) Organizational Theory	<ul style="list-style-type: none"> Morgan, Ch. 1,2,3,5,6, 10, 12 PAR article TBD 	<ul style="list-style-type: none"> Seminar Paper #1
Week 2 Jan. 15 th	(Cheryl) Organizational and Managerial Competencies/Teams Form TTL teams	<ul style="list-style-type: none"> Complete Intercultural Effectiveness Scale (IES)– see Canvas Readings posted to Canvas, TBD 	<ul style="list-style-type: none"> Reflective Paper #1 on results of Intercultural Effectiveness Scale and assigned readings (IES) 1 paragraph on topic of interest for TTL project
Week 3 Jan. 22 nd	(Marc) Managing Transitions	<ul style="list-style-type: none"> Bridges—all Collins—all 	<ul style="list-style-type: none"> Action Memo #1 TTL Team Contract
Week 4 Jan. 29 th	(Larry) Organizational Analysis	<ul style="list-style-type: none"> Morgan, Ch. 4, 7, 8, 9 Article TBD on org. analysis 	<ul style="list-style-type: none"> Seminar Paper #2 1 page overview of TTL project and plan
Week 5 Feb. 5 th	(Marc) Management Planning Tools and Systems	<ul style="list-style-type: none"> Meadows—all PAR article TBD 	<ul style="list-style-type: none"> Organizational Analysis Paper
Week 6 Feb. 12 th	(Cheryl) Design and Sustainability Guest Panel	<ul style="list-style-type: none"> Senge—all PAR article, TBD 	<ul style="list-style-type: none"> Action Memo #2
Week 7 Feb. 19 th	(Doreen) Nonprofit Governance	<ul style="list-style-type: none"> Salamon: 1 chapter from Ch. 2-9; and Part III 	<ul style="list-style-type: none"> Nonprofit Sector Challenges Paper
Week 8 Feb. 26 th	(Doreen) Collectives Guest Panel	<ul style="list-style-type: none"> Nemblad—all 	<ul style="list-style-type: none"> Seminar Paper # 3 Draft of TTL presentation
Week 9 March 5 th	(Cheryl) Advocacy and Social Change TTL Presentations	<ul style="list-style-type: none"> Gerbaudo—all PAR article TBD 	<ul style="list-style-type: none"> Action Memo #3
Week 10 Thursday March 12 th	(Marc) Leadership and Management Guest(s) TTL Presentations	<ul style="list-style-type: none"> Bernard—all 	<ul style="list-style-type: none"> Reflective Paper #2 (summative - all topics of the quarter)
Week 10 Saturday, March 14 th	TTL Presentations		<ul style="list-style-type: none"> Final TTL products Draft of Self Evaluation