The Evergreen State College

Masters of Public Administration Program

**Fall, 2008 – 1st Year Core (General Cohort)**

**Context of Public Administration**

### Tuesdays 6-10p.m. Location: Sem II D1105

**Seminar Rooms: Sem II, D2107 (Nelson),**  [**D2109**](javascript:spaceInfo(59)) **(Cheryl)**

# Faculty

Email Phone Office Office hours

Cheryl Simrell King [kingcs@evergreen.edu](mailto:kingcs@evergreen.edu) x 5541 Lab 1 - 3011 Tues. 4-5:45 and by appt.

Nelson Pizarro [pizarron@evergreen.edu](mailto:pizarron@evergreen.edu) x 6323 Sem II - D3104 Tues. 4-5:45 and by appt.

**Moodle Website**

<http://academic.evergreen.edu/>

Under heading “2009-2012 Fall, Winter, Spring,” choose: MPA Cohort 09-10

# MPA Mission

# *“You must be the change you wish to see in the world.”*

# —Mohandas K. Gandhi

Evergreen 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;
* value fairness and equity;
* advocate powerfully on behalf of the public; and
* imagine new possibilities and accomplish positive change in our workplaces and in our communities.

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

Throughout the 1st year Core we explore the fundamentals of administering for the public good in a globalized world. In 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, including tribes, non-profits, for profit, social entrepreneurial organizations, etc). In Winter quarter we examine the knowledge and skills needed to practice democratic public administration. Spring quarter we examine the policy and fiscal foundations of doing the public’s business.

# 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, 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 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. As such, in this quarter we explore:

* The Self (individual and part of greater good)
* The role(s) of power(s) of Government
* Development of field of PA – the discipline and practices of PA (past and present)
* The contexts within which we practice public administration (political, economic, social, environmental)

## Learning Objectives

1. Examine public administration within the historical contexts of politics, economics and the academic discipline.
2. Begin to build expertise in public administration and public policy in scholarship and practice.
3. Understand the roles, responsibilities and relationships of the various “players” or stakeholders in governance processes (governments, non-profits, for profits & citizens).
4. Understand the Self in relation to public service; understand the Self in relation to working with diverse others in public service; understand the Self as a global citizen.
5. Improve skills in critical thinking, writing, speaking, research and working effectively in teams.
6. Reflect upon, integrate, and demonstrate learning in class participation and in assignments.

## Expectations

***Students***

* Attend every class; be on time.
* Comply with TESC Student Conduct Code: [student conduct code](http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20Chapter.htm)
* Writing is expected to be of the highest quality, clear with accurate grammar and spelling. Students are encouraged, and may be required, to work with the Graduate Writing Assistant.
* Full credit and a positive evaluation depend on timely completion and submission of assignments and regular attendance and participation in class. **Missing more than one class meeting in any given quarter and/or consistently submitting assignments late will result in no credit.** Partial credit is not an option. Credit denial decisions will be made by the faculty team.
* Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves.
* Computer and Internet access are required outside class.
* No computer or other electronic devices, including phones, (excepting translation devices) are allowed in class.
* Students are expected to complete and submit a draft self-evaluation to faculty at the last class. Student evaluations of faculty must be submitted at the evaluation conference to faculty or to the program secretaries (Ruth Joynes and Pat Kolstad, Lab II, 2250).
* Any deviation from these expectations must receive prior approval from your seminar faculty.

***Faculty***

* Faculty members are expected to conform to the expectations above, as appropriate, be prepared for class, responsive to student questions, and to promptly return student work.
* Faculty members can be expected to be reasonably available to students.

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## Required Readings

# Appiah, Kwame Anthony (2007). Cosmopolitanism: Ethics in a World of Strangers. W.W. Norton and Co.

* Box, Richard C. (Ed) (2009) Public Administration and Society: Critical Issues in American Governance (2nd Edition). M.E. Sharpe.

# Denhardt, Robert, Janet Vinzant Denhardt & Maria P. Aristigueta (2008). Managing Human Behavior in Public and Nonprofit Organizations (2nd Edition).

* Paul, Richard and Linda Elder (2008). The Miniature Guide to Critical Thinking: Concepts and Tools. The Foundation for Critical Thinking. [www.criticalthinking.org](http://www.criticalthinking.org) (Copy included in mailing)
* Rabow, Jerome, Michelle A. Charness , Johanna Kippermann & Susan Radcliffe-Vasile (1994). William Fawcett Hill’s Learning through Discussion (3rd Edition). Waveland Press.

# Reich, Robert (2008) Supercapitalism: The Transformation of Business, Democracy, and Everyday Life. Vintage.

* Rivoli, Pietra (2009). [The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade](http://www.amazon.com/Travels-T-Shirt-Global-Economy-Economist/dp/0470287160/ref=sr_1_1?ie=UTF8&s=books&qid=1245262338&sr=1-1). (Second Edition). Wiley.
* Shafritz, Jay M. & Hyde, Albert C. (2009). Classics of Public Administration (6th Edition).

(we will use this text all three quarters (Fall, Winter and Spring) – must have 6th edition).

* Sowell, Thomas (2007). Basic Economics 3rd Ed: A Common Sense Guide to the Economy. Basic Books. Thomas Sowell (Author)
* › [Visit Amazon's Thomas Sowell Page](http://www.amazon.com/Thomas-Sowell/e/B000APQ7EI/ref=ntt_athr_dp_pel_1)
* Find all the books, read about the author, and more.
* See [search results](http://www.amazon.com/exec/obidos/search-handle-url/ref=ntt_athr_dp_sr_1?%5Fencoding=UTF8&search-type=ss&index=books&field-author=Thomas%20Sowell) for this author
* Are you an author? [Learn about Author Central](http://authorcentral.amazon.com/gp/landing/ref=ntt_atc_dp_pel_1)

## Assignments

All assignments must be submitted on time. We only accept late assignments under extraordinary circumstances and you must submit a late assignment request to your seminar faculty ***before*** the assignment deadline.

***Portfolio:***

Maintain a portfolio of your work throughout the quarter.  Your portfolio should include all copies of your critique group essays, all assignments, and any other academic work you choose: in other words, ALL the writing you do in connection to the program, including your journal and your draft evaluation.  You will submit your portfolio to your seminar leader at the end of the quarter prior to your evaluation conference.  The portfolio should be user-friendly: a loose-leaf notebook, or a GOOD folder that holds paper securely.  Take pride in your work and keep it organized.

***Seminar Outlines:***

Using the template from the Rabow et al., text, Learning Through Discussion (Table 4.2, p. 40 – Outline for Preparation), prepare an outline for each reading, following the guide on p. 40. Preparing the outline will help you be an engaged member of a seminar discussion on the readings. (If seminar is new to you, see this link for more information: <http://www.evergreen.edu/washcenter/natlc/pdf/seminars.pdf>). This outline helps you prepare for seminar and to write your seminar paper. Students that have not read the book nor prepared the outline lose the right to participate in seminar. However, attendance is still mandatory to all seminars. **Be prepared to hand in a paper copy of your outline at the end of every seminar and make sure you include all of your outlines in your portfolio.**

***Seminar Papers:***

**DUE: Posted on Moodle no later than 11:59 p.m. on Friday of the week we seminar, except for Denhardt’s revision paper, which is due on Tuesday, September 29, no later than 11:59 p.m. (Seminar papers due Weeks 1, 2, 3, 4, 5, 7, 8 & 9; Maximum length: 2 pages, double spaced.)**

The seminar papers summarize the main elements of the assigned text. In order to write these papers well, you **MUST** use The Miniature Guide to Critical Thinking (copies sent with mailing). Specifically, you must use the template for analyzing the logic of an article (p.10). Instead of analyzing an article, you will analyze the assigned reading (which may be a chapter, several chapters or an entire book – when it is several chapters, perhaps by different authors, do not analyze each chapter separately but, rather, the general themes that tie the chapters together).

***Reflective Exercise:***

**DUE: Orientation weekend (post to Moodle) & Week 10; 3-5 minute summative presentation in Week 10**

During the orientation weekend, you will respond to a few questions about the nature of public administration/service and post your response to Moodle. At the end of the quarter, you will be asked reconsider these questions and your original response, reflect upon your learning and re-respond to the questions. Out of this reflection/response exercise, you will write a 2-4 page reflective essay and prepare a 3-5 minute summative presentation, both of which should be an interesting narrative that captures the learning objectives and key themes for the quarter.

In order to do this assignment well, you should keep a weekly journal. This is an intellectual/ reflective journal, not a personal journal. While you can reference the personal (minimally), this is the place for you to start intellectually wrestling with, and reflecting upon, some of the enduring themes in public administration/public service.

***Problem Analysis Research Paper:***

**DUE: Outline of the project Week 6; final paper due Week 10. Length: 8-10 pages, double spaced (bibliography separate and must use APA citation style).**

This assignment allows you to integrate what you learned this term and demonstrate analytical, critical thinking/writing and research skills. **The issue:** “Heath Care Reform in the US: Its evolutionary process.” The focus is to connect the issue to as many themes learned in the quarter as possible – economics, ethics, decision making, stakeholders, capitalism, democracy and players in governance process.

Research for this paper must consist of document analysis only (in other words, you can’t formally interview folks) and must include peer-reviewed and other scholastic research. All sources must be cited (guidance will be given in class). Go here for information on American Psychological Association Citation Style (APA), the standard accepted citation style in the fields of public administration/policy/management: [APA Link](http://www.apastyle.org/)

**About Seminar**

Part of most class sessions will be devoted to seminar, a group discussion of the required reading for the class. Some things to consider about seminar:

**Good preparation:** Good seminar discussions come from careful, imaginative reading, viewing, and listening. Don’t look only for information; ask what the text seems to want you to think. How do its details contribute to its development of larger themes or arguments? What are the consequences if the book succeeds in making you share its point of view or enter fully into its world? Mark passages that catch your eye; write in the margins and dog-ear the pages so you can take us to these passages quickly. Use the **outline for preparation** (page-40) from the book Learning from Discussion to frame your reading of the text. Always have the week’s text with you in seminar. It is better to come to class without your pants than without the book.

**Responsiveness:** In seminar, talk not just to the seminar leader, but with the other members of the seminar. When they ask questions, try to answer them. When they venture assertions, acknowledge, question, challenge, or applaud them. Let no question or comment slip by without a response. People have different degrees of comfort speaking in groups. For some, it is a huge challenge and requires some degree of courage. Reward courage by listening well and responding directly and respectfully. Do not expect the faculty member to respond unless remarks have been pointedly directed at her or him. Make your remarks to the whole group. Listen carefully to others; pay attention if someone wants to participate and make room for them.

**High expectations of ourselves and others:** You should have, and expect from others, a real commitment to learning. Every time you come to seminar, EXPECT to participate. EXPECT to learn from others. Insist on it. If some people are not engaged, try to bring them into our common inquiry. Try not to interrupt or speak over others. If you disagree with someone, try to do so intelligently, responsibly, and respectfully. Be sure to back up your position with reference to what we are learning. Opinions are not arguments, and feelings are not knowledge.

**What you can expect from faculty:** Occasionally, especially when we start certain texts, we may structure seminars carefully to help you find your way. We will likely ask questions more often than we will answer them. We’ll monitor the direction of discussions, occasionally summing things up when it’s helpful to do so. We will not be afraid to say what we think, but we won’t always weigh in on an argument. When we do take a position, we want you to argue with us if you think we’re wrong. Occasionally we may say nothing for a long while, which is a good sign. The seminar is YOUR time to grapple with texts and support each other’s efforts.

**A group voice**: If we attend to these items, we can develop a group voice. Our work will shape an inquiry that we can all lay some claim to. Any one of us will be able to restate the group’s position, and be ready either to endorse or challenge that position. Our group voice may be characterized by conflict. Don’t write off anyone’s argument or assertion; all of them are part of our common intellectual work, and all are out on the table for debate and consideration. Success in seminar requires perfect—and prompt—attendance; excellent preparation demonstrated by your command of a text’s details and the ability to take us to relevant passages; respectful acknowledgment and criticism of others; readiness to ask questions as well as to share opinions; and, ability to cite the comments of others.

**Class Schedule**

| **DATe** | | **Topic/Activities** | **readings/Seminar** | **due** |
| --- | --- | --- | --- | --- |
| **Friday, Sept 25**  **5pm-9pm** | | **Orientation**  Introductions  Seminar (Rabow) | **Read:** Rabow et al. (All) | **Reflective Exercise (in class) – post to Moodle** |
| **Saturday,**  **Sept 26**  **9:00-4:00** | | **Orientation**  Critical Thinking Workshop (Nelson)  Library Research Workshop (Cheryl)  Seminar (Wilson) | **Read:** Critical Thinking Guidebook and excerpt from Wilson |  |
| **Sunday,**  **Sept 27**  **9:00-4:00** | **Orientation**  Moodle Training Workshop (Nelson)  Mini Lecture – Knowing Self (Cheryl)  Mini Lecture – Knowing Self in context of Teams (Nelson)  Seminar (Denhardt et al.) | **Read:** Denhardt et al. (Chapters 1, 2 & 10) | **Preparing for Discussion outline on Denhardt**  **First draft of seminar paper on Denhardt (not submitting)** |
| **Week 1**  **9/29** | **Ethics in a World of Strangers**  Guided viewing of film: “The Visitor”  Seminar (Appiah and film) | **Read:** Appiah (All) | **Seminar paper:** **revision of paper on Denhardt et al** |
| **Week 2**  **10/6** | **Founding of the Discipline**  Lecture: Cheryl  Seminar (Box and Shafritz and Hyde) | **Read:** Box (Preface & Part 1) & Shafritz & Hyde (Preface & Part One) | **Seminar paper: Box & Shafritz and Hyde (one paper on both)** |
| **Week 3**  **10/13** | **Economics 101**  Guest Lecture: TBA; Seminar (Sowell) | **Read:** Sowell (Part I, Part II, Part V & Part VI) | **Seminar paper: Sowell** |
| **Week 4**  **10/20** | **Founding of a Nation/Nations**  Lecture: Cheryl; Seminar (Box and TBA) | **Read:** Box ( Part 2) & TBA - posted to Moodle | **Seminar paper: Box & TBA readings (one paper on both)** |
| **Week 5**  **10/27** | **Supercapitalism and Democracy**  Film & Lecture: Nelson  Seminar (Reich) | **Read:** Reich (all) | **Seminar paper: Reich** |
| **Week 6**  **11/3** | **Players in Governance Processes – Elected Officials, Non Profits and Private Sector**  Panel – TBA; Seminar (TBA) | **Read:**  TBA – posted to Moodle | **Outline of Problem Analysis Research Paper (post to Moodle before class)** |
| **Week 7**  **11/10** | **Decision Making and Conflict**  Lecture: Nelson  Seminar (Denhardt et al.) | **Read:** Denhardt et al. (Chapter 5 & 11) | **Seminar paper: Denhardt et al.** |
| **Week 8**  **11/17** | **Global Economies and Democracies**  Lecture: Nelson; Seminar (Rivoli) | **Read:** Rivoli (All) | **Seminar paper: Rivoli** |
| **11/23-27 THANKSGIVING BREAK** | | | |
| **Week 9**  **12/1** | **The Discipline and Practices of PA Today**  Lecture: Cheryl  Seminar (Box & Shafritz and Hyde) | **Read:** Box (Part 4) &Shafritz & Hyde (all essays organized under “The Discipline of Public Administration” topic - find contents on p. v) | **Seminar paper: Shafritz and Hyde** |
| **Week 10**  **12/9** | **Course wrap-up**  **Potluck**  **Student Presentations** |  | * **Portfolio** * **Presentation and Reflective Essay** * **Problem Analysis Research Paper** |
| **12/14-18 EVALUATION CONFERENCES**  **(No credit given unless self and faculty evaluations are complete and submitted)** | | | |