

**The Evergreen State College
Master of Public Administration Program**

**Context of Public Administration Syllabus
Fall, 2011 – 1st Year Core (General Cohort)
Tuesdays 6-10pm Location: Sem II E1105
Seminar Rooms: Sem II, 3107(Larry), 2109(Lee), 2107(Doreen)**

Faculty	Email	Phone	Office	Office hours
Larry Geri	geril@evergreen.edu	x 6616	Lab 1 – 3002	By appt.
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Moodle Website: <http://academic.evergreen.edu/>

Under heading “2011-2013 Fall, Winter, Spring,” choose: MPA Cohort 11-12.

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. 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 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:

- Your role as a reflective administrator
- The role(s) of power(s) of government
- Development of the field of public administration – the discipline and practices of public administration (past and present)
- The contexts within which we practice public administration (political, economic, social, environmental)

Learning Objectives

1. Understand public administration within the historical contexts of politics, economics and the academic discipline.
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 global citizenship.
5. Improve skills in critical thinking, writing, presentation and research.
6. Develop ability to work effectively in teams.
7. Develop ability to work effectively in diverse environments and with diverse populations.

Expectations

Students

- Attend every class; be on time. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar 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, on a case-by-case basis. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.
- Comply with TESC Student Conduct Code.
- 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 Writing Center.
- 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 will not be offered. Credit denial decisions will be made by the faculty team. Denial 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), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), 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.
- Having respect for others is fundamental to having open, educational dialogue. 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, including dismissal from the MPA program.
- Students are required to have and use an Evergreen e-mail account for communication about class work and to participate in program list serves and Moodle.
- Computer and Internet access are required to complete course work outside of class.
- Cell phones may be on but ringers need to be off during seminars and presentations.
- Written self-evaluations and seminar faculty evaluations are required for credit, at the end of each quarter, and will be discussed along with faculty evaluations of students at the evaluation conference. (Students may elect to submit faculty evaluations to MPA Program Secretaries at lab2support@evergreen.edu)
- Reflect upon, integrate, and demonstrate learning in class participation and in assignments.
- Hard copies of all assignments should be submitted on respective due dates.
- Students are expected to take advantage of College resources to maintain academic standards.

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.

Required Texts (Additional Readings posted to Moodle)

- Appiah, K. A. (2007). *Cosmopolitanism: Ethics in a World of Strangers*. New York: W.W. Norton.
- 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 **(Copy included in mailing)**
- Pommersheim, Frank. (1997). *Braid of Feathers: American Indian Law and Contemporary Tribal Life* Berkeley: Univ. of California Press.
- Rabow, Jerome, Michelle Charness, Johanna Kippermann & Susan Radcliffe-Vasile (1994). *William Fawcett Hill's Learning through Discussion (3rd Ed.)* Waveland Press.
- Reich, Robert (2008) *Supercapitalism: The Transformation of Business, Democracy, and Everyday Life*. Vintage.
- Rodrik, Dani. (2011). *The Globalization Paradox: Democracy and the Future of the World Economy*. W. W. Norton & Company.
- Shafritz, Jay M. and Hyde, Albert C. (2008). *Classics of Public Administration 6th edition* Wadsworth Publishing. ISBN: 978-0495189565.
- Sowell, Thomas (2011). *Basic Economics 3rd Ed: A Common Sense Guide to the Economy*. Basic Books.

Assignments

All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty.

Reflective Exercise:

DUE: Orientation weekend (Saturday, 9/24); 1-2 pages. Bring hard copy.

Participating in a learning community and in seminar is fundamental to the Evergreen learning environment. Therefore, we ask students to examine an aspect of working and learning in groups. In 1-2 pages, describe your experience working in teams and your self-perception of how you work in teams (likes and dislikes, strengths and weaknesses, etc.).

Seminar Papers:

DUE: Weeks 1, 2, 3, 3.1, 5, 8 & 9; 2-3 pages, double spaced.

The seminar papers summarize the main elements of the assigned text. In order to write these papers well, we recommend you use The Miniature Guide to Critical Thinking (copies sent with mailing). Specifically, the Template for Analyzing the Logic of an Article is particularly helpful.

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). Additional information on what is expected for these papers will be discussed during orientation.

Case Study Analysis:

DUE: Weeks 3.1, 4; 3-4 pages, double spaced.

The case approach is widely used in the study of administration. Each case 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 Moodle site. Additional details on how to do case analysis will be presented in class.

Analysis of Globalization Paper:

DUE: Week 6; 3-4 page paper, double-spaced, reference list separate and must use APA citation style.

Rodrik's text on globalization examines the history and effects of global economic integration and its links to national political systems. His thesis is that globalization creates enormous tensions between democratic systems of governance and global markets. He argues (see pg. 200) that nation-states cannot concurrently emphasize truly democratic values, protect the sovereignty of the nation state, or support a hyper-globalized economy: at best, we can have two out of the three. Write an essay in which you critique his argument and make a case for one of the three options he suggests: limiting democracy through the “Golden Straitjacket,” placing constraints on globalization through democratic means, or moving to a form of global governance that would limit the sovereignty of nation states.

Problem Analysis Research Paper:

DUE: Outline of the project Week 5; 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 topic: “What is the role of the federal government in solving American society's problems?” Should government's role be the same across all problems/policy arenas (e.g., health care, housing, transportation, energy, etc.)? Why or why not? Pick a problem/policy arena of your choice and debate the arguments for or against federal government involvement. This assignment is designed for an analysis at the national level; we examine other levels of government in winter and spring. 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 must include peer-reviewed and other scholastic research. All sources must be cited (guidance will be given in class). This paper should conform to the American

Psychological Association Citation Style (APA), the standard accepted citation style in the fields of public administration/policy/management. ***Please note: this is not an opinion piece, but a well-researched, well-cited scholarly paper.***

Class Schedule: Subject to Change

DATE	TOPIC	READINGS/SEMINAR	DUE
Friday, Sept 23 5pm-9pm	Orientation Part I		
Saturday, Sept 24 9:00-4:00	Orientation Part II Review of syllabus Seminar on readings How to write a seminar paper	Rabow; Critical Thinking Guidebook; Wilson reading (on MPA website under syllabus); Denhardt et al. (Chapter 2)	Reflective Exercise
Week 1 9/27	Founding of a Nation/Nations	Box (Part 2); Pommersheim (Parts I & 3)	Seminar paper: Box & Pommersheim (one paper on both)
Week 2 10/4	Founding of the Discipline Part I How to analyze a case	Box (Part I); Denhardt et al. (Chapter 1); Shafritz & Hyde (Look under Topical Contents: <i>Discipline of PA</i>)	Seminar paper: all readings
Week 3 10/11	Founding of the Discipline Part II	Shafritz & Hyde (Topical Contents: <i>Political Context of PA; Bureaucracy</i>)	Seminar Paper: Authors in S&H readings
Week 3.1 Sunday, 10/16 9am-6pm	Administrative Responsibility	Friedrich article; Finer article; <i>Torture & Public Policy</i> (all on Moodle)	Case Analysis: <i>Torture & Public Policy</i>
	Economics & the Public Sector	Sowell (Part I, Part II, Part V & Part VI)	Seminar paper: Sowell
Week 4 10/18	Decision Making and Conflict Library Research/Literature Review Workshop	Denhardt et al. (Chapter 5 & 10, 11); Lindblom article (on Moodle); <i>How a City Slowly Drowned</i> (on Moodle)	Case Analysis: <i>How a City Slowly Drowned</i>
Week 5 10/25	Supercapitalism, Democracy and Regulation	Reich (all)	Seminar paper: Reich
Week 6 11/1	Who Governs? Elected Officials, Non Profits and Private Sector Panel	Conlan article; <i>Wichita Confronts Contamination</i> (both on Moodle)	Outline of Problem Analysis Research Paper
Week 7 11/8	Global Economies and Democracies	Rodrik (all)	Analysis of Globalization Paper
Week 8 11/15	Ethics in a World of Strangers Guided viewing of film: "The Visitor"	Appiah (all)	Seminar paper: Appiah
11/21-25 THANKSGIVING BREAK			
Week 9 11/29	The Discipline and Practices of PA Today	Box (Part 4); Sowell (Part VII)	Seminar paper: Box & Sowell (one paper on both)
Week 10 12/6	Course wrap-up Potluck Student Presentations in Seminar		<ul style="list-style-type: none"> • Presentation • Problem Analysis Research Paper