# the evergreen state college
## olympia, washington

# MPA
## master of public administration

# Doing Democratic Public Administration
## Winter 2016

**Lecture meets in SEM 2 E1105**
**See Canvas for seminar rooms**
**See Canvas for up-to-date schedule and assignment information**

| Faculty | Email | Office Hours |
|---|---|---|
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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

This academic year, as we indicated in Fall Quarter, we take as our basic premise, in the words of the people behind The Next System Project (http://www.thenextsystem.org), that "the challenging realities of growing inequality (economics), political stalemate (governing), and climate disruption (environment) prompt an important insight.  When the old ways no longer produce the outcomes we are looking for, something deeper is occurring."  As we examine over the year, public administration is practiced in a wide arena and encompasses a multitude of approaches to serving the public; these approaches are now failing us.

This quarter we 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 or private sectors, and the knowledge and skills needed to administer/manage in diverse organizations that work toward the public good. Although our emphasis is on the public sector, we will also consider the particular challenges of nonprofit organizations, collectives and social movements, and how private companies are now increasingly relied upon to accomplish public ends. Our focus is on doing administration with a emphasis 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 in a world where Everything is Different.

## LEARNING OBJECTIVES

- Examine, place in context, and evaluate contemporary ideas about, and practices in, democratically administering for the public good in a world facing fundamental paradigm shifts.
- Understand the special role of public administrators within the complex environment of politics and civic engagement.
- Develop and improve organizational analysis skills and capacities, including developing leadership skills in ourselves and others.
- Gain an understanding of a variety of frameworks and models for sense making of and in 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

**Review Assignment Requirements Thoroughly Before Drafting Submissions:** This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

**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 American Psychological Association style (http://www.apastyle.org/ ) All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please contact the Graduate Writing Assistant. 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, 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:** The class is participatory and the learning community is dependent upon people being present to what is happening in class. Research shows that using electronic devices can be distracting and deleterious to the learning experience and to the learning community. Further, research suggests that typing notes on a keyboard rather than writing out longhand results in shallower processing of the concepts. Yet we acknowledge the limited, key situations where these devices are necessary. These situations include: accessing the Canvas site when course materials are being explained; workshops where laptops help teams track requirements and output; practical exercises in class where spreadsheets or other templates are needed; and individual situations were accommodation must be made through technology. In short, put away your devices (laptops, phones, tablets) except when otherwise instructed (we recognize that some may be accessing readings electronically and will use a device in seminar).

**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 your evaluations of faculty 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.* Evaluations are considered "submitted" only when posted through the College portal.

**Accommodations:** are provided for any student who desires them through 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 class even if campus is open. If we do this we will send an all-class 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

➢ Morgan, Gareth (1998). Images of Organization: The Executive Edition. Berrett-Koehler Publishers. **ISBN-13:** 978-1576750384. Amazon.com price: $22

➢ Bridges, William (2009). Managing Transitions: Making the Most of Change. Da Capo Press. **ISBN-13:** 978-0738213804. Amazon.com price: $11

➢ Miller, Ken (2011). Extreme Government Makeover: Increasing our Capacity to Do More Good. Governing Books. **ISBN-13:** 978-0983373308. Amazon.com price: $18

➢ A.K. Press (Ed) (2010). Come Hell or High Water: A Handbook on Collective Process Gone Awry. A.K. Press. **ISBN-13:** 978-1849350181. Amazon.com price: $10

➢ Zamagini, Stephano & Vera Zamagini (2011). Cooperative Enterprise: Facing the Challenge of Globalization. Edward Elgar. **ISBN-13:** 978-1849803144. Amazon.com price: ~$25

➢ Pushkala Prasad, Albert Mills, Michael Elmes and Anshuman Prasad (Eds) (1997). Managing the Organizational Melting Pot: Dilemmas of Workplace Diversity. Sage Publications. ISBN: 9780803974111. Sage Publications Price: $77

➢ Collins, Jim (2005). Good to Great in the Social Sectors: A Monograph to Accompany Good to Great. Harper Collins. **ISBN-13:** 978-0977326402. Amazon.com price: $9

➢ Hart, Gary (2002). Restoration of the Republic: The Jeffersonian Ideal in 21$^{st}$ Century America. Oxford University Press. **ISBN-13:** 978-0195155860. Publisher price: $34

➢ Rath, Tom & Barry Conchie (2008) Strengths Based Leadership: Great Leaders, Teams, and Why People Follow. Gallup Press. **ISBN-13:** 978-1595620255.Amazon.com hardcover price: ~$10

➢ Slaughter, Ann-Marie (2015). Unfinished Business: Women Men Work Family. Random House. **ISBN-13:** 978-0812994568. Amazon.com hardcover price: $17.

**From Fall Quarter:**

➢ *Public Administration: An Action Orientation (7$^{th}$ Edition)* (2013) Robert Denhardt, Janet Denhardt, and Tara Blanc. **ISBN-13:** 978-1133939214. We will use this textbook Fall, Winter and Spring quarters.

➢ *America's Nonprofit Sector: A Primer* (2012). Lester Salamon. **ISBN-13:** 978-1595423603.

Other readings posted to Canvas, TBA

## ASSIGNMENTS

**Seminar papers.**  Weeks 1 and 5.  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.**  Weeks 2, 6, 8.  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.  See schedule on canvas for topics for each of these weeks. Maximum of 2 pages, doubled-spaced.

Writing good memos is an important administrative skill.  Action 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. For these assignments, *based upon the reading for the week*, write your memo to a decision maker in an organization.

> **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.

**Cooperative Governance Case Study.**  Week 3.  Posted to Canvas is a list of cooperatives and links to their websites.  Choose one cooperatives and write a short paper that describes the organization (membership structure, decision making processes, how earnings are handled, etc.), highlighting those things that make this organization different from "traditional" organizations (e.g., what we know as public, non-profit and for-profit organizations). Complete your paper with a short analysis of opportunities and challenges for the organization, given its organizational structures/processes.  Maximum of three pages, double-spaced.

**Reflective Papers**. Weeks 4, 7 and 9.  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 and/or your organization.  If it works for you, use a SWOC (strengths, weaknesses, opportunities, challenges) approach in your reflection. See the schedule on Canvas for topics.  Maximum of two pages, double-spaced.

**Teach-to-Learn Project.** 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 (sub-topics of those covered in this course or topics not covered) they want to learn more about, develop a 4-credit course on the topic, and develop a 20 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 we are covering 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 these areas. Here's where this assignment comes in.

In Week 2, you will form teams around a topic or sub-topic not already covered in the course (the possibilities are myriad).  In your teams you will:

- Review the literature in the area and submit an annotated bibliography of the material you consider using in your proposed course, including with the annotation (abstract) the reason(s) for choosing to use, or not use, the reading.
- Choose key readings and develop learning objectives for course development/topic exploration.
- Design a 4-credit course syllabus (use this syllabus as your guide: revise and include all the subsections herein – course description, learning objectives, expectations, readings, assignments, schedule).
- Prepare a 20-minute (including time for Q&A) Teach-to-Learn presentation on your topic, to be delivered Week 10.

Your Teach-to-Learn presentation is NOT a recitation of the syllabus. You will share the overall course design, but this is not the primary purpose of the Teach-to-Learn presentations.  The primary deliverable is the content of your class, not the format of your class.  Each member of the team is expected to briefly present the key intellectual insights provided by a module of the proposed class.  For example, a class on Leadership might have a team member present on tools that leaders need to sustain themselves, a second might talk about lessons from history, and a third about common challenges.  The focus should be on themes and lessons from the literature/course you design.

Deliverables:

Week 2: one paragraph description of topic/idea to share, teams form, begin team contract (posted to Canvas)

Week 3: – team contract due

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

Week 6:  conversation with faculty sponsor about roles for Teach-to-Learn presentation

Week 7: draft of syllabus and annotated bibliography

Week 8: draft of 20-minute Teach-to-Learn presentation

Week 10 – Teach-to-Learn presentations & final products due (syllabus, annotated bibliography, presentation, team evaluations)