Context of Public Administration

PNAPP Olympia Cohort
1ˢᵗ year Core, Fall 2020

MPA Mission Statement: 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. "Be the change."

Class Meetings & Locations:	**Faculty Teaching Team**:	
Thursday classes: 6-9pm	Lucky Anguelov	anguelol@evergreen.edu
Location: ONLINE	Amy Gould	goulda@evergreen.edu
Saturday class: Sep 26, 10am-4pm		
Location: ONLINE		

Fall 2020 Course Description:
The purpose of 1st year Core is to identify and explore the fundamentals of governing and administering for the public. In the fall quarter, we examine the foundations of public service by investigating the enduring issues for public administrators. We will increase our understanding of the political, social, cultural, and economic contexts of public administration. Our goal is to gain an understanding of how practitioners can apply theories of public administration through praxis. We will analyze the roles and responsibilities of public administrators and their institutions at all sectors of governing.

In the winter quarter, we will examine the knowledge and skills needed to practice democratic public administration through policies and organizations. Spring quarter we'll examine the budgetary and fiscal aspects of public service and public goods.

Key questions:
What is public administration as a field of study?
Who are public administrators and who are the public?
Why does public service matter? What are the enduring issues and why?

Learning objectives:
Develop the foundations of critical analysis and critical thinking
Understand histories and traditions of public service
Recognize systemic inequities in the public sphere
Develop the ability to work effectively in teams

Course Credit Equivalencies for Evaluation:
2 - Critical Thinking
2 - Histories and Traditions of Public & Nonprofit Administration
2 - Teamwork

Required Books:

Anheier (2020). *Nonprofit Organizations: Theory, Management, Policy*. 2nd Edition. Routledge. ISBN: 978-0415550475 *used all year*

Guy & McCandless (eds.) (2020). *Achieving Social Equity: From Problems to Solutions*. Melvin & Leigh Publishers. ISBN: 978-1733934466 *used all year*

Harjo, Gover, Deloria, Adams, Momaday (2014). *Nation to Nation: Treaties Between the United States and American Indian Nations*. Smithsonian Books. ISBN: 978-1588344786 *used fall only*

Paul & Elder (2019). *The Miniature Guide to Critical Thinking: Concepts and Tools*. 8th Edition. Rowman & Littlefield Publishers. ISBN: 978-1538134948 *used all year*

Stillman (2009). *Public Administration: Concepts and Cases*. 9th Edition. Cengage Learning. ISBN: 978-0618993017 *used all year*

Essential Resources for Assignment Success:
- Writing a Case Study analysis
  https://writingcenter.ashford.edu/writing-case-study-analysis
- Writing an Annotated Bibliography
  https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html
- Writing a Literature Review
  https://writingcenter.unc.edu/tips-and-tools/literature-reviews/
- Writing a White Paper
  https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/white_papers/index.html
- How to think Like a Data Scientist
  https://medium.com/cracking-the-data-science-interview/how-to-think-like-a-data-scientist-in-12-steps-157ea8ad5da8
- Introducing a Data Mindset
  https://www.oreilly.com/library/view/designing-with-data/9781449334925/ch01.html
- 10 Excel Tips
  https://hbr.org/2018/10/10-excel-functions-everyone-should-know
- How We Tell Stories with Data
  https://hbr.org/2013/04/how-to-tell-a-story-with-data
- Writing a One Pager
  https://www.compassscicomm.org/post/preparing-for-meetings-how-to-craft-a-great-one-pager
- WA Plain Talk Guidelines
  https://www.governor.wa.gov/issues/issues/efficient-government/plain-talk/know-guidelines
- APA Style
  https://apastyle.apa.org/
- Purdue Writing & Grammar Guide
  https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Date	Topic	Reading/ Assignment Due
Zero Week **Saturday, Sept 26**	New Student Orientation	None
Week 1 **Oct 1**	**Think Critically and Creatively** Lecture & "how to" workshop: 6:00-7:30 Seminar: 7:45-9:00	Readings: Book: *Miniature Guide to Critical Thinking* Articles: Henry, *Paradigms of PA*; Kirlin, *Big Questions for a Significant PA*; Nabatchi, Public Administration in Dark Times ; Maitlis, Sensemaking in Crisis and Change Assignment #1: Critical Thinking Essay
Week 2 **Oct 8**	**Histories of PA** Lecture & "how to" workshop for case analysis assignments: 6:00-7:30 Seminar 7:45-9:00	Readings: Books: Stillman, chs 1, 2, 3 Anheier, part 1 Guy & McCandless, ch 1 Assignment #2: Critical Thinking Essay
Week 3 **Oct 15**	**Traditions of PA** Lecture & Discussion: 6:00-7:30 Seminar 7:45-9:00	Readings: Books: Stillman, chs 6, 7, 8 Anheier, part 2 Guy & McCandless, ch 13 Assignment #3: Case Analysis
Week 4 **Oct 22**	**Critical Analysis & Praxis** Lecture & "how to" workshop for data book assignment: 6:00-7:30 Seminar 7:45-9:00	Readings: Books: Stillman, chs 11 & 13 Anheier, chs 8 & 10 Guy & McCandless, ch 5 Assignment #4: Case Analysis
Week 5 **Oct 29**	**Working in Teams** Team work plan & "how to" workshop for all pieces of white paper assignment: 6:00-7:30; Seminar 7:45-9:00 *Meet in scheduled student- faculty conferences outside of class time	Readings: Articles: 4D Teams ; Empathy at Work ; Limits of Empathy ; Yang, "Creating Public Value and Institutional Innovations Across Boundaries" Video: The Power of Introverts Assignment #5: Data Book Assessment
Week 6 **Nov 5**	**Systemic Inequity** Lecture & Discussion: 6:00-7:30 Seminar 7:45-9:00	Readings: Book: Guy & McCandless, ch 12 Website: About TVA Film: Built for the People, The Story of TVA

Week 7 Nov 12	**Enduring Issues** Lecture & Discussion: 6:00-7:30 Seminar 7:45-9:00	Readings: Book: Harjo, *Nation to Nation* Article: NCAI, About Tribes Assignments #6: Annotated Bibliography for White Paper
Week 8 Nov 19	**Synthesis and Review** Learning Inventory & Assessment 6:00-7:30 "How to" workshop for presentations 7:45-9:00	Readings: None Assignment #6: Literature Review for White Paper
College Holiday Nov 23-29	NO CLASS	NO CLASS
Week 9 Dec 3	**Practice Presentations** Cohort Conversation 6-7:00pm Practice Presentations 7:15-9:00pm	Readings: None Assignment #6 & #7: Draft White Paper, Draft Visual Aid
Week 10 Dec 10	**Final presentations** 6:00-8:00pm (conference format) *8:15-9pm Cohort give backs*	Readings: None Assignments #6 & #7: Final White Paper, Final Visual Aid

Assignments

Assignment #1 & #2: **Critical Thinking Essay**
#1 Due: 10/1 by 6:00pm posted to canvas.
#2 Due: 10/8 by 6:00pm posted to canvas.
Length: 3 to 5 pages (double spaced. Page length does not include title page, abstract, and works cited page).Use APA format and cite all of your sources (direct quotes and paraphrases).

Description: According to *The Miniature Guide to Critical Thinking*, the practice of critical thought means that you assess the assumptions and positions of yourself and between people in groups and organizations. This practice is important to managers and leaders because it helps us understand how we co-create and socially construct our perspectives in relation to each other. This also helps us to assume nothing and challenge everything.

Instructions: First, read Paul & Elder's *The Miniature Guide to Critical Thinking*. Second, critically read the readings assigned for the week the paper is due. To write your essay, follow the 8 steps in *The Miniature Guide to Critical Thinking* write what you find. Additionally, respond to the following questions: Based on your critical thinking related to the reading, what is the role of government? Who are the public? Who are public administrators?

Assignment #3 & #4: Case Analysis
#3 Due: 10/15 posted on canvas by 6:00pm.
#4 Due: 10/22 posted on canvas by 6:00pm.
Length: 5 to 8 pages (double spaced. Page length does not include title page, abstract, and works cited page).Use APA format and cite all of your sources (direct quotes and paraphrases).

Description: The case approach is widely used in the study of public administration. Each case will highlight the topic presented through a "real world" case for you to analyze and interpret. A "case" is simply an event, decision, change, or action we can use to learn from for future occurrences of a similar "case".

Instructions: Pick one of the cases from the Stillman book assigned for the week the paper is due. Learn what you can about the case (beyond what is presented in the book) and provide a current day analysis of the case. Include section headings to help structure your thinking. Additional details on how to do a case analysis will be presented in class before the assignment is due.

Your case analysis papers should:
- Update the background and facts surrounding the case,
- Succinctly state the problem,
- Identify the critical issues contributing to the problem,
- Specify major actions taken in the case to current day,
- Evaluate the effectiveness vs. the efficiency of each major action,
- Decide what the best course(s) of action were/are. Why?
- What are the important lessons to learn for public service then and now?

Assignment #5: Census Data Book Assessment
Due: 10/29 posted to canvas by 6:00pm.
Length: one page
Pick *one* of the Census Data Book categories listed here:
https://www.census.gov/library/publications/2010/compendia/databooks.html
Download, open, and assess each Excel file for the Data Book category you selected. Where does the data come from? Why was it collected? What story does this data tell you? What problems do you see, what are the potential impacts, and what recommendations would you make based on this data?

Write up your assessment as a one pager. Example one pagers will be provided. *Tip: Consider picking a Data Book category related to one of the case analyses you wrote. Building on your learning in this way may help you a lot for the white paper too.*

Assignment #6: White Paper (Team Assignment)
Posted on canvas by 6:00pm. One person from the team can upload the assignments with all team members' names on it.
Due: 11/12 Annotated Bibliography
Due: 11/19 Literature Review
Due: 12/3 Draft White Paper
Due: 12/10 Final White Paper
Length: 8 to 10 pages, double spaced, APA format. Your page limit does not include your title page, table of contents, executive summary, works cited page, or any appendices. Examples of each piece of the white paper will be posted on canvas and discussed in class.

Description: White papers provide the public and decision makers with an issue overview, definitions of terms, boundaries of a recommendation, frame the recommendation with stakeholders/rightsholders in mind, find gaps in existing actions to show how your recommendations may fill these gaps, and establish

your credibility as a public servant through knowledge and evidence by persuasively convincing your audience to adopt your recommendation.

Instructions: Faculty will assign you to a team of 2 to 3 students from within your seminar group. Your team will select a public service issue to learn more about by writing a white paper (as a team) about the issue and your team's recommendation to address the issue. *Tip: review the case analysis papers written by each of you and pick one issue to explore further as a team.*

Together, your team will write a **white paper that should include**:
- Title page; One pager; Table of contents; Executive Summary
- Background of the Public Service Issue (literature review: 5 useful sources from annotated bib)
- Identification of "a" Problem
- Definitions of Key Terms
- Recommendation; Pros & Cons (lit review: 5 useful sources from annotated bib)
- Stakeholder/Rightsholder Impacts of Recommendation
- Works cited page
- Appendices (Ex. Team Work Plan, Peer Assessment of Team Work, Annotated bib of 20 sources)

Include resources and citations throughout the document to properly assess your identification of the problem and your recommendation. Sources must come from existing information (ex. don't do any interviews) and may include government documents, research reports, case law, policy briefs, books, academic journals, newspapers, websites, etc. You are encouraged to use readings from the class and incorporate PA theories where relevant. *Tips: Do not start with a position. Be open to your perspective changing as you become informed. Do not attempt an exhaustive review of all sources. Synthesize information; do not summarize. Use very few direct quotes and do not use any long quotes.*

Assignment #7: Visual Aid
Posted on Canvas by 6:00pm.
Draft Due: 12/3
Final Due: 12/10
Presentation: 10 minutes. Q&A Session: 5 minutes. Total: 15 minutes.
A visual aid is required for the presentation. Consider using one or more of the following tools: slide shows (powerpoint, google slides, prezi, haikudeck, visme), word cloud, website (wix.com, weebly.com) infogram (Piktochart, thinglink), animation (sparkol, powtoon), timeline (timetoast), interactive Kanban board (trello). All presentations should adhere to the following guidelines:
- Any photographs or graphs/charts should have a summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility.
  http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf
- If using a video, it may not take up the entire presentation time.
- All members of the group are expected to participate in the presentation/facilitation as able.

Course Policies

Original Research: None. All work will be completed using secondary/existing sources.

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our writing support at: EvergreenWritingAssistant@gmail.com ; 360-867-6820 ; LAB I, Room 3016. Also, a guide to student writing at Evergreen can be accessed through the campus Writing Center: https://inkwellpublication.wordpress.com/

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking 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 should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 3 hours accumulated is one absence), make-up work will be assigned by faculty. Makeup work must be completed by the end of the scheduled course to receive course credit. After 9 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (being late to class; regularly missing an hour of class), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for the class meeting missed and turn in any assignments that were due on the class date missed.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits if all course requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: Student's course self eval and eval of faculty are required for credit.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching

and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the virtual classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not an appropriate use of class time. Consult your faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Conduct & Conflict Resolution: Please refer to the MPA Student Handbook:
https://www.evergreen.edu/mpa/studenthandbook/conflictresolution
Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the social contract: WAC 174-121-010 College philosophy.
We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC**,** Student Conduct Code & Grievance/Appeals Process:
http://www.evergreen.edu/studentaffairs/student-conduct
We will abide by the non-discrimination policies and procedures at TESC

Guest policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to still hold class virtually or may cancel a class meeting even if campus is open and we will send an all-class email prior to the start of

class. Students are responsible for checking email and ensuring viable online access options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as "canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.