

Public/Non-Profit Admin & Public Policy (PNAPP)
Olympia Cohort
1st year Core, Fall 2022

<u>Class Meeting Times:</u> Orientation Session: September 24, 10 am to 4pm	<u>Faculty Teaching Team</u> Meghan Doughty doughtym@gmail.com
<u>First Class:</u> Thursday, September 29, 6pm to 8:50pm	Doreen Swetkis swetkisd@evergreen.edu
<u>Regular Class Schedule:</u> All Thursday Evenings 6pm to 8:50pm (except November 25)	Michael Crow crawm@evergreen.edu
<u>Additional Meeting (devoted to Fall Project presentations):</u> Saturday, December 10, 9am to 4pm (online)	

This is a hybrid class that requires synchronous and asynchronous participation.

The synchronous component includes in-person meetings on Thursday evenings each week of the fall quarter (from 6:00 to 8:50 pm). Except Week 9, practice presentations, will be online. There will be two Saturday classes: Orientation Session on September 24 (in-person) and time dedicated for fall project presentations on December 10 (online).

Pre-Class Assignments

There is a limited, yet critical, amount of pre-class work to be completed prior to our first class of the quarter. These assignments are described below, and in more detail on our Olympia Cohort Canvas site. In summary, the pre-class work entails a careful review of this syllabus, readings, and review of our Canvas site. During our first class together on September 29, time will be provided for your clarifying questions. In the meantime, please contact us via email if you have a concern or question that is time sensitive.

In addition, there is an expectation that students will have completed the readings, other media and assignments before we meet for class that week.

Fall 2022 Course Description:

The purpose of 1st year Core is to identify and explore the fundamentals of governing and administering for the public. A substantial part of our work fall quarter will be to examine the foundations of public service by investigating the enduring issues that public administrators face as they conduct the public's business. We will work together to increase our collective

understanding of the political, social, cultural, and economic contexts of public administration. Our goal is to gain an understanding of how to apply theories of public administration in our day-to-day work.

Historical and theoretical awareness helps public administrators discern the environment, or context, within which they must work. This awareness requires advanced critical reasoning skills. Therefore, a key part of our work fall quarter will be to develop and advance our skills to think critically and reason effectively. Consequently, we have established three learning competencies for fall quarter that each have an associated set of learning objectives. The learning competencies are meant to clarify what results we want our learning community to achieve by the end of the quarter. The associated objectives further clarify what our focus will be for each competency area.

Learning competencies (LC):

LC 1 – Explore and investigate how the US constitutional framework operates across administrative contexts. Analyze contemporary decision-making in terms of democratic accountability versus technical expertise.

LC 2 - Integrating equity and ethical thinking into administrative practice. Define equity and ethical principles in creating systems of governance.

LC 3 - Understand the fundamental conflicts of administration and structures of governance. Interrogating the conflict between democracy and accountability.

Course Credit Equivalencies for Fall Quarter:

2 - Critical Reasoning & Analysis

4 - Context of Public & Nonprofit Administration

See below for more information regarding credit requirements and how to successfully fulfill program expectations.

Brief Look Ahead for the Olympia Cohort:

Winter quarter, we will examine the knowledge and skills needed to practice democratic public administration through policies and organizations. We will be looking at these issues through a systems thinking lens. Part of our work each week during winter quarter will involve working in teams and advancing and learning how to effectively collaborate for the common good.

Spring quarter, we will examine the budgetary and fiscal aspects of public service and public goods. Key to our work spring quarter will be to learn about the potential sources and uses of the resources needed to carry out the public's business. We will examine how federal, state, and local resources are being deployed and consider the implications in terms of equity, ethical principles, and democratic public administration.

Continuing Themes and Project Continuity:

The structure of our curriculum is intended to build upon two primary themes: *constitutional competence*; and *systems thinking*. Both themes related to the MPA mission:

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.”

Your faculty are committed to making positive change happen, which some public administrators might refer to as *operationalizing* our mission. Our primary investment is adding value to your current and future work as agents for positive change. Our chosen themes for the 2022-2023 Olympia Cohort are meant to reinforce our intention and lead to a progression of knowledge and skill building that will serve you well in your present and future academic and professional work.

Required Reading for Fall:

We are using three texts for our work this fall. The books are available as free eBooks through The Evergreen State College Library or Summit. You can access them by logging into your library account with your Evergreen ID. Online access through the library will allow you to read assigned content online, or you can download PDF sections provided you are mindful of page limits imposed by the publishers (details online for each book). The books may need to be requested from Summit, which takes 5 days, so please plan accordingly. We will demonstrate how to access these resources if you are unable. Our texts for fall are:

- Dunbar-Ortiz, R. (2019). *An indigenous peoples' history of the United States* (Vol. 3). Beacon Press.
- Flint, A. (2009). *Wrestling with Moses: How Jane Jacobs took on New York's master builder and transformed the American city*. Random House.
- Stone, D. (2020). *Counting: How we use numbers to decide what matters*. Liveright Publishing.

All other readings will be posted on Canvas.

Week and Module	Required Readings	Assignment
Week 1 (9/29): Foundations of Public Administration	<ul style="list-style-type: none">● Henry (Chp. 1)● Farmer (Chp 1 and 2)	
Week 2 (10/6): Federalism	<ul style="list-style-type: none">● Shafritz and Hyde (Chp. 43)	<ul style="list-style-type: none">● Op-Ed

	<ul style="list-style-type: none"> ● Rosenbloom (Chp. 1 and 2) ● Kittens Kick The Giggly Blue Robot All Summer (podcast) 	
Week 3 (10/13): Indigenous Nations and Sovereignty (Guest Speaker)	<ul style="list-style-type: none"> ● Dunbar-Ortiz, R. (book) 	<ul style="list-style-type: none"> ● Policy Memo
Week 4 (10/20): Creature of Capitalism: The NonProfit Sector	<ul style="list-style-type: none"> ● Ott Dicke (article) ● Independent Sector 2021 (report) ● Carnegie (article) ● Walker (article) 	
Week 5 (10/27): Political Economy	<ul style="list-style-type: none"> ● Schelling (chapter) ● Hobbes (chapter) ● Perry, et al. (article) ● Bickers and Williams (white paper) 	
Week 6 (11/3): Ethical Thinking	<ul style="list-style-type: none"> ● Weber (website) ● Adams and Balfour (article) ● Cooper, T. (chapter) ● The Folk Devil Made Me Do It (podcast) 	<ul style="list-style-type: none"> ● Literature Review
Week 7 (11/10): Pillars of Public Administration (Guest Speaker)	<ul style="list-style-type: none"> ● Berry-James, et al. (article) ● Gooden (article) 	
Week 8 (11/17): Local Governance	<ul style="list-style-type: none"> ● Flint, A. (book) 	
Week 9 (12/1): Democracy v. Accountability	<ul style="list-style-type: none"> ● Moynihan, D., Herd, P., & Harvey, H. (article) ● Milward and Provan (article) ● Rosenbloom and Rene (article) ● American Pendulum Reprise (podcast) 	<ul style="list-style-type: none"> ● Draft White Paper
Week 10 (12/8): Practice Presentations *Online*	<ul style="list-style-type: none"> ● Duarte, N. (selections) 	<ul style="list-style-type: none"> ● Presentation Feedback

Saturday Class (12/10): Presentations *Online*		● White Paper
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Participation and Engagement: Your participation will be evaluated based on the depth of your own engagement with class material and how well you support other students' learning and contribute to a collaborative spirit of investigation. This means moving a discussion forward by both sharing your questions and reflections and by listening well to other students and following up with additional questions, reflection, and elaboration. If you find yourself struggling to find ways to contribute, please talk to your faculty about strategies for increasing your participation (we all need support in online learning skills). Students enter our learning community with differing perspectives and experiences. These differences are a strength if we remember that the collective goal is to develop a deeper understanding of the material and our world. We do not need to agree with one another, but we do need to hear each other's thoughts and questions.

Assignments

Over the course of the fall quarter, you will complete a series of assignments that culminate in a public policy white paper. A white paper is a document that makes an argument about the nature and scope of a public problem and evaluates one or more policy alternatives to address the problem. You will develop your white paper through each of the following assignments:

1. OP-ED (Due October 6 at 6 pm)

Purpose: Op-eds allow professionals to communicate to a broader audience, with the intention of making a strong claim or suggestion. Because they are commonly published in newspapers and online sources, they have the added benefit of reaching your stakeholders, such as policy makers, by directing attention to an issue important to you.

Instructions: Write an op-ed piece for submission to [The Olympian](#), or [The Tacoma News Tribune](#), or another local newspaper of your choosing. The topic should be any issue related to the course learning objectives. To be effective, this should be an issue that is local, timely, and of interest to the community. *YOU DO NOT HAVE TO SUBMIT TO THE PAPER*

2. Policy Memo (Due October 13 at 6 pm)

Purpose: The ability to write a strong and concise memo is one of the most important skills for practitioners in all fields. Instead of describing and analyzing the readings, you are using the readings to make a recommendation to a decision maker. This assignment is intended to both increase facility with this critical writing skill and connect theory to applied practice.

Instructions: Your assignment is to write a persuasive memo on the same topic as your Op-Ed, connecting class readings to real-world dilemmas. Write a one-page targeted persuasive memo to a specific decisionmaker identifying the problem and providing a recommendation.

3. Literature Review (Due November 3 at 6 pm)

Purpose: A literature review demonstrates your knowledge of a topic and lends credibility to the solution you propose. It also lets the reader know what has been done before and why your work is needed.

Instructions: Using the same public administration problem that you used for your Op-Ed and policy memo. You must synthesize a minimum of seven (7) peer-reviewed, scholarly articles and cite them appropriately; you may include articles or books from class but these **will not** count towards the minimum number of required peer-reviewed articles. A literature review:

- Finds the gaps in existing information or options
- Compares and contrasts existing information from various parties (find agreement and disagreement on terms, facts, definitions, major debates)
- Synthesizes existing information
- Demonstrates opportunity for new solutions

The length is expected to be 2-3 pages, double-spaced (page length does not include works cited page). Use APA format and cite all of your sources (direct quotes and paraphrases).

4. White Paper (Draft due December 1 at 6 pm. Final due December 10 at 9 am)

Purpose: A white paper requires succinct consideration of policy options for a particular audience (e.g., officials, bureaucrats, politicians, development practitioners, donors). This means that the format will be different from a typical research paper. Some might say that a white brief is more “professional” because it is geared towards readers who have a limited amount of time to make a practical decision, while a research paper is more “academic” because it pays more attention to the scholarly roots of particular arguments and judges their merit on intellectual and logical criteria.

Instructions: Using the same topic as your other assignments. Your brief should have at least seven (7) sources and include the following components:

1. **Executive Summary:** This should be a short summary (approx. 150 words) of the purpose of the paper and its recommendations. It typically appears single-spaced on the cover of the white paper. *[Because you are not really writing this brief as part of your job, please indicate in an additional sentence the audience for whom the brief is intended, e.g., a particular non-profit organization, government agency, legislator/politician, branch of an international organization. Be as specific as possible. Assume that someone beyond Evergreen would appreciate your research and recommendations, and this assignment may turn into a ticket for an internship or full-time employment upon graduation.]*
2. **Statement of the Issue/Problem:** Indicate the topic of the paper concisely.
3. **Literature Review:** Include only the essential facts that a decision maker “needs to know” to understand the context of the problem. Assume that you have been hired to filter through reams of information on behalf of a very busy and sleep-deprived person. Be clear, precise, and succinct. Visuals (like graphs) can help make your point. If you use a graph or visual that you did not create, its source must be cited.

4. **Statement of your audience's interests in the issue:** What is the hook? This is meant to remind the reader of why the issue matters for them. Why should they pay attention to you or this issue? Why should they care enough to devote limited resources and energy to the issue?
5. **Solutions:** This section delineates the possible courses of action or inaction that your audience may pursue. Please provide the decision maker with at least three potential courses of action. Some of them may be wildly unrealistic in your opinion, but please pose them as options nonetheless. At the same time, it would not be prudent to overwhelm the decision maker with too many choices. I recommend capping the menu of options at 3 – 4 choices.
6. **Advantages and Disadvantages of Each Solution:** Write this section from the perspective of the person or entity that you are targeting. For clarity, you may present the pros and cons of the options in bullet points or outline format. This may seem like stacking the deck since some options may have only one advantage and several downsides, but it isn't always that obvious. It is up to you to advise the decision maker if it is worth it.
7. **Your Recommendation:** After prioritizing the relative pros and cons of the above solutions, please recommend one option to your employer. Yes, this may require going out on a limb on an extremely complex issue that challenges your ethical instincts. But if you have agreed to advise a particular country/organization/person, then you will be asked to make a recommendation on their behalf.
8. **Works Cited:** Aside from standard books and articles, on-line sources and personal interviews may be cited. Please contact the faculty if you have any questions about the acceptability of your research materials.

6. Presentation (Draft Materials due at Practice Session on December 8th; Final Presentation will be at December 10th Mini-Conference)

Instructions: Presentation: 10 minutes. Q&A Session: 5 minutes. Total: 15 minutes.

A visual aid is required for the presentation. All presentations should adhere to the following guidelines:

- 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.

We will grade the oral presentations in terms of the following criteria:

- Organization and sense of purpose
- Command of project problem, methods, findings and recommendations
- Effective use of PowerPoint and other visual aids

- Use of appropriate language and public speaking skills
- Effective response to audience questions

7. Counting Exercises

Purpose: These assignments serve two functions. 1) The second year of the MPA program involves a 2-quarter long research project. These assignments are to start preparing you for using the basic statistical concepts that will be needed to complete this project. 2) To critically examine “how we use numbers to decide what matters” in our society.

Instructions: These assignments will be completed asynchronously and directions for each assignment can be found in Canvas.

Expectations and Policies

Written Work: Most 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.

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. 2 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 and propose an alternative due date for completion. It is up to the individual faculty to decide whether to accept the assignment on the proposed date. Late assignments must be completed by an agreed upon 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-evaluation and evaluation of faculty are required for credit, and evaluation conference attendance

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 are defined 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 during our online sessions 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 to effectively participate in this class, please do the following: **Contact Access Services to receive a letter of accommodation prior to the start of class.** Information about a disability or health condition will be regarded as confidential. Please refer to Evergreen'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 our virtual 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 for announcements of campus closures or service disruptions that might prevent our online class sessions. 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 if there are substantial regional internet service disruptions. Faculty will do their best to provide information to students in the event of an online class cancelation; including sending an all-class email prior to the start of class and posting notice on our Canvas site. 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 – minimally once each weekday and weekend.

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 all students, guests, and faculty involved.