The Context of Public Administration—TACOMA
First-Year MPA, Fall 2023
Evergreen Tacoma Campus, Room TBD

Faculty Teaching Team	Class Meeting Times
Benjamin Feldbush, MPA Email	Tacoma New Student Orientation (required) Saturday, September XX, Room XXX
Doreen Swetkis, PhD swetkisd@evergreen.edu O: 360-867-5320	Regular Class Schedule: Weds. 6-9pm, Room TBD First class: September 27th NO class: November 22nd Additional class for student presentations: Saturday, December 9, 9a-4p (on Zoom)

This is a hybrid class that requires synchronous and asynchronous participation.
The synchronous component includes in-person meetings on Wednesday evenings Weeks 1-9 of the fall quarter (6-9 pm). Week 10 classes, both 12/6 for practice presentations and 12/9 for final presentations, will be on Zoom. There will be two Saturday classes: Orientation Session on September XX (in-person) and presentations on December 9 (on Zoom).

Land and Water Acknowledgement Written for Evergreen Tacoma Campus by the Puyallup Tribe
We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this land acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences, and histories of the Indigenous people of this land and beyond.

We gratefully honor and acknowledge that we rest on the traditional lands of the Puyallup People. The Puyallup people have lived on this land since the beginning of time. They are still here today. They live, work, raise their children, take care of their community, practice their traditional ways and speak the Twulshootseed language – just as their ancestors did.

TESC 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.

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 2023-2024 Tacoma 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.

COURSE DESCRIPTION AND OBJECTIVES

The purpose of first year core is to identify and explore the fundamentals of governing and administering for the public good. In the fall quarter, we examine the foundations of democracy and public service by investigating the history, context, and enduring issues for public and nonprofit administrators. We will increase our understanding of the political, social, cultural, and economic contexts of public and nonprofit administration. Our goal is to gain an understanding of how practitioners can apply theories of 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.

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

Learning competencies for First-Year Core MPA:
- Understand the history and context of public administration.
- Recognize systemic inequity in the public and nonprofit spheres.
- Grapple with value conflicts, and tensions in administering public and nonprofit administration in a democracy.
- Recognize the importance of public administration as a dynamic field of study.

Learning outcomes for fall quarter, Context of Public Administration:
- Develop the foundations of critical analysis and critical thinking.
- Improve your research, writing, and quantitative reasoning skills.
- Develop tools for effectively communicating for different audiences.
- Learn to fully articulate and critique an author's argument.

Credit Course Equivalencies
  2 – Critical Reasoning and Analysis
  4 – Context of Public and Nonprofit Administration

A Brief Look Ahead:
Winter quarter, we will examine the knowledge and skills needed to practice democratic public and nonprofit 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 and nonprofit service and public goods. Key to our work spring quarter will be to learn about the acquisition and use of public and nonprofit resources. We will examine how federal, state, and local resources are being deployed and consider the implications in terms of equity, ethical principles, and democratic administration.

EXPECTATIONS AND POLICIES
A link to various Evergreen policies can be found here.

Format of Assignment Submissions: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow [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. Follow the Federal Plain Language Guidelines for writing that is clear, concise, and accessible. Sometimes your faculty will ask you to work with a writing assistant; if so, you are required to do so to the satisfaction of your faculty member.

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. Please 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 to creative responses.

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 in its entirety. 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 interacting with 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 for course credit. ***Multiple absences put you at risk for no 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.

Teamwork: The expectations of students as individuals applies to expectations of individuals in project teams as well. Each team member is expected to behave as part of a learning community. The division of labor in teams should respect differences among members while ensuring maximum participation of all team members. Conflicts with the team should be resolved by team members to the greatest extent possible. It is not the role of faculty to adjudicate conflicts within teams unless they involve violations of college policies.

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.

Permission to Record Lecture, Workshop and Other Similar Discussion: If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *reasonable accommodations*, then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

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.
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.

REQUIRED TEXTS 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:

- Appiah, K. A. (2007). *Cosmopolitanism: Ethics in a world of strangers.* W.W. Norton & Company.

- Dunbar-Ortiz, R. (2019). *An indigenous peoples' history of the United States (Vol. 3).* Beacon Press.

- Stone, D. (2020). *Counting: How we use numbers to decide what matters.* Liveright Publishing.

All other readings will be posted on Canvas.

<u>ASSIGNMENTS</u>
Counting **Exercises** (Weeks 1,3,5,7,9)

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, HW 1-6, will be completed asynchronously and directions for each assignment can be found in Canvas.

Critical Thinking Paper (Week 2)

Purpose: A critical thinking paper is not just a summary of the readings. According to Paul & Elder's, *Miniature Guide to Critical Thinking*, 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, which also fits with what Appiah is trying to convey in *Cosmopolitanism*.

Instructions: Length: 2-3 pages double spaced, plus references. Use APA formatting. Using the tools and approach described in Paul & Elder's, *Miniature Guide to Critical Thinking*, critically analyze and assess the Appiah's argument. Your critique should be about the deeper issues that have salience today.

Policy Memo (Week 4)
Purpose: The ability to write a strong and concise memo is one of the most important skills for practitioners in all fields. Instead of analyzing another's argument, you are practicing how to write persuasively and making a recommendation to a decision maker. This assignment is intended to connect theory to applied practice.

Instructions: Your assignment is to write a persuasive memo on a topic connecting class readings to real-world dilemmas. The topic should be any issue related to the one of the weekly course topics or learning outcomes. To be effective, this should be an issue that is local, timely, and of interest to the community. Write a one-page, single-spaced, targeted, persuasive memo to a specific decisionmaker, identifying the problem and providing a recommendation.

Annotated Bibliography (Week 6)

Purpose: Annotated bibliographies are used in both the academic and practitioner setting. They allow readers who want further information an easy way of determining which source materials cited in a document (whether research paper or policy brief) are relevant to their interests.

Instructions: Imagine you were asked to provide scholarly sources to support your topic and position in your Week 4 policy memo. This bibliography should be the information you would use if you were asked to write a policy brief or research paper on this topic. Using APA formatting and provide a 5-10 sentence summary of each source and an assessment of the source's usefulness in supporting your topic. [Purdue Owl](#) provides a sample of an APA annotated bibliography. There is no length requirement for this assignment, but it should include 10 sources, at least 7 of which should be from a peer-reviewed journal. Other sources could be government documents, studies produced by legitimate policy institutes, and/or in-depth investigative news articles from legitimate sources. You may include up to 2 articles or books from class.

Literature Review (draft due Week 8; final version due Week 10)

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

Instructions: Using the same public or nonprofit administration sources from your annotated bibliography, synthesize what you learned from your annotated bibliography and write a 4-5 page, double-spaced literature review (page length does not include references page). Use APA formatting and cite all your sources.

Online Presentation (Week 10)
Practice Session on 12/6; Final Presentation and materials due 12/9.

Instructions: 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 checklist: http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf
- If using a video, it may not take up more than 2 minutes of presentation time.

Presentations will be assessed using the following criteria:
- Organization and sense of purpose
- Command of project topic and depth of research
- Effective use of PowerPoint and other visual aids
- Use of appropriate language and public speaking skills
- Effective response to audience questions

Week and Module	Required Readings	Assignments (on Canvas)
Week 1 (9/27): Foundation of the Field	● Henry (on Canvas) ● Critical Thinking Guide (Canvas) ● Stone (Ch.1)	● HW 1
Week 2 (10/4): Frameworks for Learning	● Appiah (whole book)	● Critical Thinking Paper
Week 3 (10/11): Creature of Capitalism: The Non-Profit Sector	● Stone (Ch. 2) ● Ott Dicke (Canvas) ● Independent Sector 2021 (Canvas)	● HW 2
Week 4 (10/18): Indigenous Nations and Sovereignty	● Dunbar-Ortiz, pp. 1-116 (Ch. 1-6) ● US Constitution (Canvas)	● Policy Memo
Week 5 (10/25): Indigenous Nations and Sovereignty	● Dunbar-Ortiz, pp. 117-end (Ch. 7-end) ● Stone (Ch. 3 & 4)	● HW 3 & 4
Week 6 (11/1): Political Economy Guest: MPA Director Mike Craw	● Hobbes (Canvas) ● Schelling (Canvas)	● Annotated Bibliography
Week 7 (11/8): Ethical Thinking	● TBD	● HW 4
Week 8 (11/15): Decision Making	● TBD	● Literature Review (draft)
Week 9 (11/29): Local Governance	● TBD	● HW 6
Week 10 (12/6): Practice Presentations *On Zoom*	● TBD	● Practice Presentation Materials
Saturday Class (12/9): Presentations *On Zoom*	● None	● Literature Review & Presentation Materials (final)
Eval Week (12/11-12/15)	● Evaluation conference w/seminar faculty	● Self and Faculty Evaluations