Public Administration and Film
Summer 2024

Faculty
Meghan Doughty (she/her pronouns)
Email: doughtym@Evergreen.edu
Office: Lab 1, 3010
Office Hours: By Appointment

Location
Zoom and Asynchronous (Video lectures, watching films)

Time

Weekend 1	7/12 (Fri)	6:00 PM - 8:50 PM
Weekend 1	7/13 (Sat)	9:00 AM – 1:00 PM, 1:45 PM - 4:00 PM
Weekend 1	7/14 (Sun)	9:00 AM – 1:00 PM, 1:45 PM - 4:00 PM*
Weekend 2	7/19 (Fri)	6:00 PM - 8:50 PM
Weekend 2	7/20 (Sat)	9:00 AM – 1:00 PM, 1:45 PM - 4:00 PM
Weekend 2	7/21 (Sun)	9:00 AM – 12:00 PM, 12:45 PM – 4:00 PM

Course Description: Cinema is one of the most powerful forms of media. It provides a common cultural touchstone for disparate groups of people to frame their experiences of the world. It can reflect a certain perception of reality, put forth an agenda and critique specific aspects of a society, or society at large. Combining public administration theory and the films themselves, this course will explore the cultural framing of various aspects of public administration and how this influences the reality of working in the public sector. ***Warning: Rated R films will be shown in this class***

Salish Tribal Land Statement: The Evergreen State College is located on the ceded territories of the Medicine Creek Treaty Tribes, which include the Squaxin Island Tribe, the Nisqually Indian Tribe, and the Puyallup Tribe of Indians. The Olympia area was historically a center for trade and exchange among many Salish Sea tribes, including the Chehalis, the Skokomish, and others. With this awareness, we honor the ancestors and pay respect to elders past and present of the Medicine Creek Treaty Tribes, and to all Native peoples of this land.

Learning Objectives
1. Foster student awareness of films relation to public perception of public administration
2. Enhance understanding of public administration theory
3. Introduce aspects of film analysis

Skills
1. Improve critical thinking and writing skills
2. Encourage creative thinking skills

3. Develop ability to translate theoretical concepts for a nontechnical audience

Credit Course Equivalencies
2 – Film Theory
2 – Public Administration Theory

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

Class Schedule and Readings

First Weekend
Friday: Representative Bureaucracy, *Zootopia* (2016)

McCurdy, H. (1995). Fiction and imagination: How they affect public administration. *Public Administration Review*, *55*(6), 499–499. https://doi.org/10.2307/3110340

Watching Film Analytically (link)

Meier, K. J., & Bohte, J. (2001). Structure and discretion: Missing links in representative bureaucracy. *Journal of Public Administration Research and Theory*, *11*(4), 455-470.

Watkins-Hayes, C. (2011). Race, respect, and red tape: Inside the black box of racially representative bureaucracies. *Journal of Public Administration Research and Theory*, 21(suppl_2), i233-i251.

Zootopia's Deep Meaning: How We Talk to Kids (link)

Saturday Morning: Public Management, *Ghostbusters* (1984)

Patrick Dunleavy & Christopher Hood (1994) From old public administration to new public management, *Public Money & Management*, 14:3, 9-16, DOI: 10.1080/09540969409387823

Hood, C. (1991). A public management for all seasons?. *Public administration*, *69*(1), 3-19. (link)

Ultimate Guide to Camera Movement — Every Camera Movement Technique Explained (link)

What is Mise en Scene — How Directors Like Kubrick Master the Elements of Visual Storytelling (link)

Saturday Afternoon: Street-level Bureaucrats, *Stand and Deliver* (1988)

Maynard-Moody, S., & Musheno, M. (2000). State agent or citizen agent: Two narratives of discretion. *Journal of public administration research and theory*, *10*(2), 329-358.

Maynard-Moody, S., & Musheno, M. (2012). Social equities and inequities in practice: Street-Level workers as agents and pragmatists. *Public Administration Review*, *72*(s1), S16-S23.

Production Design — Filmmaking Techniques for Directors: Ep2 (link)

Visual Motifs in Film: The Silence of the Lambs and Americana (Definition & Examples) (link)

Sunday Morning: Administrative Evil, *BlacKkKlansman* (2018)

Williams, B.N. and Duckett, B. (2020), At the Juncture of Administrative Evil and Administrative Racism: The Obstacles and Opportunities for Public Administrators in the United States to Uphold Civil Rights in the Twenty-First Century. Public Admin Rev, 80: 1038-1050. https://doi-org.evergreen.idm.oclc.org/10.1111/puar.13279

Adam. (2011). The Problem of Administrative Evil in a Culture of Technical Rationality. *Public Integrity*, *13*(3), 275–286. https://doi.org/10.2753/PIN1099-9922130307

Mark Benton (2018) "Saving" the City: Harland Bartholomew and Administrative Evil in St. Louis, *Public Integrity*, 20:2, 194-206, DOI: 10.1080/10999922.2017.1306902

BlacKkKlansman: Spike Lee Takes On Our Times (link)

Utimate Guide to Camera Angles: Every Camera Shot Explained (link)

Sunday afternoon: Contracting, *War Dogs* (2016)

Adams, G. B., & Balfour, D. L. (2010). Market-based government and the decline of organizational ethics. *Administration & Society*, *42*(6), 615-637.

Milward, H. B., & Provan, K. G. (2000). Governing the hollow state. *Journal of public administration research and theory*, *10*(2), 359-380.

Svara, J. H., & Brunet, J. R. (2020). The Importance of Social Equity to Prevent a Hollow Public Administration. *The American Review of Public Administration*, *50*(4–5), 352–357.

Color Theory in Film — Color Psychology for Directors: Ep5 (link)

The Stoner Arms Dealers: How Two American Kids Became Big-Time Weapons Traders: https://www.rollingstone.com/politics/politics-news/the-stoner-arms-dealers-how-two-american-kids-became-big-time-weapons-traders-176604/

Second Weekend

<u>Friday: Red Tape, *Hidden Figures* (2016)</u>

Bozeman, B. (1993). A theory of government "red tape". *Journal of public administration research and theory*, *3*(3), 273-304.

DeHart-Davis, L., & Pandey, S. K. (2005). Red tape and public employees: Does perceived rule dysfunction alienate managers?. *Journal of Public Administration Research and Theory*, 15(1), 133-148.

Moynihan, D., & Herd, P. (2010). Red tape and democracy: How rules affect citizenship rights. *The American Review of Public Administration*, *40*(6), 654-670.

The White Savior Trope, Explained (link)

The Strong Black Woman Trope, Explained (link)

<u>Saturday Morning: Collaborative Governance, *Contagion* (2011)</u>

Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of public administration research and theory*, *18*(4), 543-571.

Ansell, C. (2015). When collaborative governance scales up: lessons from global public health about compound collaboration. *Policy & Politics*, *43*(3), 391-406.

Farazmand, A. (2007). Learning from the Katrina crisis: A global and international perspective with implications for future crisis management. *Public Administration Review*, *67*, 149-159.

Contagion (the movie) Reconsidered In The Time of COVID-19: Contagion — What Soderbergh's Pandemic Got Right About the Coronavirus (link)

You Know It's Steven Soderbergh IF... (link)

<u>Saturday Afternoon: Regulatory Agencies, *The Big Short* (2015)</u>

Peretz, P., & Schroedel, J. R. (2009). Financial regulation in the United States: Lessons from history. *Public Administration Review*, *69*(4), 603-612.

Rom, M. C. (2009). The credit rating agencies and the subprime mess: Greedy, ignorant, and stressed?. *Public Administration Review*, *69*(4), 640-650.

Barr, M. S. (2012). The financial crisis and the path of reform. *Yale J. on Reg.*, *29*, 91.

'The Big Short' | Anatomy of a Scene w/ Director Adam McKay | The New York Times (link)

Film Blocking Tutorial — Filmmaking Techniques for Directors: Ep3 (link)

(Potential) Sunday Morning: Administration of Human Rights, *No Mans Land* (2001)

Tharoor, S. (1994). Peace-Keeping: Principles, Problems, Prospects. *Naval War College Review*, *47*(2), 9-22.

Brysk, A. (1994). The politics of measurement: The contested count of the disappeared in Argentina. *Hum. Rts. Q.*, *16*, 676.

Tesón, F. R. (2005). Ending tyranny in Iraq. *Ethics & International Affairs*, *19*(2), 1-20.

Ultimate Guide to Camera Shots: Every Shot Size Explained [The Shot List, Ep 1] (link)

Camera Framing: Shot Composition & Cinematography Techniques Explained [The Shot List, Ep 2] (link)

Assignments

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 graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center: https://www.evergreen.edu/writingcenter/resources

Film Note Taking Sheets
For each film you will fill out a note-taking sheet focusing on different aspect of film analysis and public administration.

Zootopia, **Due:** July 11th by 12:00am	*Hidden Figures*, **Due:** July 18th by 12:00am
Ghostbusters, **Due:** July 12th by 12:00am	*Contagion*, **Due:** July 19th by 12:00am
BlacKkKlansman, **Due:** July 12th by 12:00am	*The Big Short*, **Due:** July 19th by 12:00am
War Dogs, **Due:** July 13th by 12:00am	*No Mans Land*, **Due:** July 20th by 12:00am

Stand and Deliver, **Due:** July 13th by 12:00am	

Pick a Film
Date: July 13th, posted to Canvas by 9:00am
Length: No more than 1 page, double-spaced
Instructions: Write a plot summary of the film you chose. This should highlight the main characters and what happens to them during the film. It should be no more than 500 words.

Paper Proposal Prompts
Due Date: July 15th, posted to Canvas by 12:00am
Length: 3-5 pages, double-spaced
Instructions: Explore how the film you picked relates to public administration. What theory of public administration does the film demonstrate or explore? You don't need to know everything about the particular public administration theory the film deals with. Please answer one of the following prompts in relation to a public administration theory or concept:

- Describe a shot, sequence, or scene that stands out to you. Sometimes just writing a good, detailed description will indicate an argument about how the filmmakers wanted us to see something in the world.
- Is the film often considered to be part of a wider historical or filmic movement? How does it illustrate or complicate a certain theory, style, or genre?
- When was the film made? How did that historical moment influence the production of the film? Were the filmmakers responding to a specific historic event? How does their depiction of that event encourage viewers to think of that event, and in turn of their present historical moment?

Final Paper
Due Date: July 22nd, posted to Canvas by 12:00am
Length: 10-15 pages, double-spaced
Instructions: It should address the question: what does this film tell an audience about some aspect of public administration? It should also answer why what this film tells the audience is important. Is it a reflection of society? A demonstration of theory in action? Does it question or complicate currently accepted theories or knowledge?
Use your knowledge of public administration theory and film analysis to answer these questions.

EXPECTATIONS AND POLICIES

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). 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.

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 weekednd (Ex. 2 hours accumulated is one absence), a make-up presentation on the work missed 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 4 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. 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.

Disability and Chronic Illness Access: As program faculty, we are committed to creating an environment in which meaningful learning is accessible to every program member. Please tell me very early in the quarter if you have particular learning needs. If the needs are related to a disabling condition, I will keep the condition confidential unless you give me permission to speak to others.

If you are Deaf, or a person living with a disabling condition and with needs that require arrangements, technology or expense to meet, please talk to staff in the Evergreen Access Services Office to request support: 360.867.6348; office LIB 2153. What faculty can do in the classroom without support from Access Services is limited.

Evergreen's Assistive Technology (AT) Lab is available to everyone on campus, regardless of disability status. Staff provide help with specific software, hardware, and strategies for learning. You can find the AT lab in its own room toward the back of the main floor of the Evergreen Library proper.

Conduct & Conflict Resolution: Please refer to the MPA Student Handbook
https://www.evergreen.edu/academics/graduate-studies/master-public-administration/student-resources. 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: https://www.evergreen.edu/offices-services/academic-affairs/student-conduct-code
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.

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 or sign up for Omnilert

(https://www.evergreen.edu/emergency-notifications) 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.

Faculty Title IX Responsibility to Report Sexual Harassment: The College's [Title IX Policy and Procedure](#) provides for prompt, fair, and effective response to reports and complaints of sex discrimination, including sexual harassment, sexual misconduct, sexual assault and related retaliation.

Examples of situations that can be reported to the Title IX Office:

- Gender discrimination or sexual harassment: any discriminatory conduct based on your gender, gender expression, or perceived gender.
- Sexual assault or rape: Actual or attempted nonconsensual or forced intercourse or contact.
- Dating violence or domestic violence: physical, sexual, emotional, or psychological abuse or threats of abuse in a romantic or intimate relationship, family, or household.
- Stalking: conduct that would cause a reasonable person to fear for their safety or the safety of others, or to feel intimidated or harassed.

To speak to someone confidentially, get support, and learn about your widest range of options, the best place to start is [Evergreen's Title IX Office](#). Students may also access services confidentially through [Student Wellness Services Links to an external site.](#) ,

360.867.6200. SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300) also is a local off-campus contact for services.

If you choose to tell a faculty or staff member about an incident, be aware that almost all other Evergreen employees (including faculty) are required to report to the Title IX Coordinator information from students about sexual assault, sexual harassment, dating or domestic violence, and stalking. Although we must notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether or not to pursue a formal complaint or legal action.

After receiving information from staff or faculty, the Title IX Coordinator will contact you. The goal here is to make sure you are aware of a range of options available to you and that you have access to the resources you need.

To speak to someone at the Title IX office, call 360.867.5224 or email   titleixcoordinator@evergreen.edu . You may also report anonymously at   evergreen.edu/incidentreport.