

San Jose State University MPA Program Spring 2012

PADM 210: Introduction To Public Administration

Tuesdays, January 31 through May 22, 2012
6:00 pm through 8:45 pm

INSTRUCTOR: Frances L. Edwards, M.U.P., Ph.D., CEM
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OFFICE: Clark 402-D

OFFICE HOURS: Mondays and Tuesdays 3:30-5:30pm

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SOFTWARE STANDARD: Microsoft Office 2007 or compatible: Word, Excel, PowerPoint

NOTE: THIS IS A GREEN CLASS
ALL PAPERS WILL BE SUBMITTED ELECTRONICALLY
THROUGH THIS E-MAIL ADDRESS ONLY! NO HARD COPIES ACCEPTED!!

Course Description:

- Provides a comprehensive overview of public administration, including intergovernmental relations, policy analysis, budgeting, human resources management, organization theory, leadership and management, decision making, information resources management, relationships with non-governmental organizations, and ethics in a political environment.
- Describes the theory and application of public management practices as they affect the development and implementation of public policy and programs, emphasizing local and state levels of government.
- Uses a combined lecture/case study/seminar format emphasizing students' critical analysis of readings, and application of theory to real situations.
- *Lectures* provide foundation information and theories regarding public administration
- *Case studies* allow students to examine common real world events and apply the foundation information and theories to those events
- *Seminars* allow students to practice the skills of research, staff report writing, and presentation development and delivery using the foundation information and theories learned through the lectures, readings and case studies.

Methods:

- Methods include independent reading of textbooks and other assigned materials, lectures, class discussion, case study projects, document analysis, small group discussion, a major topic presentation with PowerPoint, and an optional mind mapping/alternative presentation project..
- Class participation is valued because every member of the seminar is a resource to the group's learning.
- Experience is respected.

Learning Goals:

1. Understand how the elements of American government work together to deliver public services and programs
2. Understand how public agencies and programs are financed
3. To lead and manage in public governance
4. To participate in and contribute to the policy process
5. To articulate and apply a public service perspective
6. Understand the role of stakeholders in public administration
7. To communicate and interact productively with a diverse and changing work force and citizenry
8. Understand how government organizations relate to private and non-governmental organizations
9. Be able to apply the ethical standards of public administration, including the management of public information and records to ensure privacy, security, and appropriateness of use and dissemination.
10. Be able to conduct research at the graduate level
11. To analyze, synthesize, think critically, solve problems and make decisions

Wireless Laptop Program:

The MPA program is part of the University's Wireless Laptop Program. **ALL MPA STUDENTS ARE REQUIRED TO HAVE A WIRELESS LAPTOP FOR USE DURING CLASS.** Financial aid for the purchase of a wireless laptop up to \$2,000 is available to qualified students through FAFSA funding. See the Wireless Laptop Project page at <http://www.sjsu.edu/faso/services/wirelesslaptopproject/> for more information. The MPA director must sign the financial request form before submission.

Required Readings:

Edmund Burke, "Speech to the Electors of Bristol," http://press-pubs.uchicago.edu/founders/print_documents/v1ch13s7.html

Cary, B. (2010, August 2) Snapshot of a Generation, *New York Times*.(handout)

**Malcolm Gladwell, *The Tipping Point*, New York: Back Bay Books, 2002. ISBN:0-316-34662-4

Paul C. Light. "The Volunteering Decision." *Brookings*, Fall 2002.
<http://www.brook.edu/press/review/fall2002/light.htm>

***Rosemary O'Leary, *The Ethics of Dissent: Managing Guerrilla Government*, Washington, DC: CQ Press, 2005. ISBN: 1-933116-60-9

George Orwell, "Politics and the English Language," 1946
<http://www.mtholyoke.edu/acad/intrel/orwell46.htm>

Revised 9/11/11

William L. Riordan, *Plunkett of Tammany Hall*,
<http://www.marxists.org/reference/archive/plunkett-george/tammany-hall/index.htm>

***David H. Rosenbloom, Robert S. Kravchuk and Richard M. Clerkin, *Public Administration: Understanding Management, Politics and Law in the Public Sector*, 7th edition, Boston: McGraw Hill, 2009. ISBN: 978-0-07-340389-2..

Judith R. Sidel, "Resource Interdependence: The Relationship between State Agencies and Nonprofit Organizations," *Public Administration Review*, Vol 51, No. 6, (Nov – Dec, 1991), pp. 543-553. (available to read or print at JSTOR at the www.sjsu.edu library site; or through Google Scholar)

***Diane Schmidt, *Writing in Political Science*, 4th Edition. ISBN: 9780321217356

Svara, J.H. (2010) The Next Generation Challenge. *Journal of Public Affairs Education*, 16:3, 361-377. (handout)

US Constitution and Bill of Rights, <http://www.usconstitution.net/const.txt>

VanSlyke and Roch,(2004) "What Do They Know, and Whom Do They Hold Accountable? Citizens in the Government–Nonprofit Contracting Relationship." *Journal of Public Administration Research and Theory*, Vol. 14, no. 2, pp. 191–209. (handout)

**** = Books that you may borrow from the library, purchase used, or buy as an e-book.**

***** = Textbooks that you are expected to purchase.**

Academic Integrity:

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at http://sa.sjsu.edu/student_conduct. "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development."

Instances of academic dishonesty will not be tolerated.

Plagiarism, presenting the work of another as your own, or **the use of another person's ideas without giving proper credit**, will result in a **failing grade (making your continuation in the MPA program unlikely)**, and **sanctions by the University**.

For this class, all assignments are to be completed by the individual student.

"If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors." <http://www2.sjsu.edu/senate/S04-12.pdf>.

IF YOU CHEAT, PLAGIARIZE, FAIL TO ATTRIBUTE DIRECTLY COPIED OR PARAPHRASED MATERIAL, BUY A PAPER, USE SOMEONE ELSE'S PAPER, OR IN ANY OTHER WAY VIOLATE THE ACADEMIC INTEGRITY POLICY, YOU WILL FAIL THIS COURSE, regardless of previous standing!

Dropping and Adding:

You are responsible for understanding the policies and procedures about add/drops, academic renewal, and other information related to managing your progress through the program. You should be aware of the new deadlines and penalties for adding and dropping classes. Refer to the MPA Student Manual for more information.

Resources:

San Jose State University Library has research tools. One class session will be devoted to an introduction to the research support and literature resources available through the library. All students are expected to be familiar with these research tools, and to access them to support required research activities.

ADA Accommodation:

It is the goal of this class to be a positive learning experience for every student! If you need course adaptations or accommodations because of a disability, or if you need special accommodations in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

“Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability. <http://www2.sjsu.edu/senate/S05-14.pdf> . Special accommodations for exams require ample notice to the DRC testing office and must be submitted to the instructor well in advance of the exam date.”

Learning Assistance Resource Center:

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center on 9th Street.

SJSU Writing Center:

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Their writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

Grading Components:

Participation	10 points
In class case/summary	5 points
Plagiarism Tutorial	5 points
Ethics Case	10 points
Executive Summaries 2@ 10 pts	20 points
Staff report research outline	5 points
Staff report annotated reference list	5 points
Staff Report/Final Project	30 points
Presentation/PPT	10 points
Total	100 points
Extra credit for joining ASPA, www.aspanet.org ; Student electronic rate recommended Proof of membership with member number due by October 31, 2011	5 points
Extra credit for Edwards Lecture: reflection paper/mind mapping project Due within two weeks of the lecture	5 points

Grade Values:

A+	99 and above
A	92-98
A-	90-91
B+	88-89
B	82-87
B-	80-81
C	75-79
D	70-74
F	69 and below

Make-up Policy:

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for submission of missing work. **There are no make-ups for missed presentations or in-class case work.** Incompletes are discouraged.

Participation:

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Small group discussions during class will only enhance learning if each participant is prepared to contribute to the group's learning. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to complete assignments that might not otherwise be available except from class discussion.

Plagiarism tutorial:

All students must complete the Plagiarism Tutorial on the library's website at <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>. Through this activity you will learn the SJSU rules regarding the use of quotations, paraphrases and citations. You will be expected to **know this material** and **apply it throughout the rest of the class**. When you have finished, you may cut and paste this page and e-mail it to me by the due date. All students must pass the tutorial with a **grade of 80 or better**, or re-take it.

Case:

You may select **any one** of the chapter-length cases from O'Leary (Chapter 2, 3, or 4) to analyze, and answer the questions related to **that chapter** in the back of the book. The format is

- a brief summary of the case (**no more than 1 page**),
- followed by a *complete* answer to each of the questions posed by the case, and found at the end of the book (number your answers but do not repeat the question), and
- a summation stating your personal conclusion from the case/its application to your role as a public administrator.(1 page)

The case is due as noted in the syllabus. **One cannot achieve a grade of "A" on the case without citing the textbook and the other readings and how they relate to the issues in the case.**

Executive Summaries:

Each student will read *The Tipping Point*, and the two articles on the generation gap. You will write an executive summary of each: first an executive summary of the book, and then the second assignment is an executive summary of the two generations at work articles. Each of the executive summaries is not to exceed 2 pages. Information on executive summaries will be provided. For one of the executive summaries you may use a graphic presentation method instead of an essay. These methods include mind mapping, captioned photographs, videos and similar techniques.

The two executive summaries are due as noted in the syllabus. The *Tipping Point* ties in with the Leadership and Management topic, while the generations at work readings tie in with the Public Personnel topic. **One cannot achieve a grade of "A" on the summary without relating the book or articles being reviewed to the relevant issues presented in the textbook readings.** The summaries are due on the night that each topic is addressed.

Major Paper- Staff Report:

Students of public administration are generally preparing for a career in a public agency or non-governmental organization with close relationships to government. Most such organizations rely on written communication almost exclusively. The ability to write in clear, grammatical English is a prerequisite for success. Most public agency positions require reports based on defensible research. Graduate education should prepare the student for meeting these career expectations. Therefore, the major paper will follow the staff report format (attached) and address a public management issue selected from the Topics list below.

Spelling and grammar count! Some useful guidelines are attached.

Because this is the writing requirement class for the MPA program, spelling, grammar, syntax and critical thinking represent a significant part of your grade.

Staff Report/Final Project requirements:

Papers must be **15-17 pages** of double-spaced word processed or typewritten text in Times New Roman 12 point font, **with in-text citations in APA format**. An additional page (s) will contain the list of Sources Consulted *in APA format*. **Papers should be based on at least 10 references (in addition to the textbooks), including at least 3 from peer reviewed professional journals of the last 5 years**, and the rest from appropriate government documents, newspaper reports or other **academically acceptable** sources. **If the topic relates to a local government, access the relevant agenda and meeting minutes at the government's website!**

The topic must be on an aspect of Public Administration from the attached list. You will select your topic on the first night of class.

Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks and a specific reference to the page in the source from which it was taken. Ideas from others may be paraphrased and must also be referenced, although quotations marks are inappropriate. **Read Schmidt** for complete writing guidance, and carefully note the citation rules in the **Plagiarism Tutorial** that you will complete. There is also information on Citing and Writing at the library website.

Failure to cite your sources constitutes academic misconduct which carries with it serious sanctions, including a failing grade in this course.

We will spend a part of a class session going over the staff report format, which is attached. Paper sources must be from the literature of the social sciences, government documents, daily newspapers, government websites or credible journalistic websites. **You may not use any wiki, Answers.com, or similar encyclopedia-type websites!** Journal articles are preferable to books for two reasons. 1) The information is more up-to-date and usually more scholarly. 2) Using articles will make your paper writing much easier. Also welcome are citations of current government reports and publications that are available on the Internet.

We will spend one class at the Library learning about their resources for research. The research topics under Political Science at the library's website include guidance on selecting credible sources. You will be expected to use this guidance in the selection of your resource materials.

Staff Report Format:

- 15-17 page (double spaced) report using 12 point Times New Roman font, standard margins
- **Proper in-text citations** and list of Sources Consulted in **APA format**. Pages will be numbered and each section will have the heading in **bold print**. Be sure that all the points in each section listed below are covered in your paper.

The paper will have the following topic headings typically found in staff reports used as dividing points within the paper:

- **Recommendation:** what action should the local government take? (This is a *brief statement* of 1-2 sentences)
- **Background:** description of issue or program (not to exceed 4 pages)
- **Analysis:** the impacts of this issue in the context of the political situation, community situation, societal concerns, preceding/ existing policies or programs; who were the stakeholders involved in the policy making and how was the balance of power represented in the policy development outcomes so far. The analysis must both support your recommendation and acknowledge all sides of the issue (e.g., opposition, alternatives) (6-8 pages). Remember that this is a STAFF REPORT not an argument or legal brief, so you are providing a balanced and supported view, not taking sides!
- **Budgetary impacts:** costs and benefits of this policy, and how these are reflected in the community's/organization's budget (1-2 pages)
- **Public outreach:** how should the public be informed of this decision? How would the public be involved in making the decision? At what level would outreach need to occur? Is there one group or area more affected than others? Are there businesses or other community groups that would be part of the decision-making process? What departments within the government (city, county, state) would need to be part of the development of the policy or program? (1-2 pages)
- **Conclusion:** Restatement of your recommendation regarding the city/county's future policy/program **tied to your analysis**. (1 paragraph).

The paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice".	3
b) The comprehensiveness and care with which the policy being analyzed is described.	4
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy outcomes.	5
d) The quality of <i>analysis linking class discussion and readings to the topic</i>	6
e) The quality of critical thinking demonstrated in the Analysis section.	6
f) The <i>appropriateness of the references selected</i> and the analytical bridge to the paper topic.	6
TOTAL	30

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER

Revised 9/11/11

Because the text focuses on federal public administration, the research papers will have a **state and local government focus**. Resources include academic journal articles, academic analytical books, staff reports and government documents on the topic, newspaper articles and editorials about the topic, and interviews of elected and appointed officials familiar with the topic. The paper will be written in staff report format, but with a “Sources Consulted” list and appropriate citations throughout.

November 22: Governance

1. Should Portland, Oregon adopt the council-manager form of government? How would this community with a commission form of government benefit from adopting it? Use the example of Sunnyvale with a council/manager form of government to show how council/manager is organized.
2. Should Palo Alto adopt a strong mayor form of government? How would this community with a council/manager form of government benefit from adopting strong mayor? Use the example of Oakland’s structure with a mayor-council form of government to show how mayor/council is organized.

November 29: Financial

3. What is Prop 13? Why did it pass? What problems is it causing now? What is a millage? How do other states manage property assessment and taxation?
4. Should the Santa Clara County Open Space Authority try to implement a new parcel tax? (Describe Prop. 218, the tax lawsuit, its resolution, management of collected funds, and implications for future revenues)
5. What is the impact of the mortgage crisis and foreclosures on the revenues of governments in Santa Clara County and why? How have assessments changed over the past ten years? How are property tax revenues distributed among governments: how much of each dollar goes to the state, city, county, and special districts? How have cities been affected? How has Prop 13 worked in this crisis?

December 6: Services/ Environment

6. Should the state continue the solar power subsidy programs? How do they work? What are the current costs and benefits?
7. Should California encourage the development of more wind generation for electrical power? How are the current systems working in California and Washington state? What are the costs and benefits?
8. Should California build high speed rail? Who benefits and who pays?
9. Should solar installations be built in the desert? Who benefits and who pays? What are the arguments against large scale solar installations?

December 13: Policy Challenges

10. How should California deal with its current prison overcrowding problem? What are the alternatives? How does AB 109 work? What are the costs and benefits? Which program has the least negative impact on public safety?
11. Should San Jose adopt a two tier pension system, a defined compensation system or some other solution to the public agency pension crisis? What are the sources of the current pension shortfall? Describe the costs and benefits and discuss the options.

12. Should San Mateo County public safety agencies adopt a policy permitting police officers to use TASERS? What are the costs and benefits? What should the policy say about appropriate use of a TASER?

Presentation:

Each individual must prepare exactly 5 PowerPoint slides to guide the oral presentation of the major paper topic in class. Students without prior experience making PowerPoint slides may receive a tutorial guide from the professor upon request. **The presentation must be no more than 25 minutes. All PPTs must be sent to the professor by noon on the day prior to the presentation class for loading on the laptop.** Everyone will use the same laptop to conserve class time.

Class and Reading Schedule:

Week/ Goal	Date	Topics, Readings, Assignments, Due Dates
1 Goals 8	Jan 31	<p>Welcome, Tools, Introduction to PADM 210</p> <p>Self introductions and career goals MPA Student Association, upcoming activities Overview of syllabus What is a staff report? What is “mind mapping?” “Inspiration?” **BE SURE TO BRING YOUR WIRELESS LAPTOP COMPUTER** Be sure you have a SJSU One Wireless Account and password established!!</p> <p>Introduction to Public Administration 210: Rosenbloom, p. 1-43</p> <p>Discussion: What is public administration? What are the lenses through which Public Administration is viewed? How does it fit in the local/state/federal government’s constitutional framework? What are the major challenges facing public administration today?</p> <p>City Hall video tour</p>
2 Goal 7, 11 LIBRARY Day Room 125	Feb 7	<p>Library Day</p> <p>Crystal Goldman presentation in the King Library. Begin paper research Learn about the research resources available at San Jose State on-line and in the library, how to select credible resources, and why you should NEVER use Wikipedia!!!. This will give you the foundation for doing the research for your major paper and presentation, especially in finding peer reviewed journals. Be prepared with questions on researching your particular topic, such as how to select journals, how to find appropriate government documents, how to go beyond “Google.” Following the presentation, begin your research on your staff report topic.</p>
3 Goals 5, 7, 9,11	Feb 14	<p>*** Plagiarism Tutorial Due***</p> <p>Writing at the Graduate Level</p> <p>Review contents of Schmidt book- BRING TO CLASS!! Orwell http://www.mtholyoke.edu/acad/intrel/orwell46.htm RAND, Measuring Crisis Decision-making, http://www.rand.org/pubs/technical_reports/TR712/ SJSU Library, Scholarly v. Popular, http://www.sjlibrary.org/services/literacy/info_comp/articles_scholarly.htm</p> <p>Discussion: Why does good writing matter to a public administrator? What other language issues matter? What other communications issues are important? Why does plagiarism matter in the workplace? What is plagiarism? What is the appropriate level of citation in graduate school? What is a peer reviewed publication? How and why do you use them? BRING LAPTOP TO CLASS WITH RAND REPORT DOWNLOADED.</p> <p>Managing Information Resources in Public Agencies- Handouts</p> <p>Discussion: Why do sunshine laws matter? Why is e-mail not protected by the assumption of privacy? What is FOIA and how does it influence records retention policy? How does government benefit from IT? What about porn in the library? What about social stratification of services based on accessibility of</p>

Week/ Goal	Date	Topics, Readings, Assignments, Due Dates
		computers in the home? What about language barriers to public services? How many languages can you afford to maintain?
4 Goal 1&5	Feb. 21	<p>History, origins, underlying principles of public administration Rosenbloom , p. 44-93; Traub, “Afghanistan’s Civic War”; Minneapolis article; Editorial on Haiti (handouts) Reflection questions: Why does management theory play such a transcendent role in early theories of public administration? What is the appropriate balance between democracy and efficiency? (If the trains run on time what difference does democracy make? If their stomachs are empty will they care?) When the politicians are wrong and running the whole thing into the ground, should bureaucrats, as responsible citizens, standby and/or just follow orders? What lessons about community engagement and good government can we learn from the Afghanistan effort? What can we learn from the father/son debate over BP?</p>
5 Goal 1, 5, 6	Feb 28	<p>Federalism and Public Administration Rosenbloom, p. 94-135 and p. 467-506 US Constitution – have a copy available on your laptop to read in class McCain Speech- handout Discussion: What is the role of the federal government? What is the role of the state government? What is the role of county government? What is the role of municipal government? Do you agree or disagree with Senator McCain?</p>
6 Goal 8	March 6	<p>Non Governmental Organizations and Public Administration Guest Speaker: Tim Quigley, Executive Director, Volunteer Center of Silicon Valley Milward and Provan, “Governing the Hollow State” (handout); “The Volunteering Decision.” http://www.brook.edu/press/review/fall2002/light.htm, “Resource Interdependence: The Relationship between State Agencies and Nonprofit Organizations,” Judith R. Sidel, Public Administration Review, Vol 51, No. 6, (Nov – Dec, 1991), pp. 543-553. “ Nonprofit Organizations, Government, and the Welfare State,” Michael Lipsky; Stephen Rathgeb Smith, Political Science Quarterly, Vol. 104, No. 4 (Winter, 1989-1990), pp. 625-648. Discussion: How do non governmental organizations (NGOs) support the delivery of government services to the community in times of emergency, and in day to day delivery? Opportunity for discussion with a leader in the Silicon Valley Non Profit world.</p>
7 Goal 9	March 13	<p>*** Case Due: Choose One O’Leary Case*** The Ethics of Public Administration O’Leary book. Rosenbloom 515-558 Discussion: Is the public service a public trust, or are public managers subject to the same opportunities and constraints as the rest of society? What about if you live and work in the same place? Are you constrained from using insider information to better your private property position, or what do you owe to your family? Part 2: Gather in a group with the other people who chose to answer the same case as you did. Each group will have a reporter. As a group discuss the</p>

Week/ Goal	Date	Topics, Readings, Assignments, Due Dates
		<p>questions for that case – those that you have already answered in the assignment that you already turned in. AS A GROUP develop consensus answers for your case. The reporter will put all the names at the top of the report, then write the consensus answer from the group for each question, Send these group reports to me at the class website by 9pm.</p>
<p>8 Goal 3, 5</p>	<p>March 20</p>	<p>***The Tipping Point Executive Summary Due*** Leadership and Management Rosenbloom, p. 138-197 Gladwell, <i>The Tipping Point</i> Leaders on Leadership handout “The Accidental Admiral” handout Discussion: Are Leaders only who followers follow? Or are they those who move the organization towards its goals? What does this have to do with those in formal positions of authority? How do you make things happen? Who do you need from Gladwell’s list? What ideas from Gladwell could you apply to public agency leadership challenges?</p>
	<p>March 27</p>	<p>NO CLASS – SPRING BREAK!</p>
<p>9 Goal 2,5,7</p>	<p>April 3</p>	<p>*** Generations at work articles Executive Summary Due*** Public Personnel Administration, Unionism and Affirmative Action: Rosenbloom: 201-258; handouts Discussion: How is management and motivation of public employees different from the private sector? How have public employee unions impinged on public management and merit systems? How do public safety unions differ from civilian unions? How do AFL/CIO unions differ from local employee organizations? How does diversity impact public personnel administration?</p>
<p>10 Goal 4,5,6</p>	<p>April 10</p>	<p>***Staff Report Outline and Annotated Reference List Due*** Public Policy Analysis and Evaluation Rosenbloom, p. 344-382 Discussion: How are inputs, outputs and outcomes different? Why does it matter which we measure? Must we measure outcomes or is doing it according to the rules enough? What measures provide the best feedback: time, quality, customer satisfaction, cost? How much truth should professionals be allowed to state publicly? Where do policy and implementation meet or collide?</p>
<p>11 Goal 2,4,5</p>	<p>April 17</p>	<p>Public Budgetary Systems Rosenbloom: p. 253-306 Discussion: Is the budget a rational decision making system or a format for political debate or both? What role can public administrators be expected to play in such a system? How do we integrate “Demand Management?” How does politics impact budgeting? Prop 13 impacts versus millage systems? Role of the business community in public budgets?</p>

12 Goal 3,4,5,6,9	April 24	<p style="text-align: center;">Ethics and Policy Making</p> <p>Burke, “Speech to the Electors of Bristol,” http://press-pubs.uchicago.edu/founders/print_documents/v1ch13s7.html Riordan http://www.marxists.org/reference/archive/plunkett-george/tammany-hall/index.htm</p> <p>Discussion: Is the public service a public trust, or are public managers subject to the same opportunities and constraints as the rest of society? What about if you live and work in the same place? Are you constrained from using insider information to better your private property position, or what do you owe to your family? What is honest graft versus dishonest graft? Do elected officials have a different standard than appointed officials? What do you do if you believe that an elected official is making a decision based on biased information? On incorrect information? For political gain? What is the proper role of the professional vis a vis the elected official? What about lobbying local officials on behalf of a community group/NGO? On behalf of a developer? On behalf of an employee union?</p>
13 Goals 7 & 11	May 1	Student Presentations: 1,2,3
14 Goals 7&11	May 8	Student Presentations: 4,5,6
15 Goals 7&11	May 15	Student Presentations: 7,8,9
16 Goals 7&11	May 22	<p>Student Presentations: 10,11,12</p> <p>PARTY!!!</p> <p>Being a Bureaucrat: Summary Doing good versus doing well: Satisfaction and frustration in public service, impact of term limits, Prop13, increased burdens of federalism.</p>

Spelling and Grammar Guidance

Common Graduate Student Mistakes!!

1. Never use a long word when a short word will do. (George Orwell)
2. Never use “etc.” in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, “grapes, peaches and pears, *for example*,” or “*among other things*,” or a similar phrase.
3. Use your grammar checker, THEN proof read to be sure you selected the right usage in context.
 - a. Be careful of the “passive voice rule.” It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.
 - b. Never use “change all” for a grammar rule, as it will lead to odd usages. Just read each suggestion and decide whether to change based on each sentence.
4. Use your spell checker, THEN proof read to be sure you selected the right word in context.
5. Check to be sure you are using the right homonym: Check especially for these four frequently misused sets:
 - a. Their, there
 - b. Right, write, rite, wright
 - c. Sight, site, cite
 - d. Its, it’s
6. Do not use contractions in formal writing unless it is a direct quote: Don’t, Can’t, It’s, Won’t, and all the others!
7. Check on capitalization. A sentence begins with a capital letter, as does a proper name of someone or someplace or an organization. Federal, state, city and local are only capitalized if they start a sentence or are part of a title or proper name. The federal government is not a proper name but the United States Government is, for example.
8. Capitalize at the start of most quotes, even then they are inside a sentence. Here is an example. I went to class and Professor Edwards said, “Do not ever use a contraction when writing for this class.” Titles are only capitalized when they come before a name (Professor Edwards, the professor).
9. If you want to use an abbreviation or acronym (e.g., FEMA), be sure to spell it out the first time you use it. For example, “When James Lee Witt was head of the Federal Emergency Management Agency (FEMA), he came to San Jose. He wanted to show FEMA’s support for Mayor Susan Hammer.”
10. Be careful that you use “then” and “than” properly. “Then” is related to time sequences. For example, I went to school, **then** I took a nap.” A mnemonic that will help you to remember the right order is that “Then” is related to “Time” and

- both have an “e”. “Than” is a comparison, such as, “I like cherries more **than** bananas.” Both have “a”.
11. Be careful in using the apostrophe for possessive and plural. For a plural word in English you just add the letter “s” or sometimes “es” or “ies.” **There is no punctuation for plural.** In general, to form a possessive you use “’s”. For example, “my **dog’s** bone.” The only exception is the word “its” which means “belonging to it” but does not take the punctuation. **It’s** means “**it is**,” a contraction, and you do not use contractions in formal writing.
 12. In general you do not use commas after prepositional phrases. “In support of his position John gave two examples.” However, if you have several prepositional phrases before the main sentence you may set them off with commas to make it clear what relates to what. “In supporting his team for the finals, John wore a Shark’s shirt to school.”
 13. Hyphens are used to join words that modify another word. For example, political-science professor, little-used car, pickled-herring merchant. Without the hyphens it might be hard to tell if the science professor was running for president, the used car was small, or the fish seller was drunk!
 14. Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a proper address, not in prose.
 15. Numbers: spell out the word for numbers up to two words, and all numbers that begin a sentence (One hundred fifty boys went to school.) Write out the numbers if over 100 (e.g., 101 because that would be “one hundred one”). Always use the numbers for percentages, money, road routes or scientific calculations.
 16. Italics within a sentence should be used for titles of works (books, movies, plays, poems, television programs), but not for Bible or Constitution. Italics are also used for foreign words, such as *vis a vis*. Avoid foreign words unless you are very sure you are using them correctly.
 17. None and neither are always singular words. They were originally contractions that became their own words – none= no one, not one, and neither = not either one. So, singular verb forms are used with none and neither.
 18. The verb agrees with the subject number. “There is one child here.” “There are no children here.” The verb does not agree with the complement. “**None** of the boys **is** going to the game.”
 19. Gerunds are always singular. “**Encouraging** good writing **is** important.”
 20. Pronouns must match the noun and verb. “The doctors finished their rounds.” When you do not know the gender, use masculine. Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender problem!

Executive Summary (Example)

Title

Author

Date of publication/ Publisher

This book points out that recent acts of terrorism in Israel and the surrounding areas have prompted Israeli law makers to change gun laws and loosen requirements to own a pistol.

Derfner interviewed multiple Israeli citizens, including a Rabbi and an active IDF member to determine whether or not the increase of people owning a gun would add to Israeli safety, or be more detrimental to society. The book provides two main arguments for and against civilian concealed carry and ownership. First, the book looks at the problem of “friendly fire”, a situation where one civilian kills another, believing he is the aggressor or terrorist. Second, the book points out that very few instances of friendly fire exist, while many instances of thwarted attacks have been reported. Derfner looks at both arguments to determine that in the time of increased terrorist activity, friendly fire is a risk many are willing to take in order to protect themselves and their country.

The author came to his conclusion using data and statistics found in documents similar to an American census. He informs the reader of where most Israelis keep their guns, how many gun license applicants there have been over recent years, how much the average pistol costs, and how many Israelis own a gun. The author did use information collected by others in the form of multiple interviews of different related professions.

The major findings in the article include:

- More Israelis are carrying weapons
- The Jewish holy day of Shabbat used to ban weapon carry, but Israeli officials have recently made it legal.
- A minority of Israelis actually own a gun.
- Acts of terrorism have occurred, causing many to apply for a gun license, more than can be processed in one day.
- Even though the risk of friendly fire exists, citizens are willing to take the risk to protect themselves and each other.

The author’s conclusion is that while gun laws were made to be stricter after key incidents in the 1990’s, the loosening of gun regulation and licensing is necessary in order to help Israeli citizens protect themselves.

TO:HONORABLE MAYOR AND
CITY COUNCIL

FROM: Joe Student

SUBJECT: REPORT TITLE

DATE: 00-00-00

Recommendation

What your agency should do: adopt, continue, change or eliminate the program/policy.
(1-2 sentences)

Background

Description of issue or program. This must include all the facts on which you will base your analysis. (not to exceed 4 pages)

Analysis

The impacts of this issue in the context of the political situation, community situation, societal concerns, preceding/ existing policies or programs; who were the stakeholders involved in the policy making and how was the balance of power represented in the final policy development outcomes? Demonstrate thorough and mature critical thinking **Be sure to acknowledge the pros and cons of your position and the existence of opposition, if any.** (6-8 pages)

Budgetary impacts

Costs and benefits to the agency of this policy, and how these are reflected in the community's/ organization's budget (1-2 pages)

Public outreach

Was the public involved in this decision? If so, how? If not, who made the decision and how was the public informed? Was there a Council presentation or discussion? Was there a vote taken in public? If so, was the voting body split or unanimous? Much of the voting information will be in the official minutes of the public meeting, usually available at the City Clerk or Clerk of the Board's web page. (1-2 pages)

Conclusion

Summation of analysis in support of recommendation regarding the city/county's future policy/program: enlarge, stay the same, down size, eliminate/stop? (1 page)

SIGNATURE
Typed Name

