San Jose State University
MPA Program
Fall 2017

PADM 210: Introduction To Public Administration

Mondays, August 28 through December 18, 2017
6:00 pm through 8:45 pm, Clark Hall 306
3 credits

INSTRUCTOR:	Frances L. Edwards, M.U.P., Ph.D., CEM Professor, Political Science
OFFICE:	Clark Hall 447
OFFICE HOURS:	Mondays, 10:30 am – noon, and 4 -5:30 pm
OFFICE PHONE:	(408) 924-5559 (only during office hours; please do not leave a message)
EMAIL:	sjsupadm210@yahoo.com
SOFTWARE STANDARD:	Microsoft Office 2010 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:

Intended for persons working in or preparing for professional careers in government or non-profit agencies, this seminar emphasizes the activities of professional administrators.

- 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, report writing, and

presentation development and delivery using the foundation information and theories learned through the lectures, readings and case studies.

Topic areas appear in the tentative class schedule. Throughout the course we will use practical situations to evaluate the connection between theory and practice.

Course Goals and Student Learning Objectives

GOAL: To educate public administration and non-profit professionals about public administration as it applies to managing cities, counties, special districts, state and federal agencies and non-profit organizations.

OBJECTIVES:

1. Ensure that the student can research, cite and write reports for public and non-profit agencies. This is assessed through the plagiarism tutorial, and the written assignments, including the final project and its Sources Consulted list.
2. Ensure that the student understands the ethical standards expected of public and non-profit employees in the conduct of their work. This is assessed through the completion of the ethics case analysis and class discussion. (NASPAA competency in incorporating public values)
3. Ensure that the student can assess public policy for its legislative intent, background, budgetary impacts, and need for amendment or termination, which is assessed in the Final Project.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

LO1 Understand how the elements of American government work together to deliver public services and programs

LO2 Understand the terminology used in public administration

LO3 Develop and evaluate a public policy

LO4 Articulate and apply a public service perspective

a. 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, as demonstrated in the case study (Assessment element)

LO5 Conduct research at the graduate level

LO6 Analyze, synthesize, think critically, solve problems and make decisions
a. Understand and apply the legal context of public affairs, administration and policy, as demonstrated in the final project (Assessment element)

LO7 Communicate and interact productively with a diverse and changing workforce and citizenry

a. Write clear, concise staff reports on public and non-profit agency issues
b. Communicate effectively in writing: prepares clear, concise and well-organized written materials tailored to the audience's level of expertise and needs, as demonstrated in the final report. (Assessment element)

Course Expectations:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week, with 3 of the hours used for lecture in a 3 unit course) for instruction or preparation/studying or course related activities including but not limited to small group consultations, meeting attendance, or other practical applications of student learning as described in the syllabus.

The tentative course calendar is included in this syllabus, including assignment due dates, exam dates, dates of student presentations, and expected topics for each class. This schedule is subject to change with reasonable notice.

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.

Required Readings:

Brooks, A.C. (2000) Is there a dark side to Government Support for Non-profits? *Public Administration Review, vol. 9, no. 3.* Handout

Burke, E. (n.d.) 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)*

**Clark, R.A. and Knake, R.K. (2010). *Cyber War*. New York: Harper-Collins. ISBN: 9780061962233

Ertas, N. (2015) Turn over intentions and work motivations of millennial employees in federal service. *Public Personnel Management.* Vol. 44 (3), p. 401- 423. (handout)

Light, P.C. (2002). The Volunteering Decision. *Brookings*, Fall 2002. (*handout)*

***O'Leary, R. (2013). *The Ethics of Dissent: Managing Guerrilla Government*. Washington, DC: CQ Press. ISBN:9781452226316

Orwell, G. (1946). Politics and the English Language (*handout*)

Riordan, W.L. (n.d.). *Plunkett of Tammany Hall,* http://www.marxists.org/reference/archive/plunkett-george/tammany-hall/index.htm

***Rosenbloom, D.H., Kravchuk, R.S. and Clerkin, R.M. (2014). *Public Administration: Understanding Management, Politics and Law in the Public Sector*, 8th edition, Boston: McGraw Hill. ISBN: 9780073379159

**Schmidt, D. *Writing in Political Science,* 4th Edition. ISBN: 9780321217356 (available used only, or any academic writing handbook)

Stewart, J. (2016, May) Managing Age Diversity. *Security Management.* (handout)

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)

Young, D. R. (2000) Alternative Models of Government-Non-profit Sector Relations: Theoretical and International Perspectives. *Non-Profit and Voluntary Sector Quarterly, vol. 29, no. 1.* Handout.

Other readings provided by the professor during the week before each class.

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

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

Library Liaison

Paul.kauppila@sjsu.edu

Website with information on public administration http://libguides.sjsu.edu/PADM This has a link to the plagiarism tutorial, databases, and other useful information, including contact information for Mr. Kauppila.

Classroom Protocol

It is expected that when you come to class you will give the material your undivided attention. Please ensure that communication devices are on vibrate, and quietly leave the learning space if you need to

take a call during class. Do not engage in any behavior that will detract from a positive learning environment for other students.

University Policies

University Policies: The Office of Graduate and Undergraduate Programs **maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.**"

You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located in the New Student Wellness Center, Third floor, *Room 300B, (corner of 7th and San Carlos St., across from the Event Center).*

Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling

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.

Grading Components:

Participation	15 points
Plagiarism Tutorial	5 points
Ethics Case	10 points
In class ethics case/summary	5 points
Executive Summary – Cyber War	5 points
Staff report – Library Porn Filters	10 points
Topic report outline	5 points
Topic report annotated reference list	5 points
Major Topic 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 1, 2017.**	5 points

Grade Values:

A+	98 and above
A	92-97
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	75-77
D	70-74
F	69 and below

Plagiarism tutorial:

All students must complete the Graduate Plagiarism Tutorial on the library's website at http://library.sjsu.edu/video/plagiarism-graduate-level 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 will receive a grade from the library's automated system, which you may cut and paste and e-mail 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, 3,4 or 5) to analyze, and answer the questions related to **that chapter** in the back of the book. The format is **double spaced, Times New Roman 12 pt.**

- 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. (no more than ½ 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.**

The case 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"; the answer applies the PA terminology correctly; citations are correct	2
b) The case summary highlights the critical issues in the case.	2
c) The appropriate application of concepts from the textbook and class discussion, e.g., lenses of public administration, constitutional issues, and others.	2
e) The quality of critical thinking demonstrated in the answers.	2
f) **The answers include a statement regarding which elements of the ASPA Code of Ethics are demonstrated in the actions of the principal actors in the case.**	2
TOTAL	10

Executive Summary

Each student will read *Cyber War*, write an executive summary of the book, and discuss it on the night that cybersecurity is the class discussion.

The executive summaries are **2 pages**, **double spaced**, ***principally bulleted***. An example of an executive summary format is at the end of this syllabus. You may use a graphic presentation method instead of an essay for the executive summary. These methods include mind mapping, captioned photographs, videos and similar techniques.

The executive summary is due as noted in the syllabus. *Cyber War* ties in with the information management topic. **One cannot achieve a grade of "A" on the summary without relating the book being reviewed to the relevant issues presented in the textbook and other relevant class readings.** The summaries are due on the night that the topic is to be discussed.

The Executive Summary will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"; citations are correct.	1
b) The comprehensiveness and care with which the summary describes the main points of the book.	1
c) The appropriate application of concepts from ***class discussion and readings*** *to the summary.*	1
d) The quality of critical thinking demonstrated in the selection of bullet points and the conclusion.	2
TOTAL	5

Staff Report requirements:

We will spend a part of a class session going over the staff report format, which is attached. Papers must be **2-3 pages of double-spaced word processed text in Times New Roman 12 point font, *with appropriate academic citations***, which emphasizes practical information. (While public agency staff reports do not have in-text citations, the careful writer will keep a list of sources consulted.) The final page (s) will contain the list of **Sources Consulted *in* *APA format*. Papers should be based on at least 5 references (in addition to the textbooks). Since the topic relates to a local government, access the relevant agenda, meeting minutes and staff reports at the government's website! Be sure to access the latest news coverage of the issue.**

You may not use any wiki, Answers.com, or similar encyclopedia-type websites!

Staff Report Format:

- **2-3 page (double spaced) report using 12 point Times New Roman font, standard margins – writing complete yet succinct information is required!**
- ***Appropriate academic in-text citations are required***
- 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.

Examples of staff reports are available at the City of San Jose City Clerk website. Remember, staff reports are SUCCINCT!

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 sentence**)
- ***Background:*** description of issue or program (**typically ½ page**)
- ***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) (**1**

page*).* Be sure to include appropriate references to Constitutional and legal issues related to your topic. Remember that this is a STAFF REPORT not an argument or legal brief, so you are providing a balanced and supported view, not arguing!

- ***Budgetary impacts:*** costs and benefits of this policy, and how these are reflected in the community's/organization's budget (**1-2 paragraphs**). You may have specific dollar amounts, or you may have information on funding sources and impacts.
- ***Public outreach:*** how should the public be informed of this decision if your recommendation were adopted? 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? Are there language or cultural issues that need to be addressed as part of the public outreach effort? What departments within the government (city, county, state) would need to be part of the development of the policy or program? (**1-2 paragraphs**)
- ***Conclusion:*** Restatement of your recommendation regarding the city's/county's future policy/program **tied to your analysis**. (**1-2 sentences**).

The staff report will be evaluated using the following criteria:

Criteria	**Points**
e) The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"; citations correct.	2
f) The comprehensiveness and care with which the Background describes the problem.	2
g) The appropriate application of concepts from ***class discussion and readings*** *to the analysis.*	2
h) The quality of critical thinking demonstrated in the report.	4
TOTAL	10

Major Paper- Research 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 business 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 **academic report format** 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.

Topic Final Project requirements:

Papers must be **15 pages** of double-spaced word processed or typewritten text in Times New Roman 12 point font, **with in-text citations in APA format**. The final 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, government websites, credible journalistic websites, or other **academically acceptable** sources**. If the topic relates to a state or local government agency, 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. **Refer to your writing handbook** for complete writing guidance, and carefully note the citation rules in the **Plagiarism Tutorial** that you will complete. APA citation guides are also available for free at the library website, of which the Purdue University is probably the easiest to use: https://owl.english.purdue.edu/owl/resource/560/02/

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

You may not use any wiki, Answers.com, or similar encyclopedia-type websites!

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.

Topic Report Format:

- 15 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.

Note the FAQ at the end of the syllabus with specific formatting guidance.

The paper will have the following topic headings typically found in academic reports, and be used as dividing points within the paper:

- ***Background:*** description of issue or program (**typically 4 pages**)
- ***Methodology:*** description of the method you used to create the analysis (see Rosenbloom's discussion of program evaluation methods, lecture on program analysis) (**1-2 paragraphs**)
- ***Literature Review:*** what did you read about your topic that was written by other authors? Write it as an essay with citations, not as an annotated bibliography (**2-3 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***)*. Be sure to include appropriate references to Constitutional and legal issues related to your topic. Remember that this is a RESEARCH REPORT, not an argument or legal brief, so you are providing a balanced and supported view, not arguing!
- ***Conclusion:*** Summarize the significance of the topic **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 topic being analyzed is described, including citing the appropriate Constitutional and legal issues.	4
c) The demonstration of understanding of relevant public administration concepts that can be used to explain the topic and its context, impact and policy outcomes.	5
d) The quality of ***analysis providing links between class discussion and readings*** *and the topic*	6
e) The quality of critical thinking demonstrated in the Analysis section.	6
f) The ***appropriateness of the references*** *selected* and the analytical bridge to the paper topic, including correct in-text and sources consulted citations.	4
g) The APA format was properly used for all citations	2
TOTAL	30

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER

Only the PowerPoint presentation will be prepared jointly.

PowerPoints are due the day before your presentation at NOON. Papers are due at 6 pm on the day that the topic is presented.

Topics Report PADM 210

Because the text focuses on federal public administration, the research papers will have a **state and local government focus**. Resources include academic journal articles, credible non-academic periodicals such as *The Economist*, *New Yorker*, *Time*, 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 academic report format, **with a "Sources Consulted" list and appropriate citations throughout.**

Water Policy and Regulation

1. What are the roles of the Army Corps of Engineers and the Bureau of Reclamation in flood control, irrigation and water policy in the American West?

2. What are the roles of the California Department of Water Resources and the Water Resources Control Board in making water policy and regulations?

3. What are the roles of the Central Valley Project and the State Water Project in water policy and delivery? What are the roles of irrigation districts and Santa Clara Valley Water District in water policy and delivery- wholesale and retail?

4. What is NPDES? What state and local agencies enforce it? How does it impact local Bay Area communities?

Environment

5. What are the roles of the California Environmental Protection Agency? What are the roles of the California Air Resources Board and the regional boards? How do they manage the AB 32 policy and regulations?

6. What is CEQA? How is it applied to "projects"? How do state and local governments use CEQA regulations in land use policy making? How does CEQA impact housing development in cities and counties?

Housing

7. What is the role of the County of Santa Clara in managing the housing of homeless people? How does their role as an arm of the state influence their responsibilities for homeless people, especially chronically homeless people? What regulations govern their provision of services to the homeless? What makes some people chronically homeless? What is the role of the County Housing Authority?

8. What is the role of the City of San Jose in facilitating the development of housing? What is zoning? What is the General Plan? What is the Housing Element? How do these laws and regulations work together to create land uses, including housing? What is ABAG's role in encouraging cities to develop inclusive housing plans? What is the role of the city's Housing Department?

Administration

9. What are the roles of the County Assessors? How do they enforce Proposition 13, 98, 218? How do these propositions influence government service provision? What other rules govern their work?

10. What are the roles of the Clerk of the Board and the City Clerk? How are they the same and how are they different? How do they enforce the Brown Act, election laws, Fair Political Practices Act and other regulations?

Seminar Presentation:

Each presentation team must prepare **exactly 5 PowerPoint slides** to guide the oral presentation of the major paper topic in class. This is a seminar presentation that is designed to engage the class with the topic and increase their knowledge of this area of public policy and programming. Therefore, the presentation will end with a discussion of the topic by the class that will be led by the presentation team using prepared questions. Students without prior experience making PowerPoint slides may receive a tutorial guide from the professor upon request. **The presentation must be no more than 20 minutes, with questions developed for 10 minutes more of discussion**. ***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, Written Work and Reading Schedule:

Dates and class order subject to change with reasonable notice

Week/ Goal	Date	Topics, Readings, Assignments, Due Dates
1 LO 5 & 7	Aug 28	**Welcome, Introduction to PADM 210** Self-introductions and career goals MPA Student Association, upcoming activities Grammar test Overview of syllabus highlights; Select report topic What is a staff report? What is "mind mapping?" "Inspiration?" (see e-mailed handout) https://www.youtube.com/watch?v=b-Ndt289jAo ****BE SURE TO BRING YOUR WIRELESS LAPTOP COMPUTER**** **Be sure you have a SJSU One Wireless Account and password**
	Sept 4	NO CLASS – LABOR DAY
2 LO 1, 2, 5, 6 &7	Sept. 11	******LIBRARY DAY****** Class will start at the library, Room TBA. **After a brief break we will resume class in Clark 306**. **Tools for Public Administrators** **Assignment: *PLAGIARISM TUTORIAL DUE.*** http://library.sjsu.edu/video/plagiarism-graduate-level **Readings:** Review contents of Schmidt book- BRING TO CLASS!! Orwell- "Politics and the English Language" (handout) RAND, Measuring Crisis Decision-making- READ ONLY AS EXAMPLE OF RESEARCH METHODS, http://www.rand.org/pubs/technical_reports/TR712/ BRING LAPTOP/I-PAD TO CLASS WITH RAND REPORT DOWNLOADED. SJSU Library, Scholarly v. Popular, http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles 1. Creating: a. Excel b. Word skills c. PowerPoint d. E-mail 2. Writing at the Graduate Level **Thought Questions:** 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? Why does good research matter as a tool for public administrators? Why is e-mail not protected by the assumption of privacy? Why does good writing matter to a public administrator? What other language issues matter? How do you use Word properly for formatting? What other communications issues are important?

Week/ Goal	Date	Topics, Readings, Assignments, Due Dates
3 LO 1,2,3,4,6	Sept. 18	**Introduction to Public Administration** **Readings:** Rosenbloom, Chapt. 1 & 2; Frederickson & Smith essay; Traub, "Afghanistan's Civic War"; Minneapolis article; Editorial on Haiti (handouts). **Thought Questions**: What is public administration? Why do we need a theory of Public Administration? What are the lenses through which Public Administration is viewed? What is the balance between politician and career bureaucrats? **DISCUSSION:** What lessons about community engagement and good government can we learn from the Afghanistan effort? What can we learn from events in Haiti, and civic engagement in Minneapolis? What challenges does California face with direct democracy?
4 LO 1,2,3,4,6	Sept. 25	**Public Policy Analysis and Evaluation** **Readings:** Rosenbloom, Chapt. 8 & 9 **Thought Questions:** 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?
5 LO 2,4,6	Oct. 2	*****Cyber War Executive Summary Due***** **Managing Information Resources in Public Agencies** **Readings:** *Cyber War,* Handouts **Thought Questions:** Why do sunshine laws matter? What is FOIA and how does it influence records retention policy? What is the California Public Records Act and why does it matter? What about language barriers to public services? How many languages can you afford to maintain? How does government benefit from IT? Big Data? Social media? What about social stratification of services based on accessibility of computers in the home? How can public agencies protect their data? Why does cybersecurity matter to a public agency? What kinds of threats exist that public agencies need to guard against? How? What about porn in the library? How does this relate to the 1st Amendment, privacy issues, sexual harassment in the workplace? **Assignment:** Write a staff report either supporting the librarian's decision to have filters or opposing filters in the public library.
6 LO 1, 2,3,6	Oct. 9	*****Library Pornography Filters Staff Report Due***** **Federalism and Public Administration** **Readings:** Rosenbloom, Chapt. 3 & 11 US Constitution – have a copy available on your laptop to read in class **Thought Questions:** Why is the Constitution written as it is? What is the role of the federal government? How does federalism work? Does the Constitution support porn filters? What about when rights collide?

7 LO 1,2,3,6	Oct. 16	**Structure of Federal, State and Local Governments, Regional Governments and Special Districts** **Readings**: Handouts **Thought Questions**: What is the role of the state government? What is the role of county government? What is the role of municipal government? What are the principal regional organizations in the Bay Area? What are special districts? City Hall Video
8 LO 1,3,4,6	Oct. 23	**Public Personnel Administration, Unionism and Affirmative Action**: **Readings:** Rosenbloom: Chapt. 5; handouts on generation at work **Thought Question:** 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?
9 LO 1,2,3,4,6	Oct 30	***Major Report Outline and Annotated Reference List Due*** **Public Budgetary Systems** **Readings:** Rosenbloom: Chapt. 6, Handouts **Thought Questions:** 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? Sources of revenue; types of budgets. 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?
10 LO 1,3,4,6	Nov. 6	*** Case Due: Choose One O'Leary Case*** **The Ethics of Public Administration** **Readings:** O'Leary book. Rosenbloom, Chapt. 12 **Thought Questions:** 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 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.

11 LO 1,2,3,4,6	Nov. 13	**Ethics and Policy Making** **Readings:** Burke, "Speech to the Electors of Bristol," http://press-pubs.uchicago.edu/founders/print_documents/v1ch13s7.html Riordan, Plunkett of Tammany Hall, http://www.marxists.org/reference/archive/plunkett-george/tammany-hall/index.htm **Thought Questions:** 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?
12 LO 1,2,4	Nov.20	**The Bureaucracy and Regulation** **Readings:** Rosenbloom, Chapt. 9 What is the role of the professional bureaucracy? How are regulations made? What is the Federal Register? The CFR? The CCR? The GAO?
13 LO 1,4,6	Nov. 27	**Non Governmental Organizations and Public Administration** ***Guest Speaker*** **Readings:** Rosenbloom, Chapt. 10; Milward and Provan, "Governing the Hollow State" (handout); "The Volunteering Decision." http://www.brook.edu/press/review/fall2002/light.htm, " 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. (accessible through library database) Handouts on topics related to NGOs and government. **Thought Questions:** How do non-governmental organizations (NGOs) support the delivery of government services to the community in times of emergency, and in day to day service delivery? How does this affect program implementation? Opportunity for discussion with a leader in the Silicon Valley Non Profit world.
14 LO 3,5,6,7	Dec. 4	Student Presentations: 1,2,3, 4
15 LO 3,5,6,7	Dec, 11	Student Presentations: 5, 6, 7, 8
16 LO 3,5,6,7	Dec. 18	Student Presentations and party!: 9, 10, wrap-up

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, they're
    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 when 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 ten and under, and all numbers that begin a sentence (One hundred fifty boys went to school.) Use numerals for numbers of eleven and over. Always use the numerals 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. "The doctor finished his rounds." Singular generic nouns must take "he" or "she." Do not use "they" to avoid the gender problem!

John Student

Executive Summary (Two Pages - Example)

Author. (date). *Title*. City: Publisher (Book)

This author 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. [A ONE SENTENCE summary/introduction.]

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. [One or two BRIEF summary paragraphs.]

The major findings in the article include: [major elements provided only as bullets! THIS IS THE BULK OF THE PAPER!!!!!]

- 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.

You may have up to 20 bullets that extend to the second page.

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. [One sentence conclusion.]

COUNCIL AGENDA:00-00-00
ITEM: xx

TO: HONORABLE MAYOR AND CITY COUNCIL

FROM: Joe Student

SUBJECT: STAFF REPORT TITLE

DATE: 00-00-00

Recommendation
What your agency should do: adopt, continue, change or eliminate the program/policy. (1 **sentence**)

Background
Description of issue or program. This must include all the facts on which you will base your analysis. (1 page)

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.** (1 page)

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 paragraphs- need not have specific dollar amounts if they are difficult to calculate.)

Public outreach
Was the public involved in the original 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. How should the public be involved and informed this time? (1-2 paragraphs)

Conclusion
Summation of analysis in support of recommendation regarding the city/county's future policy/program: enlarge, stay the same, down size, eliminate/stop? DO NOT INTRODUCE NEW INFORMATION. (1 paragraph)

Typed Name

One page list of Sources Consulted.

Detailed Research Report Guidance for APA Format Based on FAQs

The first page will start with the title of the report and your name centered at the top. You do not need a title page or running head. Skip 2 lines and write the essay, starting with the heading for the **Background** section. All headings are in bold. The paper is written in Times New Roman 12 point type, double-spaced, 15 pages in length, with 1-2 pages of Sources Consulted at the end (p. 16 and possibly p. 17).

For all pages AFTER the first, use a header with the title of the report and use a footer with your last name and the page numbers.

The first paragraph after the heading is flush left. All other paragraphs are indented 5 spaces.

All citations are APA format, with in-text citations (Edwards, 2014), and a Sources Consulted list at the end in alphabetical order by primary author. Do not change the order of the authors' names. Use Schmidt for guidance on APA citation rules. Here are examples of the most commonly used documents.

Edwards, F.L. and Goodrich, D.C. (2014). *Exercise Handbook.* San Jose, CA: Mineta Transportation Institute. [book]

Edwards, F.L. (2011). Doing Good Badly. In Smith, S. and Gooden, S. (eds.), *Cultural Competency for Public Administrators.* New York, NY: Times Books. [book chapter]

Edwards, F.L. (2010). After Katrina: New Orleans' Recovery. *Public Manager,* 3(2), p. 23-27. [article in a journal]

Figone, D. (2013) City Manager's Budget Message, FY 2013-2014. City of San Jose Council Meeting, March 1, 2013. Retrieved on January 14, 2014 from www.sanjoseca.gov/cmbm20132014.htm. [public agency reports with an author]

Town of Los Gatos. (2013, April 12). Minutes of the City Council meeting. Retrieved from www.losgatos.ca.gov/ccm41213.html [public agency reports, minutes]