

# San Jose State University COSS/POLS/MPA Program Fall 2018

## PADM 210: Introduction To Public Administration

**Tuesdays, August 21 through December 18, 2018**  
**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 and Tuesdays, 4 -5:30 pm  
**OFFICE PHONE:** (408) 924-5559 (only during office hours; please do not leave a message)  
**EMAIL:** [sjsupadm210@yahoo.com](mailto:sjsupadm210@yahoo.com)  
**SOFTWARE STANDARD:** Microsoft Office 2013 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](http://press-pubs.uchicago.edu/founders/print_documents/v1ch13s7.html)

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

\*\*Clarke, 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*, 8<sup>th</sup> edition, Boston: McGraw Hill. ISBN: 9780073379159

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](mailto: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

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> **Make sure to review these policies and resources.**

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) 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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) 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, <a href="http://www.aspanet.org">www.aspanet.org</a> ; Student electronic rate recommended. Proof of membership with member number due by <b>October 1, 2018.</b>	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) <b>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.</b>	2
<b>TOTAL</b>	<b>10</b>

## 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 <i>class discussion and readings to the summary</i> .	1
d) The quality of critical thinking demonstrated in the selection of bullet points and the conclusion.	2
<b>TOTAL</b>	<b>5</b>

## 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 <i>class discussion and readings to the analysis</i> .	2
h) The quality of critical thinking demonstrated in the report.	4
<b>TOTAL</b>	<b>10</b>

## 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.**

### Outline Assignment

Create an outline that shows exactly what topics you will cover in your paper. Use the major headings of the final paper (Background, Methodology, Literature Review, Analysis, Conclusion) as the major headings, and use the first degree subheading for each major element under each heading, and the second degree subheading for more detail on that item. See example at the end of the syllabus.

### Annotated Bibliography Assignment

This will be an annotated bibliography of the first references that you have uncovered. You may find additional items as you continue to research your project, but these would be the law/regulation related to your topic, the 3 peer reviewed articles about your topic, and the major books, news articles, staff reports or other credible sources that you will use to write your paper. Provide the full APA reference for the item, followed by a one-two sentence annotation that explains how you will use this source in your final paper. See example at the end of the syllabus.

### 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 OWL 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 <i>analysis providing links between class discussion and readings and 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, including correct in-text and sources consulted citations.	4
g) The APA format was properly used for all citations	2
<b>TOTAL</b>	<b>30</b>

### **EACH STUDENT WILL WRITE AN INDEPENDENT PAPER**

**Only the PowerPoint presentation will be prepared jointly, if necessary.**

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

### **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.

## 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 is the role of the State Water Resources Control Board? What are water rights? What is the role of the regional water quality control boards?
2. 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.

### Environment

3. 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?
4. What is CEQA? What state agency oversees it? 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

5. 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?
6. 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?
7. Redwood City is proposing to close the marina to people living on their boats. What are the regulations? Should Santa Clara County allow live aboard in the county marina? Would it help to resolve the housing situation? Who would benefit? Who would be opposed? Why? What was Sausalito’s experience with live aboard? How does San Francisco manage live aboard?

8. In 2018 laws regarding accessory dwelling units have changed. How? Why? What agency oversees the new regulations? Who benefits and who pays? How would additional ADUs impact a neighborhood? What rights do neighbors have? How does this impact the community's General Plan? How does this impact the regional affordable housing plan?

### Public Health

9. What agencies regulate the cultivation, sale and use of cannabis in California? What are the regulations? What is the city's role? What is the county's role? What is the conflict with the federal government?
10. What are safe injection sites? Who is proposing them? Why? What is their purpose? Who already has them? What government agency regulates them? What is the federalism-related conflict?

## 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	August 21	<p><b>Welcome, Introduction to PADM 210</b></p> <p>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) <a href="https://www.youtube.com/watch?v=R2z0eRgqLLw">https://www.youtube.com/watch?v=R2z0eRgqLLw</a> <a href="https://www.youtube.com/watch?v=2zFep1jL92g">https://www.youtube.com/watch?v=2zFep1jL92g</a> <b>**BE SURE TO BRING YOUR WIRELESS LAPTOP COMPUTER** Be sure you have a SJSU One Wireless Account and password</b></p>
2 LO 1,2,5,6 & 7	Aug 28	<p><b>****LIBRARY DAY****</b> <b>Class will start at the library, Room 217.</b></p> <p><b>After a brief break we will resume class in Clark 306.</b> <b>Tools for Public Administrators</b> <b>Assignment:</b> PLAGIARISM TUTORIAL DUE. <a href="http://library.sjsu.edu/video/plagiarism-graduate-level">http://library.sjsu.edu/video/plagiarism-graduate-level</a> <b>Readings:</b> 1. Orwell- “Politics and the English Language” (handout); 2. E-mail examples/issues (handouts); 3. RAND, Measuring Crisis Decision-making- READ ONLY AS EXAMPLE OF RESEARCH METHODS, <a href="http://www.rand.org/pubs/technical_reports/TR712/">http://www.rand.org/pubs/technical_reports/TR712/</a> BRING LAPTOP/I-PAD TO CLASS WITH RAND REPORT DOWNLOADED; 4. SJSU Library, Scholarly v. Popular, <a href="http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles">http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles</a> <b>Writing at the Graduate Level:</b> 1. Rules for good writing 2. Tools for expression a. Excel b. Word skills c. PowerPoint d. E-mail and social media</p> <p>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?</p>

Week/ Goal	Date	Topics, Readings, Assignments, Due Dates
3  LO 1,2,3,4,6	Sept. 4	<p><b>Introduction to Public Administration</b></p> <p><b>Readings:</b> Rosenbloom, Chapt. 1 &amp; 2; Frederickson &amp; Smith essay; Traub, “Afghanistan’s Civic War”; Minneapolis article; Editorial on Haiti; Gerston on direct democracy (handouts).</p> <p><b>Thought Questions:</b> 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?</p> <p><b>DISCUSSION:</b> 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?</p>
4  LO 1,2,3,4,6	Sept. 11	<p><b>Public Policy Analysis and Evaluation</b></p> <p><b>Readings:</b> Rosenbloom, Chapt. 8 &amp; 9</p> <p><b>Thought Questions:</b> 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>
5  LO 2,4,6	Sept. 18	<p><b>***Cyber War Executive Summary Due***</b></p> <p><b>Managing Information Resources in Public Agencies</b></p> <p><b>Readings:</b> <i>Cyber War</i>, Handouts</p> <p><b>Thought Questions:</b> 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?</p> <p>How does government benefit from IT? AI? Big Data? Social media? What about social stratification of services based on accessibility of computers in the home?</p> <p>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?</p> <p>What about porn in the library? How does this relate to the 1<sup>st</sup> Amendment, privacy issues, sexual harassment in the workplace?</p> <p><b>Assignment:</b> Write a staff report either supporting the librarian’s decision to have filters or opposing filters in the public library.</p>
6  LO 1, 2,3,6	Sept. 25	<p><b>***Library Pornography Filters Staff Report Due***</b></p> <p><b>Federalism and Public Administration</b></p> <p><b>Readings:</b> Rosenbloom, Chapt. 3 &amp; 11</p> <p>US Constitution – have a copy available on your laptop to read in class</p> <p><b>Thought Questions:</b> 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?</p>

7 LO 1,3,4,6	Oct. 2	<p><b>***Major Report Outline And Annotated Reference List Due***</b></p> <p><b>Public Personnel Administration and Unions:</b></p> <p><b>Readings:</b> Rosenbloom: Chapt. 5; handouts</p> <p><b>Thought Question:</b> 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? How does the loss of mandatory agency fees impact public unions?</p>
8 LO 1,2,3,6	Oct. 9	<p><b>*** Case Due: Choose One O’Leary Case***</b></p> <p><b>The Ethics of Public Administration</b></p> <p><b>Guest Speaker: Kevin Duggan, Western Regional Director, ICMA</b></p> <p><b>Readings:</b> O’Leary book. Rosenbloom, Chapt. 12</p> <p><b>Thought Questions:</b> 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?</p> <p>Part 2: Gather in a group with the other people who chose to answer the same O’Leary 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. Answer as many questions as you can in the time available in class. <b>Send these group answer reports to me at the class website by 9 pm.</b></p>
9 LO 1,3,4,6	Oct. 16	<p><b>Structure of Federal, State and Local Governments, Regional Governments and Special Districts</b></p> <p><b>Readings:</b> Handouts</p> <p><b>Thought Questions:</b> 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?</p> <p>City Hall Video</p>
10 LO 1,2,3,4,6	Oct 23	<p><b>Public Budgetary Systems</b></p> <p><b>Readings:</b> Rosenbloom: Chapt. 6, Handouts</p> <p><b>Thought Questions:</b> 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? Role of public pensions in local government budgeting.</p>

11 LO 1,3,4,6	Oct 30	<p><b>Non Governmental Organizations and Public Administration</b>  Guest Speaker: Capt. Tim Quigley, USN (Ret.)  <b>Readings:</b> Rosenbloom, Chapt. 10; Milward and Provan, "Governing the Hollow State" (handout); "The Volunteering Decision."  <a href="http://www.brook.edu/press/review/fall2002/light.htm">http://www.brook.edu/press/review/fall2002/light.htm</a>,  "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.</p> <p>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.</p>
12 LO 1,2,3,4,6	Nov 6	<p><b>Public Private Partnerships</b>  <b>Guest Speaker:</b> TBD  <b>Readings:</b> To be provided  <b>Thought Questions:</b>  How do governments and businesses interact? Businesses generate tax revenue and services while governments provide public safety services and regulation. How do businesses contribute to their communities through civic engagement? Why do they contribute and how do they benefit?</p> <p>Part II: Go to Election Night event with MPA Student Association.</p>
13 LO 1,2,4	Nov 13	<p><b>Ethics and Policy Making</b>  <b>Readings:</b> Burke, "Speech to the Electors of Bristol,"  <a href="http://press-pubs.uchicago.edu/founders/print_documents/v1ch13s7.html">http://press-pubs.uchicago.edu/founders/print_documents/v1ch13s7.html</a>  Riordan, Plunkett of Tammany Hall,  <a href="http://www.marxists.org/reference/archive/plunkett-george/tammany-hall/index.htm">http://www.marxists.org/reference/archive/plunkett-george/tammany-hall/index.htm</a>  <b>Thought Questions:</b> 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>
14 LO 1,2,4	Nov 20	<p><b>The Bureaucracy and Regulation</b>  <b>Readings:</b> 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?</p>
15 LO 3,5,6,7	Nov 27	Student Presentations: 1,2,3,4
16 LO 3,5,6,7	Dec 4	Student Presentations 5,6,7,8
No Class!!	Dec 11	DEAD DAY!!
17 (Final) 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.]

**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](http://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](http://www.losgatos.ca.gov/ccm41213.html) [public agency reports, minutes]

### **Outline: Topic Research Report for Topic # (item number)**

- **Background**
  - What is a County Assessor and what is his role in local government?
  - What are the different types of property that is assessed?
  - Overview of Proposition 13, 98, and 218
    - How has each proposition impacted the work of the county assessor?
  - Other rules that impact their work
  - Stakeholders: how the stakeholders were effected by new assessment law – good and bad
    - Teachers
    - Elderly homeowners
    - Low income tenants
    - Upper class homeowners
- **Methodology**
  - Outcome evaluation- is Proposition 13 meeting its legislative intent?
- **Literature Review** – peer reviewed and new articles will be used
  - How assessors caused Prop 13
  - How each major proposition (13, 98, and 218) has impacted property assessment in California over the past 35 years.
  - How county assessor's roles have changed over this period of time as the laws have dramatically affected their duty.
  - Larry Stone's report on the 2010 drop in assessed valuations
  - What role does property assessment play in funding local government?
- **Analysis**
  - What is the role of the assessor in relation to property owners?
  - What is the role of the assessor in relation to cities, special districts and county government?
  - How does he determine the assessed valuations for real property? For personal property?
- **Conclusion**
  - To be developed based on the Analysis

## Annotated Bibliography

California Department of Water Resources. (2015, June 15). *Mission Statement*. Retrieved October 1, 2015, from <http://www.water.ca.gov/aboutus.cfm>.

This is an official website for the California Department of Water Resources. This site will be used to collect general information regarding their mission statement and historical backgrounds.

California Water Code. (n.d.). *Department of Water Resources*. Retrieved October 27, 2015, from <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=wat&group=00001-01000&file=120-147.5>.

Following California Water Code chapters will be used to understand organizations' structures and functions: Chapter 2, Article 1 (Department of Water Resources, Article 3 (Water Resource Control Board, and Chapter 3 (Water Shortage Emergencies).

McKinney, M. and Thorson, J.E. (2015). *Resolving Water Conflicts in the American West*. *Water Policy*, 17. Retrieved October 26, 2015, from <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=11bdf2f5-4a37-4d19-9d8a-229a9fa0aa64%40sessionmgr4001&vid=20&hid=4101>.

This peer review journal article will be used to understand historical backgrounds of challenges regarding water resources in the Western part of the US.

Saare-Edmonds, J. (2015) *Delta Bluegrass Company*. California Department of Water Resources, June 26, 2015. Retrieved October 10, 2015, from <http://www.water.ca.gov/wateruseefficiency/landscapeordinance/pubcomments/Delta%20Bluegrass%20Company/L-Saare-Edmonds%20re%20Comments%20of%20Delta%20Bluegrass%20re%20MWEL0.pdf>.

This report by an environmental scientist from the California Department of Water Resources will be used as an example of the decision making process in water policies and how stakeholders are affecting its process.

Yates, D.N., Lavin, F.V., Purkey, D.P., Guerrero, S., Hanemaan, M. and Sieber, J. (2013). Using economic and other performance measures to evaluate a municipal drought plan. *Water Policy*, 15. Retrieved October 26, 2015, from <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=11bdf2f5-4a37-4d19-9d8a-229a9fa0aa64%40sessionmgr4001&vid=11&hid=4107>.

This peer review article will be used to provide cost benefit analysis view of the water resource management.