

San José State University
Political Science

PADM 297, Advanced Seminar in Public Administration, Sec. 01, Fall 2019

Course and Contact Information

Instructor:	Frances L. Edwards, MUP, PhD, CEM
Office Location:	447 Clark
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Office Hours:	Mondays and Tuesdays, 4-5:30 pm
Class Days/Time:	MONDAY, 6-8:45 pm
Classroom:	306 Clark/ DMH 208
Prerequisites:	PADM 210, 212, 213, 214 and 218 – grade of C or better

Course Format

Course Description (Required)

This course serves as the "capstone" of the MPA program. It uses an analysis of real world cases to relate principles and theories of public administration to concrete, real world problems. The individual subject papers dealing with the main class topic that earn a grade of A- or better will be published as an electronic journal. The culminating project for this class is the approved prospectus for the PADM 298 project. Prerequisite: Classified standing.

Course Learning Outcomes (CLO) (Required)

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

- LO1. Identify and evaluate the major factors in resolving a real world government or non-profit challenge;
- LO2. Integrate skills learned throughout the MPA program to resolve a government or non-profit challenge;
- LO3. Demonstrate an understanding of intergovernmental relationships as they impact solutions to government or non-profit challenges, including constitutional, legal and regulatory limitations;
- LO4. 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 prospectus (Assessment element)
- LO5. Write an appropriate public policy/non-profit policy analysis and recommended solutions in appropriate and effective business English;

- LO6. Conduct research at the graduate level (Assessment element)
- LO7. Orally present the key points of a government or non-profit challenge;
- LO8. Visually present the key points of a government challenge through a PowerPoint presentation;
- LO9. Work in teams to develop solutions for government or non-profit challenges; and
- LO10. Create a prospectus for a detailed research project in the public or non-profit sphere as the culminating experience of the MPA program, as the basis for the PADM 298.

Required Texts/Readings (Required)

Textbook

Constitutions: United States <http://www.usconstitution.net/const.txt>;
California <http://www.leginfo.ca.gov/const-toc.html> (read Local Government and Spending Limitations sections)

Gooden, S.T & Berry-James, R.M. (2018). *Why Research Methods Matter*. Melvin & Leigh, ISBN:978-0-99923593-5.

Hart, C. (2018) *Doing Literature Review*, 2nd edition, Sage, ISBN: 978-1-5264-1921-7. 2018.

Southern Growth Policies Board, *Results-Oriented Government*, [handout](#).

***Sylvia & Sylvia, *Program Planning & Evaluation for the Public Manager*, Waveland Press, ISBN 1-57766-778-6. 2012.

***= this book may have been purchased for use in earlier classes.

Library Liaison

Paul Kauppila, paul.kauppila@sjsu.edu

Course Requirements and Assignments (Required)

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 provided by the presenters 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. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to complete the prospectus that might not otherwise be available except from class discussion.

Problem Presentation:

1. Write a complete research question for your planned PADM 298 project. Send it to your colleagues and me on the date noted in the table.
2. On the date noted in the table, make a 10 – 15 minute presentation on your proposed topic.
 - a. Why did you select this topic?
 - b. What kind of work has been done in this area before? By whom?

- c. What is the value of this research? To whom?
- d. What kind of data do you need to answer your question?
- e. Where will you get, collect or select your data?
3. Lead a discussion of your research question/problem with classmates.
 - a. Their reaction to your topic – feasibility, value
 - b. Their suggestions for reforming the question.
 - c. Their suggestions regarding kind of data
 - d. Their suggestions regarding sources of data.
4. On the date noted in the table, send a final research question to the professor, with a summary of classmate responses to your presentation using the attached format.

Cases	Send research question	Make presentation	Updated Question Due to Professor
1,2,3,4,5	10/11	10/14	10/21
6,7,8,9,10	10/18	10/21	10/28
11,12,13,14,15	10/25	10/28	11/4
16,17,18,19,20	11/1	11/4	11/12*

- 11/11 is a holiday

These presentations will be evaluated using the following criteria:

Criteria	Points
a) The appropriateness of the research question	2
b) The comprehensiveness and care with which the research focus being analyzed is described.	2
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy or program outcomes.	2
d) The quality of the critical thinking used to develop the question and presentation	2
e) The quality of critical thinking used to revise the question	2
TOTAL	10

IRB CERTIFICATION

Go to <http://www.sjsu.edu/research/irb/irb-researcher-training/index.html>

Complete Part I and Part II of the IRB Workshops.

E-mail the confirmation sheets to the professor.

Read the complete information at <http://www.sjsu.edu/research/irb/> After viewing the videos, complete either the exclusion form or the IRB protocol forms. Note when they are due in the schedule.

Prospectus Project:

Papers must be **12-20 pages** of double-spaced word processed text in Times New Roman 12 point font, **with in-text citations in APA format**. An additional page (s) will contain the list of Sources Consulted **in APA format**. Prospectus papers must be based on **at least 20 references, including at least 3 from peer reviewed professional journals of the last 5 years**, and the rest from older peer reviewed materials, appropriate government documents, government websites, newspaper reports or other **academically acceptable sources**. **If the topic relates to a local government, access the relevant agenda, meeting minutes and staff reports at the government's website!**

The topic is your capstone focus and will be completed in PADM 298 as your final project to complete the MPA.

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. The library provides access to a variety of sources as a reference for your APA citation formats, and Purdue OWL is available on line. Likewise, it is assumed that you have taken the **Plagiarism Tutorial** during PADM 210, and that you know the rules for citing quotes and paraphrases. You will give the professor the date and class for which you last took the tutorial. Your statement indicates that you are familiar with the rules and understand that you **MUST ABIDE BY THEM!** If not, take the tutorial available at the SJSU/MLK Library website again. <http://library.sjsu.edu/video/plagiarism-graduate-level>

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

We will spend a part of a class session going over the prospectus format, which will be provided as an e-mail. Sources must be from the literature of the social sciences including peer reviewed journals, books by reputable publishers (if in doubt ask the professor), government documents, daily newspapers, government websites or credible journalistic websites. **You may not use any wiki, Answers.com, or similar encyclopedia-type websites, or self-published books!** Journal articles are preferable to books for two reasons. 1) The information is more up-to-date and usually more scholarly. 2) Using articles will make your paper writing much easier. Also welcome are citations of current government reports and publications that are available on the government agency internet sites, and publications from balanced think tanks like Public Policy Institute of California, Brookings, and National Academies.

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, including discerning academic journals from popular press materials. <http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles> You will be expected to use this guidance in the selection of your resource materials. There are also a number of tutorials on research at the library's website that may be helpful. <http://library.sjsu.edu/tutorials/online-tutorials>

Prospectus Research Question And Literature Review

On the date noted, submit the research question in acceptable format and the literature review as a **well-written essay** on your topic. Be sure that you have the right number and type of resources listed: total of at least 20 academically acceptable sources, of which at least 3 must be relevant peer reviewed journal articles. Be sure to

include the relevant staff reports as required. Use the Hart book and materials on literature reviews provided as a guide to the development of yours.

The paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the essay is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	2
b) The comprehensiveness and care with which the research question is crafted.	2
c) The demonstration of understanding of the topic leading to the selection of appropriate sources and the creation of an essay that explains the context and current research related to it	4
d) At least 3 peer reviewed articles	1
e) At least 20 appropriate sources	1
TOTAL	10

Prospectus Methodology Statement And Outline For Findings And Analysis

On the date noted, submit the methodology statement and report outline. The methodology statement is the heart of your work. From that work plan you will develop Findings (data collection, surveys, interviews or other research products) that will lead to your analysis and conclusion. The methodology must be explicit and COMPLETE, including the types of resources you will have to develop to complete it, such as questionnaires, and a statement regarding the need for IRB clearance. Most students will qualify for exclusion, but others may have to apply for initial IRB review to get an exemption from a full review. Projects using human subjects that ask questions about their personal lives will require full review, while those restricted to professional activities are usually, although not always, exempt.

Sylvia and Sylvia offer several acceptable methodologies. Others will be accepted only if you can provide an academic reference on which you are basing your design. PADM 213 textbooks might be used, for example.

The paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the methodology is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	2
b) The appropriateness of the Methodology selected	2
c) The comprehensiveness and care with which the list of items for the Methodology is crafted: e.g. appropriate surveys, interviews, data collection activities.	2
d) The demonstration of understanding of the topic leading to the selection of appropriate outline elements.	4
TOTAL	10

IRB Paperwork

Every student must complete all of the IRB paperwork required for obtaining an exclusion or exemption. Most students will qualify for an exclusion if they are using publicly available data and only asking work-related questions. Even though the exemption checklist suggests that you are exempt, you must complete the basic IRB

narrative and methodology materials. If you will conduct interviews on any subject that requires personal responses, the IRB paperwork must be completed. If you are relying on the self-checklist for exclusion, you must complete that form and attach an explanation of why and how your project is excluded. Materials will be submitted to the professor on the date indicated. They will be reviewed for completeness and correctness. Students will then submit the corrected IRB forms to IRB, if required.

The IRB paperwork will be evaluated using the following criteria:

Criteria	Points
a. The professionalism with which the narrative is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	3
b. The appropriateness of the Methodology selected	3
c. The comprehensiveness and care with which the list of items for the Methodology is crafted: e.g. appropriate surveys, interviews, data collection activities, reasonable sources..	5
d. The demonstration of understanding of the topic leading to the selection of appropriate IRB elements.	4
TOTAL	15

Final Prospectus

Once you have received your research question, literature review, methodology and outline back from the professor you will make any required changes. Next you will write an “Introduction” section for your paper based on your topic research up to that point. The research question is integrated into the “Introduction” section of the paper, usually in the first few paragraphs. You will then assemble the sections of the prospectus in the correct order, have it peer reviewed, and then make an appointment with the professor whom you would like to be your adviser. This will generally be me, but if there is a professor whose specialty better matches your interest, you may ask someone else. You will present your prospectus and get the professor’s agreement to be your adviser, or move on to another professor until you find an adviser. Your adviser should send me an e-mail stating that he/she will be your adviser for the project as presented to him, or as revised between you.

The final prospectus will be the basis for your presentation on the night assigned. You will create a PowerPoint to guide the presentation of your topic to your colleagues in class, and invite their comments or suggestions. The prospectus is due the night of your presentation.

Note that now that PADM 298 is a formal class, the expectation is that most of you will complete your 298 through that class, with that professor as your adviser. However, individuals may seek a different adviser with a better match of research interests, if desired.

Professors and their current interest areas are:

Brent: constitutional law

Edwards: emergency management, financial issues, public policy, climate change, water policy, public safety, transportation security, cyber security, non-profits

Jackson: survey methods, civic engagement

Lira: public management, organizational theory, veterans’ affairs, international relations

Percival: criminal justice, local government policies

Quill: ethics [sabbatical Spring 2020]

Record: projects relying on statistical analysis

Sasikumar: international relations, international and comparative government

The final prospectus will be graded as follows:

Criteria	Point Value
a) The professionalism with which the prospectus is presented: clarity, appearance, grammar, spelling, appropriate sections, appropriate word choice, “voice”.	4
b) The comprehensiveness and care with which the topic being analyzed is described in the Introduction section.	6
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy outcomes, as demonstrated in the Literature Review.	5
e) The quality of critical thinking demonstrated in the development of the methodology.	5
f) The appropriateness of the references selected and the analytical bridge to the topic.	5
TOTAL	25

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER

[University Policy S16-9](#)

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” Class presentations on the prospectus and the submitted final prospectus will serve together as the Evaluation for this course.

Grading Information

Grading Components:

Participation in class activities/discussion	15 points
Research Question/ Problem presentation	10 points
IRB Certification	5 points
IRB paperwork	10 points
Prospectus research question and literature review	10 points
Prospectus methodology plan and outline	10 points
Prospectus presentation and PowerPoint	15 points
Approved complete Prospectus, including letter from adviser	25 points
TOTAL	100 points

Grade Values:

A plus	98 points and above
A	93-97 points
A minus	90-92 points
B plus	88-89 points
B	82-87 points
B minus	80-81 points
C	75-79 points
D	70-74 points
F	69 points and below

Make-Up Policy:

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

Classroom Protocol

Be respectful of your classmates, and do not engage in any behavior that interferes with their learning. Keep your cell phone on vibrate, and exit the room quietly if you need to take a call.

It is expected that you will come to class prepared to engage in activities and discussions.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is 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 university policies and resources with students.

Academic Integrity:

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

Instances of academic dishonesty will not be tolerated.

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

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

"If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors."

<http://www2.sjsu.edu/senate/S04-12.pdf>. The prospectus is pre-approved for all PADM 297 students for use in their PADM 298 projects.

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

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](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.)

PADM 297, Fall 2019, Course Schedule

Note: This schedule may be changed with reasonable notice.		
Week	Date	Class Plan
1	8/26	<p>Introduction Introduction of students, review of syllabus and course expectations. Purpose of PADM 297. Good writing questions- review of common mistakes. How does a team work in a public agency? What is “peer review” of papers? How is that not plagiarism? Draw presentation number. Form five study groups.</p>
	9/2	NO CLASS – LABOR DAY
2	9/9	<p>Prospectus Development Presentation on the prospectus, its segments, finding a topic. How do you create a research plan? How and when do you create your research question? How do you begin a literature review? Part Two: Study Group Meeting Informal discussion of possible research questions</p>
3	9/16	<p>Library Resources – Paul Kaupilla, Political Science librarian Plagiarism tutorial scores due – if you took it before, send me an e-mail with the class and semester of your passing score. Meet at ML King Library, Room 217 Discussion: Research using library resources, citing research including electronic lists, plagiarism. (approximately 1 hour) Part Two: Research Students are encouraged to remain in the library to search for the research materials on the research questions they will write about. Professor is in the library for consultations.</p>
4	9/23	<p>Ethics of Research: IRB – IRB Certifications Due Reading: Edwards, Practical Considerations for Ethical Research in Post-Disaster Communities What is IRB? Why do we have IRB? Review of forms and protocols. Discuss IRB paperwork; review exclusion or exemption form</p> <p>Part Two: Study Group Meeting Informal discussion of research presentation challenges</p>
5	9/30	<p>Critical Thinking for the Research Plan Readings on pensions sent via e-mail. San Jose’s Pension Crisis – an in-class case discussion.</p>
6	10/7	No class. Research groups meet to discuss research questions and presentations.
7	10/14	<p>Research questions 1, 2, 3,4,5 First 5 research questions presented in class</p>
8	10/21	<p>RESEARCH QUESTION AND LIT REVIEW DUE Research questions 6,7,8, 9, 10 Next 5 research questions presented in class</p>

Note: This schedule may be changed with reasonable notice.		
Week	Date	Class Plan
9	10/28	Research questions 11, 12, 13, 14, 15 Next 5 research questions presented in class
10	11/4	METHODOLOGY/OUTLINES DUE Research questions 16, 17, 18, 19, 20 Last 5 research questions presented in class
	11/11	NO CLASS – VETERAN’S DAY HOLIDAY
11	11/18	IRB paperwork due – either exclusion sheet or completed forms for my signature Student Presentations of Prospectus: 1,2,3,4
12	11/25	Student Presentations of Prospectus: 5, 6, 7, 8
13	12/2	Student Presentations of Prospectus: 9, 10, 11, 12
14	12/9	Student Presentations of Prospectus: 13, 14, 15, 16
FINAL	12/16	Student Presentations of Prospectus: 17, 18, 19, 20 Party!

Spelling and Grammar Guidance

Common Graduate Student Mistakes!!

1. Never use a long word when a short word will do. (George Orwell)
2. Never use “etc.” in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, “grapes, peaches and pears, *for example*,” or “*among other things*,” or a similar phrase.
3. Use your grammar checker, THEN proof read to be sure you selected the right usage in context.
 - a. Be careful of the “passive voice rule.” It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.
 - b. Never use “change all” for a grammar rule, as it will lead to odd usages. Just read each suggestion and decide whether to change based on each sentence.
4. Use your spell checker, THEN proof read to be sure you selected the right word in context.
5. Check to be sure you are using the right homonym: Check especially for these four frequently misused sets:
 - a. Their, there
 - b. Right, write, rite, wright
 - c. Sight, site, cite
 - d. Its, it’s
6. Do not use contractions in formal writing unless it is a direct quote: Don’t, Can’t, It’s, Won’t, and all the others!
7. Check on capitalization. A sentence begins with a capital letter, as does a proper name of someone or someplace or an organization. Federal, state, city and local are only capitalized if they start a sentence or are part of a title or proper name. The federal government is not a proper name but the United States Government is, for example.
8. Capitalize at the start of most quotes, even then they are inside a sentence. Here is an example. I went to class and Professor Edwards said, “Do not ever use a contraction when writing for this class.” Titles are only capitalized when they come before a name (Professor Edwards, the professor).
9. If you want to use an abbreviation or acronym (e.g., FEMA), be sure to spell it out the first time you use it. For example, “When James Lee Witt was head of the Federal Emergency Management Agency (FEMA), he came to San Jose. He wanted to show FEMA’s support for Mayor Susan Hammer.”
10. Be careful that you use “then” and “than” properly. “Then” is related to time sequences. For example, I went to school, **then** I took a nap.” A mnemonic that will help you to remember the right order is that “Then” is related to “Time” and both have an “e”. “Than” is a comparison, such as, “I like cherries more **than** bananas.” Both have “a”.
11. Be careful in using the apostrophe for possessive and plural. For a plural word in English you just add the letter “s” or sometimes “es” or “ies.” **There is no punctuation for plural.** In general, to form a possessive you use “’s”. For example, “my **dog’s** bone.” The only exception is the word “its” which means “belonging to it” but does not take the punctuation. **It’s** means “**it is**,” a contraction, and you do not use contractions in formal writing.

12. In general you do not use commas after prepositional phrases. “In support of his position John gave two examples.” However, if you have several prepositional phrases before the main sentence you may set them off with commas to make it clear what relates to what. “In supporting his team for the finals, John wore a Shark’s shirt to school.”
13. Hyphens are used to join words that modify another word. For example, political-science professor, little-used car, pickled-herring merchant. Without the hyphens it might be hard to tell if the science professor was running for president, the used car was small, or the fish seller was drunk!
14. Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a mailing address, not in prose.
15. Numbers: spell out the word for numbers up to two words, and all numbers that begin a sentence (One hundred fifty boys went to school.) Write out the numbers if over 100 (e.g., 101 because that would be “one hundred one”). Always use the 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. They are not used for journal articles or reports. 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.” “The doctor finished his rounds.” When you do not know the gender, use masculine. Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender problem!

To: Dr. Frances L. Edwards **From:** Your Name
Subject: **Topic in a few words** **Date:** Assigned due date

RECOMMENDATION

One sentence that summarizes your research question.

BACKGROUND

- a. Why did you select this topic?
- b. What kind of work has been done in this area before? By whom?
- c. What is the value of this research? To whom?
- d. What kind of data do you need to answer your question?
- e. Where will you get, collect or select your data?

ANALYSIS/DISCUSSION

- a. Reaction to the topic – feasibility, value
- b. Suggestions for reforming the question.
- c. Suggestions regarding the kind of data
- d. Their suggestions regarding sources of data.