Course Number: PPPA 6001  Semester: Fall 2018  
Thursdays, 6:10-8:00 pm, (Rome 202 )

SATURDAY, September 15, 2018  8:30-12:30 (Funger Hall)

Course Title: Introduction to Public Administration and Public Service  
Instructor: Professor Nancy Potok  
MPA Bldg. Room 601N  
240-441-5455  
npotok@gwmail.gwu.edu  
Office Hours: Thursdays 5:00-6:00 p.m. by appointment only

Course Objectives
PPPA 6001, Introduction to Public Administration and Public Service, serves as a core socialization experience into our MPA program, into the discipline of public administration, and into the personal choice of living a public service life. It is both intellectual and personal. You are expected to develop a sense of American public administration’s history, traditions, controversies, challenges, and how technology is changing to way public management is conducted. You will also be asked to think seriously about yourself, your choice of public administration, your ethical views, and your connection to public service. The course will develop your skills and capacities for professional writing, intellectual reflection, and critical thinking.

Course Description
This course, PPPA 6001, is the first MPA core course, and is to be taken in the first semester of the MPA program. It provides a foundation for the rest of the MPA program.

We will examine the intellectual traditions and theoretical frames of reference that inform public administration as a field of professional practice and study, as well as current and continuing methods, challenges and controversies. This will include an exploration of the historical evolution of ideas and practice related both to the nature of public administration, and organizations, organization theory, and associated assumptions about human behavior and societal norms. This exploration is designed to enhance students’ appreciation for what we may take for granted about “reality,” encouraging critical thinking and a constant questioning of underlying assumptions. It will take place in a broader context that joins personal reflection with the recognition that public administration is not a loner endeavor but rather a collaborative process. Together, this intellectual exploration, personal reflection, and group experience create
the foundation for the remainder of the MPA program and a lifetime of reflective action as a public administrator.

**Student Learning Outcomes**
Through course discussions, readings and class exercise, students will develop knowledge and skills to:

- Assess the meanings of public administration and public service as a professional field of study and practice.
- Identify their own preferences and personal styles and situate themselves within the identity of a public administrator.
- Recognize and navigate the history, traditions, and institutional contexts of American public administration and management.
- Understand and analyze the major controversies and issues facing the field.
- Understand how technology is profoundly changing the practice of public administration.
- Participate and benefit from a supportive and developmental community of public administrators within the MPA program.
- Write professionally and think critically.

**Course Process**
The course is organized around lectures, discussions, case applications, and a group project. You should expect approximately 50-150 pages of reading each week. There are also several written assignments to be completed independently, and a group paper.

The student is entirely responsible for understanding TSPPA policies concerning attendance, written work, and incompletes and acting accordingly. Without prior approval, late work cannot be accepted for full credit. Grades will be discounted by one half grade (e.g., A becomes A-, A- becomes B+, etc.) for every three days (or portion thereof) that assignments are late. To contest a grade a student must submit a brief, professional memo stating the grade they believe is warranted and justifying the case for a changed grade with examples from her/his work.

**Course Requirements**
- Weekly readings and class discussions
- Four written assignments, described below
- Attendance at all class meetings (excusable only in advance with permission by the professor)
- Full participation in class discussions and practitioner speaker component described below. Attendance is part of the participation grade.

**The Four Written Assignments:**

*Written Assignment 1. One-page Analysis of Assigned Reading*
Students are required to complete a short analytical writing assignment, capturing their reflections on the assigned reading. This will be used as the basis for class discussion, and should reflect the student’s own values and experiences. The writing should not exceed one page, and should capture the assigned author’s major themes. The analysis should end with 1-3 class discussion questions.

Assignments will be given out the first day of class. They are **due the day of the class for which they are assigned.** They should be submitted through Blackboard the day of class, but you should bring a hard copy to class for yourself and the professor, and you will be expected to lead off the class discussion of the reading when it is your week.

**Written Assignment 2. Question Analysis: Critical Essay**

This is a writing assignment designed to reinforce good professional writing skills. Each student will respond to one of three questions provided in Blackboard. The paper is a critical essay; therefore you must make your own argument persuasively. Leaders have opinions, make arguments, and seek to persuade others to follow them. Clearly making and supporting an argument in a way that is easily accessible to a reader is an essential skill for any professional.

The paper should be **at least four but no more than five pages**, clearly structured with: 1) an **introduction** that states a clear **argument** (not a statement that will “explore” or “discuss” the issues) and presents a road map for the paper (i.e., introduces the structure of the paper); 2) a **brief summary** of the main arguments/ideas of each of the implicated authors; 3) an **analysis** of these that builds support for your argument; and 4) a **concluding paragraph** that summarizes the paper and highlights why the argument matters. Note that a page of end notes does not constitute a page against the 4-5 page count.

Students will write draft paper that will be reviewed by two peer reviewers and returned with comments. Students will then write a final paper incorporating the peer review feedback before a final grade is assigned. **The first draft is due October 4 to your peer reviewers.** The draft is also to be submitted on Blackboard to the instructor, as well as emailed to your peer reviewers. The peer review will be conducted using a matrix that will be provided on Blackboard. **The deadline for providing peer review is October 11.** You will then have the opportunity to rework the paper to incorporate received comments. **The final paper is due and must be submitted on Blackboard on October 25.**

An “A” paper will be well-written and must include each of the four components, a well-supported argument, and the basic mechanics of good writing (correct grammar, punctuation, etc.). More specific guidelines are indicated in the attached grading matrix. **Two samples of an “A” paper are available on Blackboard under the “Files” tab.**

Note that the same writing style and structure is expected for the team 25-page paper described below.

**Written Assignment 3. Public Administration Team Paper**

This is a team assignment.

As a team, you are to:
Choose one author from the Shafritz and Hyde collection whose work interests you. You may not select one of the authors discussed in Brian Fry’s Mastering Public Administration.

Review at least one book and 3-4 articles by the author other than the one work included in the Shafritz and Hyde book. In the unlikely event he or she does not appear to have written a book, review at least six of her or his published articles. Although most of the authors included in Shafritz and Hyde have published widely, a few have not. Be sure to select an author whose overall contributions to the field of Public Administration (and related discourses) are quite extensive.

Each team member should read either one book or an article (other than those chosen by one’s teammates) written (not edited) by the author. Based on your reading, discuss among your team what you think this author’s importance is to the field, identifying her/his most significant contributions.

The same writing style and structure that are required for the critical essay papers also are expected for this assignment. The team paper is to be a critical analysis, not a book report. A sequential summary of the author’s research products does not meet the requirements of this assignment. The paper must include: (1) an argument statement, (2) road map, (3) integrated review of the author’s work, (4) analysis section that supports the team’s argument, and (5) separate, short conclusion that identifies implications for broader theory and practice. Each of these five sections should be easily identifiable and distinguished from each other and should be presented in the order shown above.

The paper is to be 24-25 pages long. (not counting end notes.) The first draft is due on Thursday November 15, to be submitted on Blackboard. The first draft is so that I can give you high level feedback on whether your paper is on the right track (e.g., do you have a good argument statement, roadmap, etc.). You will not get detailed editorial comments for the most part. Therefore, the first draft can be a detailed outline, rather than a full narrative. The final paper is due by Monday December 10.

A sample of an “A” paper is available under the “Files” tab on Blackboard, as well as general guidance.

Every team member is expected to participate in the research and writing of this assignment and will get the same team grade. Also on November 15, you will give a paragraph of constructive feedback to each of your team members on their participation and contribution to the team. We will discuss this further in class. The feedback paragraphs will not be graded, but must be submitted to me on Blackboard on Thursday November 15, as well as emailed to each of your team members.

Writing Assignment 4. Student Log

Students are required to complete one log assignment, capturing their reflections on the readings and discussions in class, especially as they relate to students’ own values, experience, and career plans. The log should address the following question:
What does public service mean to you? What role do you see yourself playing in public service? How will you measure your success? What did you learn from your team experience and feedback, MBTI self assessment, and what might you do differently in other courses in this program and as a public servant?

This log will be one of the important foundations for reflecting on your learning and evolved career plans at the end of the MPA program, a component of the Capstone course.

The log should be approximately five double spaced pages. Log entries should be submitted through Blackboard. The log is due on Blackboard by Thursday December 6. We will be discussing the log entries in class that day.

**Other Course Requirements**

5. **Class Participation**

Class participation is a prerequisite for several of our learning objectives, both for you to learn and for others to do so. You are expected to attend all class meetings, including our Saturday session and to engage in our discussions. 10% of your grade is based on class participation.

6. **Practitioner Speaker Series**

Invited speakers are asked to talk about a relevant topic in Public Administration related to something they have achieved in their own careers. In addition, alumni of the program may visit the class to discuss what careers in their sector (Nonprofit, Government, or Private) look like generally.

**Grading**

Grades will be based on the following percentages:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Readings Analyses</td>
<td>15%</td>
</tr>
<tr>
<td>Key Question Analysis</td>
<td>30%</td>
</tr>
<tr>
<td>Team PA Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Log Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Letter grading will be based on:

**94.0+ A:** Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional professional quality.

**90.0 - 93.9 A-:** Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well reasoned, and meets professional standards.

**88.0 - 89.9 B+:** Good: Sound work for a graduate student; well reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

**86.0 - 87.9 B:** Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

**84.0 - 85.9 B-:** Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues in incomplete. (A B- average in all courses is not
sufficient to sustain graduate status in good standing.)

82.0 - 83.9 C+: Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by errors and misunderstandings of important issues.

80.0 - 81.9 C: Deficient – see above

78.0 - 79.9 C-: Deficient – see above

Less than 78.0 F: Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements.

**Required Books and Materials**

Shafritz, Jay M., and Albert C. Hyde, eds. *Classics of Public Administration*. Eighth Edition. Wadsworth, 2015. (If you want to purchase an earlier edition, be sure to check it before purchasing to ensure it includes the required reading for the course.)


Additional readings are available on Blackboard and do not need to be purchased.
### SUMMARY CALENDAR

Note: Deadlines are by class time unless otherwise indicated.

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30</td>
<td>Session 1: Introduction and Overview</td>
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<tr>
<td></td>
<td>Get writing assignments on readings</td>
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<tr>
<td></td>
<td><strong>DUE:</strong> completed MBTI on-line assessment (may be submitted earlier)</td>
</tr>
<tr>
<td>September 6</td>
<td>Session 2: History of the Field: The Founding Period</td>
</tr>
<tr>
<td>September 13</td>
<td>Session 3: History of the Field: Accountability to the Public Interest</td>
</tr>
<tr>
<td>September 15</td>
<td>Session 4: Self Awareness and the MBTI Saturday Session</td>
</tr>
<tr>
<td>September 20</td>
<td>Session 5: Intro to Teams and First Team Meetings (teams are assigned in class)</td>
</tr>
<tr>
<td>September 27</td>
<td>Session 6: Evidence-based Decision Making in the Public Interest</td>
</tr>
<tr>
<td>October 4</td>
<td>Session 7: Critical Concerns: The Nature of the Public Interest</td>
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<tr>
<td></td>
<td><strong>DUE:</strong> First draft of critical essay to peer reviewers and on Blackboard</td>
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<tr>
<td>October 11</td>
<td>Session 8: Critical Concerns: Classical Thinking About Management and</td>
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<td>Organizations</td>
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<td></td>
<td><strong>DUE:</strong> Peer Reviews emailed back to writers and submitted on Blackboard</td>
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<tr>
<td>October 18</td>
<td>Session 9: Critical Concerns: The Role of the Public Administrator</td>
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<tr>
<td>October 25</td>
<td>Session 10: Critical Concerns: Ethics and Administrative Responsibility</td>
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<td></td>
<td><strong>DUE:</strong> Final Critical Essay</td>
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<tr>
<td>November 1</td>
<td>Session 11: Thinking Critically about Contemporary Public Administration</td>
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<tr>
<td>November 8</td>
<td>Session 12: Thinking Critically about the Future of Government and Public</td>
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<td>Administration</td>
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<tr>
<td>November 15</td>
<td>Session 13: Thinking Critically about Contemporary Organizations</td>
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<tr>
<td></td>
<td><strong>DUE:</strong> First draft of 25-page paper; team feedback paragraphs</td>
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<tr>
<td>November 22</td>
<td>Thanksgiving Break</td>
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<tr>
<td>November 29</td>
<td>Work Session: Meet in teams - no readings or lecture</td>
</tr>
<tr>
<td>December 6</td>
<td>Session 14: Contemporary and Future Social Conditions</td>
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<tr>
<td></td>
<td><strong>DUE:</strong> Reflection Log</td>
</tr>
<tr>
<td>December 10</td>
<td><strong>DUE:</strong> Final 25-page team paper (Note this is a Monday)</td>
</tr>
</tbody>
</table>

### Class Schedule
August 30  

Session 1 - Introduction and Overview

Activities:
Discuss syllabus and class requirements
Discuss assigned readings
Give out specific writing assignments on future readings

Readings:
Shafritz & Hyde, pgs 3-15
Frye, pgs 1-17

Due:
Completed Myers-Briggs Type Inventory. When completing the online assessment, be sure to correctly indicate which section you are in. To complete the assessment, follow instructions that were sent to you in an email.

September 6  

Session 2 - History of the Field: The Founding Period

Activities:
Class Discussion

Readings:
Selections from The Federalist Papers, Numbers: 10, 37, 51. (I assume you will have read some or all of these for other coursework. If not, please be sure to read them before class)
http://thomas.loc.gov/home/histdox/fedpapers.html
Selections from the Debates on the Convention of the Commonwealth of Virginia, on the adoption of the Federal Constitution. Read June 25, 1788, starting with Mr. INNES {631}. Read at least to TYLER {638-643}.
http://www.constitution.org/rc/rat_va.htm
The Constitution of the United States
http://www.loc.gov/rr/program/bib/ourdocs/Constitution.html
Census Bureau Brief on Congressional Apportionment, November 2011 (On Blackboard))

See also other primary documents in American History available at:
http://memory.loc.gov/ammem/help/constRedir.html

September 13  

Session 3: History of the Field: Accountability to the Public Interest
Activities:
Class discussion

Readings:
Shafritz & Hyde, chapters by Bentham (pg 29), Wilson (pg 35), Goodnow (pg 48), and Addams (pg 51)


Goldstein, Ira. The Federal Management Playbook, Introduction and Chapter 1

September 15 Session 4: Self-Awareness and the Myers-Briggs Type Indicator; Introduction to Teams (8:30 a.m.-12:30 p.m, Funger Hall)

Activities:
Lecture and exercises on the MBTI

September 20 Session 5: Introduction to Teams and First Team Meetings
Based on the readings and your experience working in teams what are three success factors? What are three factors that might doom a team to failure or you to frustration? What have you learned from the MBTI session about working with others on your team?

Activities:
Discuss working in teams
Complete first team meeting agenda using format provided on Blackboard

Readings:


Goldstein, Ira. The Federal Management Playbook, Chapter 2
View Susan Cain video – Link in projects tab on Blackboard
View Emotional Intelligence video - https://www.youtube.com/watch?v=26N1XjfFwrE

September 27 Session 6: Evidence-based Decision Making in the Public Interest

Activities:
Class discussion

Readings:

Executive Summary: Report from the Commission on Evidence-based Policymaking, September 7, 2017 (Available on Blackboard)

Lane, Julia, Building an Infrastructure to Support the Use of Federal Administrative Data for Social Science Researchers; New York University

Foster, Ian, Research Infrastructure for the Safe Analysis of Sensitive Data, University of Chicago

Culhane, Dennis, Fantuzza, Hill, and Burnett, Maximizing the Use of Integrated Data Systems to Serve State and Local Governments Through Advancing Core IDS Components


Selected Readings: Groves, Robert and Brian Harris Kojetin, editors; “Innovations in Federal Statistics: Combining Data Sources While Protecting Privacy” National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education; Committee on National Statistics; Panel on Improving Federal Statistics for Policy and Social Science Research Using Multiple Data Sources and State-of-the-Art Estimation Methods; 2017; Executive Summary, Introduction, and Summary (Available on Blackboard)


October 4  Session 7: Critical Concerns: The Nature of the Public Interest

Activities:
Class Discussion

Readings:
Shafritz & Hyde, chapters by Simon and Waldo
Fry, chapters on Simon and Waldo


Goldstein, Ira. The Federal Management Playbook, Chapter 5

**Due:** First draft of critical essay to peer reviewers – also submit on Blackboard Projects tab

**October 11**  
**Session 8: Critical Concerns: Classical Thinking About Management and Organizations**

**Activities:**
Class discussion

**Readings:**
Shafritz & Hyde, chapters by Weber and Taylor
Fry, chapters on Weber (22) and Taylor (71)

**Videos:**
Weber, Taylor, and Fayol
https://www.youtube.com/watch?v=d1jOwD-CTLI

Bureaucracy Explained
https://www.youtube.com/watch?v=IzK2lz3P7ho

More in-depth looks:
Weber: Theory of Bureaucracy
https://www.youtube.com/watch?v=zp554tcdWO8
Taylor: Scientific Management
https://www.youtube.com/watch?v=vNfy_AHG-MU
Henri Fayol: Principles of Management
https://www.youtube.com/watch?v=90qpciPNRnY

**October 18**  
**Session 9 - Critical Concerns: The Role of the Public Administrator**

**Activities:**
Class discussion

**Readings:**
Frye, Lindblom (339) Gulick (112)
October 25  Session 10 - Critical Concerns: Ethics and Administrative Responsibility

Activities:
Class discussion

Readings:
Shafritz & Hyde, chapters by Frederickson, Stivers, and O'Leary
Goldstein, Ira. The Federal Management Playbook, Chapter 10 and 11
Remarks by Mark Duffy, Public Administration Outstanding Alumnus Award 2002.

November 1  Session 11 – Thinking Critically about Contemporary Public Administration

Activities
Discussion of readings

Readings:
Frye, chapter 10 (445)
Shafritz and Hyde: Bennington and Moore, Rivlin
Goldstein, Ira. The Federal Management Playbook, Chapter 7 and 8


**November 8  Session 12 – The Future of Government and Public Administration**

**Activities:**
Small group discussion of readings

**Readings:**


Goldstein, Dana, “America: This is Your Future”, Politico, Nov. 30, 2016


**Videos**
**Transportation**
https://www.youtube.com/watch?v=QjwPfs9K7Ac

Global climate change
https://www.youtube.com/watch?v=7mYJ9GJMgaw

Climate Change – Southern CA
https://www.youtube.com/watch?v=--WU6pqHe8x0

Population Change
https://www.youtube.com/watch?v=FAck2knC08E
November 13  Session 13 - Thinking Critically about Contemporary Organizations

Activities:
Discussion of readings

Readings:
Shafritz & Hyde, chapters by Follett, Mayo, Barnard, Maslow, McGregor, and Bennis
Frye, chapters on Follett (150), and Barnard (237)


Videos
Dan Pink themed video on “Drive”
https://www.youtube.com/watch?v=_BmHdTC36N4
Maslow’s Hierarchy of Needs (1943)
https://www.youtube.com/watch?v=nASV5lWG3k

DUE: First draft of Team paper submitted on Blackboard; Feedback memo to team members

November 22  No Class – Thanksgiving

November 29  Team Work Session – No Readings

December 6  Session 14 - Contemporary and Future Social Conditions

Activities:
Discussion of readings
Sharing some key thoughts from logs

Reading:


https://www.forbes.com/sites/susanadams/2013/03/04/10-things-sheryl-sandberg-gets-exactly-right-in-lean-in/#4903d17f7ada


DUE: Log Assignment

December 11 DUE: Blackboard submission of final team paper

Writing Advice For 5 page Critical Essays

PPPA 6001

This is a writing assignment designed to reinforce good professional writing skills. Professional (workplace) writing is significantly different from the kind of academic or descriptive writing you may be accustomed to.

A multiple drafting process is used to help you to learn this new form of writing. You should expect to need to write more than one draft no matter how good a writer you have considered yourself to be in the past. Rewriting is both a practice and a skill common to all seasoned
professionals. Particularly with this writing assignment, initial feedback may not reflect your general writing skills as much as it reflects the process of learning a style that may be new to you.

The first draft will be assessed by your peers using the attached assessment matrix. In addition to benefitting from the feedback you receive, the review will also enable you to become familiar and work with the assessment matrix. The matrix recognizes that there are many elements to your writing. You should note, however, that in the grading process not all elements of the matrix are weighted equally. Like riding a bicycle, writing (and applying this matrix) cannot be learned solely from reading about them.

The paper should be a critical essay where you make your own argument. Leaders have opinions, make arguments, and seek to persuade others to follow them. This assignment is not intended as an academic/intellectual exercise, but as a writing exercise wherein you make and logically support an argument within the parameters described below. Clearly making and supporting an argument in a way that is easily accessible to a reader is an essential skill for any professional.

The paper should be no more than five pages. It should be clearly structured with:

1. An introduction that
   a. states a clear argument (not a statement that will “explore” or “discuss” the issues), and
   b. presents a road map for the paper (introduces the structure of the paper). Another way of thinking about the “roadmap” is as a table of contents in sentence form.

2. A brief summary of the main arguments/ideas of each of the implicated authors, as relevant to the student’s argument. You can think of this as akin to a literature review.

3. An analysis of these that builds support for your argument, presenting your own ideas about the issue. For a good example of how to structure your ideas to bridge from theory to practice, see Etzioni, Amitai. “The Elements of a Good Society,” Chapter 1. The New Golden Rule: Community and Morality in a Democratic Society. New York: Basic Books, 1996: 3-33.), especially his section on “Implications for Practice and Society.”

4. A concluding paragraph. Summarize the paper and highlight why the argument matters.

An “A” paper must include each of these components, present a well-supported argument, and reflect the basic mechanics of good writing (correct grammar, punctuation, etc.). More specific guidelines are indicated in the assessment matrix.

Develop a clear and comprehensive answer to the selected question, being careful to respond to every part of the question. You need to demonstrate that you have read thoroughly all of the relevant materials by referring directly to the authors’ arguments in your summary section. You need to demonstrate original thinking on the issue of how to bridge theory to practice in your analysis section. There is no single correct answer for any of the questions. Your answers will be evaluated in part on how clearly and imaginatively you develop and present your position.

Each student will respond to one of three key questions provided below.
**Critical Questions**

1. What is the responsibility of the government in the Federalist and the Antifederalist views, and how would this be interpreted through today’s political parties and their subdivisions? What are the implications for the public administrator? (Response should at a minimum reference McSwite (“The Political Background of the Issue”), the Federalist Papers, and Rohr).

2. People bring their own expectations, biases, and personality types to the workplace whether explicitly or not. What are the implications of these implicit biases and expectations for how the public administrator works in teams and manages other people? (Response should, at a minimum, reference reading materials on teams).

3. McSwite (“The Framing of the Issue”) identifies two perspectives on the public administrator that have generated the Friedrich-Finer debate. Which of these is most relevant to today’s public service challenges? How should theory and history inform the public administrator enacting this perspective? (Response should, at a minimum, reference Wilson, Goodnow, and Addams.

**Timeline**

First draft due to peer reviewers **October 4**. Timely and thoughtful feedback will enable students effectively to revise the paper and submit a higher quality final paper. **Peer review feedback must be returned to the author no later than October 11.**

Peer reviewers will use the attached matrix to evaluate and provide constructive criticism to the authors. Each person will have their paper reviewed by two people, which means everyone will review two papers. Reviewers will be assigned by the professor and notified on Blackboard and in class prior to October 4.

If you have issues with the feedback you have gotten through the peer review, please discuss with the professor.

Final paper is due on Blackboard **October 25 (class time)**.
<table>
<thead>
<tr>
<th>Category</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Good</th>
<th>Outstanding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated Understanding</td>
<td>No apparent understanding of the issue(s)</td>
<td>Limited understanding of the issue(s) displayed by vague, unclear language</td>
<td>Developing some understanding of the issue(s) and responding to the question</td>
<td>Suggests an understanding of the issue(s) and responds to the question, but language and ideas are not fully developed</td>
<td>Clear understanding of the issue(s) displayed by clear, concrete language and complex ideas that directly address the question posed</td>
<td>Good/Acceptable A clear understanding of McSwite but discussion of Box remains vague, especially in the sense of giving an overview of his perspective. Could be improved by explaining all 3 factors which Box considers important</td>
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<tr>
<td>of the Issues</td>
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</tr>
<tr>
<td>Argument Statement</td>
<td>Addresses the topic but does not include an argument statement</td>
<td>Focused on the topic and implies but does not specifically state an argument and/or the argument does not reflect course content</td>
<td>States an argument but with vague language and/or weak evidence of insight (oversimplified or obvious argument)</td>
<td>Clearly stated argument demonstrating creative application of course concepts/author ideas</td>
<td>Clearly articulated argument that demonstrates innovative thinking, reflects clear insight and thoughtful synthesis of ideas, and connects clearly to author ideas/course content</td>
<td>Good/Acceptable Clearly defined argument very early in the paper, however it is not pursued as well as it could be throughout. The constant introduction of new themes from the reading makes it sometimes difficult to see how they all relate.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Few to no solid supporting ideas or evidence for the analysis</td>
<td>Some supporting ideas and/or evidence for the analysis</td>
<td>Analysis is adequate but lacks specificity and is not well synthesized</td>
<td>Analysis is logically developed and adequately synthesized.</td>
<td>Specific, developed details and superior support and evidence in the analysis</td>
<td>Acceptable Analysis of historical perspective is good, but argument for most relevant of Box’s ideas is weak. Perhaps compare all 3 to show how others are less relevant than entrepreneurialism.</td>
</tr>
<tr>
<td>Structure and Organization</td>
<td>Lacks logical progression of ideas</td>
<td>Brief skeleton (introduction, body, conclusion) but content does not reflect and/or mixes heading content</td>
<td>Includes logical progression of ideas but minimal overlap between sections and transitions are lacking. Includes at least an implicit</td>
<td>Includes logical presentation of ideas, argument builds through distinct sections, supported by clear transitions. Clearly stated roadmap. Author and student ideas are clearly</td>
<td>Argument logically builds with mutually supporting sections and clear implications identified in the conclusion. Clearly stated road map and literature review is distinct from student's own analysis.</td>
<td>Acceptable Well-stated road map of the paper in the beginning. however, structure could be improved with a few lead-in sentences outlining the issue and question. Separating your</td>
</tr>
</tbody>
</table>
| Mechanics | Frequent errors in spelling, grammar, and punctuation; run-on and/or incomplete sentences and paragraphs | Errors in spelling, grammar, and punctuation; but few run-on and/or incomplete sentences and paragraphs | Some grammatical errors and questionable word choice; almost all sentences and paragraphs are well-structured | Few grammatical errors or questionable word choice; all sentences and paragraphs are well-structured | Nearly error-free, reflecting a clear understanding and thorough proofreading; each paragraph fully develops one main idea representing a logical progression of the argument | Acceptable/Marginal
Good paragraph structure. Some questionable word choices and sentence structure errors; could be fixed by proofreading. Also, try using footnotes for citations to minimize disruption of flow. |

Note: Additional deductions will be made for papers submitted past the deadline (see syllabus). In addition, proper citations are not included under mechanics. If papers contain materials not original to the author of the paper, they must be properly cited; otherwise the author has plagiarized whether he/she intended to do so or not.
Policies in Public Administration and Public Policy Courses

1. **Incompletes:** A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the SPPPA Student Handbook or visit [home.gwu.edu/~moses/Incompletes.doc](http://home.gwu.edu/~moses/Incompletes.doc) for the complete CCAS policy on incompletes.

2. **Submission of Written Work Products Outside of the Classroom:** It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.

3. **Submission of Written Work Products after Due Date: Policy on Late Work:** All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor. [Note: Brinkerhoff’s policy is that without prior approval, late work is reduced by one-half grade for every three days (or parts thereof) that it is late].

4. **Academic Honesty:** Please consult the “policies” section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.” All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. IT IS YOUR RESPONSIBILITY TO KNOW THE CODE AND TO FOLLOW IT.

5. **Changing Grades After Completion of Course:** No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

6. **The Syllabus:** This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.

7. **Accommodation for Students with Disabilities:** In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office.

8. **Professor’s Policy on Grade Contestation:** Students wishing to contest a grade are required to write a professional memo outlining their case, along with supporting examples from the submitted assignment.