



Public Policy & Administration

PPPA 6001 Introduction to Public Administration & Public Service

Fall 2024

Mondays 11:10-1pm Tompkins 206

Mondays 6:10-8pm Monroe 350

Dr. Lori A. Brainard

brainard@gwu.edu

Student hours: Mondays, Tuesdays 1:30-5

Please [schedule an appointment](#)

Why are you here?

Welcome to your MPA program! You are here because you want to contribute to the world. We want to help you do that. You will need a professional toolbox that contains more than just technical skills. You will need to be skilled in perception, responsive adaptation, critical thinking, questioning assumptions, navigating ambiguity, & practical reasoning. You will need a basis for problem-solving & communicating solutions. Importantly, you will need a way to seek out what you don't know you don't know so you can continue to develop your professional thinking long after this course is over. Finally, you will need a way to think about your own place in the field.

There is little that is clear-cut in public service. This course addresses how we can make some sense of the ambiguous & take informed & justifiable decisions & actions. As a discipline, Public Administration (PA) has a standard canon— a generally agreed upon collection of writings that outlines the field. We will use much of that, *along with materials that challenge, counter, & contest it*, to consider, understand, make, & communicate decisions around public problems. You will do this individually & in teams.

There are many moving parts to this course, so it is a good opportunity to practice pipeline management. You will constantly have assignments you are beginning, assignments you are finishing, assignments you are revising. You will simultaneously work on individual & team assignments. You should deploy your most effective time/task management system.

Bulletin Course Description

Introduction to the discipline of public administration. The intellectual traditions & theoretical frames of reference that inform public administration as a field of professional practice & study. Current & continuing challenges & controversies.

What will this course be like?

To make the most of this course, we must create together a rigorous exchange of ideas. Speaking freely & knowing that you will be heard is crucial. We must approach our discussions with empathy & mutual respect, regardless of ideology, political views, or identity. We want this kind of community because it permits intellectual, personal, & professional exploration & growth.

Because we all learn differently, I have included a variety of formats & modalities: readings, videos, podcasts, discussions, case applications, group activities & presentations. In-class activities cannot be made up. In addition to preparing for class, there are team & individual written assignments. Budget your time carefully. Students should expect to spend about 112 hours on this course. This includes, on average, about two hours per week in class sessions (about 30 hours total) & approximately 6 hours per week on average (about 83 hours total) on out-of-class activities, including but not limited to reading, group work, & class preparation & assignments.

What will you get from this course?

This course invites you into the profession of public service & its oath, sometimes implicit, to uphold democratic values (& the governance system that supports these), & to strive for efficiency, effectiveness, & citizen responsiveness. This course will also begin to prepare you for a career with impact.

My goals for you in this course are that you will:

- Gain a sophisticated understanding of & think strategically about the contexts of public service & PA.
- Assess the meaning & contributions of PA & public service as a field of both study & practice.
- Appreciate the importance of human behavior, identity, & relationships in creating impactful & sustainable public service outcomes.
- Think beyond technical solutions to focus on interventions that are feasible & sustainable;
- Develop the baseline skills for successful professional careers: professional writing & working in teams.

What will you learn?

As a result of completing this course, you will be able to:

- Identify, describe, & understand frameworks that define the roles & objectives of democratic PA & apply those frameworks to solve problems.
- Understand the contextual opportunities & constraints you will face, including those related to the broader governance system, organization structure & policies, & human behavior.
- Understand & analyze the complexities of the field, the people who work in it, & those we serve.
- Identify your professional preferences & work styles & situate yourself within the identity of a public administrator.
- Write & present as a leader, succinctly making & supporting arguments, individually & in teams.
- Commit to & effectively work in a team.

How will I know you are learning?

These assignments flow directly from the course objectives & will help me understand your learning.

Class Preparation

Thoroughly preparing for class helps you make the most of the resources in front of you so that you can make your best effort at in-class engagement, work with your teams, & providing written assignments.

Please highlight the column that best describes your preparation for class & provide a 1-2 sentence explanation. This is located under <<assignments>> on Bb.

None (0) ¹	Some, But Less than minimal C (75)	Minimal C+ (77)	Adequate B+ (87)	Complete A- (90)	Above & Beyond A (100)
I was unable to prepare for class this week.	I tried to completely prepare for class, & was able to complete <i>some</i> listening, reading, &/or watching, but was unable to finish.	My preparation was just enough. I read, watched, listened to <i>most</i> of what was required.	My preparation was fine. I read, watched, listened to <i>all</i> of what was required.	My preparation was great. I read, watched, listened to <i>all</i> of what was required & took notes or noted themes & questions to bring to class.	My preparation was outstanding. I read, watched, listened to all of what was required & took notes or noted themes & questions to bring to class. I went above & beyond by reading, watching, listening to at least one optional item.

In-Class Engagement

Active engagement in class helps you understand the complexities of the field & provides you the opportunity to refine your ideas, practice critical thinking, develop adaptive reasoning, & contribute to the learning of others. Your participation must demonstrate active engagement with the readings, in class discussions, in-class activities, and outside activities in a thoughtful & analytical way. Your participation must be relevant, on-point, & crafted to move along our discussion. If you miss class, you miss the opportunity to participate. *In-class activities you miss cannot be made up.*

¹ On this table, these numbers are the equivalent of letter grades.

Please highlight the column that best describes your in-class engagement & provide a 1-2 sentence explanation. This is located under <<assignments>> on Bb.

None ²	Some, But Less than minimal C (75)	Minimal C+ (77)	Adequate B+ (87)	Complete A- (90)	Above & Beyond (100)
I was unable to attend class.	I attended class.	My engagement was just enough. I attended class & was attentive throughout.	My engagement was just fine. I attended class & participated actively & meaningfully in class discussion <u>or</u> activities.	My engagement was great. I attended class, participated actively & meaningfully, in class discussion, & contributed meaningfully to activities.	My engagement in class was outstanding. I attended class, participated actively & meaningfully, in class discussion, & activities. I <u>also</u> went above & beyond in some way. Perhaps I corrected error or asked a particularly helpful question.

Team Plan Document

This will help your team set a foundation for committing to the group process & working together. You will set group logistics & member responsibilities. Your team will use a template (provided on Bb) to document your first meeting at which you create & plan your team. You will be graded on how thoroughly you respond to each item.

MBTI Assignment³

² On this table, these numbers are the equivalent of letter grades

³ This assignment is worth 10% of your total grade. Each number in the flow chart below identifies the number of points you earn for your effort on this assignment.

The focus of this essay assignment is on self-awareness & self-assessment to inform your effective practical reasoning, interpersonal relationships, & professional behavior as a public administrator.

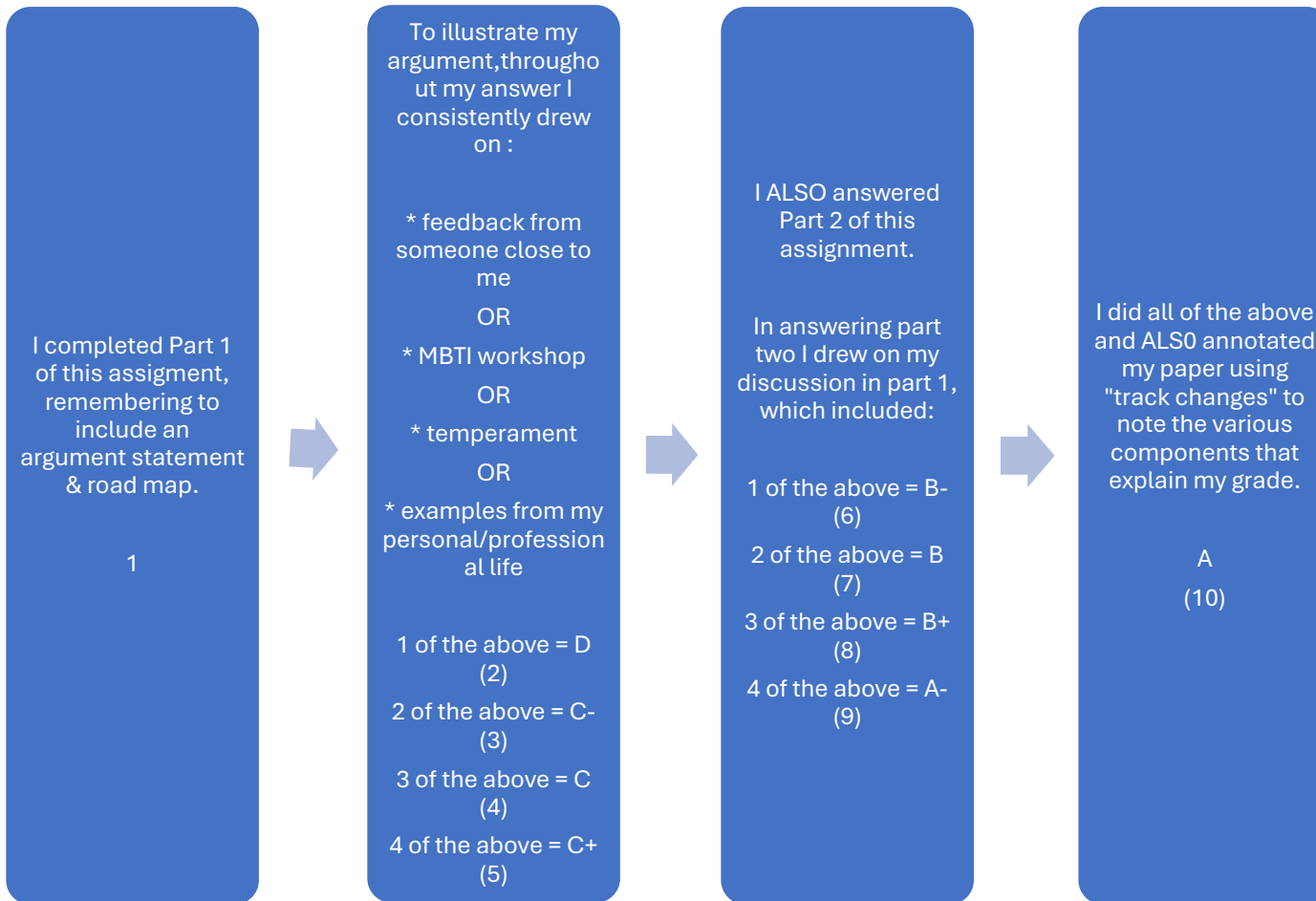
This must be no more than five double-spaced pages, 12-point font, 1” margins. It will be graded according to whether you address each component of the questions/assignments, examples, & breadth & depth of reflection. NB: This does not need to be structured according to the professional writing format specified for the group papers—primarily because there is no literature to which you will refer. However, the writing must be clean & clear, with an *opening paragraph that includes an argument statement & road map*.

First, share & discuss your results with someone close to you to get their feedback & insight on the extent to which they think your results are an accurate reflection of you.

Think about whether you think your results are an accurate reflection of your preferences.

Next, write a paper that consists of two parts:

1. Discuss your type & whether & why you agree or disagree with the results of your assessment. If you disagree with the results, discuss the type you think best reflects you & say why. To illustrate your points, please be sure to draw on examples from:
 - a. The MBTI workshop
 - b. Temperament (the two-letter combinations)
 - c. Feedback from someone close to you
2. Based on your type, what do you see as your strengths & weaknesses as a public servant?
 - a. To illustrate your points, please draw on the discussion you provided for the first part.



2 Team Papers

These assignments will help you describe, understand & apply PA frameworks to solve problems & communicate persuasively & effectively. They will thus help you connect theory to practice. These are writing assignments based on

cases we will also go over in class. Professional (workplace) writing is significantly different from the academic or descriptive writing you may be accustomed to.

Teams may choose to rewrite these papers once in response to professor feedback. **NB: Rewriting is a practice & a skill common to all seasoned professionals. Particularly with this assignment, initial feedback may not reflect your general writing ability as much as it reflects the process of learning a style that may be uncomfortable &/or new to you. Because I want to help you *learn* this technique, rather than test you on it, you may revise these papers once. However, be prepared: Revising a paper almost always creates new issues that must be addressed. For example, when reading a revised paper, one almost always identifies either (a) problems that existed in an earlier version but were obscured by others &/or (b) new issues that the revision created. Students are responsible for revising all. In other words, your revision may receive a higher, lower, or the same grade as the original. The idea is to produce the best paper possible, not merely to meet identified issues in a previous version.**

The professor will assess team papers using the rubric below. There are many elements to your writing. In the grading process not all elements of the matrix are necessarily weighted equally. Like riding a bicycle, writing (& applying this matrix) cannot be learned solely from reading about it.

These are professional papers & must be critical, analytic, & succinct. You should make your own argument. I assume that you are in an MPA program because you want to be leaders. Leaders have opinions, make arguments, & seek to persuade others to follow them. Your personal politics may be of value to you in this class & can certainly contribute to discussions & these papers. I do not care what your politics are. I do care that you clearly make & support your argument in a way that uses course materials & is easily accessible, which is an essential skill for any professional.

The papers must be no more than three pages double-spaced, using 12-point Times New Roman font. Use parenthetical citations (author, year). Do not use footnotes or endnotes. It should be clearly structured with:

1. An introduction that:
 - states a clear *argument statement* (not a statement that will “explore” or “discuss” the issues), &

- 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 summary of the main arguments/ideas you will apply to the case. Think of this as akin to a literature review, so it must use the readings.
 3. An analysis of the main ideas that builds support for your argument. Develop a clear & comprehensive answer to the case & question, being careful to respond to every part of the question. 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 & imaginatively you develop & present your position.
 4. A concluding paragraph that summarizes the paper.

This is the rubric I will use to assess your paper:

Category	Unacceptable F (0)⁴	Marginal C (75-76)	Acceptable C+ to B (77-86)	Good <i>If your assignment satisfactorily meets requirements & expectations, you can expect to fall here.</i> B+ to A- (87-90))	Outstanding Above & Beyond Expectations A (94-100)
Demonstrated Understanding of the Issues	No apparent understanding of the issue(s)	Limited understanding of the issue(s) displayed by vague, unclear language	Developing some understanding of the issue(s) & responding to the question posed	<i>Suggests an understanding of the issue(s) & responds to the question, but language & ideas may not be fully developed</i>	Clear understanding of issue(s); clear, concrete language; complex ideas that directly address question

⁴ On this table, numbers are the equivalent of letter grades.

Argument Statement	Addresses the topic but no clear argument statement.	Focused on topic; implies but does not specifically state an argument &/or the argument does not reflect course content	States an argument but with vague language &/or weak evidence (oversimplified or obvious argument)	Clearly stated argument demonstrating creative application of course concepts/author ideas	Clearly argument. Innovative thinking, clear insight, thoughtful synthesis of ideas; connects clearly to author ideas/course content
Analysis	Few to no solid supporting ideas or evidence for the analysis	Some supporting ideas &/or evidence for the analysis	Analysis is adequate but lacks specificity & is not well synthesized	Analysis is logically developed & adequately synthesized.	Specific, developed details; superior support & evidence in analysis
Structure & Organization	Lacks logical progression of ideas	Brief skeleton (introduction, body, conclusion) but content does not reflect &/or mixes heading content	Includes logical progression of ideas; minimal overlap between sections & transitions are lacking. Includes at least an implicit roadmap.	Includes logical presentation of ideas. Argument builds through distinct sections, supported by clear transitions. Clearly stated roadmap. Author & student ideas are clearly identifiable.	Argument logically builds with mutually supporting sections; clear implications in conclusion. Clearly stated road map; literature review distinct from student's analysis.
Mechanics	Frequent errors in spelling, grammar, & punctuation; run-on &/or incomplete sentences & paragraphs	Errors in spelling, grammar, & punctuation; but few run-on &/or incomplete sentences & paragraphs	Some grammatical errors & questionable word choice; almost all sentences & paragraphs are well-structured	Few grammatical errors or questionable word choice; all sentences & paragraphs are well-structured	Error-free; clear understanding & proofreading; each paragraph fully develops one idea representing a logical progression of the argument

2 Team presentations of readings:

This assignment supports your understanding of PA frameworks & issues & help to further hone your communication skills. Your team will present on a reading or set of readings assigned by the instructor. You will be graded according to the dimensions below:

Substance		
<u>Dimension</u>	<u>Comments</u>	<u>Points⁵</u>
Accuracy of information conveyed		/1
Relevance to current issues/problems		/1
Relationship to course content		/1
Flow easy to follow / logical progression		/1.5
Examples		/1.5
Style		
<u>Dimension</u>	<u>Comments</u>	<u>Points</u>
Quality of Slides (not too busy)		/1.25
Timing (did the talk run over or under?)		/1.25
Voice projection, eye contact, enunciation, clarity		/1.25
Audience engagement		/1.25
		Total /5

2 Team Assessments

These assignments are opportunities for you to reflect on your team experiences so that you can better contribute to your team & so that your team can work better together.

⁵ A team presentation is 5% of your total grade. Therefore, each component of a team presentation is worth the points in this column

TEAM ASSESSMENT #1:

For this assignment, I would like you to describe your experience in becoming a “team.” I encourage you to address the following questions:

- How would you describe your group?
- How would an outsider describe your group?
- How would you describe your actions/contributions as a member of the group?
- How would other members describe your actions/contributions?

TEAM ASSESSMENT #2

Part of committing to a team is contributing to the development of teammates & holding each other responsible. Team assessments are used to gauge team interactions & the level of effort individuals contribute to the team. Assessments will occur twice during the semester.

Each student will provide feedback to the professor on the work of your team members & yourself.

Submit these assessments via Blackboard. These assessments must contain numerical teamwork ratings for each member, & identification of strengths.

- *Numerical Teamwork Rating*

On a separate page for each individual,

please rate each team colleague & yourself on each criterion using this scale:

5=excellent; 4=good; 3=fair; 2=poor; 1=very poor

- *Collaboration* (effective, constructive, collegial decision-making)
- *Contributions* (conceptualizing effective research design; conducting valuable data collection & analysis; preparing well written, well research work)
- *Consistency* (reliability meeting agreed target dates)
- *Overall* (summary evaluation of team member)

Note: You may rate a team member “2” or below in any categories, but only after you have raised the specific issue(s) with them personally. Any rating of “2” or below must be accompanied by an explanation of what you did to try to resolve the issue.

- *Identification of Strengths*
 - Please identify one strength of each team member, including yourself, that has significantly facilitated the team’s work.

Blackboard Discussion on Representative Bureaucracy

Part of understanding the complexities of Public Administration is staying up to date on (re)emergent ideas. Representative bureaucracy is one of these. During the week on Representative Bureaucracy, you are assigned to read scholarly articles, listen to a podcast, & watch a video. Please (a) respond to each of the 4 prompts on the Bb discussion board. These should be substantive responses that are relevant, on topic, & move the conversation along. The format of this assignment (asynchronous, written) will help you slow down & process what you have read, watched, & listened to, & synthesize it with your experiences. Providing your response to the class helps students learn from each other. You will assess yourself on the rubric below.

Please fill out a separate form for each prompt, highlighting the column that best describes your written response & provide a 1-2 sentence explanation.

None 0⁶	Some, But Less than minimal C (1)	Minimal C+ (2)	Adequate B+ (3)	Complete A- (4)	Above & Beyond A (5)
I was unable to provide a written response on	I tried, & was able to provide somewhat of a response, but not completely.	My response was enough. I provided at least a 250-word	My response was just fine. I provided a 250–500-word response to the prompt, drawing	My response was great. I provided a 250–500-word response to the	My response was outstanding. I provided a 250–500-word response,

⁶ This assignment is worth 5% of your total grade. Each number in this table, is how many points the letter grade is worth.

Blackboard (Bb) this week.		response to the prompt.	specifically on the assigned readings, podcasts, videos.	prompt, drawing specifically on the assigned readings, podcasts, videos & my own personal &/or professional experiences.	drawing specifically on the assigned readings, podcast, videos & my own personal &/or professional experiences. I went above & beyond somehow: Perhaps I revised my written response, based on class discussions or something another student wrote. Or perhaps I commented (meaningfully & substantively) on other students' analyses.
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Analytical Paper

Please choose one of the following:

NAPA's Grand Challenges: Having taken this course, & having read NAPA's Grand Challenges, what do you think is the biggest challenge facing PA today? Why? What are the challenges & opportunities available for addressing this challenge?

Jaws: Watch the movie, *Jaws*. Please write an essay using the ideas from the course to relate & analyze scenes from the movie. You may narrow this how you like. For example, you can choose 1 scene & analyze it extensively, across multiple course ideas; you can choose multiple scenes & analyze them according to a single course idea; you can choose multiple scenes & analyze them according to multiple course ideas.

Please **use ideas from at least 2 class sessions**. *Papers must be no more than five pages (excluding title & bibliography), 12-point font & double-spaced.* Remember: argument statements, roadmap, topic sentences. These must be in the professional writing standards/format specified for the group papers. The attached rubric will be used for evaluation.

Category	Unacceptable F (0)	Marginal C (75-76)	Acceptable C+ to B (75-86)	Good <i>If your assignment satisfactorily meets requirements & expectations, you can expect to fall here.</i> (B+ to A-) 87-93	Outstanding Above & Beyond Expectations A (94-100)
Demonstrated Understanding of the Issues	No apparent understanding of the issue(s)	Limited understanding of the issue(s) displayed by vague, unclear language	Developing some understanding of the issue(s) & responding to the question posed	<i>Suggests an understanding of the issue(s) & responds to the question, but language & ideas may not be fully developed</i>	Clear understanding of issue(s); clear, concrete language; complex ideas that directly address question
Argument Statement	Addresses the topic but no clear argument statement.	Focused on topic; implies but does not specifically state an argument &/or the argument does not reflect course content	States an argument but with vague language &/or weak evidence (oversimplified or obvious argument)	<i>Clearly stated argument demonstrating creative application of course concepts/author ideas</i>	Clearly argument. Innovative thinking, clear insight, thoughtful synthesis of ideas; connects clearly to author ideas/course content

Analysis	Few to no solid supporting ideas or evidence for the analysis	Some supporting ideas &/or evidence for the analysis	Analysis is adequate but lacks specificity & is not well synthesized	<i>Analysis is logically developed & adequately synthesized.</i>	Specific, developed details; superior support & evidence in analysis
Structure & Organization	Lacks logical progression of ideas	Brief skeleton (introduction, body, conclusion) but content does not reflect &/or mixes heading content	Includes logical progression of ideas; minimal overlap between sections & transitions are lacking. Includes at least an implicit roadmap.	<i>Includes logical presentation of ideas. Argument builds through distinct sections, supported by clear transitions. Clearly stated roadmap. Author & student ideas are clearly identifiable.</i>	Argument logically builds with mutually supporting sections; clear implications in conclusion. Clearly stated road map; literature review distinct from student's analysis.
Mechanics	Frequent errors in spelling, grammar, & punctuation; run-on &/or incomplete sentences & paragraphs	Errors in spelling, grammar, & punctuation; but few run-on &/or incomplete sentences & paragraphs	Some grammatical errors & questionable word choice; almost all sentences & paragraphs are well-structured	<i>Few grammatical errors or questionable word choice; all sentences & paragraphs are well-structured</i>	Error-free; clear understanding & proofreading; each paragraph fully develops one idea representing a logical progression of the argument

How will my grades be calculated?

Team Component— total 50 points of grade

- 2 team papers; 15 points each; 30 points total of grade
- 2 Team presentations of readings; 5 points each; 10 points total of grade
- Team plan document; 5 points of total grade
- 2 Team Assessments; first assessment 2 points, second assessment 3 points. 5 Points total of grade

Individual Component—50 points of grade

- Preparation; 5 points of total grade

- In-class engagement; 10 points of total grade
- MBTI Assignment; 10 points of total grade
- Blackboard postings & discussion on Representative Bureaucracy; 5 points of total grade
- Final analytical paper; 20 points of total grade

Lowest score for your overall course grade (no rounding) for an A is 94.00; A- 90.00; B+ 87.00; B 83.00; B- 80.00; C+ 77.00; C 73.00; & C- 70.00.

Course Schedule:

8/26	What are the moving parts of this course?
	<p style="text-align: center;">***MBTI Assessment due. Please <u>take</u> the assessment by COB today. (Paid for by the Trachtenberg School)***</p> <p>Jennifer Brinkerhoff, “Teams & Team Building” narrated PowerPoint</p> <p>Submit Preparation Form & In-class Engagement form.</p>

9/2 Labor Day; No Class

9/9	What do I & others bring to the table?
	<p>MBTI Workshop via Zoom: Denise Fowler, TSPPPA’s Director of Career Services</p> <p style="text-align: center;"><u>11:10-1pm</u> class <u>6:10-8pm</u> class</p> <p>MBTI is a framework for understanding individual preferences that affect interactions in & out of the workplace. All MPA students are required to complete the assessment attend this session as part of this course. You MUST complete the MBTI assessment by Monday, August 26</p>

9/16	What is PA? Why am I here? How can I succeed?
	<p>Janet Denhardt & Robert Denhardt. “New Public Service Revisited.” <i>Public Administration Review</i> 75(5): 664-672</p> <p>O.C. McSwite. “Theory Competency for MPA-Educated Practitioners.” <i>Public Administration Review</i>, 61(1): 111-115</p> <p>OK Go, video “This Too Shall Pass” (3:53 min)</p> <p>Submit Preparation Form & In-class Engagement form.</p>

9/23	What contexts do I have to navigate?
	<p style="text-align: center;">***TEAM PLAN DOCUMENT DUE***</p> <p>Video: Michael Rushton on Lindblom’s “The Science of Muddling Through.” (12 min)</p> <p>Don Kettl, “Managing Across Boundaries.” <i>Public Administration Review</i>. 66(10-19).</p> <p>Submit Preparation Form & In-class Engagement form.</p>

9/30	What PA history do I need to know?
	<p style="text-align: center;">***MBTI ASSIGNMENT DUE***</p> <p>David Rosenbloom. “Public Administrative Theory & the Separation of Powers.” <i>Public Administration Review</i> 43 (3): 219-227.</p> <p>Caitlin Rosenthal. <i>Accounting for Slavery</i>. Cambridge: Harvard University Press. “Conclusion” & “Postscript: Forward to Scientific Management.” 187-204.</p>

	<p>Gabriela Lotta, “<u>Bureaucracy and democracy: attack and protection of the state in contexts of democratic backsliding.</u>”</p> <p><i>Optional:</i> Dick Lehr. “<u>The Racist Legacy of Woodrow Wilson.</u>” <i>The Atlantic</i>. 1-9</p> <p>Submit Preparation Form & In-class Engagement form.</p>
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10/7	How do we know we’re serving citizens?
	<p style="text-align: center;">***Teams Will Present***</p> <p>Luther Gulick’s <u>POSDCORB</u>. (3 min. read)</p> <p>Charles Clark. “<u>Reinventing Government—Two Decades Later</u> “ (pp 1-4)</p> <p>Muhammad Nisar. “Children of a Lesser God: Administrative Burden & Social Equity in Citizen-State Interactions.” <i>Journal of Public Administration Research & Theory</i> 28(1): 104-119.</p> <p>Submit In-class Engagement form <i>from perspective of audience member</i>. In other words, how engaged were you with other groups’ presentations?</p>

10/14	What is the public interest?
	<p style="text-align: center;">*****TEAM PAPER 1 DUE*****</p> <p>Amitai Etzioni. “The Elements of a Good Society,” Chapter 1. <i>The New Golden Rule: Community & Morality in a Democratic Society</i>. New York: Basic Books, 1996: 3-33.</p> <p>Janet Denhardt & Robert Denhardt. <i>New Public Service</i>. Chapter 4, “Seek the Public Interest.” New York: Routledge. 65-82.</p> <p>Mohamad Alkadry, Brandi Blessett, & Valerie Patterson. “PA Diversity & the Ethic of Getting Things Done.” <i>Administration & Society</i> 49(8): 1191-1218</p> <p>Submit Preparation Form & In-class Engagement form.</p>

10/21	Mandatory Team Working Session
	<p style="text-align: center;">***TEAM ASSESSMENT 1 DUE***</p> <p>You are to use this time to work on your group assignments. I will be available for group consultations.</p>

10/28	What should our organizations look like?
	<p>Sean Peek. “The Management Theory of Max Weber”</p> <p>Michael Barzely & Babak Armajani. “Managing State Government Operations: Changing Visions of Staff Agencies.” <i>Journal of Policy Analysis & Management</i> 9(3) 307-335.</p> <p>Elliot Fox, “Mary Parker Follett: Enduring Contribution.” <i>Public Administration Review</i> Nov/Dec: 1968, 520-528.</p> <p>Billie Sandberg & Erin Elliot. “Toward a Care Centered Approach for Nonprofit Managers in a Neo-Liberal Era.” <i>Administrative Theory & Praxis</i> 41(3): 286-4306</p>

	Submit Preparation Form & In-class Engagement form.
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11/4	What drives human behavior?
	<p style="text-align: center;">*****TEAMS WILL PRESENT *****</p> <p><u>“Mayo’s Hawthorn Effect”</u> (6:32 min)</p> <p>James Perry, Trent Engbers, & So Yun Jun. “Back to the Future? Performance-Related Pay, Empirical Research, & the Perils of Persistence.” <i>Public Administration Review</i> 69(1): 39-51</p> <p><u>“Douglas McGregor’s Theory X & Theory Y”</u> (7:37 min)</p> <p>Laurie Paarlberg & Bob Lavigna. “Transformational Leadership & Public Service motivation: Driving Individual & Organizational Performance.” <i>Public Administration Review</i> 70(5): 710-718</p> <p>Submit In-class Engagement form <i>from perspective of audience member</i>. In other words, how engaged were you with other groups’ presentations?</p>

11/11	How does representation matter?
	<p style="text-align: center;">***Bb comments on representative bureaucracy due***</p> <p>Norma Riccucci & Gregg Van Ryzin, G. “<u>Representative Bureaucracy: A Lever to Enhance Social Equity, Coproduction, & Democracy.</u>” (9:15 min audio)</p> <p>Sean Nicholson-Crotty, Jill Nicholson-Crotty, & Sergio Fernandez, S. “Will More Black Cops Matter?” <i>Public Administration Review</i>, 77(2), 206-216</p>

	<p>Alexis Kennedy, Sebawit Bishu, Nuri Heckler, “Feminism, Masculinity, & Active Representation.” <i>Administration & Society</i>, 52(7). (1101-1123)</p> <p>Domonic Bearfield. “The Myth of Representation: Identity & Workplace Expectations in Public Participation.” (24 min video)</p> <p>Submit Preparation Form & In-class Engagement form</p>
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11/18	Where might you serve?
	<p>***Team Paper #2 Due***</p> <p>MPA Alumni from the public, private & nonprofit sectors will have a panel discussion on their career trajectories. Q&A will follow.</p>

11/25 No Class, Thanksgiving Break

12/2	What kinds of choices do we have?
	<p>*****TEAM ASSESSMENT 2 DUE*****</p> <p>Reading, TBD</p> <p>Submit Preparation Form & In-class Engagement form.</p>

12/9	What might the future look like?
	<p>National Academy of Public Administration’s <u>Grand Challenges</u></p> <p>Submit Preparation Form & In-class Engagement form.</p>

*****DECEMBER 12***ANALYTICAL PAPER DUE ***DECEMBER 12***ANALYTICAL PAPER DUE *****

Policies & Resources for Students

Class Policies

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. I do not change grades except in cases of mathematical error. If you wish to contest a grade you must submit a brief, professional memo stating the grade you believe is merited & justifying the case for a changed grade with examples from your work.

Academic Integrity Code

Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the Code of Academic Integrity. If you have any questions about whether particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the University and may include a transcript notation. For more information, refer to the SRR website at studentconduct.gwu.edu/academic-integrity, email rights@gwu.edu, or call 202-994-6757.

Health & Well-Being

Counseling and Psychological Services: GW's Health Center offers short-term counseling and psychological services to GW students in Washington, DC, Maryland, and Virginia. If you are living outside these regions, the office may be able to refer you elsewhere. Assistance and referrals 24 hours a day, 365 days a year and can be reached on (202) 994-5300. The Counseling Center also provides Virtual Workshops open to any student regardless of geographic location. These can be exceptionally valuable and help you build essential skills and cope with common ongoing mental health concerns. Please contact the GW Student Health Center on (202) 994-5300 for more information.

Other Needs: Your well-being is important to us. If you are in need of additional support, or are concerned about another's well-being, please visit the CARE Team, Student Support, or the Community Counseling Services Center. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact GW's Office of Student Financial Assistance for support. Furthermore, please notify me if you are comfortable doing so. Some other resources to support you are found under the course menu item Student Resources and include support for academic achievement and personal well-being.

Security: In an emergency: call GWPD 202-994-6111 or 911. For situation-specific actions: review the Emergency Response Handbook. In an active violence situation: Get Out, Hide Out or Take Out. Also see, Stay informed.

University policy on observance of religious holidays

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see provost.gwu.edu/policies-procedures-and-guidelines.

Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Contact Disability Support Services at disabilitysupport.gwu.edu if you have questions or need assistance in accessing electronic course materials.

Academic support

Academic Commons is the central location for academic support resources for GW students. To schedule a peer tutoring session for a variety of courses visit go.gwu.edu/tutoring. Visit academiccommons.gwu.edu for study skills tips, finding help with research, and connecting with other campus resources. For questions email academiccommons@gwu.edu

GW Writing Center

GW Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at gwu.mygwconline.

Support for students in and outside the classroom

Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at disabilitysupport.gwu.edu to establish eligibility and to coordinate reasonable accommodations.

Student Health Center 202-994-5300, 24/7

The Student Health Center (SHC) offers [medical](#), [counseling/psychological](#), and [psychiatric](#) services to GW students. More information about the SHC is available at healthcenter.gwu.edu. Students experiencing a medical or mental health emergency on campus should contact GW Emergency Services at 202-994-6111, or off campus at 911.

Sexual Harassment and Assault: George Washington University (GW) and its faculty are committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. GW strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Office at 202-994-7434 or at titleix@gwu.edu or learn more by visiting the GW Title IX Office site.

Please be aware that faculty members are required to disclose information about suspected or alleged sexual harassment or other potential violations of the Title IX Sexual Harassment and Related Conduct Policy to the Title IX Office. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Community members are not required to respond to this outreach. If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, please contact Counseling and Psychological Services through the Colonial Health Center 24/7 at 202- 994-5300, or the Office of Advocacy and Support at 202-994-0443 or at oas@gwu.edu.

[GW Campus Emergency Information](#)**GW Emergency Services:** 202-994-6111

For situation-specific instructions, refer to [GW's Emergency Procedures guide](#).

GW Alert

GW Alert is an emergency notification system that sends alerts to the GW community. GW requests students, faculty, and staff maintain current contact information by logging on to alert.gwu.edu. Alerts are sent via email, text, social media, and other means, including the Guardian app. The Guardian app is a safety app that allows you to communicate quickly with GW Emergency Services, 911, and other resources. Learn more at safety.gwu.edu.

Protective Actions

GW prescribes four protective actions that can be issued by university officials depending on the type of emergency. All GW community members are expected to follow directions according to the specified protective action. The protective actions are Shelter, Evacuate, Secure, and Lockdown (details below). Learn more at safety.gwu.edu/gw-standard-emergency-statuses.

Shelter

- Protection from a specific hazard
- The hazard could be a tornado, earthquake, hazardous material spill, or other environmental emergency.
- Specific safety guidance will be shared on a case-by-case basis.

Action:

- Follow safety guidance for the hazard.

Evacuate

- Need to move people from one location to another.
- Students and staff should be prepared to follow specific instructions given by first responders and University officials.

Action:

- Evacuate to a designated location.
- Leave belongings behind.
- Follow additional instructions from first responders.

Secure

- Threat or hazard outside of buildings or around campus.
- Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.

Action:

- Go inside and stay inside.
- Activities inside may continue.

Lockdown

- Threat or hazard with the potential to impact individuals inside buildings.
- Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.

Action:

- Locks, lights, out of sight
- Consider Run, Hide, Fight