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Public Administration Program
PA 800: Capstone Course in Public Administration
Spring 2007 Course Syllabus

Required Books / Cases

- Goldsmith, Stephen and Eggers, William D. Governing by Network: The New Shape of the Public Sector. 2004. 0-8157-3129-9. Brookings Institution Press. (G&E)
- Hacker, Diana. 2002. A Writer's Reference (5th Edition) Bedford/St. Martin's, (Hacker).
- Kettl, Donald F. 2002. The Transformation of Governance: Public Administration for Twenty-First Century America Johns Hopkins Univ Press. (Kettl).
- Svava, James. 2007. The Ethics Primer for Public Administrators in government and Nonprofit Organizations Jones and Bartlett Publishers. (Svava)
- JF Kennedy School of Government Cases (Available for download online from the JFK site at <http://www.ksgcase.harvard.edu/>):
 - N15-86-1136.0: Learning by the Case Method
 - C16-02-1663.0: Giving in the Wake of Terror-- The Charitable Response to the Attacks of September 11th.
 - C16-02-1642.0: The City of Chicago and the 1995 Heat Wave
 - C15-98-1406.0: A Time of Reckoning: Crisis in the Buffalo Public School System and C15-98-1406.4: A Time of Reckoning: Crisis in the Buffalo Public School System (Epilogue)
 - CR15-00-1581.0: Stepping Up to the Net: The Land Trust Alliance's Efforts to Make Strategic Use of the Internet
 - C14-98-1479.0: Self-Help Housing on the Texas Mexico Border: The Frustrations of a State-Nonprofit Partnership. (B)
 - C106-97-1382.0: From Confrontation to Cooperation: How Detroit and Washington Became Partners and C106-97-1382.1: Rallying Behind PNGV (Sequel)

Student Learning Outcome Goals

1. The major goal of the capstone course is to synthesize and integrate material and skills learned during the course of the M.P.A. degree—the major concepts and important trends in the field as well as the student’s chosen subfield.
2. Each student will develop further understanding of current and emerging trends in the field as well as critical concepts and their role in each subfield.
3. Students will synthesize and integrate their understanding of public administration by engaging in the discussion and critical analysis of case studies from the field.
4. Each student will further develop their writing and presentation skills as well as their critical thinking skills.
5. Each student will take the opportunity to complete their portfolio and write a statement highlighting the most important accomplishments in the Program, as seen in the Portfolio.

Course Outline

Introduction to Course

1/30 (1) Introduction to Capstone Course activities
Goals of Course
Discuss Capstone Essay
Review of Portfolio elements
Group Discussion of Draft Summary Statement for Portfolio
Synthesizing The Degree Program / Analyzing Case Studies
Learning Through the Case Method
READING: N15-86-1136.0: Learning by the Case Method
Review Hacker.
Kettl, Preface, Chapter 1.
G&E, Chapters 1.
Svara, Chapter 1.

Case Study Discussion and Presentations

2/6 (2) Case Study 1: The City of Chicago and the 1995 Heat Wave
READING: C16-02-1642.0: Chicago Heat Wave Case
Kettl, Chapter 7.
G&E, Chapter 2.
Svara, Chapter 2, 3.

2/13 (3) Case Study 2: Giving in the Wake of Terror
READING: C16-02-1663.0: Giving in the Wake of Terror Case
Kettl, Chapter 3.
G&E, Chapter 3.
Svara, Chapter 4, 5.

February 16th

Last Day to File for Graduation!!!

- 2/20 (4) Case Study 3: C15-98-1406.0: A Time of Reckoning: Crisis in the Buffalo Public School System and C15-98-1406.4: A Time of Reckoning: Crisis in the Buffalo Public School System (Epilogue)
 READING: C15-98-1406.0 and C15-98-1406.4: Buffalo Public School System Case and Epilogue
 Kettl, Chapter 4.
 G&E, Chapter 4.
 Svava, Chapter 6, 7.
- 2/27 (5) Case Study 4: CR15-00-1581.0: Stepping Up to the Net: The Land Trust Alliance's Efforts to Make Strategic Use of the Internet
 READING: C15-00-1581.0
 Kettl, Chapter 5.
 G&E, Chapter 5.
 Svava, Chapter 8, 9.
- 3 / 6 (6) Case Study 5: Self-Help Housing on the Texas Mexico Border: The Frustrations of a State-Nonprofit Partnership. (B)
 READING: C14-98-1479.0: Self-Help Housing Case (B)
 Kettl, Chapter 6.
 G&E, Chapter 6.
 Svava, Chapter 10.
- 3/13 (7) Case Study 6: From Confrontation to Cooperation: How Detroit and Washington Became Partners and its Sequel.
 READING: C106-97-1382.0 and C106-97-1382.1: PNGV Case Its Sequel.
 G&E, Chapter 7.
 Svava, Chapter 11.

Emerging Trends and the Big Issues in the Field

- 3/20 (8) OUTLINE OF STRATEGIC MEMO DUE TONIGHT FOR GROUP DISCUSSION.
 Class Discussion of Big Issues and Directions for Public Administration
 READING: Review Hacker.
 G&E, Chapter 8.

3/ 23-27 ASPA Conference in Washington, D.C.

Writing the Capstone Essay

- 3/27 (9) No Class. Write Strategic Assessment Memo
 READING: Review Hacker.
- 4/3 (10) No Class. Write Strategic Assessment Memo
 READING: Review Hacker.

4/9 - 13 Spring Break

4/10 (11) Write Strategic Assessment Memo
READING: Review Hacker.

4/17 (12) **Optional** Class Meeting to Discuss Progress & Answer Questions
No Class. Write Strategic Assessment Memo
READING: Review Hacker.

4/24 (13) No Class. Write Strategic Assessment Memo
READING: Review Hacker.

5/1 (14) No Class.

**May 3rd Thursday. Strategic Assessment Memos are Due @ 9am Via
Email—No Exceptions. Hard Copies Due on 3rd, also.**

Career Planning

5/8 (15) Career Planning & Career Goals.
Panel Discussion of Program Alumni on Career Planning
My Career-- How To Succeed? (Color Card Exercise)
Portfolio / Career Goals Statements Due. NO EXCEPTIONS.

Review and Summarize Portfolio

5/15 (16) Complete Program Exit Surveys.
Presentations of Critical Issues and Recommendations in Strategic
Assessment Memos.
Celebration!

May 18th Last Day to File Report of Completion.

5/22- Finals Week

Course Assignments

Portfolio / Career Goals Statement	10%
6- Two Page Case Memos	35%
Capstone Essay (Strategic Assessment Memo)	<u>55%</u>
	100%

Class Policies

- All assignments must use the APA in-text method of citation, as described in the Hacker book. Failure to use this method will lower the assignment grade.
- Out of courtesy for all your classmates, all students must attend all presentations, not just your own.

- Attendance is crucial in this class; absences will be noted and no more than one will be accepted.
- Plagiarism. Whenever words are taken directly from another author without quotation marks and direct attribution to the author, it constitutes plagiarism which is a serious and punishable offense at this university. Please ensure that your papers are written in your own words, ideas and facts taken from others are clearly attributed to them, and that anything taken verbatim from another source is enclosed in quotation marks. Citations can take the form of footnotes or in-text references, but there should be a full bibliographic reference somewhere in the document. In the case of a direct quotation, the citation should include the page number where the quote was found as well. Direct quotes from another author should be used sparingly, and only when the point you are making is stated best by using someone else's words.
- Expectations in the Classroom. Students are expected to attend all classes, be on time for class and stay for the entire length of class unless cleared with the profession in advance due to professional or other responsibilities elsewhere. Assignments are expected to be completed and to be turned in on time.
- Academic Misconduct. Cheating and plagiarism are contrary to the mission of the university and are never tolerated. Students who display inappropriate conduct, including cheating and plagiarism, may be subject to disciplinary action as provided in Title 5, California Code of Regulations. Any student may be expelled, suspended, placed on probation, or given a lesser sanction for discipline problems. The Student Discipline Officer, housed in the Dean of Students Office, is responsible for administering the Student Disciplinary Procedures for the California State University and should be contacted for further information.

Emphases in Case Memos:

For each case memo, summarize the major points of the case and its issues plus major players. (In only two typewritten pages—this limit is strictly observed). Then be prepared for class to discuss the following about each case:

- The timeline
- The major issues
- The players and decision makers involved,
- The decisions to be made (along with courses of action and the consequences of these actions)
- The case environment
- The resolution of the case

In addition, focus on the items below for the specific case memo identified:

- Case Memo 1. Focus on identifying issues and discussing them
- Case Memo 2. Identify issues, the decisions made and their repercussions
- Case Memo 3. Identify issues and recommendations for improvement along with the skills & leadership required to make those changes

- Case Memo 4. Identify 3 issues, 3 recommendations and which specific public administration concepts support your analysis and recommendations (i.e., where did you get the ideas?)
- Case Memo 5. Identify 3 issues, 3 recommendations, and 6 public administration authors who support your arguments or suggest your ideas
- Case Memo 6. Identify issues and relate them to the “big issues” in public administration—like politics v administration, how to organize tasks, accountability vs. authority, diversity, ethics, efficiency v. democracy. Cite public administration authors and thinkers who support your arguments.

Portfolio / Career Goals Statement

The portfolio / career goals statement should be a statement containing written your reflections (hopefully, thoughtful ones) on what you learned and what you have gained in the Public Administration Program. It should present a summary of what you have accomplished in the completion of their M.P.A. degree and should synthesize what you can therefore contribute to an organization. It could also address your ultimate career goals and the career steps that could be taken to achieve that goal. The statement will also include a self-evaluation of how well you have done in meeting the criteria for effectiveness in the various areas of the portfolio (this not to be included on the CD-ROM unless requested—this is for use in the Public Administration Program only).

Strategic Assessment Memo

This take home essay should be 15-20 pages (no longer than 20 pages). It will be based on one of the six cases that we discussed the first several weeks of class. However, it will analyze the issues in much greater depth (see list of points to cover below). Its purpose is to give you the opportunity to showcase the knowledge and skills you have acquired while completing your MPA coursework. Your writing should demonstrate your analytical ability, as well as your proficiency in organizing and writing a logical, cogent and concise paper. Your discussion of the case should refer to appropriate public administration concepts and literature to demonstrate your knowledge of these concepts.

It should also:

- Include citations to literature read over the course of the program, as well as any additional library research you do.
- Be based on a minimum of 25 sources, comprised of journal articles, books, government documents and other appropriate sources should be cited in the paper.
- Fifteen (15) of those sources must be from your public administration classes and must be used in the paper.
- Be written in memorandum format to a specific individual or position (e.g., mayor, governor, department head) who would be in a position to carry out your recommendations.

- Move from a discussion of the issues to providing *specific recommendations*

The memo will be graded by two faculty members who will review it for:

- Effectiveness of argument about the issues involved
- Effectiveness of the recommendations (including how specific and realistic they are)
- Content, including breadth of issues addressed
- Professionalism (including writing, grammar, etc.)
- Sufficiency, relevancy and professionalism of sources used
- Use of correct method of citation

Your memo should address the following, either in the discussion of the issues presented by the case, in your recommendations, or (preferably) both:

Issue	Potential course to draw from
What do you need to learn to be able to manage the situation? Where would you get that information? What analyses and research would you have to conduct?	PA 705
What potential ethical issues do you foresee—and how would you resolve them?	PA 700 or elective
What issues do or might present themselves with respect to motivating agency employees and what should be done?	PA 725
What organizational and/or managerial issues are evident, and how should they be resolved?	PA 720
What fiscal or other economic issues (e.g., need for market intervention; equity vs. efficiency) present themselves? What would be required to resolve the issue?	PA 710
What human resources issues would you need to resolve, and how would you do it?	PA 725
What policy issues will have to be resolved and how would you resolve them?	PA 715
What budget issues are evident and how would you resolve them?	PA 730

Issue	Potential course to draw from
What <i>specific</i> recommendations would you make to the recipient of the memo. What are your reasons? How would he or she carry them out? BE VERY SPECIFIC.	All

In addition, you should think about the knowledge and skills you acquired in your elective courses, and address those as well. The following are some examples; this list is not meant to be exhaustive.

- What potential diversity issues do you foresee-- and how would you address on them?
- What management strategies could be used?
- What policy analytic techniques could be employed?
- What program evaluation techniques could or should be employed?
- What legal and/or constitutional issues are evident and how should they be resolved?
- What issues are raised in this case that are particular to nonprofit organizations and how should they be handled?
- What leadership styles would you need to utilize?
- You are also encouraged to do a literature search to find additional materials relevant to the case.

Your memo should begin with a brief summary of the important points of the case. This should only include points that the reader must understand to recognize the reasons for your recommendations.

It should then go on to present your recommendations. There should be clear linkages between your discussion of the issues and your recommendations.