



Public Policy & Administration

PPPA 6001 Introduction to Public Administration & Public Service
Fall 2020
Tuesdays: 6:10-8pm (online)

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Student hours: Tuesdays, 3:30-5:30

To schedule appointment: <https://brainard.youcanbook.me/>

About this Course

Welcome to our MPA program! You're here because you want to change the world. We'd like to help you do that. You will need a professional tool box that contains more than technical skills. You will need to be skilled in perception, responsive adaptation, critical thinking, questioning assumptions, navigating ambiguity, and practical reasoning. You will need to be persuasive, verbally and in writing. You will need a basis for problem-solving and a way of sharing your reasoning about those solutions with others. You will also 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. This course will help you hone those skills.

This course introduces the *discipline* of Public Administration and the ideas and frameworks it gives us to sharpen the skills identified above. As a discipline, Public Administration has a standard canon—that is, a generally agreed upon (though not uncontested) collection of writings that outlines the field. We will use this collection as a starting point, to make use of frameworks of governance to be used for thinking about, understanding, and making and communicating decisions around problems dealing with key elements of public administration. We will also challenge the traditional work in the field using critical readings about problems and opportunities it does not account for or that it glosses over.

You will refine your skills working and managing teams to produce well-reasoned responses to real-world problems. You will be placed on teams based on workstyle preferences as revealed through the Meyers Briggs Type Indicator. This will help you practice self-awareness and navigate the workstyles of others. You will practice developing cohesive arguments in a collective context. You will learn and use a professional style of writing—alone and in the context of your team.

Bulletin Course Description

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

Intellectual Property: Lecture slides and course materials (e.g., problem sets, Excel files) are for your personal use. Please don't distribute them to others (e.g., you may not download files from Blackboard and then post them to another site, like CourseHero).

Course Environment

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

Because we all have different learning preferences, I have included a variety of learning formats: video lectures, discussions, case applications, group activities and presentations and using different technologies. Synchronous, in-class activities cannot be made up. There is a lot of reading; plan for about 50-150 pages weekly. There are also team and individual written assignments. Budget your time carefully. Students should expect to spend about 113 hours on this course. This includes, on average, about two hours per week in synchronous, in-class sessions (about 30 hours total) as well as approximately 6 hours per week on average (about 83 hours total) on asynchronous activities, including but not limited to reading, group work, and assignment preparation.

Course Process

Well before synchronous sessions, watch the associated video, located on Blackboard under “Presentations to be viewed before class.” Share your thoughts about the video/readings on the relevant Slack channels, which are organized by weekly topic.

There are some special considerations for online courses. Research shows that students who do best are able to self-motivate, stay on schedule, and organize themselves & their work. Research also shows that students find this harder to do for online class than in-person classes. I have taken several steps to support you in this process. These include: using Slack outside of class time to keep our discussions going in a spontaneous way and in a way that helps you navigate your school-work and your other responsibilities; a discussion feature called “Ask the Professor” on Slack and Blackboard, where you can ask questions the answers to which you think the entire class might benefit from hearing (about assignments, e.g.); & synchronous, “in-class” time. Patience is a key quality that we should all bring to on-line teaching & learning. Technology is unpredictable.

Technology

You will need: A device with WIFI; a good WIFI connection; a way to make videos (e.g. with computer or phone), access to Slack; access to our course on Blackboard.

My advice for the synchronous sessions:

- Try several devices to see which works best. Blackboard Collaborate works across all operating systems.
- Make sure you are some place reasonably quiet, so that you can hear me & we can hear you.
- Wearing headphones helps prevent background noise on your end from bleeding into our session.
- Make sure you have strong-enough signal; public wi-fi often is not good enough.
- Be flexible when technological glitches happen (which is a given).
- Mute your mic when you are not speaking.
- Turn on your video so we can see each other.

- Seek tech help when necessary. Contact the Division of Information Technology <https://it.gwu.edu/student-technology-guide>, online.gwu.edu/student-support, and the help feature on Blackboard.

Learning Objectives

At the end of this course, students will be able to:

- Use practical reasoning skills-- informed by history, diversity, theory, institutional contexts—to address and enduring and current debates in PA.
- Assess the meaning and contributions of PA and public service as a professional field of study and practice.
- Identify your preferences and work styles and situate yourself within the identity of a public administrator.
- Understand and analyze major controversies and issues facing the field, the people who work in it, and the people we serve.
- Participate in a supportive, diverse, and inclusive community of public administrators within the MPA program.
- Think critically about theory and practice, represented by multiple perspectives, and use that thinking to make decisions and solve problems.
- Write and present as a manager/leader, succinctly making and supporting arguments.
- Work effectively in diverse teams.

Assessment

Your effort to address these learning objectives will be assessed through the following assignments, which are detailed further below in this syllabus:

If you have read this far into the syllabus please send a cat photo to me at brainard@gwu.edu

Class Participation:

Class participation is both synchronous and asynchronous. It includes commenting, questioning, circulating articles, identifying useful resources for the class, etc. Your participation must demonstrate that you have read/engaged with the readings, class discussions, in-class activities, outside activities, and anything else you'd like to include in a thoughtful and analytical way. Your participation must be relevant, on-point, and crafted to move along our discussion. If you miss class, you miss the opportunity to participate synchronously. Synchronous activities missed due to absence cannot be made up.

Team meeting agenda:

Your team will use a template (provided) to document your first meeting at which you create your team.

Reflective essay on MBTI:

You will reflect on your Myers-Briggs results and related activities.

Team Papers (2):

Your team will use PA frameworks and constructs to solve problems via case responses. You may revise these once in according with feedback.

Team presentation of reading (2):

Your team will presentation on a reading or set of readings assigned by the instructor—twice.

Analytical Paper:

You will reflect on, respond to, and provide an analysis of challenges facing Public Administration drawing on *The Fifth Risk*, other class readings.

Team Assessments:

You will provide written assessment of your teammate's and your own participation.

Getting Started

1. Our course is on Blackboard.gwu.edu and you should see it listed when you log in. Click on the course and you should land in it. You will see a couple of announcements that you must read right away. One is a welcome to the course, with a bit more detail than you already have. The second announcement details how this course will operate each week, which is very important to know. In general, you will have video lectures (as well as the readings) before each synchronous class session. In class—that is, during our synchronous sessions—we will discuss and engage in activities and exercises. There are ways for you to engage throughout the week and the announcement on Blackboard identifies them.
2. After you read the announcements and syllabus, click on “Discussions” and then “Introductions.” Watch my video introduction of myself.
3. Create and upload a video introduction of yourself. You can use whatever video format you like. You will not be graded on this; it is merely to get to know each other, so please do not spend a lot of time on it. It does not need to be polished. Do not do multiple “takes” to get it just right. The idea is to introduce yourself in a visual way and tell us a bit about you. To post your video:
 - a. Create a video, using a device of your choice
 - b. Click on “discussions”
 - c. Click on “Introductions”
 - d. Click on “Create Thread”
 - e. Title the thread with your name
 - f. Click inside the main text box in order to put your cursor in there.
 - g. Click on “Attach a file”
 - h. Browse your files and find your video
 - i. Upload
4. To find our synchronous class sessions: Go to our course on Blackboard. Click on “tools.” Click on “Blackboard Collaborate Ultra.” You will see a class session listed there. Just click. Please be sure to have your video on so we can all see you and get to know each other. Well before the class session—a couple of days or so—you must watch the video presentation associated with that session. Click on “Presentations for Viewing Before Class” and then click on the Presentation for Week 1 called “Let’s Get Going!” You must watch the relevant video each week well before class.
5. Between class sessions, we can use Slack to share thoughts, ideas, connections to current events, etc. I chose Slack because it suits the nature of online learning. You do not need to be at a desk and you do not need to set a time. When you get an idea, post it. The way slack works is that each “space” is called a workgroup. So we have a “workgroup” called PPPA 6001 Intro. In that workgroup, you’ll see different

channels. There is a channel dedicated to each class session. I did this in order to keep discussions specific to the various topics. Please send me your GW email address and I will place you in our Slack workgroup.

6. Let me know if you have any questions. If you think your question is one for which the entire class would benefit from hearing the answer, please post it to the Slack channel called "Ask Professor."

Class Schedule: Each week is about an important Public Administration theme.

8/28	<p style="text-align: center;">****Due: Deadline to Complete Myers-Briggs Type Assessment****</p> <p>http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/</p>
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9/1	<p>Let's Begin: How To Succeed in Grad School & Public Administration</p>
	<p>Brinkerhoff & Brinkerhoff, 2004. "Preparing for Public Service Careers." <i>PA Times</i>, Vol 27, No. 6</p> <p>Denhardt & Denhardt, 2015. "New Public Service Revisited." <i>Public Administration Review</i> 75(5): 664-672</p>

9/8	<p>What Are Public Administrators & What Do They Do?</p>
	<p>Michael Lewis, <i>The Fifth Risk</i> (entire)</p>

SAT 9/12	<p>Self-Awareness and the Myers-Briggs Type Indicator</p>
	<p>10 a.m.-12:30 p.m. Blackboard or Zoom TBD</p> <p>Julia Browne, Associate Program Director, GW Professional Competencies Initiative</p>

9/15	<p>Institutional, Policy, Political, & Personal Contexts of Public Administration</p> <p style="text-align: center;">****First Team Meeting Agenda Due****</p> <p><u>Classical Model:</u> Shafritz & Hyde, chapter by Lindblom</p> <p><u>New Public Management:</u> Kettl, "Managing Across Boundaries." <i>Public Administration Review</i>. 66(10-19).</p> <p><u>New Public Service:</u> McSwite. "Theory Competency for MPA-Educated Practitioners." <i>Public Administration Review</i>, 61(1): 111-115</p> <p>and</p> <p>Heckler & Ronquillo. 2019. "Racist Fake News in United States' History: Lessons for Public Administration." <i>Public Integrity</i>: 21(5): 1-14</p>
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9/22	Confronting Our PA History
	<p style="text-align: center;">*****MBTI Reflection Due*****</p> <p><u>Classical Model:</u> Shafritz and Hyde, chapter by Wilson</p> <p>And</p> <p>Lehr, Dick. 2015. "The Racist Legacy of Woodrow Wilson." <i>The Atlantic</i>. November 27.</p> <p><u>Transitional Ideas:</u> Rosenbloom. "Public Administrative Theory and the Separation of Powers." <i>Public Administration Review</i>, Vol.43, No. 3 (May/June 1983): 219-227.</p> <p><u>New Public Service:</u> Shafritz & Hyde, chapter by Stivers</p> <p>And</p> <p>Rosenthal, C. 2019. <i>Accounting for Slavery</i>. Cambridge: Harvard University Press. "Conclusion" and "Postscript: Forward to Scientific Management."</p>

9/29	Accountability & Citizenship
	<p style="text-align: center;">*****Groups Will Present*****</p> <p><u>Classical Model:</u> Shafritz & Hyde, chapters on Goodnow, Gulick (review Wilson)</p> <p><u>Critique of Classical Model:</u> McSwite. "The Framing of the Issue," Chapter 2-3. <i>Legitimacy in Public Administration</i>. Thousand Oaks, CA: Sage Publications, 1997: 27-98</p> <p><u>New Public Management:</u> Shafritz & Hyde, chapter by National Performance Review</p> <p><u>New Public Service:</u> Durant & Burns Ali. (2012). "Repositioning Public Administration." <i>Public Administration Review</i> 73(2): 278-289.</p> <p>And</p> <p>Nisar, Muhammad. 2018. "Children of a Lesser God: Administrative Burden and Social Equity in Citizen-State Interactions." <i>Journal of Public Administration Research and Theory</i> 28(1): 104-119.</p>

10/6	The Public Interest
	<p align="center">*****Team Paper 1 Due*****</p> <p><u>Communitarian Model:</u> Etzioni. “The Elements of a Good Society,” Chapter 1. <i>The New Golden Rule: Community and Morality in a Democratic Society</i>. New York: Basic Books, 1996: 3-33.</p> <p><u>Classical PA Model:</u> Shafritz & Hyde, chapter by Herring</p> <p><u>New Public Service Model:</u> (2015). Denhardt & Denhardt, <i>New Public Service</i>. Chapter 4, “Seek the Public Interest.” New York: Routledge</p> <p>And</p> <p>Alkadry, Blessett, and Patterson. 2017. “PA Diversity and the Ethic of Getting Things Done.” <i>Administration & Society</i> 49(8): 1191-1218</p>

10/13	Mandatory Team Working Session
	You are to use this time to work on your upcoming group assignments

*******October 14 Team Assessment 1 Due*******

10/20	“Thinking Critically About Bureaucracy & Organizations
	<p align="center">*****Team Paper 2 Due*****</p> <p><u>Classical Model:</u> Shafritz & Hyde, Chapter by Weber</p> <p><u>New Public Management:</u> Shafritz & Hyde, chapter by Barzely & Armajani</p> <p><u>New Public Service:</u> Shafritz & Hyde, chapter by Follett</p> <p>And</p> <p>Sandberg & Elliot, 2019. “Toward a Care Centered Approach for Nonprofit Managers In a Neo-Liberal Era.” <i>Administrative Theory and Praxis</i> 41(3): 286-306</p>

10/27	Thinking Critically About Human Behavior
	<p style="text-align: center;">*****Groups will present*****</p> <p>Shafritz & Hyde, chapters by Maslow, and McGregor</p> <p>Perry, Engbers, & Jun. "Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence." <i>Public Administration and Review</i> 69(1): 39-51.</p> <p>Boardman, Bozeman, Ponomariov. "Private Sector Imprinting: An Examination of the Impacts of Private Sector Job Experience on Public Managers' Work Attitudes." <i>Public Administration Review</i> 70(1): 50-59.</p> <p>Paarlberg, & Lavigna. "Transformational Leadership and Public Service Motivation: Driving Individual and Organizational Performance." <i>Public Administration Review</i>. 70(5): 710-718.</p>

11/3	Representative Bureaucracy
	<p>Kennedy, A. R., Bishu, S. G., & Heckler, N. (2020). "Feminism, masculinity, and active representation: A gender analysis of representative bureaucracy." <i>Administration & Society</i>, 52(1), 1101-1130.</p> <p>Riccucci, N & Van Ryzin, G. (2017). "Representative Bureaucracy: A Lever to Enhance Social Equity, Coproduction, and Democracy." <i>Public Administration Review</i>, 77(1): 21-30</p> <p>Nicholson-Crotty, S., Nicholson-Crotty, J., & Fernandez, S. (2017). "Will More Black Cops Matter?" <i>Public Administration Review</i>, 77(2), 206-216</p> <p>Riccucci, N. and Van Ryzin, G, & Jackson, K. (2018). "Representative Bureaucracy, Race and Policing; A Survey Experiment" <i>Journal of Public Administration Research and Theory</i>, 28(40): 506-518</p>

11/10	Ethics and Responsibility
	<u>Comey, J. 2018. <i>A Higher Loyalty</i>. New York: Flatiron Books Chapters 10 & 11</u>

11/17	A View from the 3 Sectors
	<p style="text-align: center;">*****Team Assessment 2 Due*****</p> <p><u>Public Sector:</u></p> <ul style="list-style-type: none"> • Maya Threatt, Project Manager, US Department of Homeland Security • Malena Brookshire, Chief Financial Officer, Corporation for National And Community Service <p><u>Private Sector:</u></p> <ul style="list-style-type: none"> • Matthew Moore, Associate Director at Macquarie Group <p><u>Non-Profit Sector:</u></p> <ul style="list-style-type: none"> • Louis Davis, Jr.: State Director, District of Columbia, AARP

11/24	Into the Future
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National Academy of Public Administration's Grand Challenges:
<https://www.napawash.org/grandchallenges>

12/1 *****To compensate your time for the MBTI workshop on 9/12, our final class session will be 11/24

*****December 8 *****Analytical Paper Due *****December 8*****Analytical Paper *****

Required Materials:

Shafritz, Jay M., and Albert C. Hyde, eds., *Classics of Public Administration*, 8th edition. (If you purchase an earlier edition, be sure it includes the required reading for the course.)

Lewis, Michael. 2019. *The Fifth Risk*. New York: Norton.

Various additional required readings are available on Blackboard or on the web.

Assignments:

MBTI Reflection

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

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

Next, write the following paper:

Reflect on your MBTI results. Use the exercises from the MBTI workshop, temperaments (the two letter combinations), and feedback from those who know you well. Your discussion must demonstrate/confirm that you drew upon all of these sources to reflect on your type. Based on all of this, what do you see as your primary strengths and potential weaknesses as a public servant?

2 Team Papers

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 and 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 and/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 and/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 attached matrix. 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 (and applying this matrix) cannot be learned solely from reading about it.

These are professional papers and must be critical, analytic, and 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, and seek to persuade others to follow them. Your personal politics may be of value to you in this class and can certainly contribute to discussions and these papers. I do not care what your politics are. I do care that you clearly make and support your argument in a way that is easily accessible, which is an essential skill for any professional.

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

1. An introduction that
 - i. states a clear *argument statement* (not a statement that will “explore” or “discuss” the issues), and
 - ii. 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 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, presenting your own ideas about the issue.
4. A concluding paragraph that summarizes the paper and highlights why the argument matters.

Develop a clear and comprehensive answer to the case and 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 and imaginatively you develop and present your position.

2 Team Assessments

Team assessments are used to gauge team interactions and 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 and yourself. The instructor will take this feedback into account in arriving at individual grades for “course participation.”

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

- *Numerical Teamwork Rating*

On a separate page for each individual, please rate each team colleague and 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 and 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 particular strength of each team member, including yourself, that has significantly facilitated the team’s work.

Team Presentation

Each group will read, learn, and present readings to the class twice. Presentations will be assessed based on accuracy of information provided, clarity of content, your ability to make the material relevant to other students, your ability to connect it to other ideas in the course, and stylistic factors such of speaking clarity.

Analytical Paper

We have read a great deal (The Fifth Risk, weekly sessions, and NAPA’s Grand Challenges) and discussed extensively the challenges confronting public administration as a field of practice. Refresh yourself on these challenges. What do you think is the biggest challenge facing public administration today? Why? What do the readings teach you about the challenge and how to deal with it? What have the readings left out?

Please **use ideas from at least 2 class sessions**.

Papers must be no more than five pages (excluding title and bibliography), 12 point font and 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.

Grades will be calculated as follows:

Team Component— total 45 points of grade

- 2 team papers; 15 points each; 30 points total of grade
- Team presentation of reading; 2.5 points each; 5 points total of grade
- Team meeting agenda; 5 points
- 2 Team Assessments 2.5 points each; 5 points total of grade

Individual Component—45 points of grade

- MBTI Reflective essay; 10 points
- final analytical paper; 35 points

Class Participation—10 points

Lowest overall 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; and C- 70.00.

Rubric For Written Work (to be discussed at length in class)

Category	Unacceptable	Marginal	Acceptable	Good <i>If your assignment satisfactorily meets requirements & expectations, you can expect to fall here.</i>	Outstanding Above & Beyond Expectations
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) and responding to the question posed	<i>Suggests an understanding of the issue(s) and responds to the question, but language and 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 the topic and implies but does not specifically state an argument and/or the argument does not reflect course content	States an argument but with vague language and/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 and/or evidence for the analysis	Analysis is adequate but lacks specificity and is not well synthesized	<i>Analysis is logically developed and adequately synthesized.</i>	Specific, developed details; superior support and evidence in analysis
Structure and Organization	Lacks logical progression of ideas	Brief skeleton (introduction, body, conclusion) but content does not reflect and/or mixes heading content	Includes logical progression of ideas; minimal overlap between sections and 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 and 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, 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	<i>Few grammatical errors or questionable word choice; all sentences and paragraphs are well-structured</i>	Error-free; clear understanding & proofreading; each paragraph fully develops one idea representing a logical progression of the argument

The Fine Print

It's often said (in jest of course) that public administrators love fine print...

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 & referencing professor feedback.

Students wishing to contest a grade are required to write a professional memo stating the grade they believe is merited & outlining & justifying their case for a changed grade. Student must use examples from her/his work, referencing professor feedback.

University Policy on Religious Holidays

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see "Religious Holidays" at provost.gwu.edu/policies-procedures-and-guidelines

Support for Students Outside the Classroom

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance & referral to address students' personal, social, career, & study skills problems. Services for students include: crisis & emergency mental health consultations confidential assessment, counseling services (individual & small group), & referrals.
counselingcenter.gwu.edu/

Academic Integrity Code

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation.

More information is available from the Office of Academic Integrity at studentconduct.gwu.edu/academic-integrity. The University's "Guide of Academic Integrity in Online Learning Environments" is available at studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments. Contact information: rights@gwu.edu or 202-994-6757.

A full range of academic support is offered virtually in fall 2020. See coronavirus.gwu.edu/top-faqs for updates.

Tutoring and course review sessions are offered through Academic Commons in an online format. See academiccommons.gwu.edu/tutoring

Writing and research consultations are available online. See academiccommons.gwu.edu/writing-research-help

Coaching, offered through the Office of Student Success, is available in a virtual format. See studentsuccess.gwu.edu/academic-program-support

Academic Commons offers several short videos addressing different virtual learning strategies for the unique circumstances of the fall 2020 semester. See academiccommons.gwu.edu/study-skills. They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See tinyurl.com/gw-virtual-learning

Writing Center GW's 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. See gwu.mywconline.

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at academiccommons.gwu.edu.

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 to establish eligibility and to coordinate reasonable accommodations. disabilitysupport.gwu.edu

Counseling and Psychological Services 202-994-5300 GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. healthcenter.gwu.edu/counseling-and-psychological-services

Safety and Security

- In an emergency: call GYPD 202-994-6111 or 911
- For situation-specific actions: review the Emergency Response Handbook at safety.gwu.edu/emergency-response-handbook
- In an active violence situation: Get Out, Hide Out, or Take Out. See go.gwu.edu/shooterpret
- Stay informed: safety.gwu.edu/stay-informed

Policies in Public Administration & Public Policy Courses

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 & instructor will both sign the CCAS contract for incompletes & submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit <https://tspppa.gwu.edu/documents-&-forms> for the complete CCAS policy on incompletes.

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.

Submission of Written Work Products after Due Date: Policy on Late Work

All work must be turned in by the due date in order to receive full credit for assignments, unless the instructor expressly makes an exception. [Note: Professor Brainard'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].

Academic Honesty

Please consult the "policies" section of the GW student handbook for the university code of academic integrity. Note 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, & other graded work products & assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. IT IS YOUR RESPONSIBILITY TO KNOW THE CODE & TO FOLLOW IT.

Changing Grades After Completion of Course

Grade changes **cannot** be made after conclusion of the semester, other than in case of clerical error.

The Syllabus

This syllabus is a guide to the course for the student. Sound educational practice requires flexibility & the instructor may therefore, at their discretion, change content & requirements during semester.

Accommodation for Students with Disabilities

In order to receive accommodations on the basis of disability, a student must give notice & provide proper documentation to the Office of Disability Support Services, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office.

Letter grading is based on a four-point scale as follows:

3.7-4.0 A: Excellent & exceptional work for a graduate student. Work at this level is *unusually* thorough, well-reasoned, creative, methodologically sophisticated, & well written. Work is of *exceptional* professional quality.

3.6-3.69 A-: Very Good: Very strong work for a graduate student. Shows signs of creativity & strong understanding of appropriate analytical approaches, is thorough, well-reasoned, meets professional standards.

3.3-3.59 B+: Good: Sound work for a graduate student; well-reasoned & thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

3.0-3.29 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.

2.7-2.9 B-: Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A B- average in all courses is not sufficient to sustain graduate status in good standing.)

2.3-2.6 C+: Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors & misunderstandings.

2.0-2.29 C: Deficient - see above

1.7-1.9 C-: Deficient - see above

Less than 1.7 F: Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses & limitations are pervasive.