University of North Florida
Master of Public Administration program
Course syllabus, Spring 2019
PAD6066 Capstone Seminar

Instructor	George Candler
Day/Time	Tuesday, 6:00-8:45 pm
Location	Bldg 10, room 1339
Office hours	2:00 to 5:30, Tuesday and Wednesday, and any time by appointment
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Course Objective:

Greetings, and welcome to (drumroll please...) PAD 6066, Capstone! The catalog description for this course reads as follows:

> This class provides a summary and integration of the MPA program, and of the knowledge, skills and values appropriate to a professional career in public administration.

Consistent with the mission of the UNF MPA program, the objectives of this course include the following:
- to lead and manage in public governance;
- to participate and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry; and
- to understand local governance in a global context**.**

Course structure:

There will be three complimentary means of instruction: readings, a web page, and class lecture sessions. The web page will both broadly discuss the week's material, and link you to other information relevant to the weekly subjects. Readings will include those listed on the syllabus. You will have noted that the class is scheduled for one, nearly three hour lecture each week. Don't fret: I will not drone through this whole period. We will try to divide the lectures into two, just over one hour periods with a 5-10 minute break between each.

Required texts:
- Goodsell, Charles (2011). *Mission Mystique: Belief Systems in Public Agencies*, Washington: CQ Press. ISBN: 978-1-933116-75-4
- Reeves, Richard (2017). *Dream Hoarders*, Washington: Brookings Institution Press. ISBN: 978-0-8157-2912-9.

- Collier, Paul (2018). *The Future of Capitalism: Facing the New Anxieties*. Harper. ISBN: 978-0-06-274865-2

I've used these books before, but both are expensive, so I am not assigning either this year. I will draw on material from these books, but will present this material (quotes, summaries, or a copied chapter) to you so you needn't purchase it. But if you're keen and can find an inexpensive copy online, feel free to purchase either.

To contain further student expenditure, we will also make use of (free) electronic materials available online, through two media. First, EBSCO Host Research Databases, available on the Carpenter Library system. For off-campus access to this, click on 'My Account' (in the upper right quadrant of the library screen), then on 'Remote Log in' (at the left). Your log in information is your UNF student number and password. To see if you can access these, try to click on the following.
- Herbert, Adam (2004). "Transforming public service in a world without boundaries." *Public Administration Review* 64(4), pp. 390-4. JSTOR link.
- Azevedo, Ariston and Renata Ovenhausen Albernaz (2006). "Alberto Guerreiro Ramos's anthropological approach to the social sciences: the parenthetical man." In *Administrative Theory & Praxis* 28(4), pp. 501-21. Proquest link.

Second, there is a lot of useful stuff available just through normal web links. Try, for instance,
- American Society for Public Administration

Assignments, grading

There will be a number of assignments, listed on the 'Assignments' link above, with details as well regarding grading expectations. The usual 90+ = As, 80-90 = Bs, etc. grade distribution will apply, unless I need to curve up to get a normal graduate class grade distribution. In order to earn a grade of 'B' students do, however, need to engage readings, follow instructions, and respond to feedback.

Class Policies:

Obligations - You can expect me to be prepared, to explain the course material clearly, and to work to ensure that this course proceeds as smoothly and coherently as possible. In addition to generous office hours and ready email access, I will make myself available to help you outside of class or office hour times if necessary. For your part, pay attention to course requirements, learn and, to paraphrase former colleague James Hayes-Bohanon, remember that this is not 18th grade.

Late assignments/make-up exams - Late assignments and missed exams will incur a significant penalty, and will be accepted only if I am contacted prior to the due date. If similar circumstances lead you to request an incomplete, I've historically been liberal with these, but see campus policy regarding incompletes. It will be *your obligation* to submit unfinished coursework.

Course communications - students have an obligation to activate and monitor their UNF email account. This account will be used for out-of-class communication. It is your obligation to get

assignments to me, and to keep copies of all assignments submitted in the event that they don't get to me. When emailing, adopt a professional format.

Disability -- Students with disabilities who seek accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 57, Room 1500. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws, including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepare a letter for the student to provide faculty advise them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, e-mail drcexams@unf.edu, or visit the DRC website www.unf.edu/drc.

Military and veterans -- Military and veteran students may be utilizing the post 9/11 GI bill to continue postsecondary education goals. Contact Military and Veterans Resource Center by phone (904) 620-2655 or e-mail mvrc@unf.edu.

Academic misconduct - This is a 'seminar' class: free-flowing dialogue is encouraged. While this is meant to be informal; be polite, respectful and professional. Do not disrupt the class, whether through ringing cell phones, texting or other side conversations, web surfing, rude outbursts, or similar behavior.

Each student is responsible for understanding the University's Academic Integrity Code. This can be found in the Academic Integrity section of the online 2013-14 UNF Catalog, in the Student Handbook, or Graduate Student Handbook, and separately in the university's Academic Misconduct Policy. Procedures described in this document will be followed in dealing with any cases of academic dishonesty. I do make an effort to catch students who cheat, and have been successful in this in the past. Students caught plagiarizing coursework have generally been awarded a grade of F-A for the class.

Readings
See separate page (link), or Canvas for this.

Assignments

Readings:
In order to cover as much material as possible, keeping up with the readings is essential. Readings will be used to supplement lectures - lectures will not necessarily be structured by the readings.

Attendance/participation:
Attendance is required, and participation encouraged. If you cannot make class, inform me beforehand. Though not assigned a specific point value, irregular attendance will be penalized.

Research papers

The papers have a number of goals:
- To deepen understanding of course materials.
- To develop the student's ability to research, analyze, synthesize, think critically, solve problems and make decisions.
- To develop the student's written communication skills.

Grading criteria: A consistent grading schema will be used *for all written work*, with the points available for the various assignments apportioned among a number of criteria. These will include the following (and are further elaborated below):
- Systematic, comprehensive research (30%)
- Write professionally (30%)
- Cite sources in text, correctly (10%)
- Logical, coherent, balanced argument (30%)
- Well used tables/ graphs (bonus)
- Follow instructions (debits)

Paper #1 -- 10 points

Values. Students will write a paper of at least 500 words, submitted in class or electronically by 24 January. The paper will be on the following topic:
- Given what we've read and discussed so far in this class, in the MPA program, and from your own research, assess Marshall Dimock's 1937 essay on "The Study of Administration."

Paper #2 -- 10 points
Analysis. This is a quantitative analysis exercise. Students will write a paper of at least 250 words (plus tables), submitted in class or electronically by 14 February. The instructions will be emailed.

Paper #3 – 20 points
Concentration. Students will write a paper of at least 500 words, submitted in class or electronically by 28 February. The paper will be on the following topic:
- Given what we've read and discussed so far in this class, in the MPA program, and from your own research, assess
  - the major challenges facing public and/or nonprofit managers in your MPA concentration area.
  - If you are a 'Generalist' student, assess the challenges facing local governance in a global context.

  For both topics, especially address any PAD 6066 readings that support, or contradict your assessment.

Paper #4 – 20 points
Networks. Students will write a paper of at least 500 words, submitted in class or electronically by 4 April. The paper will be on the following topic:

- Using especially course readings, relevant numerical data presented in this class, as well as other quantitative data that you find elsewhere, assess the relative roles of markets, networks, values, and public bureaucracy as mechanisms for modern governance.

Exams

Midterm exam – 20 points

There will be a midterm exam on 14 March. The exam will take the format of a round table discussion, in which each student will present a formal oral presentation (with appropriate visual aids: powerpoint or other, emailed to the instructor by midnight, 12 March). Students will prepare a short, 3-5 minute presentation on the topic below. This will be presented to the class during the exam session. Important provisos: students *may not copy* a graphic produced by someone else, even if reformatted, and *may not recite* from a prepared text. Each presentation will be followed by a 2-3 minute discussion period. Students are expected to participate in this, commenting on other students' presentations.

- **Midterm exam topic**: Given what we've read and discussed so far in this class, in the MPA program, and from your own research, assess the role of networks (both market and dialogue-mediated) in modern governance. Especially address any PAD 6066 readings that support, or contradict your assessment.

Final exam – 20 points

There will be a final exam on 25 April. The exam will take the format of a 500 word *maximum* written assignment, and an informal round table discussion (no visual aids needed). Ten points will be assigned to each. The oral, roundtable part of the exam need be only a 2-3 minute response to the question posed, with this based on the written material. This will be presented to the class during the exam session. Important provisos: students *may not recite* from a prepared text, and controversial stands and/or humor are encouraged. Anything to fire people up. Each presentation will be followed by a 2-3 minute discussion period. Students are expected to participate in this, commenting on other students' presentations.

- **Final Exam topic**: Given what you have learned in PAD6066 readings, and drawing on other MPA materials as relevant (citing all of these – if it is not related to course materials, do not bring it up): discuss the single problem facing governance in the US that is most amenable to positive reform, and what policy reform would lessen that problem.

Written exams grading criteria:
> As for previous written assignments.

Oral exams grading criteria:
- State the main theme
- Adequate oral presentation (i.e. don't recite)
- Logical, coherent, balanced argument
- Engagement with other student presentations (think in terms of at least one comment on another student's presentation)
- Well used tables/ graphs (bonus)
- Follow instructions (debits)

Grading:

A multi-step process (if necessary) is used to determine final class grades:

1. The usual grading schema is applied, with 90%+ = As, 80-89 = Bs, 70-79 = Cs, 50-69 = Ds. If all students score 90%+, all students will receive an A.
2. If step #1 does not result in a normal grade curve (more or less 25% each for A, A-, B+ and B for graduate classes), the grade curve above is recalculated based on the highest score in the class. So if the highest combined score is 95%, A grades will range from 85.5 (.9 x .95) to 95, etc.
3. If step #2 does not result in a normal grade curve, the grade scale may be 'curved' further downwards, as appropriate. The floor for passing grades is at that point where students do not demonstrate engagement with course materials, do not follow instructions, and do not respond to feedback.

Note: I give 'meaningful' grades, based on the assessment criteria indicated above, which means that I have almost invariably applied step #3.

Extra credit: just as in life, no extra credit opportunities will be afforded.

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Grading criteria further elaborated: Following is a collection of standard rules for professional (or academic) writing, and common mistakes by students. These will be applied in grading assignments. If you disagree with some of this, are confused, or require clarification: raise your concerns now.

Grading rubric. All assignments, including the component parts below, are graded on the following rubric:

- Mastery: above normal requirements for professional work (100% of possible points).
- Adequate: at a level appropriate for professional work (75-95% of possible points).
- Insufficient minor: for professional work, requires minor improvement (50-70% of possible points).
- Insufficient major: for professional work, requires considerable improvement (0-45% of possible points).

Systematic, comprehensive research

- Common mistake #1: *engage* course materials (cite course readings liberally). You are allowed, even encouraged, to challenge course readings and lectures, *but must provide better evidence than that provided in course readings and lectures*. You cannot, though, ignore course materials. 'Course materials' includes relevant materials listed on the readings page, with the assigned course text(s) especially important.
  - While you cannot ignore the weekly lecture notes, cite these only if they provide information not supported by references that you can follow up, as citing the lecture notes demonstrates no research on your part (lecture notes are *my* research).
  - By all means cite sources referred to in course materials (lecture notes or readings), but do not copy quotations or references of others and cite this from the original source, or just rephrase the reference. Instead, go to the original source yourself to ensure that you understand the context, expand the quote a bit, then you can cite the original source.

- Common mistake #2: *demonstrate command* of course materials, as relevant. Beyond answering the assigned question, you need to demonstrate that you understand course materials.
- If your list of works cited includes only course materials; and if your outside research includes only books, only journals, or (especially) largely internet sites, the research was neither systematic nor comprehensive. When I'm concerned that a student hasn't done enough research, I check the following sources:
    - UNF library catalog
    - EBSCO Host Electronic Journals Service
    - JSTOR

    Beware the internet! Only use web information from a well-known, respected source. Wikipedia is of too uneven quality to be used in academic/ professional work (example).
- Remember that this program is about public administration, not elected politicians, or the management of business firms.
- Do not give dictionary definitions (and cite these), as you can assume that your reader is familiar with standard English. Similarly, do not use encyclopedias.

Write professionally
- Common mistake #3: use a professional tone. Don't force it: always try to expand your vocabulary, but don't use words if you are not certain of the meaning. Some specific common mistakes:
    - Do not use first person (e.g. I, my, we, our), or second person (you, your). Use third person. In a professional context you most often are not writing for yourself, you are writing *on behalf of* an organization, *to* an impersonal audience.
    - Learn the difference between there, they're, and their; your and you're; and its and it's. There is no such word as [its'].
    - Learn the difference between threw, through and though; too, to and two; who's and whose; and where, wear, we're and were.
    - Learn the difference between possessive apostrophes and plural.
    - Learn the difference between colons and semicolons.
    - Beware singular/plural inconsistency (e.g. *The* student lost points for singular/plural consistency in *their* paper). An exception is for gender neutral pronouns (link).
    - Do not use contractions (e.g. don't).
    - Avoid rhetorical questions (e.g. Why is this the case?).
    - Avoid starting a sentence with a conjunction or preposition (e.g. The paper was bad. *And* she started a sentence with a conjunction.). This often results in a sentence fragment.
    - Get used to gender neutral usage.
- Write for an informed lay person *on the street*, rather than for experts, the uninformed, or your class professor. So do not assume that your reader is in this class, and will know who Professor Candler is, or what was discussed in week three.
- Use quotations sparingly. This is meant to be a paper by you, not a collection of selected quotes that you thought were especially relevant to the topic. *As a rule of thumb, no more than 10% of your work should be direct quotations.*
- See George Orwell's 'six rules for writing'.
- Why it matters. Some perspectives:
    - "I won't hire people who use poor grammar. Here's why." Link.

- "Graduates failing bosses." Link.
- Finally, this from a COJ hiring officer:
  "We have about 10 applications so far for the new... position. A few look promising. Sadly, some of the people have very poor writing skills and actually submit letters with spelling and grammatical errors. If you can't pull it together for a cover letter for a job, what kind of work product would you produce?"
- Format:
  - I prefer electronic submission (as an email attachment). It is your responsibility to get the paper to me, and to keep a copy of it. I will acknowledge email receipt of your paper. If you don't get such an acknowledgement within two working days, email me again.
  - Save paper. Include your name, course number, assignment name, title of the paper and all that at the beginning of the paper, but you needn't do this on a separate page. Similarly, the works cited do not need to start on a new page.
    - Especially if you submit the paper electronically, feel free to single space. I will use the comment function in MS Word to insert comments.
    - When emailing in general, adopt a professional format. All emails should have a title, and a message with a salutation, a body (however brief) and be 'signed'.

Cite sources correctly, in text and in the bibliography
- Cite your sources. If you lack credible sources to support what you are writing: don't write it.
- You may use any of the *standard* citation methods. Key points:
  - Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or footnote), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
    - *This means give page numbers*!
    - Alphabetize sources.
      - This also means that if you cite something as (Smith 1776, p. 477) in the narrative, the source should be listed under 'S' (Smith) in the works cited.
  - You must have a list of works cited. Everything cited in text must be in this list of works cited; anything not cited in text should not be in this list of works cited.
    - References must be complete, and informative on their own.
    - References should be included any time you need to let your reader know where you got the information that supports your argument.
      - However, you don't need a quotation every time you include a citation.
    - Cite only sources that you actually sight! If a source you have read specifically quotes, or refers to someone else, cite the other source in the source you read (e.g.: Smith, as cited in Jones 2009), then list only the source you sighted in your works cited.
- Be spare in referring to sources in text. For instance, do write 'Perry (1996) argues...' Do not write, 'James L. Perry, in his chapter titled "Effective enterprises, effective administrators" in his 1996 book *Handbook of Public Administration*, argues...' In many newspaper articles, government reports, and in popularized academic stuff (like a textbook, for instance), you may see examples like the one that I ask you not to use. But more analytical work doesn't typically do this, and I want you to practice this usage.

- Don't cite a single source repeatedly in a paragraph. Every sentence does not need to be supported. You can summarize extended passages of a source in a paragraph, then cite the source once at the end, indicating the pages from which it came, e.g.: (Perry 1996: 739-45). The exception to this rule is direct quotes, all of which need to be sourced, with page number.
- Include the intext citation in the sentence it is a part of. Like this:
  > ...the world is round (Columbus 1492).

  Not like this:
  > ...the world is round. (Columbus 1492)

  or like this:
  > ...the world is round. (Columbus 1492).
- Don't include the intext citation in quotation marks. Like this:
  > "The world is round" (Columbus 1492).

  Not like this:
  > "The world is round (Columbus 1492)."

  and certainly not like this:
  > "The world is round. (Columbus 1492)."
- For web sources:
  o Don't cite urls in the narrative of the paper.
  o In your works cited, listing a url is not enough, as your reader should get some idea where the information is from, so that s/he does not have to go to the source to get some idea of credibility.
  o Instead, give all the normal information that you would use when citing a book or article, as available: author, document title, publisher, year/date.
  o You should list the url where you found the article, as well as the date you accessed it.
  o For an example, see the 'Referencing' section at the end of the course Research page.
- o Many articles are available on the proprietary databases that UNF has access to. Especially when these contain pdf files of articles, they are essentially copies of the articles as they appeared in the original journal or magazine. Therefore you can just cite them directly, without acknowledging that you accessed it through JSTOR, or EBSCO, etc.
- Note, again, the admonishment against plagiarism, and consult UNF's Academic Integrity Policy.

Logical, coherent, balanced argument
- Your argument should have logical structure, and be easy to follow.
  - Common mistake #4: identify the issue, state the question, identify the main theme, etc. Tell your reader in the first paragraph, if not the first line, your purpose: *what is the central message of the paper*. If you can't identify a central message, rethink the paper! Do this as clearly as possible, with a "This paper will..." statement, if necessary.
  - Also, close the introduction with a brief summary of how the argument will proceed.
    o The main body of the argument should be consistent with what you told your reader you were going to do in the "brief summary" in the introduction.
    o Make economical use of subheadings, or clear transition sentences, to signal to your reader you are shifting focus, again consistent with your opening 'brief summary'.
  o Conclude! The conclusion should be consistent with the introduction, and with the main body. It should also wrap things up for your reader, emphasizing key points, inspiring, whatever. Don't just tail off in the middle of a component of the paper.

- o Remember that *your reader is not inside your head*, and so may not know where you are going, or why you are going there, if you do not make this clear.
- These are not opinion pieces. Be detached, analytical, and use credible research.
  - o Present fairly the relevant credible perspectives on the issue. It is not necessary (indeed is discouraged) to choose a 'solution' to the issue which you are addressing. That is for politicians. Simply present the evidence and the options.
  - o Avoid logical fallacies. For some examples, see this, and this.
  - o You are being trained to work in mainstream America, so
    - ▪ engage mainstream evidence, and
    - ▪ avoid sources with an ideological bias, fringe views, or populist conspiracy theories. Especially do not use an openly ideological source to support an argument consistent with that source's ideology.
    - o Instead, practice counter-ideological sourcing: if your argument is consistent with a particular ideological perspective, seek supporting evidence from a source not within that ideological orbit (click for an ironic confirmation of the validity of this). If you can't find such support, rethink your argument.
  - o In short: all opinions are not equal, and there are not two sides ('a' Republican view, and 'a' Democratic view) to every issue. Instead, there are myriad perspectives among successful human societies, many of which are all but absent in the US. More important, there is an underlying reality that can be discerned, to greater or lesser degree, through detached research. Even if this reality is discerned to a 'lesser' degree, a detached analysis seeking to identify that reality will *always* be more accurate, and therefore more useful for public policy, than partisan spin, ideological dogma, or public opinion.

Well used tables/ graphics (bonus)
- Note the '*well used'*. Few people do this well, so this requirement encourages development of this skill. This does not mean produce a large, gaudily coloured pie chart when it would be easier to simply write "55% of Vermonters remain opposed to the civil unions law."
  - o It *especially* doesn't mean reproduce a table, diagram, or figure that you find elsewhere. It must be original.
- All tables and graphics need to be self-contained, including both a title, and acknowledgment of the source from which you got your data. They also need to be incorporated into the narrative of your paper: "as shown in Figure 4 below...", "The table also illustrates..."
- Tables and graphics should be professionally presented.

Follow instructions (debits)
- Pay attention to the various course requirements, including specifics of assignment questions, and format instructions above.
- Length requirements are net of quotations. If you submit a 1200 word paper for a 1000 word assignment, but 600 of your words are direct quotes, *you* have only written 600 words.
- As a general rule, the paper should not be longer than 50% more than the minimum length requirement.
- All written assignments will receive feedback. Do not repeat mistakes made on earlier assignments, in this or in previous classes that you have had with me. If earlier feedback is unclear, ask for clarification.

- Papers inconsistent with the assignment requirements (including the assigned topic) may have a penalty assigned to them (generally the smaller of a 50% or 10 point reduction), and will be returned for rewriting and resubmission. If not rewritten, a grade of zero will result. Especially later in the semester, this rewrite option will not be available.
- Especially note UNF's Academic Integrity and Academic Misconduct Policies. An online plagiarism tutorial can be found here. Examples of plagiarism will likely result in a report being filed in accordance with these policies, often with a recommendation that the student fail the course. For a definition and discussion of plagiarism, see:

> "Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's own research and scholarship. Continuous paraphrasing without serious interaction with another person's views, by way of argument or the addition of new material and insights, is a form of plagiarism in academic work."
>
> Irving Hexham

Three especially common forms of plagiarism:
1. Copying something written by someone else, and pasting (or transcribing) it into your work, without both putting the words in quotation marks, and citing the source.
2. Copying something written by someone else, and pasting (or transcribing) it into your work, without putting the words in quotation marks, *even if you cite the source*. By doing this, you are implying that *you* wrote those words, based on information included in the source you cite. This is not the case: you copied the words of others.
3. Copying something written by someone else, and pasting (or transcribing) it into your work after making a few minor changes. This is called paraphrasing and, again, you did not write it.