Public Administration and Film
Summer 2021

Faculty
Meghan Doughty (she/her pronouns)
Email: doughtym@Evergreen.edu
Office: Lab 1, 3010
Office Hours: By Appointment
*Appointments can be over the phone
or online via Zoom, Skype or Facetime

Location
Zoom and Asynchronous (Video lectures, PersuAll posts on Canvas, watching films)

Time
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<tr>
<th>Week 1</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Weekend 1</td>
<td>7/16</td>
<td>5:00 PM - 8:50 PM</td>
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<td>Weekend 1</td>
<td>7/17</td>
<td>9:00 AM – 12:00 PM</td>
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<td>Weekend 1</td>
<td>7/18</td>
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<td>Weekend 2</td>
<td>8/27</td>
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<td>Weekend 2</td>
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<td>Weekend 2</td>
<td>8/29</td>
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*Four 20-25 minute recorded lectures

Course Description: Cinema is one of the most powerful forms of media. It provides a common cultural touchstone for disparate groups of people to frame their experiences of the world. It can reflect a certain perception of reality, put forth an agenda and critique specific aspects of a society, or society at large. Combining public administration theory and the films themselves, this course will explore the cultural framing of various aspects of public administration and how this influences the reality of working in the public sector. *Warning: Rated R films will be shown in this class*

Our work will be conducted remotely, using Canvas and Zoom. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit.

Salish Tribal Land Statement

The Evergreen State College is located on the ceded territories of the Medicine Creek Treaty Tribes, which include the Squaxin Island Tribe, the Nisqually Indian Tribe, and the Puyallup Tribe of Indians. The Olympia area was historically a center for trade and exchange among many Salish Sea tribes, including the Chehalis, the Skokomish, and others. With this awareness, we honor the ancestors and pay respect to elders past and present of the Medicine Creek Treaty Tribes, and to all Native peoples of this land.
Learning Objectives
1. Foster student awareness of films relation to public perception of public administration
2. Enhance understanding of public administration theory
3. Introduce aspects of film analysis

Skills
1. Improve critical thinking and writing skills
2. Encourage creative thinking skills
3. Develop ability to translate theoretical concepts for a nontechnical audience

Required Readings
All films will be screened via Zoom or students can choose to watch on their own, all films are available for rent or purchase on Amazon Prime.

Communicating: Email, Canvas and Zoom are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

First Weekend
Friday, July 16th: Representative Bureaucracy, Zootopia (2016)


Watching Film Analytically (link)


Zootopia's Deep Meaning: How We Talk to Kids (link)


Patrick Dunleavy & Christopher Hood (1994) From old public administration to new public management, Public Money & Management, 14:3, 9-16, DOI: 10.1080/09540969409387823


Ultimate Guide to Camera Movement — Every Camera Movement Technique Explained (link)

What is Mise en Scene — How Directors Like Kubrick Master the Elements of Visual Storytelling (link)
Sunday, July 18th: Administrative Evil, BlacKkKlansman (2018)


BlacKkKlansman: Spike Lee Takes On Our Times (link)

Utimate Guide to Camera Angles: Every Camera Shot Explained (link)

Recorded Weekend 1 (July 16-18): Contracting, War Dogs (2016)


Color Theory in Film — Color Psychology for Directors: Ep5 (link)


Recorded Weekend 1 (July 16-18):
Street-level Bureaucrats, Stand and Deliver (1988)


Production Design — Filmmaking Techniques for Directors: Ep2 (link)

Visual Motifs in Film: The Silence of the Lambs and Americana (Definition & Examples) (link)

**Second Weekend**  
Friday, August 27th: Red Tape, *Hidden Figures* (2016)


The White Savior Trope, Explained (link)

The Strong Black Woman Trope, Explained (link)

**Saturday, August 28th**: Collaborative Governance, *Contagion* (2011)


Contagion (the movie) Reconsidered In The Time of COVID-19: Contagion — What Soderbergh's Pandemic Got Right About the Coronavirus (link)

You Know It's Steven Soderbergh IF... (link)


'The Big Short' | Anatomy of a Scene w/ Director Adam McKay | The New York Times (link)

Film Blocking Tutorial — Filmmaking Techniques for Directors: Ep3 (link)


Camera Framing: Shot Composition & Cinematography Techniques Explained [The Shot List, Ep 2] (link)

Assignments

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors.

Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center: https://www.evergreen.edu/writingcenter/resources

PersuAll Posts

You are required to post at least THREE times per article. The first two posts are in response to the reading. The third post is in reply to a classmate’s responses. To recap, your first post = reply to the article, your second = reply to the article, and third posts = reply to classmate.

The purpose of these posts is to demonstrate that you have done the reading, that you are critically thinking about the content and that you are attempting to engage in a constructive discussion with your classmates. Your post must advance the discussion or pose new issues for the group to consider. You are, of course, permitted (and encouraged) to submit additional posts.

Watch how to video (link), Due: July 9th by 11:00pm
First two posts on each article for Weekend One, Due: July 15th by 11:00pm
Third response post on each article for Weekend One, Due: July 19th by 11:00pm

First two posts on each article for Weekend Two, Due: August 26th by 11:00pm
Third response post on each article for Weekend Two, **Due:** August 30th by 11:00pm

**Film Note Taking Sheets**
For each film you will fill out a specific note-taking sheet focusing on different aspect of film analysis and public administration.

- **Zootopia, Due:** July 15th by 11:00pm
- **Ghostbusters, Due:** July 15th by 11:00pm
- **BlacKkKlansman, Due:** July 15th by 11:00pm
- **War Dogs, Due:** July 17th by 11:00pm
- **Stand and Deliver, Due:** July 17th by 11:00pm
- **Hidden Figures, Due:** August 26th by 11:00pm
- **Contagion, Due:** August 26th by 11:00pm
- **The Big Short, Due:** August 26th by 11:00pm
- **No Mans Land, Due:** August 26th by 11:00pm

**Pick a Film**
**Date:** July 25th, posted to Canvas by 11:00pm
**Length:** No more than 1 page, double-spaced
**Instructions:** Write a plot summary of the film you chose. This should highlight the main characters and what happens to them during the film. It should be no more than 500 words.

**Paper Proposal Prompts**
**Due Date:** August 8th, posted to Canvas by 11:00pm
**Length:** 3-5 pages, double-spaced
**Instructions:** Explore how the film you picked relates to public administration. What theory of public administration does the film demonstrate or explore? You don’t need to know everything about the particular public administration theory the film deals with. Please answer one of the following prompts in relation to a public administration theory or concept:

- Describe a shot, sequence, or scene that stands out to you. Sometimes just writing a good, detailed description will indicate an argument about how the filmmakers wanted us to see something in the world.
- Is the film often considered to be part of a wider historical or filmic movement? How does it illustrate or complicate a certain theory, style, or genre?
- When was the film made? How did that historical moment influence the production of the film? Were the filmmakers responding to a specific historic event? How does their depiction of that event encourage viewers to think of that event, and in turn of their present historical moment?

**Rough Draft**
**Due Date:** August 23rd, posted to Canvas by 6:00pm
**Length:** at least 9 pages (not including a works cited)
**Instructions:** This should be as close to a final draft as possible.

**Final Paper**
**Due Date:** August 30th, posted to Canvas by 11:00pm
**Length:** 10-15 pages, double-spaced
Instructions: It should address the question: what does this film tell an audience about some aspect of public administration? It should also answer why what this film tells the audience is important. Is it a reflection of society? A demonstration of theory in action? Does it question or complicate currently accepted theories or knowledge?

Use your knowledge of public administration theory and film analysis to answer these questions.

Course Policies

Accessibility Statement

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. I reserve the right to ask for no technology in the classroom if it becomes a distraction.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC’s Students with Disabilities Policy.

COVID-19 Considerations

With the continuation of online instruction and quarantine orders, faculty will respond on an individual basis to concerns resulting from our new environment. Please reach out with any concerns and accommodations, if possible, will be made.

To participate in class students will need a semi-stable internet connection. All films will be screened via Zoom and/or be available for purchase through Amazon Prime video. All readings will be posted on Canvas. Lectures will be delivered synchronously, “live”, through Zoom, and two recorded lectures will be posted with discussion prompts.

National and Religious Holidays Statement

Please inform us in writing within the first two weeks of class if you will miss specific class modules because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: https://www.evergreen.edu/policy/religious-observanceLinks to an external site.
Disability and Chronic Illness Access

As program faculty, I am committed to creating an environment in which meaningful learning is accessible to every program member. Please tell me very early in the quarter if you have particular learning needs. If the needs are related to a disabling condition, I will keep the condition confidential unless you give me permission to speak to others.

If you are Deaf, or a person living with a disabling condition and with needs that require arrangements, technology or expense to meet, please talk to staff in the Evergreen Access Services Office, to request support: 360.867.6348; office LIB 2153. What faculty can do in the classroom without support from Access Services is limited.

Evergreen’s Assistive Technology (AT) Lab is available to everyone on campus, regardless of disability status. Staff provide help with specific software, hardware, and strategies for learning. You can find the AT lab in its own room toward the back of the main floor of the Evergreen Library proper.

Inclusive Practices Policy

Generous response to others’ requests for inclusive practices counts people in. Requests that someone speak more loudly or slowly, read aloud, follow inclusivity guidelines for presentations, write in large letters on the board, or enable captioning when available are requests to be included.

Faculty Title IX Responsibility to Report Sexual Harassment

The College’s Title IX Policy and Procedure provides for prompt, fair, and effective response to reports and complaints of sex discrimination, including sexual harassment, sexual misconduct, sexual assault and related retaliation.

Examples of situations that can be reported to the Title IX Office:

- Gender discrimination or sexual harassment: any discriminatory conduct based on your gender, gender expression, or perceived gender.
- Sexual assault or rape: Actual or attempted nonconsensual or forced intercourse or contact.
- Dating violence or domestic violence: physical, sexual, emotional, or psychological abuse or threats of abuse in a romantic or intimate relationship, family, or household.
- Stalking: conduct that would cause a reasonable person to fear for their safety or the safety of others, or to feel intimidated or harassed.

To speak to someone confidentially, get support, and learn about your widest range of options, the best place to start is Evergreen’s Title IX Office. Students may also access services confidentially through Student Wellness Services, 360.867.6200, or by contacting Evergreen Chaplain Melissa Bennett, M.Div. (she/her); Umatilla, Nez Perce, Sac & Fox, Anishinaabe; at bennettm@evergreen.edu. She is the Student Activities Assistant Director of Spirituality and Meaning Making.

If you choose to tell a faculty or staff member about an incident, be aware that almost all other Evergreen employees (including faculty) are required to report to the Title IX Coordinator information from students about sexual assault, sexual harassment, dating or domestic violence, and
stalking. Although we must notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether or not to pursue a formal complaint or legal action.

After receiving information from staff or faculty, the Title IX Coordinator will contact you. The goal here is to make sure you are aware of a range of options available to you and that you have access to the resources you need.

To speak to someone at the Title IX office, call 360.867.5224 or email titleixcoordinator@evergreen.edu. You may also report anonymously at evergreen.edu/incidentreport.

**Credit Policy**

Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance.

Plagiarism (i.e., using other peoples’ work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](https://www.evergreen.edu/academic/academic-honesty) for more information.

Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

**Participation & Attendance:** Students are required to attend each Zoom class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After a Zoom absence, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

**Late Assignments:** If there is an unavoidable need to turn in an assignment late, the student should contact me via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Evaluation:** A written self-evaluation and faculty evaluation are required. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class.
Permission to Record Lecture, Workshop and Other Similar Discussion:
If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of Reasonable Accommodations, then this participant would need written permission, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

The procedure to resolve conflict is outlined in the MPA Student Handbook: https://www.evergreen.edu/mpa/studenthandbook/conflictresolution

Included on this page is the Evergreen State College Conflict Resolution Process Matrix.

We will abide by the social contract: WAC 174-121-010 College philosophy.

We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the non-discrimination policies and procedures at TESC

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student’s responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them https://evergreen.edu/emergencyresponse