

Ideology and Consent in Public Administration

Summer 2022

Faculty

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Office: Lab 1, 3010

Office Hours: By Appointment ([Calendly link](#))

Course Description: As our country has become more partisan and ideologically divided, what were once seen as simple policy decisions have now become battlegrounds with public administrators caught in the middle. This class looks at the intersection of various ideologies and public administration. It asks the question; how far should ideology penetrate into public administration? And are you required to give up your ideologies, religious, political, etc. when you become a public servant? What role do public administrator have in conditions that create divided loyalties? Where does consent begin and end in public service? Potential answers for these answers will be examined through case studies, court cases and academic research/theory.

Learning Objectives:

- You will be able to explain the conceptual underpinnings of various ideologies
- You will be able to critique how these ideologies effect public administration

- Evaluate the role of public administrators as arbiters of the public interest

Communicating: Email, Canvas Announcement and Zoom are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly. I will attempt to respond to all emails Monday-Friday within 48 hours.

Location

Zoom and Asynchronous

Time

Weekend 1	<u>6/24 (Fri)</u>	5:00 PM - 8:50 PM
Weekend 1	<u>6/25 (Sat)</u>	9:00 AM – 4:00 PM
Weekend 1	<u>6/26 (Sun)</u>	9:00 AM – 4:00 PM
Weekend 2	<u>7/8 (Fri)</u>	5:00 PM - 8:50 PM
Weekend 2	<u>7/9 (Sat)</u>	9:00 AM – 4:00 PM
Weekend 2	<u>7/10 (Sun)</u>	9:00 AM – 4:00 PM

*Two recorded lectures

Course Description:

I 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

Note about Self-Care

- Please exercise good self-care and know your limits. See this [self-care assessment](#) for ideas of how to pay attention to yourself.
- Take breaks while reading.
- Recognize that this is an academic course about personal and sensitive topics.
- Your personal experience and the experiences of the people you know are not representative of everyone's experiences.
- Maintain curiosity and be willing to try new things and be open to new ideas / perspectives.

Credit Policy: Students will receive 4 graduate credits in Public Administration 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 [the MPA Handbook College statement on academic honesty](#) 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.

Required Readings

All readings will be available on our Canvas page

First Weekend

Friday, June 24th: Definitions and Foundations

1. Elwell, F. "The Sociology of Max Weber." Rogers State University: University of Dayton. ([Link](#)).
2. Wilson, W. (1887). "The Study of Administration." *Political Science Quarterly*.
3. Arendt, H. (1973). *The origins of totalitarianism* (Vol. 244). Houghton Mifflin Harcourt. **Chp. TBD**

Saturday, June 25th: Exit, Voice, Loyalty

1. Hirschman, A. O. (1970). *Exit, voice, and loyalty: Responses to decline in firms, organizations, and states* (Vol. 25). Harvard university press. **Chp. TBD**
2. Rusbult, C. E. (1987). Responses to dissatisfaction in close relationships: The exit-voice-loyalty-neglect model. In D. Perlman & S. Duck (Eds.), *Intimate relationships: Development, dynamics, and deterioration* (pp. 209–237). Sage Publications, Inc.

Saturday: June 25th: The Ethics of Dissent

1. O'Leary, R. (2019). The ethics of dissent: Managing guerrilla government. Cq Press.

Sunday, June 26th: Personal Religious Ideology

1. King, S. M. (2007). Religion, spirituality, and the workplace: Challenges for public administration. *Public administration review*, 67(1), 103-114.
2. Blinder, A. and Lewin, T. (2015). "Clerk in Kentucky Chooses Jail Over Deal on Same-Sex Marriage." *New York Times*.
3. Diaz, J. (2022). "Kim Davis violated same-sex couples' rights by refusing marriage licenses, judge says." *NPR*. ([Link](#))
4. Oral Arguments for Kennedy v. Bremerton School District **Please either listen or read the oral arguments. ([link](#))
5. "Jimmy Swaggart Ministries v. Board of Equalization of California." *Oyez*. ** Please read the syllabus, which is linked on the website, as well as the information on the initial site ([link](#))

Sunday, June 26th: Personal Religious Ideology

1. Bisesi, M., & Lidman, R. (2009). Compassion and power: Religion, spirituality, and public administration. *Intl Journal of Public Administration*, 32(1), 4-23.
1. Houston, D. J., Freeman, P. K., & Feldman, D. L. (2008). How naked is the public square? Religion, public service, and implications for public administration. *Public Administration Review*, 68(3), 428-444.
2. "Jimmy Swaggart Ministries v. Board of Equalization of California." *Oyez*. ** Please read the syllabus, which is linked on the website, as well as the information on the initial site ([link](#))

Second Weekend

Friday, July 8th: Armed Ideology

1. Abbott, C. (1990). Utopia and bureaucracy: The fall of Rajneeshpuram, Oregon. *Pacific Historical Review*, 59(1), 77-103.

2. American Patriot: Inside the Armed Uprising Against the Federal Government (film, 1 hour)

Saturday, July 9th: Political Ideology and Local Governance

1. Hongoltz-Hetling, M. (2020). *A Libertarian Walks Into a Bear: The Utopian Plot to Liberate an American Town (and Some Bears)*. Hachette UK.

Saturday, July 9th: Political Ideology and State and Federal Governance

1. Kellough, Nigro, L. G., & Brewer, G. A. (2010). Civil Service Reform Under George W. Bush: Ideology, Politics, and Public Personnel Administration. *Review of Public Personnel Administration*, 30(4), 404–422. <https://doi.org/10.1177/0734371X10381488>.
2. Lavertu, S., & Moynihan, D. P. (2013). Agency Political Ideology and Reform Implementation: Performance Management in the Bush Administration. *Journal of Public Administration Research and Theory: J-PART*, 23(3), 521–549. <http://www.jstor.org/stable/24484859>
3. Box, R. C. (2021). Administrative Neutrality in the Wake of Trumpism. *Administration & Society*, 53(9), 1463-1479.

Sunday, July 10th: Populism

1. Peters, B. G., & Pierre, J. (2019). Populism and public administration: Confronting the administrative state. *Administration & Society*, 51(10), 1521-1545.
2. Michael W Bauer, Stefan Becker, Democratic Backsliding, Populism, and Public Administration, *Perspectives on Public Management and Governance*, Volume 3, Issue 1, March 2020, Pages 19–31, <https://doi.org/10.1093/ppmgov/gvz026>.

Sunday, July 10th: Presentations

1. Duarte, N. (2010). *Resonate: Present Visual Stories that Transform Audiences*. Ideapress Publishing. Chp.

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>

Case Memo

Purpose: To familiarize yourself with the effect the Supreme Court decision affect the rights of public administrators.

Instructions: Each student will present a legal case to the class and lead a brief class discussion. We will sign up for these on the first day of class. Once assigned, each student is responsible for reading their case and writing a one-page memo (not including works cited), which is due on the day of their presentation. The memo should summarize the facts of the case and why/how this affects public administration agencies.

Key Skills: Distill complex concepts into concise logical and persuasive statements; practice concise and targeted writing; demonstrate ability to problem-solve and think critically.

Resources: For guidelines on how to format a memo please use Purdue OWL:

https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/format.html.

OP-ED

Purpose: Op-eds allow professionals to communicate to a broader audience, with the intention of making a strong claim or suggestion. While they are commonly published in newspapers and online sources, they have the added benefit of reaching your stakeholders, such as policy makers, by directing attention to issue important to you.

Instructions: Write an op-ed piece for submission to [The Olympian](#), or [The Tacoma News Tribune](#), or another local newspaper of your choosing. The topic should be any issue related to the topic of social equity. To be effective, this should be an issue that is local, timely, and of interest to the community.

Key Skills: Persuasive writing for a general audience, very concise and targeted writing, make connections between personal view and potential community need.

Resources: [Consult How to Write An Op-Ed](#) for guidance on how to write an effective op-ed.

Policy Brief

Purpose: The ability to write a strong and concise policy brief is one of the most important skills for practitioners in all fields. Instead of describing and analyzing the readings, you are using the readings to make a recommendation to a decision maker. This assignment is intended to both increase facility with this critical writing skill and connect theory to applied practice.

Instructions: Your assignment is to write a policy brief on the same topic as your Op-Ed, connecting class readings to a real-world social equity dilemma. Write a 4-5 page targeted policy memo to a specific decisionmaker identifying the problem and providing a recommendation. Use a memo style heading and include an executive summary of 3 sentences maximum. For guidance on policy memo writing, review the [USC Libraries Research Guides](#).

Key Skills: Distill complex concepts into concise logical and persuasive statements; practice concise and targeted writing; demonstrate ability to problem-solve and think critically.

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 readings will be posted on Canvas. Lectures will be delivered synchronously, “live”, through Zoom, and three recorded lectures will be posted on Canvas. It is not recommended to participate using a cellphone. If you are having trouble accessing class information please reach out and we will see what accommodations are available.

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-observance>[Links 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](#)[Links to an external site.](#) 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](#)[Links to an external site.](#) 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.

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>