

Summer 2017  
MPA Public Law  
August 11-13, August 25-27  
Location: TBD  
Adjunct Faculty: Grace O'Connor  
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"Office hours" by appointment

### **Summer 2017 Public Law Syllabus**

#### **Description:**

Law and policy are two sides of the same coin—you can't make one without the other. Agency and non-profit administrators interface with the law every day, be it administrative regulations, litigation impacting program mission, public records, or public service ethics laws. This course seeks to give MPA students a solid grounding in the areas of the law that relate to policy-making. It will explore administrative rule-making, including how agencies get the authority to do what they do (i.e., constitutional law), how they make rules, the public's role in the rule-making procedure, and how these rules are challenged. This course will also consider the interplay between law and agency/organization program mission, and touch on areas of law most salient in public administration, such as the Public Records Act and ethics laws. Overall, we will explore the civil (and occasionally criminal) justice system with the idea that a better understanding of our third branch of government makes us better citizens and better leaders.

#### **Learning Objectives:**

1. Understand how laws and regulations are created, implemented, and interpreted.
2. Gain a basic knowledge of how legal system works, including how agency rules are challenged.
3. Acquire basic comfort with reading judicial decisions and legal briefing.
4. Acquire a basic knowledge of how to read laws and regulations, but not a "law school education."
5. Become aware of laws that apply in most state agency settings, such as public disclosure and ethics.

#### **Readings:**

##### **Texts**

1. *Handbook of Public Law and Administration (Handbook)*, ed. Cooper and Newland, Jossey-Bass Publishers, San Francisco, 1997, ISBN 0-7879-0930

**Selected Canvas-Available Readings**

1. Jay Feinman, *Law 101: Everything You Need to Know About American Law*, Chapters 2 & 3
2. *The Rise and Rise of the Administrative State*, Gary Lawson, *Volume 107 Harvard Law Review*, beginning p. 1231 (1994)
3. *Swinomish Indian Tribal Community v. Department of Ecology*, 178 Wn.2d 571 (2013) & briefs
4. *Knudsen v. Washington State Executive Ethics Bd.*, 156 Wn. App., 852, 235 P.3d 835 (2010)
5. Trueblood Orders, FOFs, COLs, Etc.
6. Trueblood 9<sup>th</sup> Cir. Oral Argument  
[http://www.ca9.uscourts.gov/media/view\\_video.php?pk\\_vid=0000008698](http://www.ca9.uscourts.gov/media/view_video.php?pk_vid=0000008698)
7. *Goldmark v. McKenna*, 172 Wn.2d 568, 259 P.3d 1095 (2011)
8. *City of Seattle v. McKenna*, 172 Wn.2d 551, 259 P.3d 1087 (2011)

**\*\*\* Please note additional canvas-available readings may be assigned.**

Available on the legislature’s website, [www.leg.wa.gov](http://www.leg.wa.gov), Laws and Agency Rules Tab

Chapter 34.05 RCW (Washington State Administrative Procedures Act)  
Chapter 42.56 RCW

**Schedule:**

**\*\*\*\* Schedule is subject to change at any time! Please pay attention to emails or other notifications!!**

**Friday August 11**

<b><u>Topics</u></b>	<b><u>Reading</u></b>	<b><u>Activities</u></b>
<b>Course Overview</b> <i>What is public law?</i>  <b>Con Law 101</b> <i>Non-delegation doctrine</i>  <b>Due Process</b>	<ul style="list-style-type: none"> <li>• Lawson, <i>The Rise and Rise of the Administrative State</i></li> <li>• <i>Handbook</i>, Part I</li> <li>• <i>Law 101</i>, Chapter 2</li> <li>• <i>Law 101</i>, Chapter 3 to page 63 only.</li> </ul>	Discussion/seminar  Small Group: <b>Before class</b> , spend some time thinking about Lawson’s thesis. Come to class prepared to discuss it in small groups. These

		discussions can be a spring-board for Assignment #1 (below)
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**Saturday, August 12**

<u>Topics</u>	<u>Reading</u>	<u>Activities</u>
<b>Intro to Rules Drafting</b>	<ul style="list-style-type: none"> <li>• <i>Handbook</i>, Chapter 7, 12</li> <li>• Skim Part III of RCW 34.05</li> </ul>	<p>Discussion/seminar</p> <p><b>Guest:</b> Ann Essko, Assistant Attorney General, Ecology Division</p> <p><b>Small-Group: Before class,</b> find a news story involving an agency action. Did the action involve a rule? Or was it an informal action? Did the action implicate any of the topics we've covered thus far? Be prepared to discuss in small group.</p>
<b>Rule Challenges: Judicial Review</b>	<ul style="list-style-type: none"> <li>• <i>Handbook</i>, Chapter 4, 6, 25</li> <li>• Skim Part IV and V of RCW 34.05</li> <li>• <i>Swinomish Tribe v. Dept. of Ecology (including dissent) &amp; skim</i> briefs</li> </ul>	<p><b>Guest:</b> TBD</p>
<b>Federalism</b>	<ul style="list-style-type: none"> <li>• <i>Handbook</i>, Part III</li> </ul>	

**Sunday, August 13**

<b>Executive Orders</b>	<ul style="list-style-type: none"> <li>• <i>Selected Articles and Briefs</i></li> </ul>	<p><b>Guest:</b> Anne Egeler, AAG and part of litigation team in <i>State of Washington vs.</i></p>
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<p><b>Law and Policy: Budget &amp; Program Mission Impacts</b> <i>(readings on this topic subject to change)</i></p>	<ul style="list-style-type: none"> <li>• <i>Handbook</i>, Ch. 24 &amp; 28</li> <li>• <i>Trueblood Defs COLs&amp;FOFs, Plfs COLs&amp;FOFs,</i></li> <li>• <i>Courts COLs&amp; FOFs,</i></li> <li>• <i>District Court Order</i></li> <li>• Watch <i>Trueblood Ninth Circuit Oral Argument</i></li> <li>• Articles on Canvas: My Judicial Detachment; Faced With Legal Puzzles. . .</li> </ul>	<p><i>Trump.</i></p>
<p><b>Ethics in state government</b></p>	<ul style="list-style-type: none"> <li>• <i>Handbook</i>, Chapter 21</li> <li>• <i>Knudsen v. Washington State Executive Ethics Bd.</i></li> <li>• <i>Knudsen Final Order copy</i></li> <li>• Knudsen RC Determination</li> <li>• Skim RCW 42.52</li> <li>• Use of State Resource Doc Browse the Washington State Executive Ethics Board website (be sure to browse one of their Annual Reports, where you will find the mission statement and other helpful information about the board)</li> </ul>	<p><b>Guest:</b> Bruce Turcott, AAG and counsel to the Executive Ethics Board</p>
<p><b>Final Memo Intro &amp; Basic Legal Research</b></p>		<p><b>Small Group: Before class,</b> take the quiz on the Ethics Board website. It should take about 15 mins. Don't agonize over your answers—it's to learn, not to judge. Make note of your answers in some fashion -- we'll discuss the exercise in small group.</p>

**Friday, August 25**

<b>Topics</b>	<b>Reading</b>	<b>Activities</b>
<p>Government Lawyers</p>	<ul style="list-style-type: none"> <li>• <i>McKenna v. Goldmark</i></li> <li>• <i>City of Seattle v. McKenna</i></li> </ul>	<p>Discussion/Instruction on readings</p>

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**Saturday, August 26**

<u>Topics</u>	<u>Reading</u>	<u>Activities</u>
<b>Field Trip! Washington State Supreme Court</b>	<ul style="list-style-type: none"> <li>Selected articles</li> </ul>	<b>Guest/Tour Guide:</b> Justice Debra Stephens
<b>Government Transparency Public Records Act</b>	<ul style="list-style-type: none"> <li><i>Handbook</i>, Chapter 22, 26</li> <li>Skim RCW 42.56</li> </ul>	<b>Guest:</b> Karl Smith
<b>Civil Justice System</b>	<ul style="list-style-type: none"> <li>Selected articles</li> </ul>	Afternoon Movie: Hot Coffee

**Sunday, August 27**

<u>Topics</u>	<u>Reading</u>	<u>Activities</u>
<b>Alternative Dispute Resolution</b>	<ul style="list-style-type: none"> <li><i>Handbook</i>, Chapter 30 &amp; 31</li> </ul>	
<b>Summing Up</b> ( <i>and what didn't we cover?</i> )	<ul style="list-style-type: none"> <li><i>NY Times</i>: "In Arbitration a Privatization of the Justice System"</li> </ul>	
<b>Presentations</b>		Presentations on Court Visits

**Assignments:**

**I expect all written assignments to be your best effort, proofread and polished.**

**Assignment #1:** Write a 2-3 page, 12 pt. font, double-spaced reaction to Lawson's article, taking a pro or con position to his thesis. Feel free to draw on your own experiences in or with state agencies to inform your position, but please avoid informal "I" writing to the extent it supplants critical thinking—this should still be an expository essay! **Due: TBD**

**Assignment #2 – Court visit**

Before our last, choose any court to visit and observe. To get the full flavor of the proceedings, attend at least one hour of hearings. Attend in person; televised proceedings, while convenient, limit your point of view to that of the camera. You may complete this assignment in pairs or small groups of 3-4 people.

**After your visit, whenever it is, email me the following: the court you visited, date and time, who the presiding judge(s)/commissioner was, and what type of proceeding it was.** If you are working with others, each person must email me the above information.

**At our last class meeting**, you will give a five to ten minute oral summary of the most interesting parts of your experience to the class during our final meeting. If you are working as a group, everyone must have equal air time. The questions below can help focus your thoughts (and you can have them in mind while viewing your proceeding), but you needn't discuss each and every question.

1. Why did you select this particular court to observe?
2. What is the issue or question before the court that needs to be resolved?
  - a. Is there a legal issue?
  - b. Is there a factual issue?
3. What is the role of each person involved in the proceeding?
4. What law do the parties cite as applying to the issue before the court? Constitutional? Statutory? Case law? Rules and regulations?
5. How was the issue resolved?
6. Were you surprised by anything in the proceedings? What?
7. Do you believe the parties were treated fairly? Give examples.
8. Do you believe the outcome was just? Why or why not?
9. What did you learn from your observation?
10. What changes would you recommend to the court? Why?

### **Assignment #3—Final Project: Agency Memo**

Some time in the first couple weeks of the quarter, you will receive a fact-pattern involving an agency action and a challenge to that action. From the perspective of an agency administrator, you will be asked to write a memo (single spaced, with appropriate paragraph breaks) to your agency's assigned Assistant Attorney General, explaining the action and the challenge. Additional details will be available in the assignment description. This is not a test. It is a chance to exercise some critical thinking skills in this area. **Due: TBD**

### **Housekeeping:**

**Participation & Attendance:** Students are required to attend each 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 engaging with the guest speakers. If an absence is unavoidable, please notify me prior to a class and/or seminar absence. *After one 2 hour absence, make-up work may be assigned at my*

*discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) you may be denied full credit.* Finally, if you do miss a class or portion thereof, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date.

**Late assignments:** Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, please contact me via email no later than the original assignment due date to discuss options. Parameters are left to my discretion on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Credit:** Students will receive 4 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will not be awarded. Full loss of credit decisions will be made by the faculty. *Plagiarism (i.e., using other peoples' work as your own) will result in total loss of credit for the class and may result in expulsion from the MPA program.* Failing to complete one or more assignments or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at my discretion. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. Decisions for no credit will be made when necessary, based on absence or failure to meet academic course requirements.

**Evaluation:** Written self-evaluations **are required** for credit at the end of the quarter. Faculty evaluations are greatly appreciated and encouraged.