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PSCI 501.50: Public Administration

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University of Montana
Political Science 501: Public Administration
Online
Spring 2018

Instructor Information

Three (3) credit hours

Classroom: Online

Instructor: Dr. Sara Rinfret

Professor's Office: Liberal Arts 352 or LAW 146

Email: sara.rinfret@mso.umt.edu (email is the most reliable way to contact me)

Cell Phone: 330-763-0034 (feel free to call M-F between 8-5p.m. with questions)

Office Phone: 406-243-4702

Virtual Office Hours: by appointment; always happy to meet via phone, Skype or Zoom

Important Course Information

This course is online, meaning we do not meet in person. You will need to access the course Moodle site, and familiarize yourself with course materials that are organized by week. Understanding the Moodle course site is essential to completing this class successfully, so if you have questions, please ask the instructor. I usually respond to student emails promptly, but please allow for a 24-hour response time.

Course Description

This is the introductory course for the Master of Public Administration degree and introduces you to public service as a career path and as a field of study. It is one of the core courses for the degree program. In this seminar, you will explore values, theories, practices, and strategies common in the field to better understand contemporary issues encountered by public managers in government or nonprofit organizations. We will think more deeply about the constitutional, democratic, and cultural tenets that frame notions of acceptable government action; managerial, political, and economic aspects of public and nonprofit service; links between law, policy, and administration; intergovernmental and public-private-nonprofit relations in public service delivery; and the intellectual heritage of the field.

Public service can be challenging. In this course, you will engage in discussion with colleagues to consider what public service means and how to do it well. My plan is that you will leave the course with a better understanding of the complexity, power, and responsibility that comes with being an effective public servant, as well as a deeper sense of fulfillment in serving others. There are challenges galore in public service but the rewards are plentiful. No other career offers the abundance of opportunities for making a real difference in the quality of life for families, communities, and the broader society, not only today but far into the future. Welcome to an exploration of these opportunities.

Expectations for Student Learning for this Course and the University of Montana's MPA Program

The MPA Program has created competency expectations for anyone seeking the MPA degree. This course introduces you to some of those expectations. At minimum, by the end of the semester you should feel more confident responding to these questions: What is public administration? How does a career in public service differ from other careers? How does accountability, ethics, and the need for transparency affect public servants? What skills are most important for managers in public service organizations to possess?

In exploring these questions, along with others, the course will introduce and begin to develop core MPA competencies to:

- Learn major concepts and concerns of public administration, both as a field of study and as a profession,
- Provide a theoretical foundation for understanding events affecting public administration,
- Promote understanding and appreciation for the complexity and dilemmas of current administrative practices,
- Give students a conceptual framework within which to examine their role as public servants,
And
- Prepare students for their graduate studies through emphases on critical thinking, analytical skills, and writing.

Within the MPA program, this course is designed for students to make significant progress in the following NASPAA learning outcome: articulating and applying a public service perspective.

Subsequent courses in the MPA program of study will reinforce and further develop these and other competencies.

Required Course Readings

Books required for the course:

1. Goodsell, Charles T. 2015. *The new case for bureaucracy*. Washington, D.C.: Sage/CQ Press.
2. Kettl, Donald F. 2018. *The politics of the administrative process*. 7th ed. Washington, D.C.: Sage/CQ Press. (please order the most up recent addition)
3. Moodle Required Readings – noted with an asterisk (*) in the course schedule
 - a. Many of our Moodle readings come from:
 - i. Stillman, Richard J. 2010. *Public administration: Concepts and cases*. 9th ed. New York: Wadsworth. (you do not need to purchase)
4. Watch and listen to weekly PPT presentations/message from your professor
5. If a citation is missing in Moodle, please just cite the title of the reading and the week in Moodle.
6. Note: apologies if quality of scans are poor, let me know, and I will do my best to address.

For students interested in free books for this course, I suggest using the university's inter-library loan – great way to decrease costs. You request the book via inter-library loan for the semester. Let me know if you need help with this.

Course Expectations

Although it goes without saying that students get out of a course what they put into it, it is important to emphasize several key expectations.

Using Moodle:

Since this is an online course, each student is required to check our course site once per day. Here is the link for [Moodle access](#)

Weekly Lectures:

Each week, I have put together a brief lecture that explains the goals for the week and an overview of the materials. These lectures are organized by week and can be viewed via YouTube. However, I want to stress that the lectures cannot replace your time spent on weekly readings. ***If not already posted, lectures will be published no later than Monday of each week – this is to provide timely information for the class.***

Note: Periodically some weeks in our course schedule students have a short podcast for your listening pleasure. These are required and should be a nice break from reading.

Course Grading:

As your professor, I will do my very best to turn assignments back quickly, but please allow for up to 7 full business days after the due date to receive a grade. All grades will be recorded via Moodle's gradebook. Each assignment will use a rubric. If the rubric feedback is not enough, please let the professor know. Students are invited to submit drafts of assignments via email to the professor before turning in any assignment this semester. Students can locate the gradebook by clicking on the tools icon at the top of the screen to find your list of grades.

Help with Technology:

Please make sure that your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana. Your instructor cannot provide IT support so please contact the appropriate University staff if an issue arises.

Guidelines for Written Work:

All written assignments should meet the following criteria unless otherwise noted in the assignment instructions listed below:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow a proper style guidelines such as, MLA, Chicago, or APA (in-text citations and a reference page are necessary)
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

Assessment of Student Learning Outcomes:

Students are evaluated according to their performance in the following areas:

Case Assessment Outlines (12 points apiece x 4 = 48 points possible):

Case assessment outlines are intended to encourage reflective reading and approaches to solving public sector dilemmas. These **one** page (double-spaced) outlines demonstrate your command of the weekly readings and encourage active discussion. Thus, these assignments are intended to help you in your current or future public service careers.

Outlines are always due by Sunday, 5p.m. More specifically, each outline should be organized and include:

1. Case Dilemma (3 points)
 - a. Argue, in one sentence, what you would do as a public administrator to address the case dilemma for the week. Do not describe the case, but argue for your own approach.

2. Action Items (3 points)
 - a. List 2-3 ways that you would use elements from the readings (citing by name) or your own professional experiences providing action items how best to tackle the dilemma.
3. Questions or Concerns (3 points)
 - a. List 2-3 criticisms or questions you have about the readings for the week, citing evidence
4. Grammatically correct, 1 page maximum (in-text citations and a reference page are not necessary), and outline format used (3 points)

Specific readings and key ideas should be clearly cited with the author reference **in text** (however, a formal reference list is not needed at the end). Please be prepared to share your ideas with your colleagues each week during our discussions. Over the course of the semester, several case assessments are possible for students to select from. Students only have to complete four outlines; however, a student can complete all of our outlines available and the top four highest grades will be recorded. It is your choice.

Weekly Discussions/Conversation Café (10 points apiece x 12 weeks = 120 points possible):

Students are expected to follow the weekly reading schedule (**listed below**). These readings should be used for weekly discussions and assignments. In order that we maximize mutual learning experience, you must complete the assigned readings according to the weekly schedule. Online learning generally provides considerable freedom, allowing students to often choose when and where they will participate in class activities. But at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility must be balanced by responsibility.

Please read conversation café instructions carefully:

Across several weeks this semester, students are required to engage in classroom discussions about a given topic for the week from Wednesday-Saturday (the discussion forums close at 11p.m. on Saturdays). The discussions are organized via discussion **leader** and **respondent**. Students cannot view discussion responses until questions are answered. The instructor will “open” all the discussions to the class at the end of each week.

Details for Discussion Leader: Discussions for the semester will begin during week 3. Week 1 students will get acclimated to the course, Week 2, students will post an introductory video (see instructions below and on Moodle handout). Starting Week 3, we will have assigned student discussion leaders – you will sign up on the google doc during the first week of the semester.

Each student will serve as the discussion leader once. As the discussion leader, you “add a new topic” and pose your question to the class based upon the readings for the week by 11p.m. on Tuesday. It is the student’s responsibility to post on time and failure to post your question by 11p.m. on Tuesdays will result in zero points and forfeit your obligation to serve as a discussion leader for the semester. Please plan accordingly.

Keep in mind each week we have 3-4 discussion leaders. You need to correspond via email before posting your question with the other leaders so there is no overlap across questions. You can use the email tool in Moodle to connect with your classmates. As the discussion leader, you only manage and engage in your own topic/thread for the week. The professor is happy to help read before you post too.

Details for Discussion Respondent: If you are not the assigned discussion leader, you are the respondent and must respond to at least 2 of the questions posted by your discussion leaders between Wednesday-Saturday. And, the discussions should be ongoing. Since we have a larger class and if other student respondents have already heavily participated in a particular discussion question(s) (e.g. 10 responses), students are **required** to select a question to respond to that does not have as many student participants. Therefore, there is an incentive to participate earlier in the week.

**Week 2 and 14 Discussions:* Weeks 2 and 14 we will not have a discussion leader, instead, each student will “add a new topic” and post a video or audio recording. This should be a very short: 1-3 minutes, explaining:

Week 2: How do you define public administration and what is your approach to working with teams (be honest! If you are last minute, then say so) – This assignment will help to determine if you want to work with a classmate on our PA project.

Week 14: What is your one biggest takeaway from the semester and advice for public service professionals?

Please do not spend a lot of time perfecting these assignments; it is just a way that we can provide a presentation in lieu of meeting face-to-face. If you have an iPhone, or movie maker on your computer you can create a very simple presentation and then upload onto YouTube. Then, you can insert this YouTube link into your discussion for the week. or those of you that have never done this, here’s a [great YouTube overview](#) for beginners. Alternatively, contact the professor for help. If this is something new, I strongly suggest you practice putting together a sample before the due date. Don’t wait until the last minute to get these started.

You post your video/recording in the designated discussion space organized by last name.

Each student should have their video or audio recording posted by Tuesday, 11p.m. and then Wednesday-Saturday please actively ask/respond to your classmates.

Evaluative Criteria for Conversation Café:

A Range: Discussion leader(s) posts **one** of their own discussion questions that directly relates to the reading for the week by Tuesday, 11p.m. and actively engages with classmates in discussions about their question (make sure your questions are not the same as the other leaders for the week). The discussion leader(s) have also demonstrated preparedness by reaching out to other leaders before posting questions to avoid overlap. The discussion leader(s) does not have to respond or engage in the other questions for the week, but should oversee their own question and respond promptly in a professional manner to respondent posts.

Non-discussion leaders (respondents) respond to **at least two** of the questions posted by the discussion leaders and actively engages with classmates in the discussion forum. These responses are clearly articulated with correct grammar and spelling. Such responses do not state, “I completely agree.” The idea is that you pose additional questions and provide thoughtful feedback for your classmates. This means that the student clearly evaluates the author’s main arguments and conveys this in 100-200 words or less. *These responses are made early (by Thursday of each week)/ Moreover, evidence (i.e. quotes) are used from course readings for support.*

B-C Range: Discussion leader(s) posts **one** of their own discussion questions that directly relate to the reading for the week by Tuesday, 11p.m. and periodically engages with classmates in discussions about their question. The discussion leader does not have to respond or engage in the other questions for the week, but should oversee their own question and respond promptly in a professional manner.

Non-discussion leaders (respondents) respond to **at least one** of the questions posed by the discussion leaders and are somewhat engaged with the class about questions for the week. These responses have a few grammatical and spelling errors. Additionally, the student touches upon and understands the author’s arguments in the readings. The student attempts to articulate the main points of the author in 100 words or less, but the explanation is not clear enough. Rather, the student

response does not simply state, “great work, I agree with your analysis.” The student submits later in the week – by Thursday/Friday and is not that active in discussions overall.

D – Below: Discussion leader(s) posts **one** of their own discussion questions that directly relate to the reading for the week by Tuesday, 11p.m. and does not engage with classmates in discussions about their question. The discussion leader does not have to respond or engage in the other questions for the week, but should oversee their own question and respond promptly in a professional manner.

Non discussion leaders (respondents) **periodically** respond to discussion questions. These responses are not clear and do not contain correct grammar. The student does not understand or comprehend the readings and the response is made around 10p.m. on Saturday, which does not provide enough time to discuss with classmates.

While the class discussion board hours are open 24 hours, I **strongly suggest** that students send comments early in the week – by Thursday to provide ample time for the exchange of ideas. Thus, if you wait until 10p.m. to post/discuss on Friday or Saturday, your grade will reflect this. *Also, if you engage earlier in the week, then you can enjoy your weekend with family and friends! The idea is you spend 3 hour per week in seminar/discussion.*

PA Project (3 assignments = 125 points possible).

This semester students will have the option to work individually or with a partner on a semester long project (e.g. redesign of an organizational structure, policy memo, and press release). Please use the google doc sign up to indicate your partner or individual preference. It is strongly encouraged to work with a partner since a driving element of public administration is an ability to work well with others. The three assignments and instructions are listed in the appendix at the end of our syllabus.

Note: If using any of the class assignments for your final MPA portfolio, it is the student’s responsibility to keep track of individual grades and professor feedback.

Totals Points for the Course:

| | |
|------------------------------|---|
| Critical Assessment Outlines | 48 points |
| Conversation Café | 120 |
| PA Project | 125 points |
| Total | 293 points possible (If no alterations to the syllabus) |
| | |

Grading Scale: The University of Montana uses the Plus/minus grading system and a Credit/No Credit system (the CR/NCR replaces the Pass/Fail system used in the past). *General education courses must be taken using the traditional letter grade to count toward one’s general education requirements.* To accommodate the Plus/Minus system the grading scale shown below will be used.

| Grade | Point Scale | Point Range | GPA |
|-------|-------------|-------------|------|
| A | 93-100 | 8 points | 4.00 |
| A- | 90-92 | 3 points | 3.67 |
| B+ | 87-89 | 3 points | 3.33 |

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|----|-------------|----------|------|
| B | 83-86 | 4 points | 3.00 |
| B- | 80-82 | 3 points | 2.67 |
| C+ | 77-79 | 3 points | 2.33 |
| C | 73-76 | 4 points | 2.00 |
| C- | 70-72 | 3 points | 1.67 |
| D+ | 67-69 | 3 points | 1.33 |
| D | 63-66 | 4 points | 1.00 |
| D- | 60-62 | 3 points | .067 |
| F | 59 or lower | N/A | 0.00 |

Course Schedule

Although this is the general outline of readings, the schedule may change as the semester proceeds. If this is the case, students will be notified of any changes. The course schedule also provides “additional guidance” which is provided for students to apply theory to practice. You do not turn these assignments in, but these are a way for you to enhance course materials for the week.

The readings marked with an asterisk (*) are available on Moodle, required, and organized by week.

| Date | Topic | Reading/Assignments |
|---|---------------------------|--|
| Week 1: January 22-28 | Course Overview | Read: Start reading Goodsell book (entire book); Listen to Podcast Due: <ol style="list-style-type: none"> 1. Take the time to review our course Moodle site 2. Before January 22, Set up a time to chat with Prof. Rinfret over the phone to go over course materials (use google doc to sign up) 3. Sign up to be Discussion Leader (use google doc sign up) 4. Watch Professor Rinfret’s video on helpful tips for surviving graduate school |
| Week 2: January 29-February 4 | Perceptions of Government | Read: Goodsell’s The New Case for Bureaucracy (entire book), Listen to Podcast Due: <ol style="list-style-type: none"> 1. Post Discussion videos by Tuesday, 11p.m (upload by last name/use |

| | | |
|---|---|--|
| | | <p>guidance document for help).;</p> <p>discussions close, Saturday, 11p.m.</p> <p>2. Review student posts and decide if you want to work with a partner; reach out to classmates (sign up by Sunday, 11p.m./google doc)</p> |
| <p>Week 3: February 5-11</p> | <p>What is Public Administration?</p> | <p>Read: Kettl, Chapters 2 and 3 *Wilson, *Stillman, *Appleby Case Study 3.4 in Kettl: Humvees in Ferguson (pg. 79) Due:</p> <ol style="list-style-type: none"> 1. Case Assessment #1, Sunday 5p.m. 2. Discussions, Saturday, 11p.m. |
| <p>Week 4: February 12-18</p> | <p>History and Development of Public Administration</p> | <p>Read: *Friedrich/Finer, *Chapter 1 (history), *Six Trends Due:</p> <ol style="list-style-type: none"> 1. Discussions, Saturday, 11p.m. 2. No case this week |
| <p>Week 5: February 19-25</p> | <p>External Controls on PA: Knowing the Environment</p> | <p>Read: Kettl, Chapter 14, *Long, *Conlan, *Gaus Case Study 14.3 in Kettl (pg. 412) Due:</p> <ol style="list-style-type: none"> 1. Case Assessment #2, Sunday, 5p.m. 2. Discussions, Saturday, 11p.m. |
| <p>Week 6: February 26-March 4</p> | <p>Internal Controls on PA: Knowing the Environment</p> | <p>Read: *Mayo, Kettl Chapter 5, *Waldo, *Little Blue Pill, *Ingraham Case Study 6.4 in Kettl (pg. 168-169) Due:</p> <ol style="list-style-type: none"> 1. Case Assessment #3, Sunday, 5p.m. 2. Discussions, Saturday, 11p.m. |
| <p>Week 7: March 5-11</p> | <p>Organization Theory</p> | <p>Read: Kettl, Chapter 4, *Weber, *Taylor, *Organizational Culture Case Study 4.1 in Kettl (pg. 110) Due:</p> |

| | | |
|-------------------------------------|------------------------------------|---|
| | | <ol style="list-style-type: none"> 1. Case Assessment #4, 5p.m., Sunday 2. Discussions, 11p.m., Saturday |
| Week 8: March 12-18 | Management of Public Organizations | Read: Kettl, Chapters 6 and 7, *Gulick *Follett, *Graham, Listen to Podcast about Diversity & Tech Due: <ol style="list-style-type: none"> 1. PA Project 1, Organization Design, 5p.m., Sunday 2. Discussions, Saturday, 11p.m. |
| Week 9: March 19-25 | Human Resource Management | Read: Kettl Chapters 8 and 9, *Wise, *Stivers Case Study, Listen to Podcast about NWS Due: <ol style="list-style-type: none"> 1. Case Assessment #5, Sunday, 5p.m. 2. Discussions, Saturday, 11p.m. |
| Week 10: March 26-April 1 | Spring Break | <i>Relax and Recover (complete mid-semester feedback survey)</i> |
| Week 11: April 2-8 | Decisionmaking and Group Dynamics | Read: Kettl Chapter 10, *Linblom Case Study 10.2 in Kettl (pg. 289) Due: <ol style="list-style-type: none"> 1. Case Assessment #6, Sunday, 5p.m. 2. Discussions, Saturday, 11p.m. |
| Week 12: April 9-15 | Policymaking and Implementation | Read: Kettl Chapter 12, *Stone, *Theodolou and Kofinis (implementation and process), *Public Policy (Rinfret, Scheberle, Pautz) Due: <ol style="list-style-type: none"> 1. PA Project 2, Policy Memo, Sunday, 5p.m. (1 per group) 2. Discussions, Saturday, 11p.m. |
| Week 13: April 16-22 | Public Budgeting | Read: Kettl Chapter 11, *Rubin, Listen to Podcast about USPS Due: <ol style="list-style-type: none"> 1. Discussions, 11p.m., Saturday |

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|--------------------------------|---|--|
| | | No case this week |
| Week 14: April 23-29 | Current Topics in Public Administration: A New Public Service | Read: *Denhardt, *Light, *O'Leary (ethics of dissent)/online and chapter, Social Media and PA Case 5.3 in Kettl (page 139) Due: 1. Case Assessment #7, 5p.m., Sunday 2. Discussions, 11p.m., Saturday (different format, video/lessons) |
| Week 15: May 1-6 | Wrapping up the Semester | Read: *Writing a Press Release for Public Service Due: Press Release (1 per group), Sun, 5p.m. |

Classroom Policies

- **Extra Credit:** Not available for this course.
- **Make-up Exams:** Our exam is take-home and listed in the course schedule, so make up exams are not available.
- **Classroom Etiquette:** A driving component of our MPA program is professionalism and your ability to work well with others. Thus, the expectation is that students will maintain a high level of professionalism in their classroom conduct with me, and with their fellow students. This means being respectful during class discussions, and in all communications with the professor and others. Failure to do so will result in removal from class discussions.
- **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a Moodle collaborate conversation.
- **Incompletes or Withdrawals “W” for the Course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class. Since this is a 10 week course, incompletes will not be an option.
- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course.
- **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. **Students not allowed to remain must complete a drop form or drop the course on the Internet (<http://cyberbear.umt.edu>) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.
- **Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.
- **Academic Dishonesty (Plagiarism):** Students must follow the University’s policies for academic dishonesty.

For detailed information, [please view](#). As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

- **Moodle:** This class is supported by Moodle. Please refer to this site regularly for additional readings, announcements, grades, submitting assignments, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word doc or docx files.
- **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.
- **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Appendix: PA Project (Assignments 1-3)

Students will work independently or with a partner for Assignments 1-3. The goal is to apply theory to practice, learn new skills, or enhance current skills. Due dates for each assignment are listed in the course schedule and on Moodle.

Assignment 1: Organizational Design (25 points possible):

One of the fundamental aspects to understanding public administration is bureaucratic structures. Please read Exercise 3, Form 12, and Form 13 listed in the assignment dropbox that corresponds with this assignment. After reading, students should:

1. Design a new organization chart for the Department of Economic Development (page 1) (5 points)
2. Justification: the second part of this assignment (2-4 double spaced pages) is to write a justification and explain your reconfigured organization structure/why you selected this approach; after your justification explain whether this structure would help to recruit the next generation of public sector employees. (10 points)
3. Make sure to use up to 4-5 scholarly sources and follow the course writing guidelines listed in the beginning pages of the course syllabus (5 points)
4. 4-5 page paper (double-spaced); this includes your org chart at the beginning; reference page does not include in page limit (5 points)

Assignment 2: Policy Memo (50 points possible)

For your second PA project assignment, you represent an upper level manager(s) within the Department of Interior. However, you have been called by members of Congress to testify regarding your expertise and suggestions on strategic investments to reduce crime on Indian Reservations. To get started with this assignment, please read Case 12.4 in Kettl (pg. 357). After reading, conduct additional research and write a policy memo to members of Congress in preparation for your testimony. Please include

1. Introduction: A clear statement of the problem (5 points)
2. Assessment: What is the evidence for and against strategic investment to reduce crime on Indian Reservations? Clearly identify. (20 points)
3. Suggestions and Preferred Action: What options are available moving forward and what is your preferred

- suggestions to Congress, based upon your expertise? (15 points)
4. Make sure to use up to 4-5 scholarly sources and follow the course writing guidelines listed in the beginning pages of the course syllabus (include references at the end) (5 points)
 5. 4-5 page paper (double-spaced) (5 points)
 6. [Sample Policy Memo for Formatting](#)

Assignment 3: Press Release (50 points possible): This project is a brief tour of public administration, theory and practice. For your final assignment, students should write a one page (single-spaced) press release that is a call to action that explains why public service matters. What your press release should include:

1. Title: Persuade the audience to read your press release (5 points)
2. Body: Have a story (might be from class, your own experiences, but what will persuade a call to public sector professions – be creative) (20 points)
3. Throughout: use quotes (might be from PA scholars or PA practitioners you know) – provide evidence (20 points)
4. Make sure to use up to 4-5 scholarly sources (footnote them; no formal reference page needed) (5 points)
5. [Samples](#)

Reminder: Late papers are not accepted and students should adhere to writing expectations listed above.

All these assignment should be turned in electronically via Moodle by the due date listed in the course schedule. The papers should be in a Word format and if the professor cannot open and read, then no grade.