

Updated 1/17/19

Syllabus

Executive Fellows Program
Spring 2019

PPA 297B: Executive Fellows Seminar
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Meeting times

See schedule at end of syllabus

Office hours

Downtown 228: Fridays 12:05p-1:35p

You can now schedule your time during my office hours.

Please sign up here: <https://calendly.com/jez/oh>

I'm also available to meet at other times by appointment

Meeting location

Sac State Downtown Room 110
304 S Street, Sacramento

Catalog Description

Seminar will extend the examination and analysis of the Executive branch of government to include alternative administrative practices, policy implementation strategies, and related administrative issues.

Course Objectives

The Executive Fellows Program is an extraordinary opportunity to become immersed in the inner workings of state government through your placement and receive professional guidance by your placement mentor, while also and being able to build your expertise of public organizations, leadership, and public policy and hone your professional skills through this graduate level seminar. The components of the program are designed to work together – your placement will give you on-the-ground practical experience and your graduate work in this seminar will ground you in the theories that help make sense of those experiences.

Working in the executive branch, you will be involved in policy issues from the perspective of a public agency that plays an important role in policy development and implementation. As such, this course intends to help you understand the policy process, the organizational environment in which public policies are shaped and implemented, and the skillset needed to effectively serve the public good.

Your experience in the state bureaucracy sets this program apart from the legislative fellows programs. Your colleagues in those programs may spend more seminar time on specific policy or political issues. In our program, we also examine the role of executive branch organizations in the policy process and the factors that make those organizations more or less effective.

This course and the previous course (PPA 297A) cover six general topics:

1. The California context.
2. Public service, public value, and the public interest.
3. Policy design and analysis.
4. Political management
5. Leadership and organizations.
6. Skills of an effective public servant.

Format of the Year-long Seminar

The seminar consists of two separately graded 3 unit graduate seminars (PPA 297A and B) and is a required component of the fellowship program. During the Orientation period, we will hold seminar alongside your other activities. The seminar's goal during Orientation is to prepare you to choose a placement that suits you and to give you baseline background skills and knowledge. There will be extensive reading and writing required during Orientation per the syllabus.

We will begin having regular Friday morning seminar meetings November 16th and your placements will begin after Thanksgiving break. Mentors are aware of the seminar and have been advised to ensure that Friday mornings are free for fellows to attend the seminar. You are expected to attend every seminar. You may miss two classes, for a work-related purpose, without penalty, if you notify me first. If you miss three classes (illness aside), your course grade will be reduced, without exception. Any student who misses more than three classes will fail the course. You are also expected to arrive on time. Excessive late arrival will result in a reduced course grade.

This is a graduate seminar with graduate-level academic content. You are expected to do the reading and think about the key concepts before class. We will use seminar time largely to move beyond the readings – applying them to current events and your placements. I consider it fair and reasonable to call on anyone and expect him or her to be familiar with the key concepts from the readings. A portion of your grade is based on class participation – reflecting your ability to draw out the key concepts from the readings, to relate readings to one another, and to your placement, and to be respectful of others' ideas and contributions.

Successful completion of the seminar is required to maintain your Fellowship status. If you are dropped from the seminar, you will also be terminated as an Executive Fellow.

Successful completion of the program means you will receive six units of graduate credit for this seminar from Sacramento State. Those of you planning to attend graduate school may be able to use the credits in a degree program. Your course work will certainly be part of your application. Graduate school grading is a bit different than undergraduate course grading. Anything below a B- is not considered passing, and you must maintain a 3.0 average to stay in good academic standing.

Course Assignments and Grading

Any schedule of classes is subject to change, but that is especially true in this setting. I anticipate being adaptable as I learn more about you, what you want to learn, how we can best take advantage of our time together. I will update this syllabus regularly and will highlight updates with you.

In this course, I expect you to actively participate in class discussions and activities and engage in thoughtful writing assignments. We produce written work to create understanding that can be consumed without further interaction. This can be difficult to do without writing in drafts and receiving feedback on your drafts. As such, I expect you to work together on assignments and review each other's work. I expect you to find two peer editors who will review your written work this year – *I encourage you to use these peers to also review writing assignments from your placement.* Your writing will improve from giving and receiving feedback, as will your editing.

Placement memo 1 - 5%

Placement memo 2 - 10%

Reflection Memos - 25%

Paired Policy Briefing - 15%

Group Policy Brief - 30%

Participation - 15%

See attendance policy in Policies and Logistics section

Placement memo 1: You will write a briefing of your placement including what the organization does (its purpose), what its budget is, what the source of funding is, and any major policy issues they are likely to be dealing during your placement. 2 pages max.

Placement memo 2: You will describe where your placement sits in the state organization chart. Where do the “bosses” report? Next describe the organization itself, how is it structured, what are the major functions (tell me what they DO, now just the titles). How many people work there? How are they split? Finally, describe how the leadership of the organization is selected. Are the appointees? CEA’s? 2 pages max.

Paired Policy Briefing: We will separate into nine groups of two each to tackle one of the State’s knotty issues. The presentation will address policy and political dimensions of the issue and will be analytical in nature (as opposed to advocacy). Your goal is to quickly bring the audience up to speed about a difficult issue. Clarity and brevity will be supreme. You will have 10 minutes to do your presentation and may use one 8.5 x 11 piece of paper as a handout. Powerpoint may not be used. Both members of the pair must speak close to equally.

Group Policy Brief: In groups of 3, you will deliver a 15 minute oral presentation, visual aids (handouts), and a 10-20 page policy report. We will discuss this further in mid-February after we complete the Paired Policy Briefings.

Reflection Memos: You will submit 1-page memos in response to the prompts on the syllabus. They are to be written as memos to brief a policy/decision maker who is bright but not well informed about the topic. They should be concise and easy to read using headings as appropriate and, as needed, bullet points. They will often benefit from one or two small graphical imagines that capture dense information that should be *seen* instead of *told*. I am looking for evidence that you have read, absorbed, thought about, and applied the readings to the prompt. You will be graded on content and writing. Writing should be logical, clear, concise, and have no grammatical, spelling, or typographical errors. To avoid problems, here are explicit rules about the memos:

- You must bring a typed, printed hard copy to class and give it to me at the start of class.
- There are no make-ups for memos.
- You may re-write one of the memos in order to improve your grade.
- Memos are graded with a check minus, check, check plus system.

Participation: I expect students to actively and thoughtfully participate in class. This means you will have completed the readings, listened closely to what is happening class (whether it’s me speaking, your classmate, or a guest lecturer), and will engage in an appropriate and on-topic way.

Policies and logistics

- Please complete all readings listed for the class date prior to coming to class.
- You should inform me prior to the session if you miss class on a specific day. Except under very unusual circumstances, a student who misses three classes will be penalized one entire grade (e.g. a B+ for the course will become a C+), and a student who misses more than three classes will receive a failing grade.
- If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.
- Please no cell phones or web surfing in class. If laptops are being abused in class, I may prohibit their use for all.

- For every day that an assignment is submitted late, 5 points will be deducted from what you would have received if submitted on time.

Grades: To calculate final grades, I will calculate a final score based on the score received for each assignment, exam, and participation and the weight of the assignment, exam, and participation. Then I will translate the numeric score to the letter grade based on the following:

Final numeric score (based on individual scores and weights)	Final letter grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 or below	F

Getting help

If there are concepts or ideas covered in a class session that you do not understand, it is important to your overall success in the course that you get these misunderstandings resolved *as soon as possible*. You can do this by talking to your fellow classmates (I encourage you to form study groups or electronic study networks), visiting me in office hours, sending an e-mail question to me at jez@csus.edu, or phoning me at one of the numbers listed above. Questions, comments, and discussion about material assigned for a class are always encouraged during that class. Other questions will be answered in the manner discussed above. Office hours are also open for suggestions on how I teach, a general discussion of public policy and administration, your fellowship, or your career plans.

Academic Honesty

I take plagiarism and other acts of academic dishonesty very seriously. I reserve the right to fail students who are academically dishonest. Note that academic dishonesty can be grounds for dismissal from the university. Details are available at the University

Policy Manual found at <http://www.csus.edu/manual/student/UMA00150.htm>. Plagiarism is one case of academic dishonesty, and here is an excerpt from the manual on plagiarism:

Plagiarism. Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e.,

inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and

2. Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

If you are unclear about what constitutes plagiarism, it is your responsibility to educate yourself at the beginning of the semester and/or come talk with me.

Classroom decorum

I expect our class to support and nurture teaching and learning. This means we must be respectful of each other. In this course, we grapple with difficult and controversial topics. Even if you disagree with me or a classmate, you must do so respectfully. Respect for each other also means that you've come to class prepared and ready to engage. I hope that there will not be any incidents of disruptive behavior, but in case there are, I will follow the university policy in handling such disruptions. The university policy can be reviewed at <http://www.csus.edu/umannual/student/STU-0112.htm>.

Use of Turnitin

All written assignments be submitted via Turnitin. Below is the University required blurb on the use of Turnitin:

Consistent with Sacramento State's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin assignments without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

To submit papers via Turnitin, you will need the following information (same as last semester):

Class ID: 18937621

Enrollment password: yougotthis

For those for you who aren't familiar with Turnitin, here's info on how to enroll yourself and submit your paper:

· [Student QuickStart Guide](#)

Required readings

The books may be provided by the program or purchased through Amazon or another on line provider. The bookstore on campus may have some of these but we will not order them specifically for this class.

Additional readings are embedded in the syllabus. From time to time I may stumble upon an applicable article or two during the semester and will email you those articles. If you happen upon anything that you found particularly interesting or useful, please share with the class.

Please bring the appropriate readings to class (hard or soft copies), as we will often use them in exercises. If you bring a soft copy, be sure you can quickly access the materials.

Policy Paradox: The Art of Political Decision Making by Deborah Stone (you can use any edition), link here: <https://amzn.to/2QVyaIE>

Reframing Organizations: Artistry, Choice, and Leadership by Bolman and Deal (any edition after the 4th should be fine), link here: <https://amzn.to/2RmM3ik>

Caught Between the Dog and the Fireplug, or How to Survive Public Service by Ashworth, link here: <https://amzn.to/2VdFr56>

News sources to read regularly:

These sources will give you a good head start on most California issues and will help keep you up-to-speed:

Sacramento Bee

<https://www.sacbee.com/>

Rough and Tumble

<https://www.rtumble.com/>

Around the Capitol and the Nooner

<http://www.aroundthecapitol.com/>

CALmatters

<https://calmatters.org/>

Schedule

I will update this syllabus regularly and send you updates via email and will update the syllabus in our seminar Google drive. Please check your email regularly for possible changes to class topics, readings, and guests. I will highlight any changes.

The schedule is divided into three parts: Policymaking and Politics, Organizations, and Leadership in Complex Organizations. Throughout the term, we will discuss political implications and issues, as well as skill sets, including writing, analysis, making oral presentations, and displaying graphical data. Each seminar will include a combination of discussing the readings, developing skills, and working on application of theory and skills.

Once we get further along, I will decide upon a specific leadership text. This decision will be based on your class's particular needs and interests. That said, I anticipate the schedule in general may change to accommodate changes in the flow of learning, guest speakers and opportunities that arise. There may well be sessions where reading is assigned but something comes up and we do not discuss it. However, the material builds upon itself to provide you with a rigorous and robust knowledge and skillset to promote your ability to be an effective public servant.

Class Number	Date & topic	Overview of lesson	Readings	Assignments
	Policymaking and Politics			
1	1/11	Policy: Politics	Policy Paradox, Part I	None
2	1/18	Policy: Goals	Policy Paradox, Part II Policy Paradox in Action (in the google drive)	Placement memo 1 due Bring to class a handout - it can be one you were given at a presentation or you can search for one online.
3	1/25	Policy: Problems	Policy Paradox, Part III	Placement memo 2 due
4	2/1	Policy: Solutions	Policy Paradox, Part IV Kingdon's Three Streams (in the google drive)	Memo: Stone tells us that policy responses to problems are not typically <i>solutions</i> or permanent fixes but are <i>ongoing strategies</i> or next moves. Using a topic from your placement, describe a bit of the progress of the monopoly

			Possibly: a chapter from Kahneman's <u>Thinking Fast and Slow</u>	game. That is, describe some of the policies that have been adopted in recent years - or at least proposed - to try to move the pieces around the board. And describe how those policies have moved the issue along, e.g., have they improved things, changed the nature of understanding the problem, etc. In other words, don't just list bills or new policies but say something about them.
5	2/8	Begin paired presentations		
6	2/15	Finish paired presentations	(Start reading Bolman and Deal Part 1 and Preface)	
		Organizations		
7	2/22	Intro to Organizations	Finish Bolman and Deal, Part 1 and Preface	Memo: Bolman and Deal state "the ability to size up a situation quickly is at the heart of leadership." Ask your mentor or others at your placement how they size up a situation quickly. Consider how the strategy(ies) mentioned do or do not attempted to minimize any "framing effects" that may impact the ability to understand the situation and reframe it.
8	3/1	Structure in Organizations	Bolman and Deal, Chapters 3-5	Bring in the organization chart for your department or agency (the whole thing, not just your unit). Memo: Given your growing expertise on organizations, and organizational structure in particular, analyze your organization's structure.
9	3/8	Applied Organizational Analysis	Guest instructor: Professor Andrea Venezia Start reading Bolman and Deal, Ch 9-11 (the content may be useful for the analysis you'll do this day)	Read her bio: http://edinsightscenter.org/About/Our-People/Andrea-Venezia Read 4 documents saved in Seminar Google Drive.

10	3/15	Politics in Organizations	Bolman and Deal, Ch 9-11	Memo: Does your organization's "form follow function"?
	3/22	No seminar - spring break! During break, please read Ashworth memos and leadership book (to be assigned later in the semester as I understand the leadership needs of the class)		
11	3/29	Solving Problems in Organizations using Different Frames	Bolman and Deal, Chapters 12-15 plus skim Ch 16	Memo: Describe the culture of your placement. Which parts are conducive to the purpose, which (if any) make it harder to achieve the purpose?
Leadership in Complex Organizations				
12	4/5	Leadership	Bolman and Deal, Ch 17	Memo: Identify an issue percolating in your placement. How do different frames allow you to understand the issue(s) from multiple perspectives?
13	4/12	Change	Bolman and Deal, Chapters 18 and 20	Memo: Identify a leader (discreetly) and describe the leader's style and practice. How does this leadership style and practice impact the organization led? No names of people or places in this memo, please.
14	4/19	Political Savvy - Emotional Agility and Vulnerability	<p>Watch assigned videos:</p> <p>Susan David on "The Gift and Power of Emotional Courage": https://www.ted.com/talks/susan_david_the_gift_and_power_of_emotional_courage?language=en</p> <p>Brené Brown on "The Power of Vulnerability": https://www.ted.com/talks/brene_brown_on_vulnerability?language=en</p>	Memo topic forthcoming.

.15	4/26	No seminar* - use the morning to work with your group. Practice your presentation and get the timing down.	
16	5/3	No seminar* - Practice giving your presentations to each other. Provide your classmates with feedback using a feedback process you design.	
17	5/10	Group project presentations	

**I will be conducting interviews for the incoming class of Executive Fellows on these dates.*