

“The Context of Public Administration”

Fall 2016 First Year Core: Tribal Governance Concentration

Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Class Location:

Seminar 2 E1105

Class Meetings:

Fridays 1:00-5:00pm

Saturdays & Sundays 9:00am-5:00pm

Sept 30th -Oct 2nd, Oct 14th-16th, Oct 28th-30th

Faculty Teaching Team:

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Course Description:

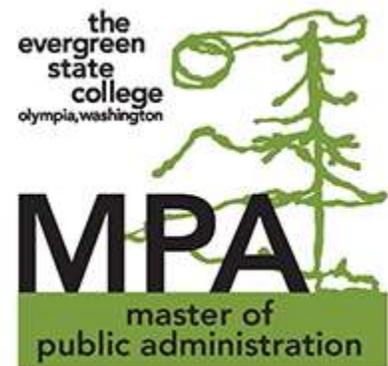
The purpose of the 1st year Core is to identify and explore the fundamentals of governing and administering for Tribes, Tribal communities, and Indigenous peoples. In the fall quarter, we examine the foundations of public administration by investigating the enduring issues that leaders have wrestled with since time immemorial. We seek to increase our understanding of important aspects of the political, social, cultural, and economic contexts of governing. Our goal is to gain an understanding of how theories of public administration apply to our practices of service for Tribal communities. We analyze what public administrators do in the Tribal, Federal, State, County, and City areas of governance. Finally, we assess what leadership challenges and opportunities are coming next.

We will explore the following questions:

- What is Tribal Governance?
- Who are public administrators and who is the public?
- Why does Tribal Governance matter? What are the enduring issues and why?

Learning Objectives:

1. Understand Tribal Governance within the historical contexts of politics, economics, and culture.
2. Understand the roles, responsibilities, and inter-relationships of governing processes.
3. Understand your role in public service.



2016-2017 Overview

“See. Learn. Do”

Quarter	Knowledge	Skills & Abilities
<p>Fall 2016 The Context of Public Administration</p>	<ul style="list-style-type: none"> • PA why, what, and who • Government and governing • Cultural responsiveness • Public Administration as theory and practice 	<ul style="list-style-type: none"> • Effective seminars • Writing decision papers, briefing papers & one pagers • Making recommendations • Critical thinking and reading • Presentation styles and tools
<p>Winter 2017 Doing Democratic Public Administration</p> <p align="center">↑ ↕ ↓</p>	<ul style="list-style-type: none"> • Introduction to economic systems • Praxis • Managing and leading Tribal organizations • Tribal organization diversity • Organization theory/development • Ethics • Design thinking in workplaces • Sustainable decision making • Systems thinking • Tribal governance and democracy • Community engagement • Collective impact • Fiscal and policy analysis • Managing public goods • Tribal government, non-profit, and private partnerships • Innovative economic systems 	<ul style="list-style-type: none"> • Managing self and teams • Implementing recommendations and mandates • Writing policy papers and budget summaries • Writing literature reviews • Systems analysis • Policy analysis • Legislative field work • Strengths- based leadership • Place-based leadership • Testimony • Public speaking • Technology to analyze and present budget information for multiple audiences
<p>Spring 2017 Public Policy, Budgeting and Finance for Public Administration</p>		

Required Readings

Books:

Dunbar-Ortiz (2015). *An Indigenous Peoples’ History of the United States*. Beacon Press. ISBN: 978-0807057834.

Harjo, Gover, Deloria, Adams, Momaday (2014). *Nation to Nation: Treaties Between the United States and American Indian Nations*. Smithsonian Books. ISBN: 978-1588344786.

Jorgensen (2007). *Rebuilding Native Nations: Strategies for Governance and Development*. University of Arizona Press. ISBN: 978-0816524235. ***used all year.***

Miller (2013). *Reservation “Capitalism”: Economic Development in Indian Country*. Bison Books. ISBN: 978-0803246317. ***used all year.***

Required Readings (Continued)

Video (posted on canvas):

Susan Cain (2012). *Quiet: The Power of Introverts* in a World that Can't Stop Talking
http://www.ted.com/talks/susan_cain_the_power_of_introverts

Articles (posted on canvas):

Denhardt, R. & Denhardt, J. (2000). The New Public Service: Serving Rather Than Steering. *Public Administration Review*, Vol. 60, No. 6, (Nov.-Dec.), pp. 549-559.

Henry, N. (1975). Paradigms of Public Administration. *Public Administration Review*, Vol. 35, No.4, pp. 378-385.

Kirlin, J. (2001). Big Questions for a Significant Public Administration. *Public Administration Review*, Vol. 61, No. 2, (Mar. - Apr.), pp. 140-143.

Shafritz, Russell, Borick (2012). *Introducing Public Administration*. 8th Edition. Chapter 1.

Resource Readings (posted on canvas):

NCSL (2002). *Models of Cooperation between States and Tribes*.
<http://www.nijc.org/pdfs/TTAP/NCSLGovttoGovt.pdf>

NCAI (2000). *Government to Government*. http://www.ncai.org/policy-issues/tribal-governance/state-tribal-relations/Govt_to_Govt_Understanding_State_and_Tribal_Governments_2000.pdf

U.S. Constitution. PDF on canvas.

Public Law 280 http://www.tribal-institute.org/lists/pl_280.htm
Questions & Answers: <http://www.tribal-institute.org/articles/goldberg.htm>

State of WA v. Pink <https://www.narf.org/nill/bulletins/state/documents/pink.pdf>

Resource Readings (hard copy):

Paul & Elder (2014). *The Miniature Guide to Critical Thinking: Concepts and Tools*. 7th Edition.
Hard copy mailed to students.

NCAI (2015). *Tribal Nations and the United States: An Introduction*.
Hard copy booklet distributed in class. <http://www.ncai.org/about-tribes>

Fall 2016 Schedule (Faculty may alter schedule)

Weekend One: "Operating Environments of Governments"

Friday September 30

Time	Activity	Deliverable
1:00pm	Welcome: Squaxin Island Tribal Members Stories of our Founding: Alan Parker	Assignment #1: Critical Thinking Paper
2:30pm	BREAK	
2:45pm	Syllabus Overview	
3:15pm	Seminar	<u>Resource Reading:</u> Paul, <i>Miniature Guide to Critical Thinking</i> <u>Book Reading:</u> Harjo, <i>Nation to Nation</i>
4:30pm	Grad School Study Skills	
5:00pm	END	

Saturday October 1

Time	Activity	Deliverable
9:00am	Begin New Student Orientation in Library 4300	<u>Video:</u> Cain, <i>The Power of Introverts</i>
11:30	CATERED LUNCH TOGETHER	
12:30pm	New Student Orientation in Library 4300	
1:45pm	Transition to regular classroom Seminar 2 E1105	
3:00pm	End New Student Orientation, Break	
3:15pm	Guest speaker: Kris Peters, Public Law 280	<u>Resource Readings:</u> PL 280 WA v. Pink
4:30pm	De-brief: Synthesis & Review of our shared learning	
5:00pm	End	

Sunday October 2

Time	Activity	Deliverable
9:00am	Lecture/Workshop: Structures & Decision Processes of Tribal Governments	<u>Resource Reading:</u> NCAI, <i>Government to Government</i>
10:30am	BREAK	
10:45am	Lecture/Workshop: Trust Relations & Trust Assets	
12:00pm	POTLUCK LUNCH TOGETHER	
1:00pm	Seminar	<u>Book Reading:</u> Jorgensen, chs. 1, 2, 3, 4
2:45pm	BREAK	
3:00pm	Lecture/Workshop: Constitutionalism, Construction, & the Chevron Doctrine	<u>Resource Reading:</u> U.S. Constitution NCAI, <i>Tribal Nations & the U.S.</i>
4:00pm	Discussion: Writing a Decision Paper	
4:30pm	De-brief: Synthesis & Review of our shared learning	
5:00pm	Closing Words & End	

Assignment #2: Decision Paper

Due: 10/10 posted on canvas by 8:00am.

Weekend Two: "Managing & Governing"**Friday October 14**

Time	Activity	Deliverable
1:00pm	Opening Words	
1:10pm	Guest speaker: TBA, Intergovernmental Relations	
2:30pm	BREAK	
2:45pm	Lecture: Structures & Roles of States, Cities, Counties	See supplemental information on canvas
4:00pm	Time to form teams & Discussion: Writing a Briefing Paper & One Pager	Form teams for the briefing paper assignment
5:00pm	END	

Saturday October 15

Time	Activity	Deliverable
9:00am	Lecture/Workshop: ISDEAA, Contracts, Compacts, & Agreements	<u>Resource Reading</u> : NCSL, <i>Models of Cooperation between States & Tribes</i>
10:30am	BREAK	
10:45am	Lecture: Economic Development for Managers	<u>Book Reading</u> : Miller, <i>Reservation "Capitalism"</i> , chs. 1, 4, 8
12:00pm	POTLUCK LUNCH TOGETHER	
1:00pm	Lecture/Workshop: Tribal Labor Sovereignty Act	<u>Book Reading</u> : Jorgensen, chs. 6, 7, 8, 9
2:15pm	BREAK	
2:30pm	Seminar	<u>Book Reading</u> : Dunbar-Ortiz, <i>An Indigenous Peoples' History</i> , pgs 1-94
4:30pm	De-brief: Synthesis & Review of our shared learning	
5:00pm	End	

Sunday October 16

Time	Activity	Deliverable
9:00am	Discussion: Presentation Tools & Public Speaking with Purpose	
9:45am	Lecture: Learning PA & Doing PA	<u>Article Readings</u> : Henry, Kirlin, Denhardt, & Shafritz
10:30am	BREAK	
10:45am	Workshop: Culturally Responsive PA	
12:00pm	POTLUCK LUNCH TOGETHER	
1:00pm	Seminar	<u>Book Reading</u> : Dunbar-Ortiz, <i>An Indigenous Peoples' History</i> , pgs 95-237
3:00pm	BREAK	
3:15pm	De-brief: Synthesis & Review of our shared learning	
5:00pm	Closing Words & End	

Assignment #3: Draft Briefing Paper & One Pager (Group Assignment)

Due: 10/24 posted on canvas by 8:00am.

Weekend Three: "Recommending Action"**Friday October 28**

Time	Activity	Deliverable
1:00pm	Opening Words	
1:10pm	Seminar Groups: Practice Presentations with draft visual aid	Assignment #4: Draft Visual Aid
4:00pm	Time to work in teams & incorporate feedback	
5:00pm	END	

Saturday October 29

Time	Activity	Deliverable
9:00am	Workshop: Case study, what would you do?	
10:30am	Break	
10:15am	Speaking from the heart in public presentations: Videos shown in class (TBA)	
11:00am	De-brief: Synthesis & Review of our shared learning for the quarter	
11:30am	Faculty discussion about "Path to Sovereignty" course	
12:00pm	POTLUCK LUNCH TOGETHER	
1:00pm	In Service: Faculty & teams work on their assignments	
5:00pm	End	

Sunday October 30

Time	Activity	Deliverable
9:00am	Final Presentations	Assignment #5: Final Briefing Paper, One Pager & Final Visual Aid
10:30am	BREAK	
10:45am	Final Presentations	
12:00pm	POTLUCK LUNCH TOGETHER	
1:00pm	Final Presentations	
2:30pm	BREAK	
2:45pm	Final Presentations	
5:00pm	Closing Words & End	

Evaluations are due no later than Monday November 7, 2016. A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

Assignments

Assignment #1: Critical Thinking Essay

Due: 9/30 by 1:00pm posted to canvas. Length: 3 to 5 pages (page length does not include title page, abstract, and works cited page)

Use APA format and cite all of your sources (direct quotes and paraphrases).

Description: According to *The Miniature Guide to Critical Thinking*, the practice of critical thought means that you assess the assumptions and positions of yourself and between people in groups and organizations. This practice is important to managers and leaders because it helps us understand how we co-create and socially construct our perspectives in relation to each other. This also helps us to assume nothing and challenge everything.

Instructions: First, read *The Miniature Guide to Critical Thinking*. Second, read the *Nation to Nation* book assigned for weekend 1. Finally, respond to each of the following questions in an essay:

- Recognizing that there are differences between the authors in *Nation to Nation*, how are their arguments similar?
- According to some of the authors, what is the role of government?
- According to some of the authors, who are “the people”?
- According to some of the authors, what does it mean for a public administrator to be of service?
- What do you believe it means for a public administrator to be of service to the people? Include your own definitions of “public administrator” and “the people.”

Assignment #2: Decision Paper

Due: 10/10 posted on canvas by 8:00am. Length: 1 page, single spaced, use footnotes

Note: For this assignment, you will NOT use APA format.

Description: We use “cases” or real-world examples of public administration to practice assessing the dilemma or question on the table and then practice making recommendations. This can also help us to build on decisions that worked before or avoid repeating decisions that did not work in the past.

Instructions:

First, select one of the dilemmas or questions presented in the Jorgensen readings from weekend 1 (chapters 1, 2, 3, 4).

Second, pick your audience. Who should you gear your analysis and recommendation towards?

Third, select a few current sources that provide background and facts about the issue (Ex. government documents, newspaper, academic journal, website, legal brief, research report, etc.). Pay attention to what decisions already occurred and the results of those actions. Note what crucial pieces of information are missing that leaders may need to make a decision.

Fourth, with your audience in mind, analyze the existing information about what options are available for resolution and/or propose your own options. Weigh out the pros and cons of each option.

Finally, make recommendations to your audience. Persuasively inform their decision.

Assignment #3: Draft Briefing Paper & One pager (Group Assignment)

Due: 10/24 posted on canvas by 8:00am. Briefing paper Length: 5 to 10 pages, double spaced, APA format. Your page limit does not include your title page, table of contents, executive summary, works cited page, or any appendices. One pager length: 1 page, single spaced.

Description: Briefing papers provide leaders with an issue overview, define terms, identify boundaries for scope of recommendation (clarify what is out of scope), frame recommendation with audience in mind, find gaps in existing information or options available to show how your recommendations may fill these gaps, compare and contrast existing information from various parties (find agreement and

disagreement on terms, facts, definitions, major debates), and establish your credibility through knowledge and evidence. Knowing how to write a briefing paper is a useful skill for public servants and community activists. A persuasive briefing paper is concise, well-organized, and covers the most important and relevant facts and solutions.

Instructions: Form a team of 2 to 3 students from within your seminar group. Use the decision paper written by each of you and pick one topic to explore further as a team. Together, your small group will write a **briefing paper that should include:**

- Title page
- Table of contents
- Executive summary
- Background of the issue
- Identification of a problem
- Definition of key terms
- Recommendation
- Analysis and Cautionary Notes (pros and cons of recommendation)
- Stakeholder impacts
- Action plan
- Works cited page
- Appendices (Ex. Team Work Plan)

Include resources and citations throughout the document to properly assess your definition of the problem and your recommendation. Sources must come from existing information (ex. don't do any interviews) and may include government documents, research reports, case law, policy briefs, books, academic journals, newspapers, websites, etc. You are encouraged to use readings from the class and incorporate PA theories where relevant. **Tips:** Do not start with a position. Be open to your perspective changing as you become informed. Do not attempt an exhaustive review of all sources. Synthesize information do not summarize. Use very few direct quotes and do not use any long quotes.

Assignment #4: Draft Visual Aid & Practice Presentation (Group Assignment)

Due: 10/28 posted to canvas by 1:00pm.

Presentation. 10 minutes. Highlight the main points and take away message of your briefing paper.

Q & A Session: 5 minutes. The presenter(s) will facilitate a question and answer session with the class after their presentation is done.

A visual aid is required for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com, projeqt.com), word cloud (wordle.net or woritout.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infoagr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com). All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have a summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility. <http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf>
- If using a video, it may not take up more than half the presentation time.
- All members of the group are expected to participate in the presentation/facilitation as able.

Assignment #5: Final Briefing Paper, One Pager & Final Presentation with Visual Aid

Due: 10/30 posted to canvas by 9:00am.

See assignment details above. Presentations will occur during our normally scheduled class and faculty will assign team presentation times.

Course Policies

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.

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 dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 4 hours on Friday is one absence), make-up work will be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After 20 hours (Ex. one weekend) of absences total in one quarter, you may be denied full credit for the course. After reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full 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: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty 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.

Credit: Students will receive 6 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. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. 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](#) and [College statement on 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 total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu no later than one week after the last class. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: 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. Consult your seminar faculty to discuss technology use and learning style options.

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](#).

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.

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.

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