

**The Evergreen State College  
Master of Public Administration Program**

**Context of Public Administration Syllabus  
Fall, 2014 – 1<sup>st</sup> Year Core (Tribal Governance Cohort)**

| <b>Faculty</b> | <b>Email</b>           | <b>Phone</b> | <b>Office</b> | <b>Office hours</b> |
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**TESC MPA MISSION STATEMENT**

**“Be the Change”**

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.

**COURSE DESCRIPTION**

In the Fall quarter we explore many of the enduring issues of public administration with a focus on tribal sovereignty and tribal governments. The course is designed to increase our understanding of important aspects of the political, social, economic and environmental contexts of effective public administration when our boundaries are no longer clearly defined. Who practices public administration? In the past, this was a fairly easy question to answer: governments were defined by geographical and constitutional boundaries. Today, these boundaries no longer restrict the practices of administration and governance. We live, administer and are citizens and practitioners of and in a globalized world. As such, in this quarter we explore:

- Your role as a reflective administrator
- The role(s) of power(s) of government
- Development of the field of public administration – the discipline and practices of public administration, past and present, and their relevance to tribal government administration
- The contexts within which we practice tribal public administration (political, economic, social, legal and environmental)

***Learning Objectives***

1. Understand public administration within the historical contexts of politics, economics and the academic discipline with a particular emphasis on the area of tribal government.
2. Build expertise in public administration and public policy in scholarship and practice.
3. Understand the roles, responsibilities and relationships of the various participants in governance processes.
4. Understand the sources, developments and contemporary aspects of tribal sovereignty and self-government.

5. Understand your relation to public service, tribal, national, and global citizenship.
6. Understand the significant role of non-profit organizations.
7. Understand how the practice of public administration impacts upon communities, and is impacted by communities.
8. Improve skills in critical thinking, writing, presentation and research.
9. Develop ability to work effectively in teams.
10. Develop ability to work effectively in diverse environments and with diverse populations.

## **EXPECTATIONS**

**Format of Assignment Submissions:** All papers will be submitted to Canvas, or a hard copy turned in to your seminar faculty. All papers must meet assignment parameters and cite works using the citation style you are most comfortable with, as long as it is consistent. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

**Late assignments:** Late assignments are accepted with **prior** permission of your seminar faculty.

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes focusing on class content, being engaged 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, faculty must be notified **prior** to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question for course credit.

**Use of Electronic Devices:** This course is Canvas-based and mostly paperless. We understand, and expect, that you will need to use electronic devices in class. However, the class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. In most instances, we will ask people to put away their devices for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

**Credit:** Students will receive 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on case-by-case basis. Refer to the MPA student handbook.

Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term. Failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit.

Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), is grounds for dismissal from the Program.

**Evaluation:** Written self evaluations and a faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students. Please note that while self evaluations are required for

the course, we do not require them to be submitted to the Registrar. **Evaluation interviews will not be conducted during class time.** After the final session you will make arrangements with your seminar faculty person to either have your evaluation interview over the phone, via Skype, etc., or to schedule an in-person evaluation conference. More details will be forthcoming during the third weekend.

**Biculturalism, Multiculturalism & Diversity:** Faculty and students work toward weaving bi-cultural, multiculturalism and diversity throughout our learning in readings, lectures, seminars and group projects.

**Learning Styles:** Faculty endeavor to provide information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

**Accommodations:** Provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition are regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

**Other Expectations of Students and Faculty:** We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

**We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more. An in-class Covenant will also be negotiated during the first session and will apply throughout the two years of the cohort.**

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

**Guest Policy:** Guests are permitted with **prior** approval of the faculty.

**Inclement Weather:** In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel our in-class sessions even if campus is open. If we do this we will send an all-program email by 3:00 pm. If you have not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

**Communicating with Each Other:** Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

#### **Books:**

□ *Cosmopolitanism: Ethics in a World of Strangers* (2007) Kwame Anthony Appiah. ISBN-13: 978-0393329339.

□ *Reclaiming Indigenous Planning* (McGill-Queen's Native and Northern). Edited by Ryan Walker, Ted Jojola & David Natcher. 2013. ISBN: 978-0773541948.

- *American Indian Politics and the American Political System (Spectrum Series: Race and Ethnicity in National and Global Politics), 3rd Edition.* David E. Wilkins & Heidi Kiiwetinepinesiik Stark. Paperback. Rowman & Littlefield Publishers. ISBN: 978-1442203884.
- *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers.* Kate L. Turabian. 2013. ISBN: 978-0226816388
- *Managing Human Behavior in Public and Nonprofit Organizations, 2<sup>nd</sup> or 3rd Edition.* Denhardt, Denhardt, and Aristigueta– all year. SAGE Publications. ISBN: 9781412991650
- *The State of Nonprofit America, 2nd Edition (2012)* Lester Salamon (Editor). ISBN: 978-0815703303.
- Readings from 75th anniversary of *Public Administration Review* (all year, free)
- Articles posted to Canvas course site

## **ASSIGNMENTS**

### **Assignment #1: Reflective Paper**

(From Welcome letter sent July 2014) Prepare for seminar on the book, *Cosmopolitanism: Ethics in a World of Strangers* and the reading, *The Ethical Space of Engagement* by Willie Ermine. You are to write a 1000 word reflection paper inspired by the two readings. A reflection paper does not require citations and is a summary of your understanding, thoughts and views on what was read.

### **Assignment #2: Seminar Paper**

Prepare for seminar on *all* of the readings in the syllabus listed for Friday, October 17 (Wilkins & Stark, PA Readings, Walker et al.). You are to write a 600-800 word seminar paper analyzing and critiquing the readings. A seminar paper does not require citations and is a summary of the main thoughts of the text, as well as your understanding, thoughts and views on what was read. *The Miniature Guide to Critical Thinking* (copies sent with Welcome letter) may be helpful with your analysis, specifically, the Template for Analyzing the Logic of an Article. A critique (versus criticism) is a balanced review of something, what worked, what didn't, and why.

### **Assignment #3: Paper on Legal/Political Readings (Fletcher, Centennial Accord, Millennial Accord, Canvas Readings)**

It can be argued that all policies arising under federal Indian law derive from the Marshall Trilogy. Choose a topic in either federal Indian law or Indigenous Peoples relationships that is influenced by the Marshall Trilogy, and write a 3000 word paper that discusses this influence. This is not a reflection piece but rather a research paper with citations, and at least 10 sources. Wikipedia is not a legitimate source.

### **Assignment #4: Seminar Paper**

Prepare for seminar on *all* of the readings in the syllabus listed for Sunday, October 19 (Denhardt, others on Canvas). Format as per Assignment #2.

### **Assignment #5: Literature Review**

This assignment will demonstrate your individual ability to find and critically utilize existing research on an issue. *You are to choose an issue you care about and examine how various and numerous government entities impact the issue.* You will build on this information for your final paper (Assignment #8).

A literature review is an account of what has been published on a topic by accredited scholars and researchers. Most often, it is part of the introduction to an essay, research report, or thesis. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. As a piece of writing, the literature review must be defined by a guiding concept (e.g., your research objective, the problem or issue you are discussing or your argumentative thesis). It is not just a descriptive list of the material available, or a set of summaries. Chapters 1-3 of *A Manual for Writers* provides some useful information, as well as the library research workshop on October 5.

Choose a minimum of five (5) peer-reviewed articles or papers on your topic, as well as a few non-peer-reviewed pieces, and write a literature review. Your literature review should be 2500 – 3500 words (7-10) pages. All sources must be cited (guidance will be given in class). *Please note: this is not an opinion piece, but a well-researched, well-cited paper. NB Wikipedia is not a credible source.*

### **Assignment #6: Nonprofit Case Analysis**

The case approach is widely used in the study of administration (public, nonprofit, business). For this assignment, you will be presented with a case for you to analyze and interpret. Your case analysis papers

must 1) define what you believe is the major problem and sub-issues presented by in case, 2) discuss what was done to rectify the situation, 3) assess the effectiveness of that decision, and 4) link the case to the readings for the week. Cases will be posted on the course Canvas site. Additional details on how to do case analysis will be presented in class.

**Assignment #8: Final Paper** - *A Normative Analysis of the Proper Role of Governmental and/or Nonprofit Entities*

This assignment allows you to integrate what you learned this term and demonstrates analytical, critical thinking/writing, and research skills to answer the question: “What in your view should be the role of governmental and/or nonprofit entities in dealing with the issue explored in your literature review?” Debate the arguments for or against such involvement.

All sources must be cited (guidance will be given in class). *Please note: this is not a reflection piece, but a well-researched, well-cited scholarly paper, with your own thoughts and ideas incorporated.*