

The Evergreen State College
Master of Public Administration Program
Doing Democratic Public Administration Syllabus
Winter, 2015–1stYear Core (Tribal Governance Cohort)

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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

Throughout the 1st year Core we explore the fundamentals of administering for the public good in a globalized world. Winter quarter we will examine the knowledge and skills needed to practice democratic public administration. Spring quarter we examine the policy and fiscal foundations of doing public service.

This quarter we will explore what it takes to administer for the public good in a democracy, with a particular focus on how to improve administration within native nations and tribal governments. This quarter is in part a “Public Administration-Management 101” survey of the challenges faced by administrators in the public, nonprofit, tribal governance, and private sectors, and the knowledge and skills needed to administer/manage in organizations that are working toward the public good. Although our emphasis will be on the public sector and tribal governments, we will also consider the particular challenges of nonprofit organizations, collectives and how private companies are now increasingly relied upon to accomplish public ends. An important “lens” we will apply will be what it means to administer with a focus on democratic processes, particularly the roles and relationships of administrators and citizens in the complex web of our democratic system. Other important themes of the quarter include how to manage strategically and sustainably, to learn how to apply a variety of metaphors and frameworks for making sense of organizational phenomena, how to manage in culturally appropriate ways in Indian Country, and how to diagnose what is happening in an organization and if necessary craft and implement a strategy for organizational change.

Learning Objectives

1. Examine, place in context and evaluate contemporary ideas about, and practices in, administering for the public good in a democratic society.
2. Understand the special role of public administrators within the complex environment of politics and civic engagement, and how this role differs in Indian Country.
3. Gain a deeper understanding of the challenges of managing tribal organizations, and how to surmount them.
4. Gain an understanding of a variety of frameworks and models for making sense of and analyzing organizations and governments and the ability to use them as analytical tools.
5. Develop ability to work effectively in diverse environments and with diverse populations in a multicultural and bicultural context.
6. Improve skills in critical thinking, writing, speaking, presenting and working effectively in teams.

EXPECTATIONS

Format of Assignment Submissions: All papers will be submitted to Canvas, or a hard copy turned in to your seminar faculty, at their discretion. 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, the teaching assistant and/or contact the Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Teaching Assistant, the Graduate Writing Assistant or the Writing Center; 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. Make-up work will be assigned by faculty as a result of any missed class time.. 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 this course if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on a 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 without prior approval, 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. If you have the same faculty over the two courses in the quarter you only need to write one faculty evaluation for the quarter. 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. The in-class Covenant will apply. 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.

Incident 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 session 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:

From Fall Quarter:

Denhardt, Denhardt, and Aristigueta (2013). *Managing Human Behavior in Public and Nonprofit Organizations, 2nd or 3rd Edition*. –all year. Thousand Oaks, CA: SAGE. ISBN: 9781412991650

Lyons, Oren & John Mohawk, Eds. (1998). *Exiled in the Land of the Free: Democracy, Indian Nations and the US Constitution*. Santa Fe: Clear Light.

Salamon, Lester, Ed. (2012). *The State of Nonprofit America, 2nd Edition*. ISBN: 978-0815703303.

Readings from 75th anniversary of *Public Administration Review* (all year, free)

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

Wilkins, David E. & Heidi Kiiwetinepinesiiik Stark (2010). *American Indian Politics and the American Political System (Spectrum Series: Race and Ethnicity in National and Global Politics, 3rd Ed*. Paperback. Lanham, MD: Rowman & Littlefield Publishers. ISBN: 978-1442203884.

Wilkins, David E. (2011). *The Hank Adams Reader*. Golden, CO: Fulcrum Publishing.

Deloria, Vine Jr. and Clifford M. Lytle (1998). *The Nations Within: The Past and Future of American Indian Sovereignty* Paperback .

New

Collins, Jim (2005). *Good to Great and the Social Sectors (A Monograph to Accompany*

Good to Great). ISBN: 978-0-97732-640-2. Paperback.

Meadows, Donella H. (2008). *Thinking in Systems: A primer*. Chelsea Green Publishing. ISBN: 978-1-60358-055-7. Paperback

Morgan, Gareth (2006). *Images of Organization, 3rd. Ed.* Thousand Oaks, CA: Sage. ISBN: 1412939798. (NOTE: you may also buy and read the 1996, 2nd Edition). Paperback.

Also, *American Indian Law in a Nutshell, 6th Edition*.

Articles: TBD (Will be posted to Canvas)

Assignments

1. Seminar papers. Write seminar papers for the readings assigned for weekends 1, 2, and 3. Use the same format required during fall quarter, 600-800 words per paper. *Focus on analysis of the readings, not a summary of what you read.*

Seminar Paper 1: On Morgan chapters and the Denhardt text (**DUE Jan. 9th**)

Seminar Paper 2: On chapters from Lyons and Mohawk, and from Deloria and Lytle (**DUE Sunday, Jan 18th**)

Seminar Paper 3: On chapters from Morgan, Denhardt, and Salamon (**DUE Jan. 23rd**)

Seminar Paper 4: On Hank Adams Reader assignment and Harvard Project article (**DUE February 1st**)

Seminar Paper 5: On Organizational change article. (**DUE February 6th**)

2. Case Study analysis. The case approach is widely used in the study of management and administration. The assigned case will present an administrative problem for you to analyze and interpret. Your case analysis paper must 1) define what you believe is the major problem presented by the case, and 2) what, if anything should be done to rectify the situation. Additional details on how to do case analysis will be presented in class. A case will be assigned for the first class weekend and posted to Canvas. The case study paper should be between 3 and 4 pages, double-spaced. **DUE January 18th.**

3. Action Memos. “Memoing” is an important administrative skill. Memos are letters written to a specific decision-maker that define an administrative problem within the organization, analyze that problem and recommend a course of action. They differ from case analysis in that they are strongly grounded in the setting of a particular organization and use a different format. For these assignments, write your memo to your current supervisor, or an imaginary supervisor within an organization with which you’re familiar.

Format. These papers should be ***no more than two pages, single-spaced in 12-point font.*** Use a memo style heading:

To: [Decision maker’s name]

From: [Your name]

Date:

Subject:

Memos begin with a summary paragraph that briefly defines the problem, provides a summary of the recommended action(s), and the basis for them—the analysis. Yes, you give your conclusions *first*, and then the body of the memo develops the arguments to support your recommended actions (directly related to the readings for the week). Make the summary paragraph the last thing you write. Additional details on memo writing will be provided in class.

Memo 1: Carefully read the assigned article on the topic of Democratic public administration. Write an action memo in which you analyze an organization or program’s structure and performance, and advise whether you

believe implementation of democratic management principles in that instance would be helpful. **Due Saturday, January 24th.**

Memo 2: Carefully read the assigned article on the topic of sustainability. Write an action memo in which you analyze a major sustainability challenge of your selected organization and recommend a course of action. **Due Saturday, February 7th.**

4. Analysis Assignment: A Normative analysis of the role of Governmental and/or nonprofit entities. This assignment will allow you to integrate what you learned fall quarter about the role of government, and use the results of your fall quarter literature review to inform your analysis. You will 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 and consider their organizational implications for the government or nonprofit entity in question. All sources must be cited. Note that this is not a reflection piece but a well-researched, well-cited scholarly paper, with your own thoughts and ideas incorporated. Minimum 12 pages (3000 words), double-spaced. **Due Thursday, February 12th.** .

5. Final Assignment: Teach to Learn Presentation. This assignment will be completed in teams of three or four (exceptions must be approved by the faculty). Teams will identify a topic (within the topics covered in this course) they want to learn more about and develop a 30 minute teach to learn presentation that they will deliver the last day of the class.

As the course description states, in this course we examine what it takes to administer for the public good in a democracy. Our focus is on doing administration in a tribal context with a focus on democratic processes, particularly the roles and relationships of administrators and citizens in the complex web of our democratic system. Important themes of the quarter include how to manage strategically and sustainably, how to apply a variety of metaphors and frameworks for making sense of organizational phenomena, the kinds of approaches tribes use to organize themselves, and how to diagnose what is happening in an organization and if necessary craft and implement a strategy for organizational change. There is no way we can address all the important and interesting subtopics in this area. Here’s where this assignment comes in.

Prior to the first weekend of class, each student should figure out one or two potential topics for this assignment. The first class weekend you will form teams around a subtopic in this area (the possibilities are myriad). In your teams you will:

- review the literature in the area
- prepare a 30 minute “teach to learn” presentation on your topic, to be delivered in Weekend 3

Deliverables:

- **Weekend One:** Bring to class on January 9th one or two ideas you’d like to propose for the presentation. On 1/9 we will hold a “Marketplace” where everyone will share their ideas and begin to form teams.
- By the end of Saturday (1/10) you will need to have selected a topic, formed a group, and posted to Canvas a one paragraph document listing your team members, and describing the topic/idea for your presentation.
- **Weekend Two** there will be time set aside in class for group work on the project. By the end of Weekend two (2/25) each team will post to Canvas a contract describing each team member’s responsibilities for the project (details will be provided in class) and a tentative outline of their presentation
- **Weekend Three:** some time for final preparations for the presentations and practice will be provided in class on Saturday. The 30 minute presentations will be delivered on Sunday, February 8th. The 30-minute time limit will be strictly observed. If you use a PowerPoint or Prezi, post it to Canvas. Following
- **By February 12th.** Complete and post to Canvas your team evaluation.

Tentative Class Schedule

Date	Topics/Activities	Readings	Assignments Due
Jan. 9-11	Organization Theory (L) Systems Thinking (L) Teams (L) Working with Diverse Populations (M) Self-Assessment (L/M) Intro to Teach to Learn Assignment; form teams Intro to Assignment on Demo. PA Action Memo	Morgan, Chapters 1,2,3,5,6 Meadows: all Denhardt: Chapters 9, 10, 11 <i>Exiled in the Land of the Free:</i> Chapters 5, 7 <i>The Nations Within, Chapters 10-17</i> Case: TBD	Seminar Paper 1 (on Morgan and Denhardt chapters, Due 1/9) Seminar Paper 2 (on chapters from <i>Exiled</i> and <i>Nations Within</i> , Due 1/18) Case Analysis Due 1/18
Jan. 23-25	HR (M/Guest) Nonprofit Management (L) Strategic Planning (M/L) Presentation Skills (J) Democratic PA (M, L) Organizational Analysis (L)	Morgan, Chapters 4,7, 9, 10 Denhardt, Chapters 6,7,8 Collins: All Salamon: Chapters 4, 14-19 <i>Reclaiming Indigenous Planning</i> , Chapters 14, 18, 20 Articles TBD on strategic planning Articles TBD on org analysis, Democratic PA	Seminar paper 3 (Morgan, Denhardt, Salamon, Due 1/23) Action Memo I on Democratic PA (Due 1/24)
Feb. 6-8	Lean (M/Guest) Advocacy and Change (M) Organizational Change (L) Sustainability (L) Ethics Organizational Analysis Presentations	Denhardt: Chapters 12, 13 <i>Hank Adams Reader</i> (Intro; one letter/testimony per section; or read whole text). Articles, TBD Lean, Sustainability Harvard article	Seminar paper 4 on H. Adams Reader and Harvard article TBD (Due 2/1) Seminar p. 5 on Org Change article (Due 2/6) Action Memo II on sustainability (Due 2/7) Analysis paper and Team Evaluation for TTL project Due Thursday, February 12th.