

**The Evergreen State College
Masters of Public Administration Program
Winter, 2011 – 1st Year Core (Tribal Cohort)
Doing Democratic Public Administration (CRN: 20280)
Jan 14-16 and Jan 28-30
Fri 1-5. Sat 8:30-5 Sunday 8:30-5
Seminar Room: Sem II, C1105**

Faculty

	Email	Phone	Office	Office hours
John Gates	gatesj@evergreen.edu	ex 6740	Sem 2 – 2108	TBA
Linda Moon Stumpff	stumpffl@evergreen.edu	ext 6845	Lab 1- 3005	5-6pm class days or by appt.

MPA Mission

“You must be the change you wish to see in the world.”
—Mohandas K. Gandhi

Evergreen 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;
- value fairness and equity;
- advocate powerfully on behalf of the Tribes; and
- imagine new possibilities and accomplish positive change in our workplaces and in our communities.

1st Year Core Description (Fall, Winter and Spring)

Throughout the 1st year Core we explore the fundamentals of administering for the tribal public good in a globalized world. In Fall quarter, we examine the foundations of administration and democracy and the roles, responsibilities and powers of “network governance” sectors. In Winter quarter we examine the knowledge and skills needed to practice administration for the public good across sectors and networks. In addition, quarter we examine the intricacies of administering in the complexity we call democracy.

Doing Public Administration Course Description (Winter)

DOING DEMOCRATIC PUBLIC ADMINISTRATION DESCRIPTION

This quarter we will explore what it takes to administer for the public good in a democracy. This quarter might fairly be described as a “Public Administration-Management 101” survey of the challenges faced by administrators in the public, nonprofit, or private sectors, and the knowledge and skills needed to administer/manage in organizations that are working toward the public good in the tribal context. Although our emphasis will be on the public sector, we will also consider the particular challenges of nonprofit organizations, and how private companies are now increasingly relied upon to accomplish public ends. Our focus will be on doing administration with democratic and political processes, particularly the roles and relationships of administrators and citizens in the complex web of tribal governance and democratic, participatory systems. Important themes of the quarter include how to manage strategically and sustainably, and how to diagnose what is happening in an organization and how to craft and implement a strategy for organizational change.

Learning Objectives

1. Examine, evaluate and situate contemporary ideas about, and practices in, administering for the benefit of the tribal good including: general management and administrative practices, human resource management, and capital and financial management.
2. Develop a knowledge base around positive/successful change in public organizations.
3. Improve skills in critical thinking, writing, speaking, and working effectively in teams.
4. Develop organizational analysis and case writing skills and capacities.

Expectations

Students

- Attend every class; be on time.
- Comply with TESC Social Contract (<http://www.evergreen.edu/about/social.htm>) and Student Conduct Code (<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>)
- Writing is expected to be of the highest quality, clear with accurate grammar and spelling. Students are encouraged, and may be required, to work with the Graduate Writing Assistant.
- Full credit and a positive evaluation depend on timely completion and submission of assignments and regular attendance and participation in class. **Missing more than one weekend class meeting in any given quarter and/or consistently submitting assignments late will result in no credit.** partial credit is not an option. Credit denial decisions will be made by the seminar faculty.
- Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves.
- Computer and Internet access are required outside class.
- No electronic devices (other than laptops used expressly for class work and any aids necessary for access) are allowed in class.
- Students are required to complete and submit a self-evaluation to faculty before the evaluation conference to receive credit. Student evaluations of faculty must be submitted at the evaluation conference to faculty or to the program secretaries (Ruth Joynes and Pat Kolstad, Lab II, 2250).
- Any deviation from these expectations must receive prior approval from your seminar faculty.

Faculty

- Faculty members are expected to be prepared for class, responsive to student questions and to promptly return student work.
- Faculty members can be expected to be reasonably available to students during office hours, by email and by appointment.

Required Readings

Carry over from Fall term, the class will read selected chapters from these books:

- Box, Richard C. (2004). Public Administration and Society: Critical Issues in American Governance. Armonk, NY: M.E. Sharpe. ISBN: 978-0765608253. Chapter 3.
- Fry, Brian R. & Jos. C.N. Raadschelders (2008). Mastering Public Administration: From Max Weber to Dwight Waldo (2nd Edition). Washington, DC: C.Q. Press. ISBN: 978-1933116822 Readings on Mary Parker Follett
- Denhardt and Denhardt "Managing Human Behavior for Public and Nonprofit Organizations," Chapter 4, 7, 8, 12.

New Additional Required Readings for Winter 2011:

Additional selections from the following books will be assigned for Winter 2011. BOOKS WITH A STAR AFTER THEM WILL BE AVAILABLE IN THE BOOKSTORE: WE CAN'T PROJECT THEIR DATES OF ARRIVAL. You will need to order the books that are not starred off campus.

- Moyer, Bill, "Doing Democracy: The Map Model for Organizing Social Movements," (2001) New Society Publishers, ISBN 0-086572-418-5 227 pp. Read all
- Haring, Sidney L. "Crowdog's Case: American Indian Sovereignty, Tribal Law and United States Law in the 19th Century," (1994) City University of New York, ISBN 97 80521467155. Read selections TBA approx. 100 pp. CH. 1,2,4,6, 9.
Readings I for Moodle (Law Enforcement) To be posted; (John) Approx. 50 pp.
- Readings II for Moodle To be posted (John) Approx 50 pp.
- Readings from Ramos (posted on Moodle) To be posted (Linda) Approx 50 pp.
- Readings IV for Moodle. To be posted (Linda) Approx. 30 pp.
- Ostrom, Elinor "Governing the Commons: The Evolution of Institutions for Collective Action," Cambridge University Press, 1990. ISBN 0-521-40599-8, 280 pp. Read all
- **THIS BOOK NOT FOR WINTER; HOLD UNTIL SPRING** Senge, Peter, Bryan Smith, Sara Schley, Joe, Nina Kruschwicz; Cambridge University Press,(1990). "The Necessary Revolution: How individuals and organizations are working together to create a sustainable world," Doubleday Publishing, ISBN -13-978-0385519014 Read all .*
- Meadows, Donella H. (2008), "Thinking in Systems," Chelsea Green Publishing, ISBN 978-1-60358055-7 All.*
- Frost, Bob, Designing Metrics: Crafting Balanced Measures for Measuring Performance," ISBN 978-0970247124 All.*
- Brinkerhoff, Peter C., (2009)"Mission-Based Management,: Leading your Not-for-Profit in the 21st Century," John Wiley and Sons, Inc, ISBN 978-0-470-43207-5
- All readings posted to Moodle and class handouts

All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty.

1. Seminar papers. Write seminar papers as assigned for the readings in the schedule.

Additional Super seminar papers: 3-4 pp.

A. Due Jan. 7 on Denhardt and Ramos posted to Moodle 3-4 pp.

B. Due Jan 12: Super seminar review paper on case study analysis posted to Moodle (1p.)

B. Due January 25 on Applying Moyer's model to a tribal situation. posted to Moodle (3-4pp.)

2. Case Study analysis. The case approach is widely used in the study of management and administration. Each case will present an administrative problem for you to analyze and interpret. Your case analysis papers must 1) define what you believe is the major problem presented by the case, and 2) what could be done to rectify the situation.2) Explain why you think what you have recommended is the best solution. This will be accomplished in class and additional details on how to do case analysis will be presented in class. Students will form teams in class December class fa;; to produce one case study paper they post online by January 15. The case study paper should be between 3 and 4 pages, double-spaced. In addition to the case study analysis, each person should read two other peoples' case analysis. Note: you will also post an action memo from an authoritative source on how to fix the organization in the case. (See date and instructions under section on Action Memos)

Due January 9: Case Analysis posted on Moodle.

Due January 14 (as listed above: Action Memo on a case study)

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.

A. Action memo for Frost and Performance Measurement.

Frost's text suggests guidelines for organizations to use to apply performance measurement to their operations. Write an action memo in which you analyze the current performance measures used by your organization (or a tribal organization you select) and if necessary recommend new or revised measures.

Due January 29---Action memo on Frost

B. Action memo for Case Study Analysis. After considering the issues and problems reflected in the case study that you chose to write about in your case study analysis, write an action memos from one of the players to a target audience.

Due January 16, Action Memo on Case Study Analysis

4. Final Assignment: Organizational Analysis. The major assignment of the quarter will be an organizational analysis of a tribal organization with an emphasis on democratic and participatory processes. The goal of the assignment is to expand your skills at organizational assessment and analysis and provide you with insights into the realities of life in tribal organizations. This assignment will be completed in teams of 3 to 4 students.

Part I. During the first on-campus session, we will hold a workshop that will help you form teams for this assignment. Your team will select a public or nonprofit organization and analyze it in depth. First, do some initial research to ensure you have access to sufficient information. Then for Part I of the assignment, in no more than three paragraphs that you write with your team in class, describe your selection and turn in to faculty. **Due to your seminar leader on January 16 and posted on Moodle.**

Part II. Start doing the research. We expect the teams to do exhaustive research. This means a complete search of secondary resources (published reports, governmental documents, press accounts, academic research, internet sites and other background documents and materials). It also may mean doing some primary research or informational interviewing, either in-person, or by phone or email. If you wish to perform such interviews you must acquire approval of your interview questions from your assigned faculty before conducting the interview. Be aware that you may only ask for descriptive information from your interviewees. Do not ask them about their personal opinions. In other words, ask about the facts. You may not ask any personal questions about the respondent or their views about other people in the organization. **(Any team that wishes to perform more in-depth interviews must first consult with their faculty, then submit a Human Subjects Review application for approval).** The requirement of exhaustive research means you must choose a situation that lends itself to research – this means information is readily available and, if needed, participants need to be available for interviews (phone or email availability counts).

Submit a detailed outline of your analysis to your team's faculty sponsor for review. Your outline could cover the following elements: Mission and/or vision and objectives, a brief history, population served, public need(s) addressed, budget(s), budget analysis of primary activities, organizational structure, and staffing. What is the organization known for, and what are its key accomplishments? What is it good at, and where has it fallen short? Is it known for any innovations? How does the organization manage information? What are the challenges the organization is currently facing? (These could be challenges of strategy, budget, implementation/management or some combination of the above). How productive are its relationships with other levels or parts of government and/or non-profit organizations? Finally, in your view, is the organization prepared for the future? **Due January 25 posted on Moodle.**

Final Paper. Your final paper for this organizational analysis project should be 10- 12 double-spaced pages. It should cover many of the elements listed above in the outline section. Include a list of references cited.

Due January 30: hardcopy for seminar faculty in class.

Presentation. On Saturday and Sunday January 29 and 30., each group will deliver a 15-minute presentation on your findings and conclusions. Presentations should not exceed 15 minutes, plus 5 minutes for questions; total 15 minutes. A visual aid is required and should follow the following guidelines:

- If using a power point presentation, it may not be more than 15 slides.
- If using a handout, it may not be more than 2 pages, single sided, double spaced, 12 point font or larger and must have a graphic.
- If using a poster/display, it must be large enough for all to see, have no more than 3 colors and use a graphic.
- If using a video, it may not be more than 7 minutes long and should be of good quality. Hearing assistance devices are available in the classrooms.

Any photographs or graphs/charts should have a summary notes about what is being displayed. Things to think about for visual aid: contrast, background color (dark colors require a dark room), limiting red and green (colorblindness), font size, readability, universal design access.

ONLINE ASSIGNMENTS PART I DUE POSTED TO MOODLE

Activities

Assignments

<p>Super Seminar paper; 3-4 pages. Compare and contrast the mainstream public administration readings about organizations in Denhardt and other previous readings with the ideas presented by Ramos.</p> <p>Review super seminar papers posted on Moodle and bring a short summary of two papers that you read on Moodle for seminar on January 14.</p>	<p>Due Jan. 7 posted on Moodle: Super Seminar Paper 3-4 pp. on readings:-Denhardt, Ch. 4,7,8,12 and Ramos readings (posted on Moodle)</p> <p>Due: Jan. 12 Super seminar review paper: posted on Moodle. Read two super seminar papers posted online and prepare a 1 page of the two paper that you read (bring hard copy to class Jan. 14)</p>
<p>Online Assignment. Select a case from the cases posted on Moodle and complete the case study assignment.</p>	<p>Due: Jan 9 : Case study analysis paper posted on Moodle</p>

ON-CAMPUS SESSION: JANUARY 14 1-5:00

Activities	Assignments
1:00 COURSE OVERVIEW	
1:30 Seminar on Organizations	Due: hardcopy: 1 page review paper on 2 super seminar papers
2:45 Break	
3:00 Seminar	Due: Seminar paper on Crow Dog readings 1,2,4,6,9.
4:00 Understanding the Tribal Law and Order Act:: Impacts for the Organization of Tribal governments and Tribal Courts (John)	Readings: TLOA Act (Posted on Moodle) TBA (John)
5:00 Class over	

ON-CAMPUS SESSION JANUARY 15 8:30-5

Activities	Assignments
8:30 Seminar	Reading: Brinkerhoff Due: Seminar paper on Brinkerhoff
9:45 Break	
10:00 Nonprofits in Indian Country Lecture/discussion (Linda)	
11:15 Reframing Organizations Interactive session (Linda)	Handouts in class: Reorganize the BIA! Readings: Denhardt chapters and Mary Parker Follet in Fry and Raadschelaers.
12:00 Lunch	
1:00 Reframing Organizations con'd	
2:30 Break	
2:45 Case activity More on TLOA (John)	Handout in class
5:00 Class over	

ON-CAMPUS SESSION JANUARY 16 8:30-5

Activities

Assignments

8:30 Seminar	Due: Action memo for case study analysis
10:00 Break	
10:15 Writing Action Memos: workshop(Linda)	
11:15 Team Activity (Linda)	
12:00-1:00 Lunch	
1 00 Small group Activity: Performance Measurement (Linda)	Reading: Frost Due: Action memo on Frost
2:00 Overview: Final Assignment: Organizational Analysis: (Linda)	
2:45 Break	
3:00 Team workshop (Linda) 5:00 Class over	Due: Part I of Organizational Analysis

ONLINE ASSIGNMENTS PART II POSTED ON MOODLE JANUARY 25-27, 2010

Activities

Assignments

Organizational Analysis	Post Part I on Moodle (posted on Jan.16)
Applying Moyer exercise. Complete 3-4pp.super-seminar paper on Moyer, applying his idea of advocacy to a tribal issue in a real or virtual context	Due Jan 25 Paper on “Applying Moyer” posted on Moodle
Organizational Analysis Part II	DUE January 25: Part II posted on Moodle

ONLINE ASSIGNMENT POSTED ON MOODLE JANUARY 25, 2010

Online exercise (John) TBA	Due January 28

ON-CAMPUS SESSION JANUARY 28

Activities

Assignments

1:00 Seminar	Due: hard copy of “Applying Moyer” paper Reading: Moyer
2:30 Break	
2:45 Activities: (John)	
Movie and discussion (John)	
4:45 Handout for Osage case (Linda)	

ON-CAMPUS SESSION JANUARY 29

8:30 Small group activity (Linda)	Due: Action memo using Frost
10:00 Osage Case (Linda)	Reading: handouts and Box Chapter 3
12:00 Lunch	
1:00 Tribes and constitutional change (John)	
2:30 Team Presentations	
Class over 5pm	

ON-CAMPUS SESSION JANUARY 30

Activities

Assignments

8:30 Seminar	Due: Seminar paper: Ostrom
9:30 Overview: Institutions and Design (Linda)	
10:15 Break	
11:00 Tribes and voting (John)	
12:00 Lunch	
1:00 Team Presentations)	
2:15 Break	Due: Organizational Analysis team papers
2:30 Team Presentations	
4:30 Intro: Intergovernmental Relations	
Class over: 5pm	