

Doing Democratic Public Administration
MPA 1st year core (Tribal), Winter 2013
1st Weekend – January 18 – 20
2nd Weekend – February 1 – 3
3rd Weekend – February 15 - 18
Location: TBA

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

Curriculum At a Glance, 2013 MPA 1st year core (subject to change)

Quarter	Content Areas	Knowledge, Skill, Ability Development Objectives
Winter – Organization Development, Theory & Behavior	<ul style="list-style-type: none"> • Leading & Managing Public & Non-profit organizations • Systems Thinking • Innovation & Sustainable Change • Performance Measurement & Strategic Planning • Public Goods • Social Equity & Cultural Relevancy • Democratic Organizations • PA & Org Theories 	<ul style="list-style-type: none"> • Active listening • Working in Difference • Secondary Research & Literature Review • Critical Thinking, Reading, & Writing • Working in teams • Academic critique • Public Speaking • Applied Learning & Synthesis of Concepts

Doing Democratic Public Administration Course Description (Winter)

This quarter we will explore what it takes to administer for the public good in a democracy. Although our emphasis will be on the public sector, we will also consider the particular contexts of nonprofit organizations and tribal governments. Our focus will be on doing public administration with innovative processes, particularly the evolving roles and relationships of administrators in the complex web of our democratic system. Important themes of the quarter include how to use systems thinking to manage sustainable change. Specifically, how to diagnose what is happening in an organization and, if necessary, craft and implement innovative strategies for organizational change.

Learning Objectives

1. Examine and evaluate contemporary ideas and practices in administering for the public good in a democracy.
2. Develop and improve organizational analysis skills using secondary research and apply organization theories.
3. Gain an understanding of how to apply methods that lead to successful change in public organizations.
4. Develop ability to work effectively in diverse environments and with diverse populations.
5. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

***New Books Winter Quarter**

- Bordas, J. (2012). *Salsa, Soul, & Spirit: Leadership for a Multicultural Age*. 2nd edition. Berrett-Koehler Publishers. ISBN: 978-1609941178. \$10 used
- Denhardt, R., Denhardt, J.V., & Aristigueta, M. (2012). *Managing Human Behavior in Public and Nonprofit Organizations*. 3rd edition. Sage Publications. ISBN: 978-1412991650. \$61 used ***used Winter & Spring***
- Johansson, F. (2006). *Medici Effect: What Elephants and Epidemics Can Teach Us About Innovation*, Harvard Business Review Press. ISBN: 978-1422102824. \$6 used
- Meadows, Donella H. (2008). *Thinking in Systems: A primer*. Chelsea Green Publishing. ISBN: 9781603580557. \$9 used
- Ostrom, E. (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press. ISBN: 978-0521405997. \$14 used ***used Winter & Spring***
- Stivers, C. (2008). *Governance in Dark Times: Practical Philosophy for Public Service*. Georgetown University Press. ISBN: 978-1589011977. \$13 used

***Books Carried Over From Fall Quarter**

- Keating, B. & Keating, M. (2008). *Microeconomics for Public Managers*. Wiley-Blackwell. ISBN: 9781405125444, ***used all year***
- Paul & Elder (2009). *The Miniature Guide to Critical Thinking: Concepts and Tools*.
- The Foundation for Critical Thinking. www.criticalthinking.org ***used all year***
- Shafritz, Russell, Borick (2010). *Introducing Public Administration*. 8th edition. Longman Publishers. ISBN: 9780205855896, ***used all year***
- Wilkins, D. & Stark, H. (2010). *American Indian Politics and the American Political System*. 3rd Edition. Rowman & Littlefield Publishers. ISBN: 9781442203884, ***used Fall & Winter***

***Articles Winter 2013 (photocopied chapters & articles to be posted on moodle):**

- Brinkerhoff, Peter C., (2009) "Mission-Based Management, Leading your Not-for-Profit in the 21st Century," John Wiley and Sons, Inc
- Doppelt, Bob. (2010). *Leading Change Toward Sustainability: A Change-Management - Guide for Business, Government and Civil Society, 2nd Revised Edition*. Greenleaf Publishing
- Frost, Bob (2007) *Designing Metrics: Crafting Balanced Measures for Managing Performance*. Measurement International.
- Steinman, E. (Spring 2004). American Federalism and Intergovernmental Innovation in State-Tribal Relations. *Publius*, Vol. 34, No. 2, pp. 95-114.

Winter 2013 Schedule (subject to change)

DATE	TOPIC/ACTIVITIES	READINGS	DUE
First Weekend – January 18 - 20			
Friday, January 18	Framework for conducting Business in Indian Country Lecture/small group exercise	Book: Wilkins & Stark, “ <i>American Indian Politics</i> ”, chapters 3-6	Assignment #1 – Part 1 Conducting Business
Saturday, Jan 19 am	What is Org Theory? <ul style="list-style-type: none"> Intro; org analysis Lecture/Seminar	Books: <ul style="list-style-type: none"> Shafritz, chs. 6 & 7 Denhardt, chs. 1, 2, 14 	Assignment #1- Part 2 Org Theory & Behavior Analysis
Saturday, Jan 19 pm	Managerial Economics Lecture/Seminar	Book: Keating, MicroEconomics Part I: Institutional Setting	
Sunday, Jan 20	Systems Thinking & Sustainable Change in Democratic PA <ul style="list-style-type: none"> Lecture/Workshop/Seminar Org Analysis Pre-Planning 	Books: <ul style="list-style-type: none"> Meadows, <i>Thinking In Systems</i> (all) Denhardt, ch. 11 & 12 Article: Doppelt	Assignment #2- Sustainable change and Systems Analysis paper Assignment #3 Team and Org Selection
Second Weekend – February 1 - 3			
Friday, Feb 1	Social Equity & Leadership from Culture <ul style="list-style-type: none"> Lecture/Workshop Seminar 	Books: <ul style="list-style-type: none"> Bordas, <i>Salsa, Soul, & Spirit</i> (all) Shafritz, ch. 12 Denhardt, ch. 9 	Assignment #4 – seminar paper on Salsa, Soul, and Spirit
Saturday, Feb 2 9 – 1pm	Governance in Dark Times <ul style="list-style-type: none"> Common reading, guest speaker, & seminar with all MPA cores 	Book: Stivers, <i>Governance in Dark Times</i> (all)	Assignment #5 – seminar paper on Governance in Dark Times
Saturday, Feb 2 2 – 5pm	Leading with Tribes <ul style="list-style-type: none"> Guest speaker Seminar; 	Book: Wilkins & Stark, “ <i>American Indian Politics</i> ”, chs. 7-10, plus all appendices	Assignment #6 - 2 Field Assessments
Sunday, Feb 3 am	Consumer Theory and Public Good Innovation in Public Service <ul style="list-style-type: none"> Guest speakers Seminar 	Books: <ul style="list-style-type: none"> Keating, MicroEconomics Johansson, Medici Effect (all) Article: Steinman	
Feb 3 pm	Non-profit Management <ul style="list-style-type: none"> Lecturette Seminar 	Reading: Article: Brinkerhoff Book: Denhardt, chs. 3, 5, 6, 7, 8	
Third Weekend – February 15 – February 17			
Friday, Feb 15	Managing Performance <ul style="list-style-type: none"> Guest Speaker Seminar 	Reading: Article: Frost Book: Shafritz, chs. 8, 9, 10, 11	Assignment #7- Draft 1 Org Analysis
Saturday, Feb 16am	Managing Public Goods (reflection & integration) <ul style="list-style-type: none"> Lecture/Workshop Seminar Program Audit and Evaluation	Reading: Book: Ostrom, chs. 1, 2, 3 Book: Keating, <i>Microeconomics for Public Managers</i> , Part III Book: Shafritz, chapter 14	Assignment #8- Presentations on Org Analysis
Saturday, Feb 16 pm	Class Presentations (demonstration)		
Sunday Feb 17	Class Presentations	PLEASE NOTE: Final paper must be posted on moodle by Friday, Feb 22	Assignment #9 - Presentations cont.

*Evaluation Week, March 18-23: Meetings may be conducted in person or over the phone. Written evals (self & faculty) required.

WINTER 2013 ASSIGNMENTS

FIRST WEEKEND

Assignment #1 Part 1 and Part 2: Conducting Business in Indian Country

Due: Prior to the first Friday class on January 18. Put a copy in the appropriate file on moodle. No more than 3 pages.

Part 1

Describe and diagram the process for conducting business in Indian Country. Identify the key functions and the various ways those functions are or could be accomplished. Use what you learned from Wilkins – Chapter 3 – 6 and what you know from how your own tribe's operations.

Part 2

Compare and contrast two different organizational theories with two different organizational behaviors presented in Shafritz chapters 6 & 7. Note similarities and differences in their claims and assumptions. Finally, comment on how the two org theories and org behaviors you selected may or may not be applicable to at least one key piece from what you wrote in Part 1.

Assignment #2 Sustainable Change & Systems Analysis

Due: Prior to the first Sunday class, February 3. Put a copy in the appropriate file on moodle. No more than 3 pages.

Define a current problem in your tribal government or within an organization you select. Identify the system structure that leads to the problem and list the likely places for leverage points. Recommend a small change that could lead to a larger shift in the behavior of the organization (see Meadows, p. 145). Assess the organization's readiness to undertake the elements of Doppelt's sustainability change model, the "wheel of change toward sustainability." In your view, is the organization ready to start this process? What changes would be needed to make them ready, and how feasible are these changes? Use your understanding of organizational change processes to briefly critique Doppelt's model. What might be missing from the model? What changes or improvements would you suggest to make it more democratic?

Assignment #3: Organizational Analysis and Presentation Pre-Planning

Part 1

This assignment will be done in teams of 2 - 3 and will incorporate all of your learning for the quarter. It will be an organizational analysis of a Tribal Government organization, a public organization or a non-profit organization. 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 organizations. The outcome of this paper is your recommendation. As a reminder, this is an organization where no one on your team is employed

Select your team mates and organization during the first weekend. You will be selecting a Tribal Government organization, a public organization or a non-profit organization. This will be done on Sunday, January 20.

SECOND WEEKEND

Two seminar papers are due: Please post in the appropriate file on moodle by Friday, Feb. 1. No more than 3 pages

Seminar paper guidelines: Analyze the assigned reading(s) which may be an article, several chapters or an entire book and by different authors. Do not merely summarize the main elements of the assigned readings and text because the seminar papers are not a book report. The objective of these papers is to analyze the main ideas, assertions/arguments, and the assumptions presented by the author(s) and corresponding theory. How well is each assertion/argument supported? What are the author(s) assumptions based on? Why does this reading matter in building your perspectives of public administration?

Assignment #4: Seminar paper on Salsa, Soul and Spirit. No more than 2 pages.

Assignment #5: Seminar paper on Governance in Dark Times. No more than 2 pages.

Assignment #6: 2 Field Assessments

Due: Put a copy in the appropriate file on moodle prior to Friday, February 1. Each paper should be no more than 3 pages.

Much of our own management leadership style is gained from personal experiences and our observations in the field (a.k.a. our surrounding environment). Between January 20 and February 1, you will select and attend two different types of public meetings or events (ex. Tribal Council meeting, Legislature, City Council, Tribal Department meeting, County Committee hearings, Planning Commission meeting, Port Authority, non-profit Board meeting, non-profit volunteer event, or other similar event). You are to observe the actions taken by those who led the meeting and assess what was effective and what wasn't in terms of leadership management and the democratic situation. Provide a narrative description of the experience that explains where you went and what you learned from the meeting or event. Please answer the following questions:

- Who sponsored the event financially?
- Who did you identify as leaders/managers and why? Some people are the formally designated leader and some are given leadership authority by the group.
- What democratic actions or comments were made?
- How do your observations connect to the class readings?

Your papers should be a maximum of 5 pages typed, double spaced, 12 point font, and use APA format. Readings should be directly referenced and cited using parenthetical citations with author's name, year published, and page number corresponding to all quotes and paraphrases.

Assignment #7: Team Organizational Analysis Part 2

Gather some initial background information (publicly available) to ensure you have access to sufficient basic information about the organization (organizational chart, funding sources, mission, population served, etc. Your team should have enough basic information about the organization you selected and why.

Due: Posted in the designated file on Moodle by Friday, February 1. A paper providing this information that should be no longer than 2 pages.

THIRD WEEKEND

Assignment #8: Team Organizational Analysis Part 3

Draft Due: Friday, January 24, posted in file on moodle by Friday, January, 24

Final Draft Due: Friday, February 15, posted in file on moodle by Wednesday, February 13

Final Due: Friday, February 22, posted in file by Friday, February 22

Part 3: Do secondary research. This means a complete search of secondary resources (government reports, media, academic research, internet sites, organizational memos, press releases, and other background documents and materials publicly available). Informational interviews with members of the organization (in-person, via phone, or e-mail) would be a good source for information. Remember to review your proposed questions with your faculty prior to the interview. You may only ask for descriptive information from your interviewees. Do not ask them about their personal opinions, their views about the organization or the people in it. An assessment is done with factual information.

Your paper should include:

- Organization mission and/or vision and objectives
- A brief history of the organization Population served
- Public needs addressed
- Budget
- Organizational structure/chart and staffing
- Implementation and management practices
- What the organization is known for, what it is good at key accomplishments, innovations
- Where it has fallen short and current challenges
- Productivity between relationships with other levels or parts of government or non-profit organizations
- Decision making – democratic or something else
- Your assessment if the organization is prepared to be sustainable in the future

Your white paper for this organizational analysis project should be a maximum of 15 double-spaced pages. It should cover the elements listed above. PLUS. Team's recommendation(s) for how the organization should address the main challenges it faces, along with a literature review supporting your recommendation. (Literature review might include theories from our class readings and/or examples of other organizations where the change you are recommending is successfully in action).

Assignment #9: Organizational Analysis Team Presentation:

All members of your team must verbally participate in the presentation. Your presentation should focus on the crucial aspects of your white paper to help persuade the audience to adopt your recommendation. The presentation should not exceed 15 minutes with 5 minutes for Q & A (a total of 20 minutes). A visual aid is required for the presentation and should follow the following guidelines:

- Use either PowerPoint or Prezi software programs and no more than 10 slides.
- Any photographs or graph charts should have an explanation about what is being displayed
- All photographs should be cited with the source.
- Things to consider when developing your slides: contrast, background color (dark colors require a dark room (, limiting red and green (colorblindness), font size, readability, universal design access.

If using handouts, they should be limited to 1 page, single sided, 12 point font or larger and recommend a graphic. If using a video, it may not be more than 3 minutes and of good quality.

All members of the class will provide you with written feedback.

Human Subjects Review (HSR) Any “research” you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites). You will *not* collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB. <http://www.evergreen.edu/deans/humansubjectsreviewapp.htm>

Format: All papers should be typed, double spaced (unless otherwise stated), 12 point font, and follow APA format. 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 MPA 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, 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 to ensure full receipt of course credit. After three absences you may be denied full credit.* Finally, if you do miss a class, you are still 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. However, if there is a 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. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure full receipt of course credit.

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 MPA student handbook. Full loss of credit decisions will be made by the faculty team. *Full loss of credit for two terms of core may result in expulsion from the MPA program.* Plagiarism (i.e., using other peoples’ work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

Evaluation: Written self-evaluations and a seminar faculty evaluation are required for credit, at the end of each quarter along with faculty evaluations of students. Student evaluations of their seminar faculty are due the Monday of evaluation week. (Students may elect to submit faculty evaluations to faculty directly or to Program Secretaries)

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. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service.

Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a PDA, IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations will be 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). 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 in Library 1407-D, 867-6348. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy. <http://www.evergreen.edu/policies/g-studentada.htm>

Expectations of Students and faculty: to promote 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. 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.*

We will abide by the social contract: WAC 174-121-010 College philosophy.
<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-120 WAC

We will abide by the non-discrimination policies and procedures at TESC:
<http://www.evergreen.edu/policies/g-nondiscr.htm>

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 television or radio stations for announcements of campus closures. Students can also call the main campus line 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 program meeting even if campus is open. If we do this we will send an all-program email prior to 3:00 pm. You are responsible for checking your email.