

“Doing Democratic Public Administration”

Winter 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 1:00pm-5:00pm

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

Dates

1/13/17-1/15/17

1/27/17-1/29/17

2/10/17-2/12/17

Faculty Teaching Team:

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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 knowledge, skills and abilities are needed 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 will survey 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 perspective 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. Leadership will also be embedded throughout the quarter and how this serves as a catalyst for 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.
7. Understand leadership, components of the leadership process and how this supports the democratic process.

2016-2017 Overview

“See. Learn. Do”

Quarter	Knowledge	Skills & Abilities
Fall 2016 The Context of Public Administration	<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
<u>Winter 2017</u> Doing Democratic Public Administration  <u>Spring 2017</u> Public Policy, Budgeting and Finance for Public Administration	<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

Required Readings

Weekend #1 (Frameworks and Structures)

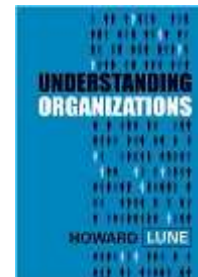
Understanding Organizations:

Howard Lune

Paperback: 224 pages

Publisher: Polity; 1 edition (December 1, 2010)

ISBN-13: 978-0745644288



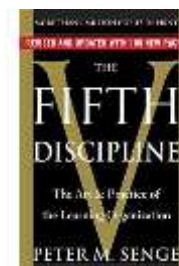
The Fifth Discipline: The Art and Practice of the Learning Organization:

Peter Senge

Paperback: 445 pages

Publisher: Doubleday; Revised & Updated edition (March 21, 2006)

ISBN-13: 978-0385517256



Weekend #2 (Operations/Planning/Organizational Development/Leadership)

Humanizing the Economy: Cooperatives in the Age of Capital:

John Restakis

Paperback: 288 pages

Publisher: New Society Publishers; 58160th edition (November 2, 2010)

ISBN-13: 978-0865716513



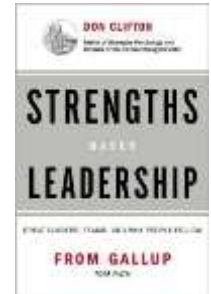
Strengths Based Leadership: Great Leaders, Teams and Why People Follow:

Tom Rath and Barry Conchie. Note: you need to buy a new book to get access to the code to fill out the personal leadership inventory)

Hardcover: 266 pages

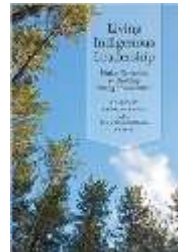
Publisher: Gallup Press; 1st edition (January 1, 2008)

ISBN-13: 978-1595620255



Living Indigenous Leadership: Native Narratives on Building Strong Communities (Carolyn Kenny (Editor) & Tina Ngaroimata Fraser (Editor)

PDF Posted to Canvas



Weekend #3 (Community Processes/People):

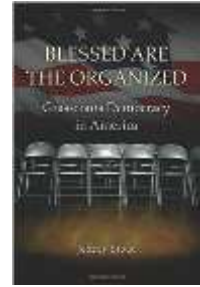
Blessed are the Organized:

Jeffery Stout

Paperback: 368 pages

Publisher: Princeton University Press; Reprint edition (December 9, 2012)

ISBN-13: 978-0691156651



The Hank Adams Reader: An Exemplary Native Activist and the Unleashing of Indigenous Sovereignty:

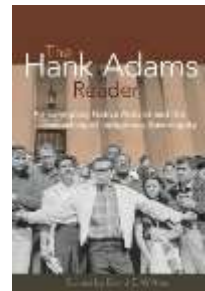
David Wilkins, Editor

Will also be used Spring Quarter

Paperback: 280 pages

Publisher: Fulcrum Publishing (August 1, 2011)

ISBN-13: 978-1555914479

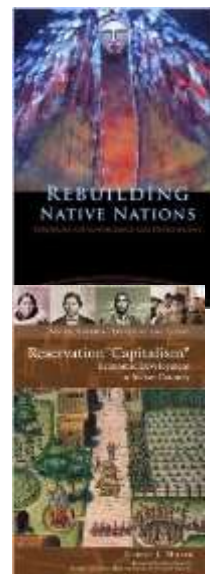


Readings Assigned Throughout the Quarter:

Hold over books from last quarter:

[Rebuilding Native Nations](#)

[Reservation Capitalism](#)





Schedule (Subject to Change)

WEEKEND 1: ORGANIZATIONAL FRAMEWORKS AND STRUCTURES

JANUARY 13-15

Friday, January 13 – Reading/Research/Reflection

Time	Activity	Weekend Reading	Due
1-5pm	<ul style="list-style-type: none">✓ Student Reflection✓ Reading and Reflection✓ Library Research Workshop✓ Team selection and meetings✓ Meetings with Faculty	<p><i>Understanding Organizations:</i></p>  <p>Intro material and Chapters 1-4</p> <p><i>The Fifth Discipline</i> (all)</p> 	➤ Academic Reflection

Saturday, January 14 – Understanding Organizations

Time	Activity	Reading	Due
8:30 - 10:15am	<ul style="list-style-type: none"> ✓ Welcome & Good Words ✓ Lecture: Understanding Organizations (Eric) 		➤ Decision Memo
10:15	✓ Break		
10:30am-noon	<ul style="list-style-type: none"> ✓ Guest Speaker: TBA Title: TBA Topic: Organizations In and Outside of Indian Country ✓ Reflection on Speaker 		
Noon-12:45	✓ Lunch/Break		
12:45-2:30pm	✓ Seminar	<ul style="list-style-type: none"> • <i>Understanding Organizations:</i> Intro material and Chapters 1-4 	
2:45	✓ Break		
3:00-5pm	<ul style="list-style-type: none"> ✓ Workshop: Understanding Organizations (Eric and Cheryl) ✓ Teach to Learn Team Formation/Topic Development 		






Sunday, January 15 – Systems and Learning Organizations/Management

Time	Activity	Reading	Due
8:30-10am	✓ Lecture: Systems and Design Thinking (Cheryl)		➤ Organizational Analysis
10:15	✓ Break		
10:30am-noon	✓ Speaker: Jon Panamaroff Title: Vice President, Koniag Inc. Topic: Operating Successful Organizations ✓ Reflection on Speaker		
Noon-12:45	✓ Lunch/Break		
12:45-2:00 pm	✓ Seminar	• <i>The Fifth Discipline</i> (all)	
2:15-2:30	✓ Break		
2:30-4:00	✓ Case Study and Workshop (Eric and Cheryl)		
4:00-5:00pm	✓ Summative Debrief and Good Words (Eric and Cheryl)		➤ Teach to Learn Topic Paragraph

WEEKEND 2: ORGANIZATIONAL OPERATIONS, PLANNING, AND DEVELOPMENT

JANUARY 27-29

Friday, January 27 – Reading/Writing/Reflection/Team Projects

Time	Activity	Weekend Reading	Due
1-5pm	<ul style="list-style-type: none"> ✓ Student Reflection ✓ Reading and Reflection ✓ Writing Workshop ✓ Team meetings ✓ Meetings with Faculty 	<p><i>Strengths Based Leadership</i> (all)</p>  <p>PDF from <i>Living Indigenous Leadership</i></p>  <p><i>Humanizing the Economy</i> (all)</p>  <p><i>Understanding Organizations, Chapters 6-7</i></p>  <p><i>Reservation Capitalism</i> Chapters 3, 5, 6 & 9</p> 	<ul style="list-style-type: none"> ➤ Use your access code from <i>Strengths Based Leadership</i> book to complete personal leadership assessment ➤ Academic Reflection

Saturday, January 28: LEADERSHIP SUMMIT (Shared session with PNAPP cohort)

Time	Activity	Reading	Due
9am-5pm	✓ Leadership Summit, TBA	<ul style="list-style-type: none">• <i>Strengths Based Leadership</i> (all)• PDF from <i>Living Indigenous Leadership</i>	➤ Decision Memo

Sunday, January 29 – Forms of Organization for Indian Country





Time	Activity	Reading	Due
8:30-10am	✓ Film/Discussion/Workshop: Cooperatives (Cheryl)		➤ Decision Memo
10:15am	✓ Break		
10:30am-noon	✓ Speaker: Kip Ritchie Title: President, Green Fire Construction, Forest County Potawatomi Topic: Tribal Economic Development		
Noon-12:45	✓ Lunch/Break		
12:45-2:30pm	✓ Seminar	<ul style="list-style-type: none"> • <i>Humanizing the Economy</i> (all) • <i>Understanding Organizations</i>, Chapters 6-7 • <i>Reservation Capitalism</i>, Chapters 3,5,6,9 	
2:45pm	✓ Break		
3:00-5pm	✓ Speaker: Cora Gaene Title: (Tribal) Government and Community Relations, Wells Fargo Bank Topic: Tribal Finance ✓ Summative Debrief and Good		➤ Teach to Learn Annotated Bibliography and Draft of Syllabus

	Words (Eric and Cheryl)		
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WEEKEND 3: COMMUNITY, ACTIVISM & PEOPLE

FEBRUARY 10-12

Friday, February 10 – Reading/Reflection/Evaluation/Team Projects

Time	Activity	Reading	Due
1-5pm	<ul style="list-style-type: none"> ➤ Reading and Reflection ➤ Team meetings ➤ Evaluation Conversations with Faculty 	<p><i>Blessed are the Organized</i> (all)</p>  <p><i>Understanding Organizations</i>, Chapters 8 & 9</p>  <p>Rebuilding Native Nations Chs 9 - 12</p>  <p><i>The Hank Adams Reader</i>, Foreword, Introduction, pp 207-end</p> 	<ul style="list-style-type: none"> ➤ Academic Reflection

Saturday, February 11 –Doing Democracy/Activism

Time	Activity	Reading	Due
8:30-10:15am	✓ Workshop: Doing Democracy: Activism in Indian Country (Eric and Cheryl)		➤ Decision Memo
10:15-10:30	✓ Break		
10:30am-noon	✓ Teach to Learn Teaching Sessions (3)		
Noon-12:45pm	✓ Break/Lunch		
12:45-2:30pm	✓ Seminar	<ul style="list-style-type: none"> • <i>Blessed are the Organized</i> (all) • <i>Understanding Organizations</i>, Chapters 8 & 9 • <i>Rebuilding Native Nations</i>, Chs 9-12 	
3:00-5pm	✓ Teach to Learn Teaching Sessions (4)		

Sunday, February 12 –Community Planning and Development

Time	Activity	Reading	Due
8:30-10am	✓ Teach to Learn Teaching Sessions (3)		➤ Teach to Learn Deliverables
10:15am	✓ Break		
10:30am-noon	✓ Teach to Learn Teaching Sessions (3)		
Noon-1:30pm	✓ Working lunch/Seminar	<ul style="list-style-type: none">• <i>The Hank Adams Reader</i>, Foreword, Introduction, pp 207-end	
1:30-3:45pm	✓ TBA Title: TBA Topic: Tribal Planning		
3:45pm	✓ Break		
4:00-5pm	✓ Summative Debrief and Good Words (Eric and Cheryl)		

Evaluations are due no later than Monday February 20, 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

Academic Reflection

Due:

- Friday, January 13, by 6pm, posted to Canvas (Topic: Understanding Organizations, Systems and Learning Organizations)
- Friday, January 27, by 6pm, posted to Canvas (Topic: Leadership)
- Friday, February 10, by 6pm, posted to Canvas (Topic: Doing Democracy/Activism)

Length: 3-5 sentences and some bullets

Cite: use APA citation style

Description: (Mandatory)-use your Fridays to reflect on the reading/assignments and to work in your teams (after the first weekend). The Academic Reflection is a short, outline form of a “reflective academic journal.” Reflect on the topic assigned.

Decision Memos

Due:

- #1 - Saturday, January 14 by 8:30am, posted to Canvas (Topic: Understanding Organizations)
- #2 - Saturday, January 28, by 8:30am, posted to Canvas (Topic: Leadership)
- #3 - Sunday, January 29, by 8:30am, posted to Canvas (Topic: Forms of Orgs for Indian County)
- #4 - Saturday, February 11, by 8:30am, posted to Canvas (Topic: Doing Democracy/Activism)

Length: one, single spaced page.

Cite: use footnotes to cite references in a Decision Memo

Description: these memos are like the Decision Paper you did last quarter, but written for a decision maker in an organization with which you are familiar. Your intention is to convince a decision maker to take action on an issue related to the readings/topic assigned. You must cite, at least once, the reading(s) assigned for the topic. Know that decision makers generally have time to only read a few paragraphs of text.

A general format to follow:

- Paragraph #1: description of the situation/issue.
- Paragraph #2: 2-3 action options the decision maker can take
- Paragraph #3: why NOT take options you don't recommend (very brief)
- Paragraph #4: why take the option you do recommend.

There are other formats you can follow for a decision memo (Google it and see!). You may use other formats, but stick with the basics: 1 page, single spaced, including the elements described above.

Organizational Analysis

Due: January 15, posted to Canvas by 8:30am.

Cite: APA citation style.

Length: 2-3 pages.

Description: Using Senge's *The Fifth Discipline* as your guide, do an analysis of an organization with which you are familiar. We give you full leave to organize this analysis as you see fit; just be sure that your analytic framework comes out of Senge's work.

Personal Leadership Assessment

Due: Friday, January 27.

Description: Use your access code from *Strengths Based Leadership* book to [complete personal leadership assessment](#). Integrate your assessment in your academic reflection for the week.

Teach to Learn (Team Assignment)

Due: Deliverables due Sunday, Feb 12, by end of day, posted to Canvas. Teaching session in last weekend of class.

Description: This is the major assignment for the quarter and will be completed in teams. Teams will identify a sub-topic of those covered in this course (or topics not covered) they want to learn more about, develop a 4-credit course on the topic, and develop a 30-minute teaching session (including Q&A) to inform the class about your topic.

As the course descriptions states, in this course we examine what it takes to administer for the public good in a democracy. Our focus is on doing administration, emphasizing understanding organizations and systems, leadership and management (generally and specifically in Indian County), the types of organizations for and in Indian County, and doing direct democracy and activism. Of course, there is no way we can address all the important and interesting subtopics in these areas. Here's where this assignment comes in.

In your teams you will:

- Identify a sub-topic of this course, or a related topic not covered, to pursue as your teach to learn topic. Get faculty approval before going very far. Topics can include, for example: contemporary approaches to management and organizing; Indigenous approaches to managing, organizing and leading; topics related to diversity and inclusion in organizations; human resource management topics; performance management topics; topics related to activism and direct democracy, etc. The point is to learn more about related topic (approved) that interests you, and then teach us about it.
- Review the literature in the area and submit an annotated bibliography of the material you consider using in your proposed course, including with the annotation (abstract) the

reason(s) for choosing to use, or not use, the reading. This is a good resource for doing your annotated bibliography: <http://guides.library.cornell.edu/annotatedbibliography>

- Choose key readings and develop learning objectives for course development/topic exploration.
- Design a 4-credit course syllabus (use this syllabus as your guide: revise and include all the subsections herein – course description, learning objectives, agreements, readings, assignments, schedule).
- Prepare a 30-minute (including time for Q&A) teaching session on your topic, with the intention that we become informed about your topic, as a result. The primary deliverable is the content of your class, not the format of your class. The focus should be on themes and lessons from the literature/course you design.

Deliverables:

By the end of Weekend #1: teams formed and a 1 paragraph description of your topic shared with faculty sponsor and posted to Canvas.

By the end of Weekend #2: annotated bibliography and draft of your syllabus, posted to Canvas.

Weekend #3: Teach to Learn teaching session and final syllabus, posted to Canvas.

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](#).

Permission to Record Lecture, Workshop and Other Similar Discussion: If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of **Reasonable Accommodations**, then this participant would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

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.