The Context of Public Administration

Fall 2020, 1st Year Core MPA: Tribal Governance Concentration

Faculty

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Class Meetings

Fall Orientation: September 26th

Weekend 1: October 3rd and 4th

Weekend 2: October 10th and 11th (Asynchronous)

Weekend 3: October 24th and 25th

DISCLAIMER-Due to COVID 19, the class is 100% remote, with Zoom and directly with the Faculty. There are now asynchronous (online/videos/readings) and synchronous (live participation) options provided throughout the quarter. Please refer to canvas and email for up to date information and refer to https://evergreen.edu/covid19 for additional information regarding The Evergreen State College.

Course Description

The purpose of 1st year Core is to identify and explore the fundamentals of governing and administering for the public good. In the fall quarter, we examine the foundations of democracy and public service by investigating the enduring issues for public administrators. We will increase our understanding of the political,

social, cultural, and economic contexts of public administration. Our goal is to gain an understanding of how practitioners can apply theories of public administration through praxis. We will analyze the roles and responsibilities of public administrators and their institutions at all sectors of governing. In 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.

Learning Objectives

1. Develop the foundations of critical analysis and critical thinking
2. Understand the history and tradition of public administration
3. Recognize systemic inequity in the public sphere
4. Develop the ability to work effectively in teams

Required Readings

Wilkins, D. E., & Stark, H. K. (2017). *American Indian politics and the American political system*. Rowman & Littlefield.

Paul & Elder (2019). The Miniature Guide to Critical Thinking: Concepts and Tools. 8th Edition. Rowman & Littlefield Publishers. ISBN: 978-1538134948

Miller, Robert J., Miriam Jorgensen, and Daniel Stewart, eds. 2019. *Creating Private Sector Economies in Native America: Sustainable Development through Entrepreneurship*. Cambridge: Cambridge University Press.

Shafritz, J. M., & Hyde, A. C. (2016). *Classics of public administration*. Nelson Education.

Behn, R. (2012). "The craft of memo writing." *John F. Kennedy School of Government, Harvard University.*

Rodriguez-Lonebear, Desi PhD; Barceló, Nicolás E. MD; Akee, Randall PhD; Carroll, Stephanie Russo DrPH, MPH. "American Indian Reservations and COVID-19", *Journal of Public Health Management and Practice:* July/August 2020 - Volume 26 - Issue 4 - p 371-377

Akee, Randall K.Q., Eric C. Henson, Miriam R. Jorgensen, Joseph P. Kalt. May 18, 2020. *Policy Brief: Dissecting the US Treasury Department's Round 1 Allocations of CARES Act COVID-19 Relief Funding for Tribal Governments.* Cambridge and Tucson: Harvard Project for American Indian Economic Development and Native Nations Institute.

Other readings will be posted on Canvas TBD

Assignments

Discussion Board Post
Prompts: Prompts for the discussion board will be posted X

Posts: You are required to post at least THREE times per asynchronous lecture. The first post is a response to the prompt. The second and third posts are in reply to at least two classmate's responses. To recap, your first post = reply to the prompt, your second and third posts = reply to classmate.

Instructions: Each post must be at least 250 words. The purpose of these posts is to demonstrate that you have done the reading, that you are critically thinking about the content and that you are attempting to engage in a constructive discussion with your classmates. Your post must advance the discussion or pose new issues for the group to consider. You are, of course, permitted (and encouraged) to submit additional posts (which may be shorter) in addition to the two required each week.

Policy Memo
Purpose: The ability to write a strong and concise policy memo is one of the most important skills for practitioners in all fields. Instead of describing and analyzing the readings, you are using the readings to make a recommendation to a decision maker. This assignment is intended to both increase facility with this critical writing skill and connect theory to applied practice.

Instructions: Your assignment is to write a policy memo connecting class readings to a real-world dilemma. Write a one page targeted policy memo to a ***specific decisionmaker*** identifying the problem and providing a recommendation. Use a memo style heading and include an executive summary of 3 sentences maximum. For guidance on policy memo writing, review the USC Libraries Research Guides.

<u>Key Skills</u>: Distill complex concepts into concise logical and persuasive statements; practice concise and targeted writing; demonstrate ability to problem-solve and think critically.

Washington Data Book
2 pages

<u>Purpose:</u> Public data is central to many important policy issues, including this week's case. The ability to find, understand, and explain public data accurately is critical for understanding and effectively participating in the policy process as a stakeholder, administrator or analyst.

<u>Instructions:</u> This assignment asks you to go find that data and select a dataset that you can use as the basis for explaining data concepts. Your **audience** is a non-technical public administrator that is interested in this data - this could be someone you know or work with, or a public figure like an elected official.

- Go to the [Washington State Data Book](#) and, based on your interests, download one of the data tables in Excel. Make sure to save it to your computer.
- Open the data table and make sure you can see all the tabs.
- Select one of the tabs with data.

Based on your understanding of the concepts outlined in the reading ["What researchers mean by…": Mean, median and mode](#), tell an *interesting* written story about the data on this tab. This should be clear enough so that your selected non-technical **audience** will understand the meaning and importance of the data, in terms that they can relate to.

- What is the most important single piece of information? **Why**?
- What is the maximum value, and what does it mean **in plain language**?
- What is the minimum value, and what does it mean **in plain language**?
- What are the median and mean values, and what does that mean?
- What kind of visualization would be the most effective for telling the story of this data? Why?

Policy Debate

<u>Purpose:</u> This classroom debate is designed to allow you to strengthen your skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation. Debate topics and position statements are outlined below.

<u>Instructions:</u> Students will work with their teams, assigned at the beginning of the course and on the 5th week of class will be given their topic. All group members are

expected to participate in the research, development, and presentation of your debate position.

You are expected to prepare both sides of the debate, in other words the affirmative and the negative, for your topic. In week 5, we will draw lots to determine which team will actually debate the affirmative and the negative. You will find that by preparing both sides of the debate, you will be much better able to predict the arguments of your opponents. This is a classroom debate. The objective is to get you to explore a policy issue deeply and really engage in and respond to arguments. The materials your team will need to prepare in advance are:

- Introductory speeches for both sides of the issue.
- Short answers to every major argument that you can predict for either side.
- A list of questions to ask your opponents.
- Evidentiary support for your main arguments.

These materials will be due on the day of the debate.

DEBATE PROCEDURE

The debate will take the form of timed individual and/or group statements and responses:

- 3 minute affirmative opening statement
- 3 minute negative opening statement
- 1 minute work time
- 2 minute affirmative response
- 2 minute negative response
- 1 minute negative closing statement
- 1 minute affirmative closing statement

The audience will be given an evaluation form at the beginning of each debate and provide scores for both team. A final debate "winner" will be announced at the end of class.

DEBATE GUIDELINES

1. Team members may speak either from their desks or from the podium, as they desire.
2. While a team is not required to use all of the time allocated to each debate component, speakers must stop immediately when the allocated time runs out.
3. Team members are prohibited from speaking to the audience or the opposing team except at the times specifically allocated to them. Thus, there can be no immediate, reciprocal interchange of comments between the teams.

Participation: All group members are expected to participate in the research, development, and presentation of your debate position. <u>Preparation will require substantial research</u>.

Rehearsal: Time spent rehearsing will directly correlate with the group's success. Without rehearsal it will be impossible to adequately defend the position statement and the opposing side's rebuttal within the time allowed.

Group Evaluation Forms: Each group member is to confidentially complete and turn in an evaluation of their group members.

Portfolio Turn-In: Each group will submit a folder organized in an orderly fashion containing the following:

- Each group member's name and group topic.
- The division of workload to include research, preparation, and presentation.
- Introductory speeches for both sides of the issue.
- Short answers to every major argument that you can predict for either side.
- A list of questions to ask your opponents.
- Evidentiary support for your main arguments.
- An explanation of how the issues in the debate relate to the course themes.

Evaluation: Your final debate evaluation will be based on:

- Your work with your debate team throughout the course, including evidence of preparation well in advance.
- Your performance in the debate, which includes not just your speaking style, but your evidence, your analysis, and your ability to think critically about the material.
- The research materials that your team submits immediately after your debate as a group.

Weekend 1: Histories and Traditions of Public Administration

October 3rd	Readings	Assignments
Introduction to Class/Rules of Engagement and Team Building (Synchronous)	Behn, R. (2012). "The craft of memo writing." Paul & Elder (2019). The Miniature Guide to	

	Critical Thinking: Concepts and Tools.	
History of PA (Synchronous)	S&H: Part I Intro; Wilson; White; Waldo; Frederickson; Goodnow; Kaufman; Lowi; Stivers	
October 4th		Policy Memo
Tribal Sovereignty and Intersection (Synchronous)		
US Federal Indian Policy (Asynchronous)		

Weekend 2: Critical Analysis and Praxis (Asynchronous - Recorded Lectures)

October 10th	Readings	Assignments
Theory and Practice of PA/Tribal Governance (Asynchronous)	S&H: Rosenbloom; Adams & Balfour; O'Leary	Policy Memo
Tribal Government Operations (Asynchronous)		
October 11th	"What researchers mean by…": Mean, median and mode	Washington Data Book
Intersection Between Tribes and US (Asynchronous)		
Special Topic: CARES ACT (Asynchronous)	"American Indian Reservations and COVID-19"	

	[Policy Brief: Dissecting the US Treasury Department's Round 1 Allocations of CARES Act COVID-19 Relief Funding for Tribal Governments](#)	

Weekend 3: Enduring Issues

October 24th	Readings	Assignments
Tribal Government Operations (Synchronous)		Policy Memo
Economic Development (Synchronous)	Creating Private Sector Economies in Native America: Sustainable Development through Entrepreneurship	
October 25th		Policy Debate
Equity and Advocacy (Synchronous)		
Presentations (Synchronous)		

Course Policies

COVID-19 Considerations: With the continuation of online instruction and quarantine orders, faculty will respond on an individual basis to concerns resulting from our new environment. Please reach out with any concerns and accommodations, if possible, will be made.

To participate in class students will need a semi-stable internet connection. All videos will be screened via Zoom and/or be available on Youtube. Lectures will be delivered synchronously, "live", through Zoom, and X recorded lectures will be posted with discussion prompts.

Faculty Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty's responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members' primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students.

1.   Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoked a triggered response. This is to ensure that when known triggering material is going to be covered we encourage students to do what they need to do take care of themselves (take a break, step out).

2.   If the student is triggered, please support the student to step out of class for a time to regain composure and to seek additional resources if necessary (counseling, Access Services).

3.   In the case of disruption, Faculty have been advised to refer students to the Office of Student Rights & Responsibilities (a.k.a. Conduct).

4.   If the student disrupts class, this will be handled by Faculty according to the syllabi, conduct and conflict resolution, the social contract and the student conduct code.

5.   If efforts to manage together do not reduce the disruption by the student, let the student know you are going refer the situation to Lori Johnson in conduct for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

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. You can contact our graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center: https://www.evergreen.edu/writingcenter/resources

Participation & Attendance: Students are required to attend each Zoom 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 a Zoom absence, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied 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: If there is an unavoidable need to turn in an assignment late, the student should contact me via email 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.

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 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 faculty evaluation are required. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class.

Holidays for Reasons of Faith or Conscience: Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at:
https://www.evergreen.edu/policy/religious-observance.

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 online environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community.

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, 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.

The procedure to resolve conflict is outlined in the MPA Student Handbook: https://www.evergreen.edu/mpa/studenthandbook/conflictresolution

Included on this page is the Evergreen State College Conflict Resolution Process Matrix**.**

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 https://evergreen.edu/emergencyresponse

Communicating: Email, Canvas and Zoom are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.