

**THE EVERGREEN STATE COLLEGE
GRADUATE PROGRAM IN PUBLIC ADMINISTRATION**

THE CONTEXT OF INDIGENOUS AND LOCAL GOVERNANCE

<u>Faculty</u>	<u>email contact info</u>	<u>faculty office</u>	<u>Office hours</u>
Linda Moon Stumpff	stumpffl@evergreen.edu	Lab One Rm. 2005	After class or TBA

Course dates: Feb. 8-10 and March 1-3

Location/: TBA Fridays 5-9
Time Sat. and Sun. 9:00-5 p

Course Description.

Increasingly, public administrators confront emerging and existing forms of local and indigenous governance. The place and voice of such governments within nations has grown with the recognition of human rights and with political and economic growth of these nations within The U.N. has issued new statements on the rights of such governments that place emphasis on new areas such as entrepreneurship, access to resources and new forms of partnership like co-management, co-operation and direct collaboration in the implementation of programs. We will explore and critique various new institutions, de-centralized bodies and forms of governance on the national and international scenes to develop new and innovative models for working in partnership with local and indigenous governments.

Course Objectives:

1. Develop the ability to analyze local and indigenous governance as models of emerging nationhood
2. Gain an understanding of the role of the administrative nation within a nation in relation to external governance
3. Develop the ability to analyze local contexts, processes and institutions in the human rights arena of self-governance to determine the kinds of local, national and international apparatus that are most effective
4. Demonstrate written and oral skills in researching and writing about administrative systems of nations within nations using Internet, library and academic sources

REQUIRED READINGS. The first two books on List A are required. For

the third required book, choose one of the two selections (Zukin or Garcia). Select one book from List A and one book from List B for your seminar papers. You will need to order these books online: some are available through e-readers or through the library as e-copies. Evergreen has excellent inter-library loan services and you can even arrange to have the book mailed to you. Additional short readings will be posted on Moodle.

List A

1. Anaya, S. James, "International Human Rights and Indigenous Peoples" 2nd ed. 2009 Aspen Publishers
2. Ostrom, Elinor, (1990 or later) "Governing the Commons: The Evolution of Institutions for Collective Action, Cambridge University Press
3. Mertus, Julie (2009) "The UN and Human Rights: a guide for a new area. Routledge Global Institutions, CUNY Graduate Center, N.Y.

Choose One from the two below:

3. Garcia, John A, "Latino Politics in America: community, culture and interests (2012) Rowman and Littlefield
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4. Zukin, Sharon (2000) "The Culture of Cities" Blackwell Publishers

List B Choose one book. If you have another selection that doesn't appear on this list on class topics that you would like to read, please send me the title and author for pre-approval.

1. Ivison, Duncan, Paul Patton and Will Sanders ed. (2000 or 2002) "Political Theory and the Rights of Indigenous Peoples," Cambridge University Press
2. Dear, Michael, Gustavo LeClerc and Raul Homer Villa (1999) "Urban Latino Cultures: la vida latina en LA
3. Wilkins, David "The Navajo Political Experience (revised) (Spectrum Series: Race and Ethnicity in National and Global Politics)
4. Perry, Richard J. (1996) "From Time Immemorial: Indigenous People and State Systems"
5. Verdirame, Guglielmo, (2011) "The United Nations and Human Rights: Who Guards the Guardians" Cambridge University Press

List C: Short readings on Moodle as assigned for second session in March.

Expectations

Students

- Attend every class; be on time. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, on a case-by-case basis. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.
- Comply with TESC Student Conduct Code: [student conduct code](#).
- 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.
- Students will receive 4 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. Credit denial decisions will be made by the faculty team. Denial 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.
- Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves and Moodle.
- Computer and Internet access are required to complete course work outside of class
- Cell phones may be on but ringers need to be off during class time.
- Topics we discuss may be controversial, with people holding different opinions on respective subjects. Therefore, having respect for others is fundamental to having open, educational dialogue.
- Written self-evaluations and seminar faculty evaluations are required for credit, at the end of each quarter, and will be discussed along with faculty evaluations of students at the evaluation conference. (Students may elect to submit faculty evaluations to Program secretaries.)
- Reflect upon, integrate, and demonstrate learning in class participation and in assignments.
- Hard copies of all assignments should be submitted on respective due dates.
- Students are expected to take advantage of College resources to maintain academic standards.

Faculty

- Faculty members are expected to conform to the expectations above, as appropriate, 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.

Assignments

All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty. You may be required to post your assignments to Moodle. Turn in a paper copy of the assignment to your seminar faculty on the date it is due. For some workshops, you will be asked in advance to bring in multiple copies.

Seminar papers briefly summarize the main elements of the assigned text, but they should extend from a brief summary to a critical discussion of their value, the quality of the evidence provided, and the scope of their application. In order to write these papers

well, we recommend you use The Miniature Guide to Critical Thinking (available through the MPA office through Jan Hays if you didn't get a copy at orientation) Specifically, the Template for Analyzing the Logic of an Article is particularly helpful. Instead of analyzing an article, you will analyze the assigned reading (which may be a chapter, several chapters or an entire book. When the assigned reading includes several chapters, perhaps by different authors, do not analyze each chapter separately but, rather, the general themes that tie the chapters together.

Assignment One Seminar paper on Anaya : Due Feb. 7. Posted to Moodle: hardcopy for class Feb. 8 1-2pp.

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Assignment Two Seminar paper on Ostrom: Due Feb 8 posted to Moodle and hard copy for class Feb. 9 1-2pp.

Assignment Three Seminar paper on Mertus: Due Feb 9 Posted on Moodle and hardcopy for class Feb 10 1-2pp.

Assignment Four Seminar paper on Garcia or Zukin; Due Feb. 28 posted to Moodle and hardcopy for class March 1

Assignment Five: Paper on Moodle readings (TBA) Due March 2 multiple hardcopies in class

Assignment Six: Research paper Due March 3: hardcopy to class and posted to Moodle and e-mail to stumpffl@evergreen.edu

Research paper assignment: The length of your research paper should be 8-10 pages.. We will work on research paper topics and literature reviews in groups in class workshops during the first session, so you will have a good start on your paper topic by the end of first session.

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DUE: March 3, 2013 emailed to stumpffl@evergreen.edu, posted on Moodle and hard copy for class.

Problem Analysis Research Paper:

This assignment allows you to integrate what you learned during this 2-unit weekend class and to demonstrate analytical, critical thinking/writing and research skills you have developed in the area of indigenous and local governance. We will work on choosing a topic in class. A wide variety of topics is possible. They may range from the study of a particular indigenous nation and its relation to external governments to international policy on indigenous peoples as it has played out in specific instances. Comparative

studies are particularly useful. You might focus on the legal issues or on the processes of public participation in policymaking, to comparisons between indigenous self-governance initiatives, or how ethnic communities work within the public processes in urban settings and create self-governance institutions through nonprofits and other tools within their communities. You could also analyze current policies, such as the effectiveness of international bodies versus the effectiveness of nation states in supporting indigenous rights and self-determination. Describe the law, policy processes, and challenges clearly in your introduction. In your analysis, be sure to focus on the key contextual elements such as economics, ethics, decision-making, and community values and political and administrative processes. You can complete this assignment as individuals or in teams of two.

Research for this paper consists of document analysis only (in other words, you will not be conducting formal interviews (although you may quote from existing interviews). It is helpful to integrate books and readings from required class readings into your paper and you must include at least 6 additional references from books or peer-reviewed and other scholastic research. All sources must be cited using the American Psychological Association Citation Style: [APA Link](#). You may also wish to Google the “Owl” at Purdue University: this provides advice on APA and is particularly useful for citing online sources and journals.