

**The Evergreen State College**  
**Masters of Public Administration Program**  
**Spring, 2008 – 1<sup>st</sup> Year Core**  
**Doing Democracy CRN (GR): 30517**  
**Tuesdays 6-10p.m. Location: SEM 2, D1105**  
**Seminar Rooms: SEM 2 E3107, SEM 2 E3109**

<u>Faculty:</u>	<u>Email:</u>	<u>Phone:</u>	<u>Office:</u>	<u>Office hours:</u>
Stephen Buxbaum	<a href="mailto:buxbaums@evergreen.edu">buxbaums@evergreen.edu</a>	x6102	Lab-2 3016	Tues. 5-5:45 & by appt.
Russ Lehman	<a href="mailto:lehmanr@evergreen.edu">lehmanr@evergreen.edu</a>	x 6716	Lab-2 3260	Tues. 5-5:45 & 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 public; and
- imagine new possibilities and accomplish positive change in our workplaces and in our communities.

## **1<sup>st</sup> Year Core Description (Fall, Winter and Spring)**

Throughout the 1<sup>st</sup> year Core we explored the fundamentals of administering for the public good in an American democracy. In Fall quarter we examined the foundations of administration and democracy in the U.S. In Winter quarter we examined the knowledge and skills needed to practice administration for the public good across sectors and networks. Spring quarter we will examine the intricacies of administering within a democracy.

## **Doing Democracy Course Description (Spring)**

Doing Democracy is the third quarter in a year long core program for first year MPA students. Through interdisciplinary study, collaborative learning, speaking across differences, and personal engagement we will address the following questions:

- 1) What is democracy? What is democratic? What is undemocratic?
- 2) How are democracy and public administration both connected and disconnected?
- 3) What is the role of public administrators in democracy?
- 4) How do we build democracy into the conduct of the public's business?
- 5) What are the conflicts and intersections between democracy and capitalism?

Through readings, class participation, and applying theory, we will endeavor to explore and understand how democracy is done. We will discuss and analyze democracy at the federal, state, city, county, non-profit, community-social movement and personal levels. We will examine some of the events related to the Progressive Era – the period during which Washington State's constitution was forged. We will examine this state's local governance structure and how the public's work is carried out. We will focus our analysis on democratic action or inaction, and what it takes to "do" democracy effectively, efficiently, and respectfully within a variety of cultural, social, and economic contexts. We will examine some of the challenges public administrators face in implementing the Public Disclosure Act, Open Public Meetings Act, meeting citizen participation requirements and how and what it might mean to engage citizens. Finally, this quarter students will implement and record the outcome of information collection sessions conducted for Hunger Free Thurston County regarding public, provider and recipient perspectives on hunger – the last phase of a year long project.

### **Learning Objectives**

1. Examine, evaluate and situate the theory and practice of democracy in both political and administrative realms.
2. Understand the origins and limitations of the practices of democracy in politics, administration and in social movements.
3. Situate the practices of democracies in the everyday conduct of the public's business.
4. Improve skills in critical thinking, writing, speaking and working effectively in teams.
5. Continue to develop project management and process facilitation skills through the applied work on the Thurston County Hunger Free project.

### **Expectations:**

#### ***Students***

- Attend every class; be on time.
- Comply with TESC Student Conduct Code:  
<http://www.evergreen.edu/studenthandbook/oldbook/soccontr.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 grad. Writing Assistant.
- Full credit and a positive evaluation depend on timely completion and submission of assignments and regular attendance and participation in class. Partial credit is

- not an option nor are incompletes. Credit denial decisions will be made by the faculty team.
- Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves including active participation on the 1st Year Core Moodle site.
  - Computer and Internet access are required outside class.
  - Students are expected to complete and submit a self-evaluation to faculty at the last class. 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 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

### **Use of Electronics During Class**

We will continue our practice of not using electronics during lectures and/or presentations (and in seminar, when we are having discussions) but do encourage using them in other situations, when the tool is needed and is appropriate (e.g., when working on the project plans during seminar, presentations, during breaks or before class to look up information, etc.).

This decision is supported by our guiding values of:

- Using the tools of our trade appropriately.
- Respectful, direct engagement with the person or team making a presentation.

We do not believe that the use of laptops and other electronic equipment during presentations is an appropriate use of the tool and believe it discourages respectful, direct engagement with presenters (faculty, guests or fellow students).

### **Required Readings:**

- Box, Richard C. (2004). Public Administration and Society: Critical Issues in American Governance. M.E. Sharp. ISBN 978-0765608253 (FROM PREVIOUS QUARTERS)
- Crosby, Barbara C. and Bryson, John M. (2005) Leadership for the Common Good; Jossey-Bass.
- Goodwyn, Lawrence. The Populist Moment; Oxford.
- Kunstler, James Howard. Home from Nowhere; Simon and Schuster
- Other Readings (mostly Web-based): TBA

## Seminars

Students participating in Doing Democracy will be assigned to one of six seminar teams. Each faculty member will support three teams. Each week, two students per team will be assigned to facilitate (actively promote and focus dialogue on the weekly readings) and co-facilitate (record questions and discussion) for their seminar. These roles will switch until everyone has had an opportunity to facilitate and co-facilitate a seminar.

## Assignments

### *Seminar Pre-work/papers:*

**DUE: Week 1, 2, 3 and 8. Maximum length: 2 pages double spaced, plus seminar notes.**

Read the assigned text/readings. For your seminar pre work/paper, select a sentence or paragraph from the assigned reading. Start your seminar pre work/paper by providing a citation for your selected sentence or paragraph. Summarize in your own words what the central point of your selection is and what it means. Next, briefly present how that point relates to the rest of the text or the central questions and themes of the program. Formulate three questions based upon your selection that can be discussed using information found in the rest of the text, or another work (include citation) that's being used this quarter.

Bring your seminar pre work/papers to class. During the first hour of seminar students will take turns sharing their seminar pre-work questions for general discussion (5 to 10 minutes per student) – focusing on the text and the questions during the entire allotted time. Students will be responsible for – legibly – writing a summary of the comments and responses from their peers to the questions as presented. All students will hand in their questions and discussion summaries to their lead seminar facilitator at the end of seminar. Seminar leads will collect papers and student questions with discussion summaries and provide to their assigned seminar faculty.

## Delivering Democracy Papers

Each student will write a paper about “Delivering Democracy” where you will research and draw conclusions about an instance(s) of an institution engaged or attempting to engage the public in decision making. These papers must either directly report and analyze an institution’s efforts in public involvement, issue framing and public engagement leading to action (or inaction), or, present a proposition as to how a specific institution might successfully involve, issue frame and engage the public within the context of a specific issue.

### **DUE: Week 4**

**Delivering Democracy Paper Step 1** - Select a local government or non-profit, explain its structure, mission/purpose and present a current issue that requires public input and

participation (two pages maximum). The institution and issue you select will form the basis for your final paper. Each student will make a 5 to 10 minute presentation to their Seminar Team, effectively drawing from the information used to write their paper. Papers will be handed in to faculty at the end of seminar. Comments from seminar should be used to rewrite, edit and revise Part 1 of the Delivering Democracy paper – due and included with week 5 assignment.

**Due: Week 5**

**Delivering Democracy Paper Step 2** – Rewrites and edits to Part 1 of Delivering Democracy Paper are due and should be provided to faculty. Prior to week 5 students will be given specific research and writing assignments from Bryson/Crosby to use to complete section 2 of your final paper. Students will be presenting their work to their seminar teams for discussion and feedback and then handing in their results to faculty. Feed back from Seminar Team members should be used to rewrite, edit, revise or supplement the final paper.

**DUE: Weeks 9 & 10**

**Delivering Democracy Paper Step 3** - Final paper (maximum length – 10 double-spaced pages) and presentation to the faculty, class and guests in lecture hall. Presentations will be no longer than 7 minutes per student and may use media tools (i.e. PowerPoint). Students will be divided into two groups for presentations during weeks 9 and 10. Presenters must use their time effectively, including providing an opportunity for questions and engagement from their audience. Students not presenting will have a listening and engagement assignment to complete in class during presentations.

**Listening Session Field Work and Summaries**

**DUE: Week 6**

**Listening Session Field work** – Students will implement their Winter Quarter project plans for collecting information from the public, service providers and recipients regarding hunger in Thurston County. Students are responsible for individually collecting information about their activities and collaborating with their group to create a cohesive final presentation of what’s been collected in the field (look for assignment handout Week 5).

**DUE: Week 7**

**Listening Session Summaries and group presentations** – Each team (public, provider and recipient) will make a 20 minute presentation to the class, faculty and guests regarding the information they collected and their activities. Group and individual-student summaries should be provided to faculty at the end of class.

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**Spring Quarter 2008 Class Schedule**

<b>Date</b>	<b>Topic/Activities</b>	<b>Readings/Assignments</b>	<b>Due</b>
<b>Week 1</b> 4/1	<b><i>Setting the Context – What is Democracy?</i></b> <ul style="list-style-type: none"> <li>▪ Workshop: Democracy and self-interest.</li> <li>▪ Review Listening Session action plans Human Subjects Review Plan.</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Box; Part III <i>Citizens, Citizenship and Democratic Governance</i> ; by Cheryl Simrell King (posted to Moodle)	Seminar pre work/paper. Learning goals statement (will receive and complete in class).
<b>Week 2</b> 4/8	<b>Citizens in action – Movement building.</b> <ul style="list-style-type: none"> <li>▪ Lecture - CSK</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Goodwyn; <i>The Populist Moment</i> : Introduction and Part I “Creating a Democratic Politics”	Seminar pre work/paper
<b>Week 3</b> 4/15	<b>Democracy and the corporate state.</b> <ul style="list-style-type: none"> <li>▪ Guest Lecture: TBA</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Goodwyn; <i>The Populist Moment</i> ; Part II “The People’s Movement Meets the Received Culture” and Part III <i>The Triumph of the Corporate State</i>  Delivering Democracy Paper – Step 1 Assignment, information and handout provided in class <b>DUE NEXT WEEK.</b>	Seminar pre work/paper
<b>Week 4</b> 4/22	<b><i>The Structure and influence of State Democratic Systems</i></b> <ul style="list-style-type: none"> <li>▪ Film: Alternatives for Washington.</li> <li>▪ Politics of the federal/state/local budgetary process.</li> <li>▪ Seminar (presentations of Part 1 DD Paper plus seminar on LG Study)</li> </ul>	<u>Readings:</u> <i>Local Governance Study Volumes I and II</i>  Delivering Democracy Paper – Step 2 Assignment, information and handout provided in class <b>DUE NEXT WEEK.</b>	Delivering Democracy Paper – Part 1

**Spring Quarter 2008 Class Schedule (continued from previous page)**

<b>Date</b>	<b>Topic/Activities</b>	<b>Readings/Assignments</b>	<b>Due</b>
<b>Week 5</b> 4/29	<b><i>Listening to the Public</i></b> <ul style="list-style-type: none"> <li>▪ Discussion – Public Disclosure</li> <li>▪ Listening Team Check-in</li> <li>▪ Seminar (presentations of Part 2 DD Paper plus seminar on <i>L for the CG</i>)</li> </ul>	<u>Readings:</u> Bryson/Crosby; <i>Leadership for the Common Good</i> - Part One  Listening Session Assignment, information and handout provided in class DUE WEEK 7.	Delivering Democracy Paper – Part 2 (Plus Part 1 re-write/revisions)
<b>Week 6</b> 5/6	<b><i>Listening Session Activity</i></b> <ul style="list-style-type: none"> <li>• no class meeting: listening session work</li> <li>• Web cross- postings on listening session progress.</li> </ul>	Hunger work sessions this week	Field work.
<b>Week 7</b> 5/13	<b><i>Finding Democracy in our Communities</i></b> <ul style="list-style-type: none"> <li>▪ Open Public Meetings Act (Guests)</li> <li>▪ Listening Session Group Presentations</li> <li>▪ Seminar</li> </ul>	<u>Readings:</u> Bryson/Crosby; <i>Leadership for the Common Good, Part Two</i> - Chapters 6 through 9.	Listening Session summaries due.
<b>Week 8</b> 5/20	<b><i>Democracy and Design</i></b> <ul style="list-style-type: none"> <li>• Guests TBA</li> <li>• Discussion – Citizen Participation</li> <li>• Seminar</li> </ul>	<u>Readings:</u> Kunstler; <i>Home from Nowhere</i>	Seminar pre-work/paper
<b>Week 9</b> 5/27	<b><i>Delivering Democracy</i></b> <ul style="list-style-type: none"> <li>• Class workshop using Bryson/Crosby</li> <li>• Student Presentations – Delivering Democracy</li> </ul>	<u>Reading:</u> Bryson/Crosby; <i>Leadership for the Common Good</i> - Complete Book.  In class exercise using text – read & be prepared.	Papers and Presentations from half of class
<b>Week 10</b> 6/3	<b><i>Delivering Democracy</i></b> <ul style="list-style-type: none"> <li>• Student Presentations – Delivering Democracy.</li> <li>• Potluck</li> </ul>	<u>Readings:</u>  Box 5.1 and 5.3 – Exercise in Class using these materials <b>READ &amp; BE PREPARED!</b>	Papers and presentations from second half of class

6/9 -6/13

**EVALUATION CONFERENCES**

**(No credit given unless self and faculty evaluations are complete.)**