

Culture, Conflict, and International Local Government

Winter 2020 Quarter

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Lab I, room 3005

Class Meetings:

Jan. 24, 5:00-9:00pm
Jan. 25, 9:00am-5:00pm
Jan. 26, 9:00am-5:00pm

Class Location:

SEM 2 D2105
SEM 2 D2105
Sem 2 D2105

Course Description: This course examines how local governments (communities) interact in domestic and international arenas. We will discuss political institutions, actors, and issues within communities, and will study how these communities coordinate their efforts to resolve collective action dilemmas. Overall, this class introduces students to plethora of important concepts and theories relating to community governance.

First, we examine how local governments (and metropolitan areas) are governed in the United States. In particular, we will explore the use of regional intergovernmental organizations (RIGOs) as collaborative mechanisms to mitigate Institutional Collective Action (ICA) dilemmas.

The cooperation between communities is not limited to traditional local governments – international alliances are also of great importance. In this class we will also explore the evolution from conflict to cooperation between Native and non-Native neighbors in the United States as they seek to protect shared natural resources.

Secondly, we will explore inter-municipal cooperation in European countries. Our discussions will focus on practical experiences and governance arrangements created to support collaboration between different local governments in particular territories covering Western, Central, and Eastern Europe.

Learning objectives and student competencies:

1. Identify institutional, organizational, and management structures used in community governance.
2. Acquire understanding of what drives inter-municipal cooperation.
3. Identify challenges and opportunities for collaboration between communities that share resources and services.

4. Develop an understanding of political and governmental institutions and processes through which residents govern themselves.
5. Be able to situate current developments involving governmental institutions and processes in theoretical and historical context.

Note on workload:

Though this is a weekend intensive class that only meets three times, students are expected to complete some readings prior to and after class meetings. The reading list might seem daunting, but students are not expected to complete all readings for our three class sessions. Our time in class will be used to discuss selected readings (topics), seminar, engage in simulations and workshops. Students will be allowed ample time to complete necessary readings and assignments after our last in-class meeting on January 26. Note that the first assignment is due a week after our last class session, and the final research paper is due at the end of winter quarter.

Note on readings:

Below you will see required and recommended reading lists for the course. Before purchasing any of the books, please check our library! I will make sure that all required readings are also put on open reserve at the Olympia campus where students can access them. Also explore renting options if necessary, and interlibrary delivery systems that allow you to checkout the books from our regional partners. Feel free to also purchase used or new copies from our bookstore and/or online sources.

Required Readings

Books:

Feiock, R., & John Scholz. (2009). *Self-organizing federalism: collaborative mechanisms to mitigate Institutional Collective Action dilemmas*. Cambridge University Press

Grossman, Z. (2017). *Unlikely alliances: Native nations and white communities join to defend rural lands (Indigenous Confluences)*. University of Washington Press.

Miller, D., & Jen Nelles. (2018). *Discovering American regionalism*. Routledge.

Teles, F., & Pawel Swianiewicz. (2018). *Inter-municipal cooperation in Europe: institutions and governance*. Palgrave Macmillan.

Recommended Readings

Miller, D. (2018). *The regional governing of metropolitan America (Essentials of Public Policy and Administration)*. Routledge.

Miller, D., & Raymond Cox. (2014). *Governing the metropolitan region: America's new frontier*. Routledge.

Swianiewicz, P. (2011). *Working together: intermunicipal cooperation in five Central European countries*. Open Society Foundations.

Zaferatos, N.C. (2015). *Planning the American Indian Reservation: from theory to empowerment*. Syracuse University Press.

Other Readings***

***Readings will be posted on the course Canvas site.

Winter 2020 Schedule (Faculty may alter schedule and reading assignments)

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
January 24	Self-organizing solutions to institutional collective action (ICA) dilemmas. Regional intergovernmental organizations (RIGOs) : cross-boundary instruments or American regionalism	<ul style="list-style-type: none">• Feiock & Scholz (2009) – Chapters 1-4• Feiock & Scholz (2009) – Students chose one chapter from Part 2 and one chapter from Part 3• Miller & Nelles (2018) – Chapters 2, 4, 10, 11	<ul style="list-style-type: none">• Discussion post and two responses
January 25	From conflict to cooperation: the emergence of unlikely alliances to protect shared resources and interests	<ul style="list-style-type: none">• Grossman (2017)	<ul style="list-style-type: none">• Discussion post and two responses
January 26	Institutions and governance of intermunicipal cooperation in Europe	<ul style="list-style-type: none">• Teles & Swianiewicz (2018) – Chapters 1, 2, 3, 4• Teles & Swianiewicz (2018) – Students chose two chapters	<ul style="list-style-type: none">• Discussion post and two responses• Policy memo due
March 20	End of class	None	<ul style="list-style-type: none">• Research paper due

Student Assignments / Basis of Evaluation

1. *Participation and discussion* – Students must attend class having completed the readings and prepared to fully participate in class discussions and exercises. Students are expected to fully engage in discussions, presentations, exercises, and learn from them. If you are unable to attend class, please discuss this with the instructor to find a way to make up the work. Students will be required to submit answers to discussion prompts that reflect readings, class discussions, and other course related work. Students will post their discussion entries on canvas after each of the three classes. In addition to their own discussion entry, students must respond to at least two of their peers' discussion posts after every class. After every class students should have a total of three discussion posts.
2. *Policy memo* – Students will submit a policy memo on a topic of their choice, based on the contents of assigned readings. Students may write on cases that we cover, or issues raised in readings as they apply locally. Students should select one issue and write a targeted policy memo to a specific policymaker. **(DUE FEBRUARY 2, 2020)**
3. *Research paper* – Students (individually or in groups) are to submit a research paper on cross-boundary institutions that have been applied to resolve institutional collective action dilemmas. Detailed instructions will be provided in the first class meeting. **(Final research paper is DUE MARCH 20, 2020)**

Course Policies

Format: Unless otherwise noted, all written assignments 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 and 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, faculty should be notified prior to a class. After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) students may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) students may be denied full credit. Finally, if students do miss a class, they 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. However, 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. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive four 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 incompletes will be awarded. Full loss of credit decisions will be made by the faculty. 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 faculty evaluation are required each quarter for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur in-person or over the phone.

Multiculturalism and 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 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.

Technology use and 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, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your faculty to discuss 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](#).

Conduct and 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.

Incllement 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.