

Doing Democratic Administration
 Winter 2019 First Year Core
 Public and Nonprofit Administration &
 Public Policy (PNAPP) Concentrations



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.”

Faculty	Email	Office Hours
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Time and Location

Thursdays 6pm-10pm PST
 Seminar II E1105
 Seminar Rooms: TBD
 Final Group Presentations: Saturday, March 9, 2018, TBD

Course Description

This quarter we explore what it takes to administer for the public good in a democracy. This quarter is in part a “Public Administration-Management 101” survey of the challenges faced by administrators in the public, nonprofit or private sectors, and the knowledge and skills needed to administer/manage in diverse organizations that work toward the public good. Although our emphasis is on the public sector, we will also consider the particular challenges of nonprofit organizations and collectives. Our focus is on doing administration with an emphasis on democratic processes and systems thinking, particularly the roles and relationships of administrators and citizens in the complex web of our democratic system. Important themes of the quarter include how to manage strategically and sustainably, how to apply a variety of metaphors and frameworks for making sense of organizational phenomena, and how to diagnose what is happening in an organization and, if necessary, craft and implement a strategy for organizational change.

Key Questions

1. What are the different ways in which we effectively organize ourselves?

2. How do we understand and adapt to an organization's culture, biases, and resistance to change?

Learning objectives

1. Examine, place in context, and evaluate contemporary ideas about, and practices in, democratically administering for the public good in a world facing fundamental paradigm shifts.
2. Understand the special role of public administrators within the complex environment of politics and civic engagement.
3. Develop and improve organizational analysis skills and capacities, including developing leadership skills in ourselves and others.
4. Gain an understanding of a variety of frameworks and models for sense-making of and in organizations, and the ability to use them as analytical tools.
5. Develop capacities to work effectively in diverse environments and with diverse populations.
6. Improve skills in critical thinking, writing, speaking, presenting and working effectively in teams.

Required Readings

Books

1. Collins, Jim (2005). *Good to great in the social sectors: A Monograph to Accompany Good to Great*. Harper Collins. ISBN-13: 978-0977326402.
2. Guy, M. E. and Ely, T. L. (2018). *Essentials of public service: An introduction to contemporary public administration*. Irvine, CA: Melvin & Leigh Publishers. (used throughout the year). ISBN: 978-0999235904.
3. Kenny, C. and Ngaroimata Fraser, T., Eds. (2013). *Living indigenous leadership: Native narratives on building strong communities*. UBC Press. ISBN: 978-0774823470.
4. Lewis, M. (2016). *The undoing project: A friendship that changed our minds*. WW Norton & Co. ISBN: 978-0393254594.
5. Meadows, Donella (2008). *Thinking in systems: A primer*. Chelsea Green Publishing. ISBN-13: 978-1603580557.
6. Morgan, Gareth (1998). *Images of organization* (any edition). Berrett-Koehler Publishers. ISBN-13: 978-1576750384.
7. Nembhard, J. G. (2014). *Collective courage: A history of African American cooperative economic thought and practice*. Penn State Press. ISBN: 978-0271062177
8. Schneider, N. (2018). *Everything for everyone: The radical tradition that is shaping the next economy*. Hachette Book Group. ISBN-13 978-1549142079

Articles (links and/or pdf provided on Canvas)

1. Week 1: *Bureaucracy* by Weber
2. Week 3: Chapters from Mary Parker Follet

3. Week 5: Chaskin, R. J. (2001). Building community capacity: A definitional framework and case studies from a comprehensive community initiative. *Urban affairs review*, 36(3), 291-323.
4. Week 5: Emery, M., & Flora, C. (2006). Spiraling-up: Mapping community transformation with community capitals framework. *Community development*, 37(1), 19-35.
5. Week 8: Wilkins, V., & Williams, B. (2008). Black or blue: Racial profiling and representative bureaucracy. *Public Administration Review*, 68(4), 654-664.
6. Week 8: DiAngelo, (2012). Nothing to add: A challenge to white silence in racial discussions. *Understanding and Dismantling Privilege*, 2(1)
7. Week 8: Harvard Implicit Bias Test <https://implicit.harvard.edu/implicit/selectatest.html>- Choose one or more tests to take prior to class
8. Other articles TBD

Recommended Readings (but not required)

1. Saturday class: A Citizen's Guide to Effective Legislative Participation: <http://leg.wa.gov/legislature/Pages/EffectiveParticipation.aspx>
2. Saturday class: How to Testify in Committee: <http://leg.wa.gov/legislature/Pages/Testify.aspx>
3. Saturday class: Determine who your legislators are at the state level: <http://app.leg.wa.gov/DistrictFinder/>

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. 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>

Review Assignment Requirements Thoroughly Before Drafting. This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

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 dialoguing with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. If a pattern of attendance issues manifests (i.e., often late to class; regularly missing more than one class, leaving before seminar), 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: Routine submission of late assignments is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty 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. 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 people's 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 our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or 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, etc., are not

appropriate behaviors in a learning community. The teaching team reserves the right to ask for no technology in the classroom if it becomes a distraction. Also, please shut your laptops when we have guest speakers.

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 Evergreen'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.

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. It is recommended that you sign up to receive [campus emergency notifications](#). 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 and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Assignments

Critical Thinking Paper

Due: January 10th posted on Canvas by 6:00pm.

Length: 2 to 3 pages double spaced (page length does not include reference page). Use APA format for references and cite all of your sources (direct quotes and paraphrases).

Purpose: This is not just a summary of the readings. According to Paul & Elder's, *Miniature Guide to Critical Thinking*, critical thought means that you assess the assumptions and positions of yourself and between people in groups and organizations. This practice is important to managers and leaders because it helps us understand how we co-create and socially construct our perspectives in relation to each other.

Instructions: Using the tools and approach described in Paul & Elder's, *Miniature Guide to Critical Thinking*, critically read and respond to the assigned reading:

- Week 1: Morgan-chapters 1-4 and Weber's *Bureaucracy*

Key Skills:

- Demonstrate knowledge of the assigned readings
- Illustrate ability to synthesize information from diverse sources into a holistic product
- Make connections between assigned readings to reveal new insights on the topic
- Explain the various strengths and weaknesses of the authors' arguments

Field Journal A

Due: January 24th posted on Canvas by 6:00pm.

Length: 5 pages of content. Does not include cover page or works cited page.

Description: Ethnography is form of qualitative research that involves the scientific description of individual behaviors and customs. This type of research has a long history of use in public administration. The primary goal of a field journal is for you to become an ethnographer and document your observations of human behavior in our democracy.

Instructions: Attend a public meeting in person (ex. Legislative floor debate, Legislative committee hearing and testimony, City Council meeting, County Committee hearings, Planning Commission, Port Commission, non-profit Board meeting, Tribal Government public meeting,

School Board meeting, etc.). Observe the actions or inactions of leadership and the democratic situation. Attend any public meeting for this assignment *except* a Tumwater School Board meeting. Do not pick a meeting that is linked directly to your employer or one you attend regularly.

Write a narrative description of your experience that explains where you went, background about the organization, and what you learned from the meeting. Additionally, respond to the following questions:

- **Problem identification:** What problems were identified? Were they addressed? What are some of the facts surrounding the problems? What critical issues contributed to the problems?
- **Recommendations:** Were recommendations made and, if so, by whom? What were the recommendations to address the problems? How effective do you think these recommended actions will be in alleviating the problems?
- **Funding:** Who funded the meeting?
- **Leadership observations:** Who did you identify as leaders and why? What leadership qualities did you observe?
- **Observing the room:** What was the physical space like and how did it impact the meeting? Who was in attendance? What did you notice about the audience members and their body language/reactions?
- **Audience participation:** Did the audience participate, and if so, how?
- **Democracy observations:** What democratic actions or comments were made?
- **Making connections:** How do your observations connect to any of the readings this quarter? As a public administrator, did this experience cause you to think differently about your work, how you present to elected officials or decision-makers, and/or how to include the public in your work?

Decision Memo

Due: January 31st posted on Canvas by 6:00pm.

Length: 1 page of content, single-spaced.

Description: Decision memos are based on the readings, but have a very different purpose than critical thinking papers. Instead of describing and analyzing the readings, you are using the readings to make a recommendation to a decision maker.

Instructions: For this assignment, based upon the reading for the week, write your memo to a decision maker in your organization or an organization with which you are familiar. These papers should be no more than one page, single-spaced.

Use a memo style heading:

To: [Decision maker's name]

From: [Your name]

Date:

Subject:

Memos begin with a summary paragraph that briefly defines the problem, provides a summary of three recommended actions (of which one is to maintain the status quo, i.e., "do nothing"),

the basis for the recommendations, and your preferred option. Yes, you give your conclusions first, and then the body of the memo develops the arguments to support your recommended actions (directly related to the readings for the week). Make the summary paragraph the last thing you write.

Field Journal B

Due: February 21st posted on Canvas by 6:00pm.

Length: 5 pages of content.

Instructions: Same as Field Journal A noted above.

Reminder: Write about the Tumwater School Board meeting we attended as a class on February 14th.

Community Systems/Capitals: Improving Entrepreneurship Levels and Economic Growth In Downtown Olympia

Due: February 14th posted on Canvas by 6:00pm.

Length: 4-5 pages (Not Including the Cover Page or Bibliography)

Description: This assignment requires a student group to complete a 4-5 page paper focused on systems within a community and how multiple systems interact and apply to different community issues. The student will work in groups of 2-3 within their seminar group and write a paper of how to increase entrepreneurship levels and economic growth in Downtown Olympia.

Instructions: The paper shall include at least 3 systems/capitals consisting of economic, social and human capital, however additional systems/capitals can be used. The group must create 1 original graphic explaining the issue, capitals/systems discussed in the paper and the solution. Graphics should not take up more than a page (i.e. if you create 2 graphics then each graphic should not be larger than ½ a page).

The paper should include the following information:

- Cover Page (Not included in the 4-5 page count)
- Executive Summary (1 page)
- Introduction (½ to 1 page)
 - Discussion of issue
 - Overview of current situation
- Community Systems/Capitals 1 ½ page to 3 pages)
 - Description of the system and how it applies to the issue
 - Stakeholders involved within the system/capitals
 - Parallels and contrasts between the systems/capitals
- Recommendation (½ to 1 page)
 - Summary of findings
 - Specific recommendation
- Bibliography (Not included in the 4-5 page count)

*Please refer to the articles Spiraling Up and Community Capacity to help guide your discussion

Organizational Analysis: Outsiders' Perspective (group assignment)

Note: A thorough organizational analysis would take several months to complete. Such an undertaking would require surveys, interviews, and focus groups with staff, leadership, and

clients. An exhaustive organizational analysis would involve culling through mountains of internal documents, records of decisions, mandates, policies, and budgets. You are not doing this! Your task is to conduct what would be “phase 1” of an organizational analysis: the outsiders’ perspective. You will use only publicly available resources and likely end up with more critical questions than definitive answers.

Draft Due: Sunday, February 24th posted to Canvas by 11:59pm.

Final Due: Saturday, March 9th posted to Canvas by 9:00am.

Length: 15 pages max of content. Does not include title page, reference page, or appendices.

Description: Conduct an organizational analysis of a public, non-profit, or Tribal government organization. The goal of the assignment is to expand your skills at organizational assessment and provide insights into the realities of life in organizations. You should select an organization you DO NOT currently work for. This assignment will be completed in teams of 2 to 3 students.

Instructions: We will work on forming teams Week 2. You must be in the same seminar.

Step 1: Get the basics.

- Write a team work plan.
- Write your own definition of an organization. This definition will guide the focus of your analysis. (Ex. structure, staff, leadership, managers, boards, mission, policies, programs, clients, funders)
- Select a public, non-profit, or Tribal government organization to analyze.
- Gather some initial background information (publicly available) to ensure you have access to sufficient basic information about the organization (org chart, funding sources, mission, population served, etc.).

Step 2: Write an organizational analysis that covers the following elements.

- Mission and/or vision, brief history, population served and public need(s) addressed, key budget information, organizational structure/chart, staffing.
- What is the organization/agency known for and what are its key accomplishments? Based on your assessment as outsiders, what does the organization/agency do well and where has it fallen short? Is it known for any innovations? How productive are its relationships with other levels or parts of government and/or non-profit organizations? Is it democratic in form and action (explain)? What are its relationships to other sectors and/or organizations? Is the organization prepared for the future? Responding to these questions will involve a search of secondary resources (government reports, news media, academic research, org memos, press releases, and other background documents/materials publicly available). Select an organization that has information readily and publicly available.
- What are the challenges the organization is currently facing? (These could be challenges of strategy, budget, program implementation, management or some combination).
- Explain your team’s recommendation for how the organization should address the main challenge it faces along with evidence supporting your recommendation, incorporating relevant readings from this quarter as “evidence”.

Visual Aid and Presentation

Due: Saturday, March 9th posted to Canvas by 9:00am.

Presentation: 10 minutes. Highlight the main points and take away messages of your analysis. All members of the group are expected to participate in the presentation/facilitation as able.

Q and A Session: 5 minutes. The presenters will facilitate a question and answer session with the class after their presentation is done.

A visual aid is required for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com, projeqt.com), word cloud (wordle.net or woritout.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infoagr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com). All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility.
<http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf>
- If using a video, it may not take up more than 3 minutes of the presentation time.

Group Reflection

Due: March 14th posted to Canvas by 6:00pm.

Instructions: This is a 2-3 page reflection of the group dynamics and your experience working with your seminar group as well as your final presentation team. Discuss the different strengths as well as weaknesses in your groups; challenges and surprises. Additionally, think about any strategies used before group discussion or negotiations that applied to your activities.

Faculty Evaluations and Student Self Evaluations

DUE Week 11 (during evaluation conference). Required to receive credit.

Winter 2019 Schedule (Faculty may alter schedule)

DATE	TOPIC/ACTIVITIES	READINGS	COMPETENCIES/ ASSIGNMENTS DUE
Week 1 Thursday 1/10/18	Study of Organizations, Part I	<ul style="list-style-type: none"> ● Morgan (1-4) ● Max Weber-Article (on Canvas) 	Critical Thinking Paper
Week 2 Thursday 1/17/18	Nonprofit Governance	<ul style="list-style-type: none"> ● Collins (all) ● Guy & Ely (4) ● TBD 	No assignment due except required readings
Week 3 Thursday 1/24/18	Study of Organizations Part II	<ul style="list-style-type: none"> ● Morgan (5-7, 10) ● Mary Parker Follet - Article on Canvas ● Guy & Ely (5) 	Field Journal A
Week 4 Thursday 1/31/18	Design Thinking in Public Service	<ul style="list-style-type: none"> ● Articles on Canvas 	Decision Memo
Week 5 Thursday 2/7/18	Systems Thinking	<ul style="list-style-type: none"> ● Meadows (all) ● Guy & Ely (14) 	No assignment due except required readings
Week 6 Thursday 2/14/18	Field Trip to Tumwater School Board Meeting	<ul style="list-style-type: none"> ● Lewis (all) 	Community Systems/Capitals
Week 7 Thursday 2/21/18	Cooperatives	<ul style="list-style-type: none"> ● Nembhard (1-3, 7-10) 	Field Journal B
Week 8 Thursday 2/28/18	Diversity/Cultural Competency	<ul style="list-style-type: none"> ● Articles and links on Canvas 	Org Analysis Draft Peer Review
Week 9 Thursday 3/7/18	Organizing Economies	<ul style="list-style-type: none"> ● Schneider (all) 	No assignment due except required readings
Saturday class 3/9/18	Legislative Process Field Trip	<ul style="list-style-type: none"> ● Articles on Canvas 	Org Analysis and Visual Aid Group Presentations
Week 10 Thursday 3/14/18	Leadership panel	<ul style="list-style-type: none"> ● Kenny & Ngaroimata (all) 	Group Reflections
Week 11 3/18/18- 3/22/18	Evaluation Week		Faculty Evaluations & Student Self Evaluations

Faculty reserve the right to make changes to this syllabus