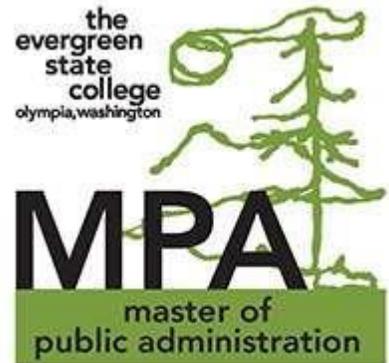


Doing Democratic Public Administration

Winter 2020

Tribal Governance Concentration

ONLINE



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

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.”

Time and Location*

January 8-10

- Friday 1pm-5pm (Synchronous)
- Saturday 9am-5pm (Synchronous)
- Sunday 9am-5pm (Synchronous)

January 22-24

- Friday 1pm-5pm (Synchronous)
- Saturday 9am-5pm (Asynchronous)
- Sunday 9am-5pm (Asynchronous)

January 29-31

- Friday 1pm-5pm (Synchronous)
- Saturday 9am-5pm (Asynchronous)
- Sunday 9am-5pm (Synchronous)

*Classes will be asynchronous and synchronous and all Friday sessions are check in times by appointment

Room:

Not Applicable (Online with Zoom)

Faculty

Eric S. Trevan, Ph.D. trevane@evergreen.edu

Office hours by appointment

Course Description

Doing Democratic Public Administration provides an opportunity to identify and explore the fundamentals of governing and administering for Tribes, Tribal communities, and Indigenous peoples. Building on the Context of Public Administration, we will examine the knowledge and skills necessary to successfully practice public administration within diverse organizations across governments and nonprofits. Specifically, we will explore what it takes to lead in a democracy. We will focus on how to administrate with innovative processes and systems thinking. We will examine challenges of administrating within our processes, roles, and in the complex webs of our democratic system. Finally, we will develop skills in making sense of organizational phenomena, how to diagnose what is happening in an organization, assessing external pressures, and crafting recommendations for organizational change.

Course Learning Objectives-Main Topics/Themes

- Examine and evaluate practices for administering and leading in democracy and tribal political structures.
- Develop introductory organizational analysis skills.
- Increase understanding about working effectively in various environments and with diverse populations.
- Improve skills in critical thinking, writing recommendations, public speaking, and working effectively in teams.

Required Readings

Books

- Kenny, C. and Ngaroimata Fraser, T., Eds. (2013). *Living Indigenous Leadership: Native Narratives on Building Strong Communities*. UBC Press. ISBN: 978-0774823470
- Morgan, G. (2006). *Images of organization: Thousand Oaks, CA*. ISBN 9781412939799
- Walker, R., Natcher, D., & Jojola, T. (Eds.). (2013). *Reclaiming indigenous planning* (Vol. 70). McGill-Queen's Press-MQUP. ISBN 9780773541948

Articles/Video/Book Chapters (On Canvas-other articles may be added)

- None at this time

Schedule (Subject to change at the discretion of Faculty)

WEEKEND 1 1/8/21-1/10/21

Friday 1/8/21 (Synchronous)

- Check In-By Appointment*
- Discuss upcoming weekend
- Discuss concerns with assignments, class, career or other related topics
- Readings
 - None
- Assignments
 - None

Saturday 1/9/21 (Synchronous)

- Government Operations/Legislative Day
 - Combined MPA Cohorts (Public and Nonprofit Administration, Tribal Governance and Public Policy)
- Readings
 - None
- Assignment
 - None

Sunday 1/10/21 (Synchronous)

- Managing Tribal Governments
- Literature Review/Research Overview
- Readings
 - Living Indigenous Leadership
- Assignments
 - None

WEEKEND 2 1/22/21-1/24/21

Friday 1/22/21 (Synchronous)

- Check In-By Appointment*
- Discuss upcoming weekend
- Discuss concerns with assignments, class, career or other related topics
- Readings
 - None
- Assignments
 - None

Saturday 1/23/21 (Asynchronous)

- Readings
 - Images of Organization
- Assignments
 - None

Sunday 1/24/20 (Asynchronous)

- Readings
 - None
- Assignments
 - Assignment #1 Discussion Board Post and Responses

WEEKEND 3 1/29/21-1/31/21

Friday 1/29/21 (Synchronous)

- Check In-By Appointment*
- Discuss upcoming weekend
- Discuss concerns with assignments, class, career or other related topics
- Readings
 - None
- Assignments
 - None

Saturday 1/30/21 (Asynchronous)

- Readings
 - None
- Assignments
 - Assignment #2 Literature Review

Sunday 1/31/21 (Synchronous)

- Tribal Planning
 - Tribal planning presentation
 - Tribal planning workshop
- Readings
 - Reclaiming Indigenous Planning
- Assignments
 - Assignment #3 Group Reflection 2/7/21
 - Assignment #4 Faculty and Self Evaluation 2/7/21

*optional

Assignments

#1 Discussion Board Post DUE 1/24/21

Prompts: Prompts are based on the chapters in Morgan. For each post discuss how this applies (or does not apply) to Tribal governance. You should understand that these “images” may align with tribal culture or they will not relate. This is an opportunity to deconstruct these examples and provide reflection in relation to tribes and their government operations.

1. Mechanization takes command-organizations as machines
2. Nature intervenes-organizations as organisms
3. Learning and self-organization-organizations as brains
4. Creating social reality-organizations as cultures
5. Interests, conflict and power-organizations as political systems
6. Exploring Plato’s cave-organizations as psychic prisons
7. Unfolding logic of change-organizations as flux and transformation
8. The ugly face-organizations as instruments of dominance

Posts: You are required to post at least THREE times per asynchronous lecture topic. 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.

#2 Literature Review Due 1/30/21

Length: 5-6 pages, double spaced, APA format. Instructions: Write a literature review of 10 resources minimum (journals, government reports, newspapers, primary voice, etc.). A total of 4 sources need to be peer reviewed articles (i.e. google scholar). The literature review should provide:

- An overall focus that relates to a tribal government related topic
- The background of an organization you select
- A current foundation of existing literature
- The basis for future research and exploration

A “literature review” is an assessment of relevant resources that builds on a body of research. Your assignment is to summarize important components of the body of research and build a foundation for further research. This is focused on a topic area in relation to the operations of a tribal government, a non profit that has a focus on improving tribes and Native Americans or another government and their focus on working with tribes.

The organization you pick could be a Tribal government department, an area within a Tribal enterprise, an agency within a federal/state/county/city government, or a section within a non-profit organization. Write in an essay format with resources discussed across paragraphs (compare/contrast sources). Use very few direct quotes and no long quotes if possible. We write literature reviews to: Understand the background of a topic; define terms; set boundaries for the scope of our analysis (clarify what is out of scope); challenge our assumptions rather than simply support our predetermined conclusions; compare and contrast sources (find agreement and disagreement on terms, facts, definitions, reasons, major debates); identify gaps in available information; tell the story; build credibility through knowledge and evidence. Readers and decision makers need useful resources.

*Note: Read other student’s literature reviews from within your seminar group.

#3 Group Reflection DUE 2/7/21

This is a 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.

#4 Faculty Evaluations and Student Self Evaluations DUE 2/7/21

Required to receive credit/complete

Course Policies

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.

Review Assignment Requirements Thoroughly Before Drafting Submissions: 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 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: Turning in assignments late 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 six 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 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 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 are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and 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](#).

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a student 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** (see above), then this student would need written permission, in writing, 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 recording begins. Participants have the right to deny this request.

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. *It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.*

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 and Canvas are our primary and official means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.