

Context of Public Administration – Tribal Governance



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."

Class Location: The Longhouse, Room 101.

Class Meetings:

Week 1: Fri Oct 28, 6-9p, Sat Oct 29, 9a-5p, Sun Oct 30, 9a-5p

Week 2: Sat Nov 12, 9a-5p, Sun Nov 13, 9a-5p

Week 3: Fri Dec 2, 6-9p, Sat Dec 3, 9a-5p, Sun Dec 4, 9a-5p

Course Description:

The purpose of the 1st year Core is to identify and explore the fundamentals of governing and administering for Tribes, Tribal communities, and Indigenous peoples. In the fall quarter, we examine the foundations of public administration by investigating the enduring issues that leaders have wrestled with since time immemorial. We seek to increase our understanding of important aspects of the political, social, cultural, and economic contexts of governing. Our goal is to gain an understanding of how theories of public administration apply to our practices of service for Tribal communities. We analyze what public administrators do in the Tribal, Federal, State, County, and City areas of governance. Finally, we assess what leadership challenges and opportunities are coming next.

Course Objectives

- 1) To understand and think critically about the tensions in a representative democracy which implements programs through bureaucracy, which could be through Private Corporations, NGOs, and Federalist Government. We will look at different forms of democratic governance that resist hierarchy and focus on local, communal, and direct forms of public administration and governance.
- 2) To become familiarized with theories of public administration including, but not limited to, policy, organization, leadership, and ethics. We will focus on not abstract notions of theory, but how theories are used to shape our world,
- 3) To become familiar with information sources outside the scope of the assigned class material. I am a strong believer in Public education. I will assign readings, some multimedia, and textbooks which are in the public domain at no cost. Yet, we will also spend time collecting resources that are appropriate and relevant for your communities. Knowledge should be spread and not contained with the Course.

- 4) To develop healthy scholarly and professional habits of thought and communication.
- 5) To develop attitudes towards learning that are enjoyable, worthwhile, and.... Well... Trust me, have fun.

Required Texts

Due to the profiteering taking place in the world of academic publishing there is no textbook for this class.

Assignments

In addition to assignments due each weekend, which will be posted on Canvas, we will have in class writing activities and peer review. Students will collaborate on a final project and presentation which will be due at the end of the quarter. We are organizing a Tribal Governance Symposium recognizing the 20th anniversary of The Evergreen State College's Tribal Governance MPA. During our first session we will discuss the degree to which we will participate.

Schedule

Weekend 1:

October 28th, 6:00-9:00 pm:

Introductions and Acknowledgments;

General introduction to public administration as an academic discipline, a profession, and practice.

Readings:

Stout, M., Love, J. (2021). Competing Ontologies: A Redux Primer for Public Administration. *American Review of Public Administration*.

Houston, & Kramarae, C. (1991). Speaking from silence: methods of silencing and of resistance. *Discourse & Society*, 2(4), 387-399

Assignments due before the first class:

1) Who is your public? Write, or create, a description of who the public is that you are, or will be, serving. You will be asked to share your description with the class. Doing so is important in building a learning community and also connecting communities. The assignment will act as a baseline for me to assess your progress and learning during the quarter.

AND

2) Write a 2+ page, single spaced, essay in which you give a voice to your public. Describe the strengths and challenges your public has which you feel are often not seen, or acknowledged, by those who are not within your public.

The first assignment presents an identity of your public to the class. The second assignment, respectfully, asks you to give voice to that identity. Every Tribe has their own approach in how they govern and yet there is overlap. The intent of the assignment is to help find similarities Tribes share while recognizing the sovereignty and uniqueness of each Tribe.

October 29th, 9:00 am -5:00 pm

Topic: The Order of Things

How we order and speak of the world affects how we act in the world.

Today's discussion and activities will consider how "we" see order in the world and how it affects "us". We will deconstruct how the Field privileges certain kinds of knowledge and consider ways Tribal Governance can practice public administration while effectively resisting the discrimination and oppression inseparable from the Field's History. We will use the Field's century long privileging of Case Studies as an approach to understanding teaching and research in Public Administration.

Weekend 2: The sub-fields of public administration and Tribal Governance.

Weekend 3: The tools of public administration.

Note: December 3rd, we will be participating in The Evergreen State College's Tribal Governance MPA 20th Anniversary Symposium

We will explore the following questions:

Course Expectations and Policies

Attendance, in entirety for each session, is required and means more than simply being present during our sessions: Be fully present.

Fully present, for the class, is arriving and leaving on time; having readings and assignments for the session completed before arriving; participating; and taking care of your self.

There is no one way to participate: Class activities, writings, and discussions; paying attention, listening, and encouraging an environment of respect; not creating or participating in distractive or disrespectful behavior; being an active listener; meeting out of scheduled class time; contributing appropriate and relevant content to class meetings; and many more. The recognition of the plurality of ways to participate is not limited to the classroom and, I hope, will carry on into your practice of public administration.

Taking care of yourself is also an important practice of being a public administrator to build and nurture healthy relationships with members of the public and also within your place of work.

Attendance: If an absence is unavoidable, talk to me as soon as you can. Missing an entire weekend of class equals missing one-third of the class and is insufficient to receive credit. If there are no other deficiencies in your course of study, you may still be able to walk with your cohort at graduation with the condition of completing the course Fall Quarter of 2024.

Writing: MPA programs are often writing intensive. "Intensive" refers to the act and quality of our writing and not simply length of time spent or pages. We will have writing assignments due at the beginning of each of the 3 weekends and will also be doing in class writing. I do not assign one specific format (i.e. APA, Chicago, MLA). Instead your writing needs to be consistent in voice, format, citations, and presented in an appropriate form for your audience.

Review your work before submitting and I suggest utilizing Purdue's Writing & Grammar Guide (OWL) <http://owl.english.purdue.edu/>. Writing is a skill that gets better through writing and editing. Faculty and peer review will play an important role in improving all of our writing and editing. I expect each of you to be stronger writers and more effective editors by the end of the quarter. I will assess your writing not by achieving perfection, but by demonstration of continual improvement.

When presented with an assignment or a writing prompt or a class activity, read what is asked of you, write what you think is being asked, then compare. "Hear what is asked; don't assume you know what I mean." 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 avoid unnecessary frustration.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact me 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.

Assessment and Credit: You will receive 6 graduate credits at the end of the course if all requirements have been completed and demonstrate consistency and refinement. You 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, which you can find in your my.evergreen, no later than one week after the last class. Evaluation conferences may occur 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 with the intent to create more *good* opportunities for future generations than we have.

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 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 permission, in writing, via email or canvas, 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.

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 and will need to not be disrespectful, disruptive, or a distraction to class. If you are planning on bringing a guest to class, talk to me first. I am a single parent and know that last minute childcare issues happen. If that occurs, talk to me. Children are our future, and your MPA studies affect your future, the cohort's future, and your service to your people. If the situation arises where a guest is interfering with our sessions, they will need to leave the class. Again, talk to me.

Incident 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>.

This syllabus is up to date as of September 1, 2022. Readings beyond the first sessions will be posted on canvas. The syllabus is subject to change, and the latest version will always be available through canvas. If changes to this syllabus do occur, I will notify all students at the time of change.