



"The Context of Public Administration"

Fall 2024, 1st Year Core MPA
Tribal Governance Concentration

Master of Public Administration Program

MPA 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 Meetings & Locations:

Fridays 6:00-9:00pm; Saturdays & Sundays 10:00am-4:00pm

Weekend 1: October 4th- 6th Zoom and SEM 2 E1107

Weekend 2: Oct. 18th 20th ; Zoom & Longhouse

Weekend 3: November 1-3rd: Zoom & Longhouse

Faculty Teaching Team:

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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 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, City, and non-profit areas of governance. Finally, we assess what leadership challenges and opportunities are coming next.

We will explore the following questions:

- What is Tribal Governance?
- Who are public administrators and who is the public?
- Why does Tribal Governance matter? What are the enduring issues and why?

Learning Objectives:

1. Understand Tribal Governance within the historical, present day, and future contexts.
2. Understand the roles, responsibilities, and inter-relationships of Tribal Administrators.
3. Understand your role in public service.

Readings for Fall 2024 (also available on Canvas)

MPA Student Resources (posted on Canvas):

General TG Resources Readings (posted on Canvas):

Cornell, S., & Jorgensen, M. (2023). *Indigenous Culture In Contemporary Indigenous Government: Some Examples From Native Nations In The United States*.

Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public Administration Review*, 60(6), 549-559.

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

Hughes, M., Wilson, S., & Barlo, S. (2023). Preparing for the Research Ceremony: Indigenist Researcher Training. *Qualitative Inquiry*, 29(3-4), 509-517.

King, C. S., & Beeby, M. (2008). Colleen Jollie, state tribal liaison: A story of transformational change. *Public Administration Review*, 68(6), 1142-1150.

LaFrance, J., Nichols, R., & Kirkhart, K. E. (2012). Culture writes the script: On the centrality of context in indigenous evaluation. *New Directions for Evaluation*, 2012(135), 59-74.

Perry, J. L., & Christensen, R. K. (2015). *Handbook of public administration*. John Wiley & Sons, Incorporated.

Riley, L., & Johansen, M. (2019). Creating valuable indigenous learning environments. *Journal of Public Affairs Education*, 25(3), 387-411.

Wilson, S. (2001). What is an indigenous research methodology?. *Canadian journal of native education*, 25(2).

Webster, R. M., & Bauerkemper, J. (Eds.). (2022). *Tribal Administration Handbook: A Guide for Native Nations in the United States*. MSU Press.

Fall 2024 Schedule (Faculty may alter schedule)

****Document updated 09/20/2024****

*****Canvas will reflect most recent class content and material*****

Weekend 1: "Our Contexts"

Friday October 4th Zoom
Saturday October 5th SEM 2 E1107
Sunday October 6th SEM 2 E1107

DUE Friday (10/04):

Assignments–#1&2
Readings–Available on Canvas

Weekend 2: "Tribal Governance and the Context of PA"

Friday October 18th Zoom
Saturday October 19th Longhouse 1007A,B, & Cedar
Sunday October 19th Longhouse 1007A,B, & Cedar

DUE Friday (10/18):

Assignments–#3
Readings–Available on Canvas

Weekend 3: "Connecting you to Service"

Friday November 1st. Zoom
Saturday November 2nd. Longhouse 1007A,B, & Cedar
Sunday November 3rd. Longhouse 1007A,B, & Cedar

DUE Friday (11/1):

Assignments– #4&5
Readings–Available on Canvas

DUE November 29th:Assignment 6

Eval Week

DUE by end-of-week:

Self and Faculty Evals submitted to My.Evergreen.
Optional face-to-face evals scheduled and completed.

Assignments

Assignments and their details are posted to discussion boards on Canvas. You are expected to post your assignments and respond to your peers. Using discussion boards for the assignments encourages transparency and peer review.

Each writing assignment should cite all the readings for the session in addition to 3 of your own references per assignment (1 peer reviewed, 1 local news/publication, 1 professional publication).

There are 4 required individual assignments. The individual assignments are cumulative (they build off of each other) and provide the context for the final (group) assignment. The four Individual Assignments follow all the same structure and include 3 components: a 1-pager, a recommendation memo, and a Journal Entry.

- 1-pagers are visual summaries of a topic/issue.
- Recommendation memos ask you to use evidence to provide a recommendation to Tribal Council regarding the topic/issue.
- Appendices: Each assignment will ask you to reflect on:
 - Writing Strategies (what you planned to do)
 - Research Steps (breadcrumbs: the prompts and sources you use along the way)
 - Supplemental References, Sources, Materials (things you find along the way that are interesting and relevant to you, but not cited in your assignment).

The Final assignment is a group project (details below and on Canvas) which builds off of the individual assignments.

Assignment 1: The context of You

Due October 4th 5:59pm (Open until October 11th @11:59pm)

The content of this first assignment will be a professional introduction of yourself.

Create 3 documents:

- 1) A visual/flyer type summary of key points, charts, images etc (1-page fixed, single-spaced),
- 2) Recommendation Memo (2-3 pages single-spaced), and
- 3) Appendices including Writing Strategies, Research Prompts, and Supplemental References.

You will use the form of your first assignment as templates for each of the individual assignments. Each of the 4 weekly assignments should each be submitted as a packet (organized into a single file).

Assignment 2: The context of your public

Due October 4th 5:59pm (Open until October 11th @11:59pm)

The content of this second assignment is a professional introduction of your public.

Create 3 documents:

- 1) A visual/flyer type summary of key points, charts, images etc (1-page fixed, single-spaced),
- 2) Recommendation Memo (2-3 pages single-spaced), and
- 3) Appendices including Writing Strategies, Research Prompts, and Supplemental References.

Assignment 3: The context of TG

Due October 18th, 5:59pm (Open until October 25th @11:59pm)

The third assignment asks you to use class material and your own readings to describe the unique context within which your public operates.

Create 3 documents:

- 1) A visual/flyer type summary of key points, charts, images etc (1-page fixed, single-spaced),
- 2) Recommendation Memo (2-3 pages single-spaced), and
- 3) Appendices including Writing Strategies, Research Prompts, and Supplemental References.

Assignment 4: The context of PA

Due November 1st, 5:59pm (Open until November 8th @11:59pm)

The content of this fourth assignment will juxtapose your readings in the field of public administration with the unique context of Tribal Governance.

Create 3 documents:

- 1) A visual/flyer type summary of key points, charts, images etc (1-page fixed, single-spaced),
- 2) Recommendation Memo (2-3 pages single-spaced), and
- 3) Appendices including Writing Strategies, Research Prompts, and Supplemental References.

Assignment 5: Draft Briefing Paper, Summary 1-pager, and Presentation (Group Assignment)

Due by November 1st @5:59 pm.

Objective: Working in a group, you will demonstrate your familiarity with the context of Tribal Governance by using theory to justify action.

Identify and evaluate 10 Notices of Funding Opportunities (NOFOs) that align with the trajectory of your previous one-pagers and memos. Your selection should reflect your

expertise in public administration and the role of tribal governments. Use [grants.gov](https://www.grants.gov) to locate NOFOs.

Assignment Components:

1. Briefing Paper: NOFO Identification and Summary:

- Find 10 NOFOs that are relevant to the issues and priorities identified in your previous work.
- Write a brief abstract for each NOFO, highlighting its key features and why it could be of interest to a Tribe. Do not simply cut & paste the NOFO description. All work should clearly and explicitly demonstrate relationship to your public.
- Explain the relevance of each NOFO based on your understanding of public administration and the specific needs of tribal governments.

2. Informational Packet Creation:

- Create a 2-page briefing memo explaining the context/intent the NOFOs.
- Create a Summary 1-pager that highlights the opportunities.
- Compile your NOFO summaries, memo, and 1-pager into an informational packet intended for presentation to a Tribal Council.
- Include author bios, references, and supplemental information as appendices.
- The packet should provide enough detail to allow the Council to discuss whether to pursue any of the NOFOs.

3. Presentation to Council:

- Prepare a <15-minute presentation to the Tribal Council.
- Your presentation should:
 - Briefly establish your credibility to present the information.
 - Define the appropriate scope of public administration as it relates to the NOFOs and frame the NOFOs within the specific context of Tribes' governance.
 - Remember, your role is to present information, not to make decisions or plan specific projects. Avoid getting too specific, as that is the domain of the departments and programs with the expertise to assess their own needs.

Assignment 6: Final Visual Aid and Presentation (Group Assignment)

Due November 29th @11:59pm.

Final Submission Requirements:

1. Final Informational Packet containing the NOFO summaries that reflects faculty and peer feedback.
2. Polished Presentation slides or outline which reflects faculty and peer feedback.
3. Letter to Faculty detailing your response to feedback.

- After receiving feedback on Assignment 5, write a letter to the faculty reflecting on how you incorporated feedback from your draft into the final submission.
- This process mimics the industry practice in publishing of submitting a response to reviewers when submitting revised manuscripts or articles for publication.

Course Policies

Student Work: You are accountable for the work you submit. Within the classroom, all student work, conduct, and expectations are outlined in the student code of conduct, the MPA student handbook, our class syllabus, and our classes social conduct. Ultimately, you are responsible to your public. All graduate work can be considered practice for the practice of public administrations and hence help develop professional habits, embodying expected standards, and containing useful information that is trustworthy.

Due Dates: Working in the public sector means wearing multiple hats, responsibility to rights and stakeholders, very slow and predictable timelines, and a dynamic interconnected environment of lived experience experienced in very immediate timelines and shifting priorities. For example, every year a Tribe's financial year ends November 1st. As such, all department and program budget reports and requests for the following year are due September 1st. Predictable, easy to plan for. Yet, employees leave and are hired, equipment needs might radically shift, a State of Emergency might be declared. In these situations, we have short periods of time to review new information and report back quickly.

In regards to individual assignments, some of the topics we study during the quarter will be straight forward and the due date is no issue. Other topics may require you to participate in seminar and lectures before you have a clear understanding of the topic. In that case, we ask you to submit your assignment 1 week after class session the assignment was due. Your writing should account for your submission date. Example, for an annual report you already have information about: "Per our departmental reporting requirements, submitted documents reflect information as of Sept. 1st, 2024 [ex.]" Or for a new topic/issue: "Per the guidelines released by BIA on Sept. 1st regarding emergency wild land funding, the following report provides preliminary guiding information for Council."

Alternatively, group assignments require you to create a timeline of activities and assigned duties in completing the work. The timeline will be part of your team work plan which is part of the final assignment. Your team work plan needs a contingency clause for situations that might change your plan.

Late Assignments: Assignments are considered late if they are submitted more than 1 week after the due date *and no communication has occurred by then between the student and faculty regarding the assignment's submission*. If there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. Assignments must be completed by the revised due date to ensure full receipt of course credit.

Human Subjects Review (HSR): *Students will NOT collect original data for this class.*

AI: In late 2022 OpenAI released ChatGPT which a conversation based AI tool. The Evergreen State College is currently planning to create an implement College wide guidance for the use and implementation of AI tools by students, faculty, and staff. During the meantime, the use of AI is on a faculty-by-faculty basis. We will be discussing AI, your education, and our class during our first weekend.

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 writing support at: EvergreenWritingAssistant@gmail.com ; 360-867-6820 ; LAB I, Room 3016. Also, a guide to student writing at Evergreen can be accessed through the campus Writing Center: <https://inkwellpublication.wordpress.com/>

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

After one absence per quarter (Ex. 3 hours on Friday is one absence), make-up work will be assigned. Makeup work must be completed by the end of Week 10 of the quarter in question for course credit. After 15 hours (Ex. one weekend) of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full 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.

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 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: To receive credit, students are required to write 1) a self-evaluation and 2) a seminar faculty evaluation. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur over the phone or Zoom and should be scheduled with your seminar faculty. For more information about evaluations, see the section, "The Evaluation Process" at <https://www.evergreen.edu/our-learning-approach/narrative-evaluations>.

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. Consult your 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](#).

Conduct & Conflict Resolution: Please refer to the MPA Student Handbook: <https://www.evergreen.edu/mpa/studenthandbook/conflictresolution>

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 \(including academic integrity and plagiarism\)](http://www.evergreen.edu/studentaffairs/student-conduct): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process: <http://www.evergreen.edu/studentaffairs/student-conduct>

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 approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

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 360-867-6000 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 the start 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.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as "canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by Tribal governments, Tribal organizations, or Indigenous communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.