



## Doing Democratic Public Administration

Winter 2025, 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:

Weekend 1: January 10-12.

Fridays (6-9) are on Zoom

Weekend 2: January 24-26.

Saturday & Sundays (10am-4pm) Longhouse

Weekend 3: February 7-9.

---

### Faculty:

Jeffrey Callen

John Hopkins

[jeffrey.callen@evergreen.edu](mailto:jeffrey.callen@evergreen.edu)

[john.hopkins@evergreen.edu](mailto:john.hopkins@evergreen.edu)

---

### Course Description: Leadership, Ethics, Organizations, and The Land

The purpose of the 1st year Core is to explore the basics of governing and administering for Tribes, Tribal communities, and Indigenous peoples. Building on our fall quarter work, we will learn the knowledge and skills needed for the democratic practice of public administration in spaces of Tribal Governance. We will specifically look at leadership and ethics in a democracy and examine the challenges of administration within our roles and the complex webs of democratic systems. Tribal sovereignty, people, and governance are inseparable from the land and our studies this quarter will relate leadership, ethics, and organizations back to the land.

---

### Learning Objectives (KSAs):

1. **Understand and apply** theories of Leadership, Ethics, and Organizations in public administration to real-world scenarios (K, A).
2. **Develop** critical thinking, research, and organizational analysis skills to diagnose and address challenges in diverse environments (K, S, A).
3. **Enhance** Tribal sovereignty through effective public administration practices and leadership in democratic settings (K, A).
4. **Strengthen** communication skills, including writing recommendations, public speaking, and teamwork, to effectively engage with various stakeholders (S, A).
5. **Ground** Tribal Governance in relation to The Land.

## Canvas

The Canvas site for our class will be made available at the end of Fall 24 Eval Week.

---

## Readings for Winter 2025 (available on Canvas)

---

## Schedule (see Canvas)

---

## 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 the 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 appendices.

- 1-pagers are visual summaries of a topic/issue.
- Recommendation memos ask you to use evidence to provide a recommendation to Tribal Council a 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: A Leader

### Due Weekend 1

Your 1st assignment asks you to introduce a strong Tribal leader and recommend to leadership they be formally recognized as such.

Create 3 documents:

- 1) A 1-pager visual/flyer type summary of key points about the leader, photos, timelines, 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.
    - Citing all the readings for the session in addition to 3 of your own references (1 peer reviewed, 1 local news/publication, 1 professional publication) is required.
- 

## **Assignment 2: Ethics**

### **Due Weekend 2**

Your 2nd assignment asks you to use class readings and your own to explore aspects of ethics that you feel are related to Tribal governance.

Create 3 documents:

- 1) A 1-pager visual/flyer type summary of key points about the leader, photos, timelines, 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.
    - Citing all the readings for the session in addition to 3 of your own references (1 peer reviewed, 1 local news/publication, 1 professional publication) is required.
- 

## **Assignment 3: Organization**

### **Due Weekend 2**

Your 3rd assignment asks you to use class readings and your own to analyze an organization related to Tribal governance.

Create 3 documents:

- 1) A 1-pager visual/flyer type summary of key points about the leader, photos, timelines, 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.
    - Citing all the readings for the session in addition to 3 of your own references (1 peer reviewed, 1 local news/publication, 1 professional publication) is required.
- 

## **Assignment 4: The Land**

### **Due Weekend 3**

Your 3rd assignment asks you to use class readings and your own to connect The Land to Tribal governance (general TG [last quarter], leadership, organizations, and ethics).

Create 3 documents:

- 1) A 1-pager visual/flyer type summary of key points about the leader, photos, timelines, 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.

- Citing all the readings for the session in addition to 3 of your own references (1 peer reviewed, 1 local news/publication, 1 professional publication) is required.

---

## Assignment 5: Literature Review

### Due Week 8

Your 5<sup>th</sup> assignment asks you to summarize the sources from assignments 1-4 into one "Literature Review." What is a Lit Review?

*"A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. And depending on the situation, the literature review may evaluate the sources and advise the reader on the most pertinent or relevant."*

*[-The Writing Center, University of North Carolina at Chapel Hill \(n.d.\)](#)*

A literature review is a necessary part of scholarly writing and government reports. I like to think of lit reviews as providing the context needed to understand a topic. If you are writing an Environmental Impact Statement for a restoration project, you would include a lit review that might address the background of the area needing restoration, who has been involved and how, current conditions, etc. Lit reviews contribute nothing new, yet they provide necessary background and context for new research, program proposals, grants, etc. The background and context help clarify and limit the scope of a topic as a foundation for further study or activities. We do this by defining terms and using evidence to set boundaries of what is relevant and what is not.

You will be writing a lit review in second year core in ATPS1&2 and also your capstone. There you will choose research topics, conduct research of existing sources, determine what sources are relevant, and summarize and synthesize them into your literature review.

For Assignment 5, we will consider the class readings and the sources you found for Assignments 1-4 as the body of research on the topic of *Doing Democratic Public Administration in Tribal Governance*. Hence, Assignment 5 is not really a true literature review, but rather a practice in the summarizing and synthesizing writing step in the process. Assignment 5 will give you experience in part of the lit review process and is intended to remove any anxiety about next year's work.

- Length: 5-7 pages (exclusive of title page, abstract, references, and appendices), double spaced, APA format.
- Include a title page and an abstract/executive summary
- References (12 of your own from assignments 1-4 + all assigned topic readings)
- Appendices: A) Images, maps, etc. B) interview transcripts and relevant excerpts of

source material not available to public, C) Writing and Research Strategies D) AI prompts and entire chat transcript.

For Assignment 5, AI (copilot, Grammarly) can only be used for proofreading and grammar checks. You are prohibited from using AI for the summary, synthesis, and writing parts of the assignment.

---

## **Team Project: Teaching Leadership, Ethics, and Organizations to Leadership.**

### **Due Weekend 3.**

Tribal Councils, governing & advisory boards, and citizen action committees have shifting membership. The project asks you to imagine a newly elected board/council/commission that has very little experience in Tribal Governance. Your team will create curriculum for a weekend intensive training retreat. Your team will lead a 1-hour session out of the curriculum you developed with your classmates as the participants.

---

## Acknowledgement of the Squaxin Tribe for the Olympia campus of The Evergreen State College

We gratefully acknowledge and honor the Squaxin Island Tribe, upon whose traditional homelands the Evergreen State College Olympia campus is situated. For thousands of years, their ancestral families lived and thrived here. They named Budd Inlet Steh-Chass, and Eld Inlet where the campus is located Squi'Aitle. Today, the Squaxin Island Tribe continues to live on and steward the lands and waters of the Southern Salish Sea.

We also gratefully acknowledge the Puyallup Tribe whose traditional lands Evergreen's Tacoma Campus is located upon.

We respect and acknowledge the Squaxin Island and Puyallup Tribes, and other Tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, Tribal sovereignty, environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures and histories of the Tribes of these lands and waters.

---

## 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 felt in very immediate timelines and shifting priorities. For example, every year a Tribe's financial year ends November 1<sup>st</sup>. As such, all department and program budget reports and requests for the following year are due September 1<sup>st</sup>. 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. 1<sup>st</sup>, 2024 [ex.]" Or for a new topic/issue: "Per the guidelines released by BIA on Sept. 1<sup>st</sup> 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:** The Evergreen State College is currently planning to create and 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.

Students should assume that the use of AI is not permitted in a class unless the faculty have explicitly stated otherwise and provided clear guidelines for its use. Additionally, students should not assume that what is allowed in one class applies to all classes. Inappropriate and/or prohibited use of AI can be considered academic dishonesty under The Evergreen State College's Student Conduct Code ([WAC 174-123-170 \(1\)\(a\) Academic Dishonesty](#)).

If an assignment or activity in our class involves the use of AI, I will provide specific guidelines and expectations for its use on a case-by-case basis. At a minimum, you will be required to document and attach your research and writing strategies, all prompts used, and a copy of the resulting conversation.

Included in Evergreen's Microsoft 365 suite is an AI chatbot, Copilot. Copilot does not share your information and hence has privacy that others do not.

**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](mailto: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/>

**Writing Style:** Washington State has “plain talk” guidelines for all documents, websites, and publications that are public facing. As public administrators in Washington, you are encouraged to follow these guidelines. <https://governor.wa.gov/issues/efficient-government/plain-language/plain-language-guidelines>.

**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. ***As this is a core class, 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):

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process: [http://](http://www.evergreen.edu/studentaffairs/student-conduct)

[www.evergreen.edu/studentaffairs/student-conduct](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.