### Thesis Prospectus 2022-23

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**Student Final Submission (date):**

**Faculty Reader Approval (date):**

**MES Director Approval (date):**

1. Working title of your thesis[[1]](#endnote-1).

Understanding Protocols for Tribal Cultural Heritage Work within Intergovernmental Consultation on Environmental Resources Projects: The Case of the Chehalis Basin

1. In 250 words or less, summarize the key background information needed to understand your research problem and question.

In April 2021, Governor Inslee issued Executive Order 21-02 (EO 21-02) directing all state agencies to consult with tribal governments regarding archaeological and cultural resources. Until then, the key mechanism used to protect Tribal Cultural Properties has been Section 106 of the National Historic Preservation Act, which requires federal agencies to consider the impact of public projects on historic properties and consult with Indigenous nations.

The State Environmental Protection Act (SEPA) also directs agencies to consult with tribal governments to assess the impact of public projects on tribal resources and the full exercise of their treaty rights. Yet in the implementation of the SEPA Environmental Review, agencies may consult with tribal environmental experts but not cultural and historical experts. This puts tribes in a position to choose between greenlighting projects that benefit key aquatic species and pausing projects to make space for exploration of pre-contact cultural histories.

A flood control dam has been proposed on the Chehalis River that would have devastating consequences for Chinook salmon. Rainbow Falls, a site of rich cultural significance to the Quinault Indian Nation and Chehalis Tribe, would also be inundated at times by the dam. Through the consultation process, both tribes have harnessed their political power to develop non-dam flood control alternatives that would protect both the salmon fishery and cultural sites in the Basin. The project is a real-time example of the tensions within consultation on cultural resources and the importance of seeing key aquatic species as a part of a whole Native cultural landscape.

1. State your research question(s).

* What themes arise in the implementation of government-to-government consultation on environmental resource projects related to tribal cultural heritage work?
* What has been the impact of EO 2102 (and other state or federal acts) on environmental projects and tribal cultural heritage work?
* How can the relationship between consultation on environmental and consultation on cultural heritage be improved and expanded to ensure the protection of tribal treaty rights and interests?

1. Situate your research problem within the relevant literature. What is the theoretical and/or practical framework of your research problem?

The sovereignty of Indigenous nations is a critical theoretical framework for my research. My research pulls from various levels of recognition on the inherent sovereignty of Indigenous nations, including the global U.N. Declaration on the Rights of Indigenous Peoples, the history of the treaties and federal policy towards Native peoples in the U.S., and the Boldt decision in Washington State and its subsequent impacts on State-Tribal relationships. My thesis relies on this literature to understand the concept of consultation from a theoretical perspective, and how consultation serves to uphold the sovereignty of tribal nations as well as the exercise of their rights and interests. In my work I will build on this framework by adding an analysis of the role of Tribal Cultural Properties in upholding tribal sovereignty.

My research builds on theoretical themes from the literature relating to the role of cultural preservation and revitalization as a part of treaty rights, environmental justice, and decolonization. Corntassle & Bryce look at the connection between cultural restoration/revitalization and treaty rights. Rowe et al expand the concept of environmental justice to include cultural justice. Specific to environmental resources projects, Wehi & Lord explore the importance of including tribal cultural practices in ecological restoration. Long & Lake also identify socio-ecological traps that have been developed by colonization, and how tribal stewardship can help to escape them.

Practically, my thesis builds on research relating to the governance frameworks that are used to address cultural preservation, environmental justice, and treaty rights. These include:

* Co-management of natural resources: There is significant research assessing the successes and challenges of co-management relationships between tribes and states for environmental resources. Many of the case studies used are specific to Washington State (Singleton and others).
* National Historic Preservation Act (NHPA) Sec. 106: Palmer et al, Marincic and Flores, among others, have detailed the shortcomings of the NHPA to protect Tribal Cultural Properties. The research on this critical policy framework for tribal consultation on cultural resources focuses on the history of court cases and legislative action to weaken the enforcement and accountability provisions.
* National Environmental Preservation Act (NEPA): Rowe et al, Wilkinson and Palmer et al also look at the consultation provisions within NEPA. They identify areas where Tribal consultation included in the Environmental Assessment and Environmental Impact Statement development, but point out its deficiencies in including Tribes early and often.

My research explores these themes within a Washington State context, weaving concerns around weak frameworks for preserving Tribal Cultural Properties as well as environmental resource protection. I will apply these ideas relating to the governance structures of environmental resource projects to the reality of the Chehalis Basin dam proposal and related flood prevention projects. I will be using interviews and a case study to highlight, deepen, and weave themes in the literature relating to tribal cultural heritage work within

1. Explain the significance of this research problem. Why is this research important? What are the potential contributions of your work? How might your work advance scholarship?

As the Chehalis Basin project shows, in the process of consulting tribes for the purposes of major projects, government agencies may often consider consultation on environmental and economic resources sufficient. The cultural resources and landscapes covered under Section 106 of the NHPA may not be seen as an important component in the preservation of treaty rights. However, aquatic species restoration projects are often inside archaeological sites that are of significant cultural and spiritual significance to Indigenous communities. Tribes should not have to choose between protection of the species and preservation of the archaeological site.

This research overlaps with the first year of implementation of EO 21-02, and the pending 2023 release of the final Environmental Impact Statement for the Chehalis dam proposal. This gives unique insight to the questions:

* Will EO 21-02 allow for best practices in consultation on tribal cultural heritage work?
* Will the Chehalis River Basin be one of those best practices?
* How can Washington State move towards holistic approaches to consultation?

1. Summarize your study design[[2]](#endnote-2). If applicable, identify the key variables in your study. What is their relationship to each other? For example, which variables are you considering as independent (explanatory) and dependent (response)?

I arrived at this topic through conversation with Joe Schumacker (Marine Resources Scientist) and Naomi Brandenfels (Tribal Historic Preservation Officer), both staff for the Quinault Indian Nation (QIN). Brandenfels has assisted me in identifying potential areas of research related to the Nation’s interests. She has spoken with the QIN’s Attorney General about my research work, which helped shape the scope of my project. Throughout my research and beyond, I will work to communicate consistently and maintain a relationship with Brandenfels and Schumacker at QIN. I will also be reaching out to cultural and natural resources staff at the Chehalis Tribe, and hope to be able to develop a similar relationship that allows the Chehalis Tribe to help shape the research. The Quinault signed the 1855 Treaty of Olympia and the Chehalis Tribe did not sign a treaty, and both have cultural and natural resources interests in the Chehalis Basin. I will work to get written consent from the appropriate persons within both tribal nations to undergo these interviews.

This project will involve a policy analysis of key pieces of legislation relating to tribal consultation and cultural resources including:

* Executive Order 2102 (Washington State, 2021)
* Section 106 of the National Historic Preservation Act (NHPA)
* The Environmental Review processes under the State Environmental Protection Act (SEPA) and the National Environmental Protection Act (NEPA)

I will subsequently conduct interviews with Tribal Historic Preservation Officers (THPOs), Tribal natural resources department staff, state agency staff, and other individuals with unique insight into this work. I will compare and contrast responses coming from Tribal members and staff with those coming from state and federal staff to explore overlaps and differences in perspectives between participants representing Tribal perspectives and non-Tribal participants. The interviews will be loosely structured using guiding questions that allow the participant to engage in the topics most relevant to their experiences. With permission from the participants, I will record and transcribe the interviews to identify themes for further exploration.

I will utilize at least one case study (depending on the relevance to the interview participants) to demonstrate what these protocols look like in practice. The proposed flood control dam on the Chehalis River provides an active example of the tension within existing government-to-government consultation processes and the importance of seeing key aquatic species (such as Chinook salmon) as a part of a cultural landscape. Interview questions can involve some specifics relating to this case (or others), but will be optional for the participant to answer to account for the sensitivity of the evolving project.

1. Describe the data that will be the foundation of your thesis. Will you use existing data, or gather new data (or both)? Describe the process of acquiring or collecting data[[3]](#endnote-3).

I will be conducting interviews over the winter quarter to analyze. Through preliminary conversations with the Tribal Historical Preservation Officer for the Quinault Indian Nation, I have been recommended various individuals within tribal and state agency settings to invite as interviewees. These include Tribal Historic Preservation Officers (THPOs), staff for tribal natural resources and archaeology departments, archaeologists with the state Department of Fish & Wildlife, and staff with the Department of Ecology, the Recreation and Conservation Office, and Washington Parks & Recreation.

I will reach out to each individual via email. With each invitation, I will also request recommendations for others to reach out to or potentially be introduced to. The selection process will be complete when all suggested participants are either interviewed, decline interviews, or fail to respond to repeated efforts to establish communication with them. If they decline an interview, I will not ask repeatedly to ensure no one feels pressure to participate.

1. Summarize your methods of data analysis. If applicable, discuss any specific techniques, tests, or approaches that you will use to answer your research question.

I will be conducting open-ended interviews as well as examining select case studies. The interviews will be semi-structured, with questions used to guide the conversation. However, interviewees will be encouraged to freely express their own ideas and provide information as they feel it is important. They will be provided the questions ahead of the interview and be able to choose which questions to answer or which to omit depending on their background, expertise and preference. I will limit the questions to allow for free-flowing conversation and lessen the burden on their time or attention.

The interviews will be conducted in person, via telephone or a web-based video call, or via email. Interviewees will be asked for permission to record the conversations only for the purpose of redacting and analyzing. General themes will be pulled from the interviews, and individual participants will not be identified in the themes. Direct quotations will be used with explicit permission, allowing the speaker to review their own words and choose to be cited before being included in the paper.

1. Address the ethical issues[[4]](#endnote-4) raised by your thesis work. Include issues such as risks to anyone involved in the research, as well as specific people or groups that might benefit from or be harmed by your thesis work, perhaps depending on your results. List any specific reviews you must complete first (e.g., Human Subjects Review or Animal Use Protocol Form).

This project requires review from the Evergreen Human Subjects Review board, which is underway. I will also be seeking written consent from the Quinault Indian Nation and the Chehalis Tribe (assuming I am successful in making contact) to consent that a Human Subjects Review process is not necessary in order to interview the public-facing Tribal Historic Preservation Officers.

This project involves minimal emotional risk from the experience of answering reflective questions, including possible embarrassment and distress. To address this, the interview questions will serve as a guide for a free-flowing conversation rather than a rigid structure. The questions will ask the interviewee to reflect on the dynamic of government-to-government consultation policy and practice and allow for any personal reflections only if they want to share.

There may be minimal to moderate legal risk, as this project will explore the implementation of policy on the unfolding planning process of the Chehalis Basin Strategy. It could be that narratives shared by either tribal staff or state agency staff may include sensitive information relating to the controversy surrounding the dam proposal and the evolving flood prevention strategy. To address this, I will provide the interview questions ahead of the interview and allow the interviewee to reflect on what they may want to share about the specific situation.

Minimal risk is involved with ensuring the interviews gathered do not provide information beyond what the tribes may want to have publicly available. There may be information related to cultural and spiritual practices in the case study in question that Tribes may not want to share publicly. To address this, my interview questions will focus more on the historical value of Traditional Cultural Properties, rather than the cultural and spiritual practices themselves. I will refrain from asking directed questions about guarded spiritual knowledge or resource harvest areas and allow the interviewee to determine the depth of discussion on these topics. Finally, providing the questions ahead of time for reflection will help address this concern.

Minimal risk may be involved in appropriately considering the perspectives of treaty and non-treaty tribes. Both the Quinault Indian Nation and the Chehalis Tribe have interests and proprietary knowledge related to the Chehalis River Basin, but the position of the Quinault as a treaty tribe compared to the Chehalis as a non-treaty tribe may bring dynamics to the surface in the context of state and federal relationships with tribes. To address this I will build flexibility into my interview questions and data analysis to incorporate guidance from the tribes on how to best represent their interests and perspectives, and maintain (in the case of the Quinault) and build (in the case of the Chehalis) ongoing relationships with tribal natural and cultural resource department staff.

1. List specific research permits[[5]](#endnote-5) or permissions you need to obtain before you begin collecting data (e.g. landowner permissions, agency permits).

No additional permits or permissions are required beyond the Human Subjects Review. I’ve reached out to both tribes to identify the appropriate way to receive written consent to undergo this research.

1. Reflect on how your positionality as a researcher could affect your results and how you will account for this in the research process[[6]](#endnote-6).

The most significant lens for me to be reflective and attentive to as a researcher is that I am a non-Indigenous, white settler working to reflect an indigenous perspective on a land management issue. This is an opportunity for me to gain a deeper awareness of proper protocols for engaging with tribes, respecting treaty rights, upholding tribal sovereignty, and understanding my positionality as a white settler engaging with tribes.

This project is personal to me because of the parallels it has with my family’s history. My grandfather was president of the Chamber of Commerce for The Dalles, Oregon in the 1950s and was active in advocating for the dam that flooded Celilo Falls. The loss of the Falls in 1957 was devastating to the Native peoples of the Columbia River. Burial grounds were flooded, the vitality of the salmon runs was drastically reduced, tribes that have lived on the river’s shores for millennia were displaced, and a spiritual and commercial center for tribes across the continent was forever changed. Although at different scales, I see parallels between Rainbow Falls and Celilo Falls and their cultural significance to Native peoples, the local governance that proposed the dam on the Chehalis River versus my grandfather’s advocacy for a dam on the Columbia, and the arguments for flood retention in one case and electrification in the other at the expense of the ability for local tribes to practice their cultures and exercise self-sovereignty. Only this time, the legal, political and social dynamics are much different.

This project is an opportunity to reflect on the legacy of harm my family is tied to, as well as understanding how these scenarios are unfolding today and where I can be part of decolonization efforts in the present and future. In January, my father will be sworn in as Wasco County Commissioner, responsible for political boundaries that encompass the now submerged Celilo Falls and the areas to where the river’s Native peoples were displaced. Meanwhile, I hope to build on my professional work as an advocate and lobbyist and my commitment to community organizing, in order to enter the world of environmental advocacy and governance upon graduating from MES. My father and I are both in a moment where we need to deepen our understanding, relationships, and commitment to decolonization in our communities. As I do this work, I also want to be mindful to not center my own experiences in this thesis but rather be thoughtful to reflect back the perspectives of the tribes and Native peoples I will be engaging with, with a recognition of the limitations of my analysis given my perspective as a person socialized as a white American who has benefited from systems of colonization.

1. Provide at least a rough estimate of the costs associated with conducting your research, if any.  Provide details about each budget item so that the breakdown of the final cost is clear.

No funds are required for this project. The interviews will largely take place via phone or zoom. It could be that some travel may be required to conduct an in-person meeting, but no plans have been made for this to date.

1. Provide a detailed working outline of your thesis.
2. Introduction
3. Methods
4. Literature Review
   1. Opening and introduction to Chehalis River Basin challenge
      1. Dam proposal
         1. Chehalis River Basin: A History of Flooding
         2. Flood retention dam facility proposal background
         3. Tribal opposition to the dam
      2. Recent precedence for dam removal
         1. Elwha River
         2. Klamath Basin
         3. 5th Ave Dam on Capitol Lake
      3. Preserving sovereignty, preserving tribal cultural heritage (exploration of Tribal cultural resources)
         1. Definition of cultural resources (Rowe et al, Taylor & Lennon)

Role of cultural restoration/revitalization as self-determination (Corntassle & Bryce)

* + 1. Consultation is the path, not the end game
       1. Global: Inherent right to consultation for Indigenous peoples recognized in the U.N. Declaration on the Rights of Indigenous Peoples (UNDRIP)
       2. Need to account for cultural justice within environmental justice (Rowe et al)
       3. Consultation is not a checklist, but an investment of relationships, time and resources (Palmer et al)
  1. Consultation at the Federal-Tribal level
     1. Brief history of WA treaties
        1. Right to fish/hunt/harvest at “all usual and accustomed grounds and stations” (Corin et al, 2007)
        2. Right to fish “in common” with non-Native fisherpersons (Cronin et al, 2007)
     2. Policy basis for consultation
        1. Presidential Executive Orders 12875, 13175
        2. Key court decisions (Haskew 2000)
        3. Evolution of practice of consultation, evolving definitions, historical tensions and adherence (Haskew 2000)
     3. National Environmental Protection Act (NEPA)
     4. National Historic Protection Act (NHPA), Sec. 106
        1. Federal Trust responsibility
        2. Background history on how NHPA came to be
        3. How consultation is triggered under NHPA
        4. Weaknesses: No enforcement mechanism, vague language on what consultation should look like, public oversight limited by the Administrative Procedure Act, projects not triggering NHPA, foundational cultural differences in the policy and tribal governance.
        5. Loopholes of accountability: Overlap of NEPA and NHPA
  2. Consultation at the State-Tribal level
     1. Treaties interpretation
        1. Fish Wars
        2. Boldt Decision
        3. Boldt Decision Phase II
        4. Martinez Decision (culverts)
     2. Co-management in practice
        1. Evolution of institutions of co-management and cooperation (Singleton)
        2. Definitions (NWIFC 2010)
        3. Opportunity within co-management (Bats & Fouberg)
        4. Tension over tribal and settler state jurisdictions (Bays & Fouberg, Bush)
     3. Government-to-government consultation
        1. 1989 Centennial Accord: Key moment for Washington State recognition of tribes as an equal governments. Marked formal recognition of tribal-state government-to-government relationship as a foundation of resource co-management in WA (WA OIA)
        2. New Millennium Agreement, 1999
        3. SEPA requirements for consultation within the Environmental Review process
        4. Executive Order 21-02
  3. Consultation at the local-tribal level
     1. Implications for patchwork jurisdictions in the Chehalis Basin including federal, state, local, and tribal.
  4. Re-indigenization
     1. The Commons
     2. Environmental Justice (Walker)
        1. Principles of Environmental Justice, relationship to cultural resources
        2. Bali Principles of Climate Justice, relationship to cultural resources
        3. Evolution of environmental justice and climate justice movements, and role of indigenous communities and social movements (Schlosberg & Collins)
     3. Traditional Ecological Knowledge and watershed restoration
        1. Tulalip Beaver Project of the Nisqually Tribe
           1. Positions the Nisqually Tribe as the “lead entity” in the restoration plans of the Nisqually Watershed Council

1. Interviews
2. Analysis
3. Case Study: Chehalis River Basin
4. Conclusion
5. Provide a specific work plan and a timeline for each of the major tasks in the work plan. Be as realistic and specific as you can at this point, including the deadlines for Spring quarter.

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| **Task** | **Completion date** |
| Complete lit review | Dec. 30 |
| Finalize IRB Process | Dec. 30 |
| Make contact with all final interviewees | Jan. 7 |
| Conduct interviews | Jan. 10-31 |
| Transcribe interviews | Jan. 31 |
| Analyze themes within interviews | Jan. 24-Feb. 4 |
| Write Methods section | March 11 |
| Write Analysis section | Feb. 4-28 |
| Write Intro & Conclusion | March 31 |
| Submit complete draft of thesis | April 11 (Week 2, Spring 2023) |
| Develop thesis presentation | May 26 |
| Submit final draft of thesis | May 30 (Week 9, Spring 2023) |
| Present thesis | May 30 (Week 8-9 of Spring 2023) |

1. Who (if anyone), beyond your MES thesis reader, will support your thesis (in or outside of Evergreen)? Be specific about who they are and in what capacity they will support your thesis. If you are working with an outside agency or expert, be specific about their expectations for your data analysis or publication of results.
2. Provide the 5 most important references you have used to identify the specific questions and context of your topic, help with issues of research design and analysis, and/or provide a basis for interpretation. Annotate these references with notes on how they relate to/will be helpful for your thesis. For any other sources cited in your prospectus in other answers, provide a complete bibliographic citation here as well.

Washington State Department of Ecology, *SEPA Draft Environmental Impact Statement For the Proposed Chehalis River Basin Flood Damage Reduction Project*. February 2020. <https://apps.ecology.wa.gov/publications/parts/2006002part1.pdf>

This draft report presents findings on the impact of the proposed flood control dam on the Chehalis River for public comment. The report indicates that the proposed plan would have significant negative consequences on salmon, and therefore on a key resource for the Quinault Indian Nation (QIN) and Chehalis Tribe as well as the QIN’s exercise of their treaty rights. The environmental review process is also tasked with identifying alternatives. This report will serve as an original source for identifying and understanding the tension between consultation with Tribes regarding environmental concerns and consultation regarding cultural resources and sacred spaces. I will particularly evaluate the handling of Rainbow Falls State Park in this review, and contrast with the emphasis this site is given in the QIN’s response and in the interviews I will conduct with Tribal and agency experts.

Earthjustice, *RE: Quinault Indian Nation comments, Draft Environmental Impact Statement, Proposed Chehalis River Basin Flood Reduction Project under State Environmental Policy Act.* May, 2020. <https://chehalisbasinstrategy.com/wp-content/uploads/2020/06/Tribal_Comments_Combined.pdf>

This document presents the QIN’s response to the Department of Ecology’s draft Environmental Impact Statement. I will use this document to pull out themes relating to the tension of consultation regarding the environmental components and the attention placed on the Nation’s access to its cultural resources and sacred spaces. I will look particularly at the sections relating to Rainbow Falls State Park. This document will serve as a basis to help craft interview questions for my research.

Office of Governor Jay Inslee, *Executive Order 21-02: Archaeological and Cultural Resources.* April, 2021. <https://www.governor.wa.gov/sites/default/files/exe_order/eo_21-02.pdf>

This is a key document regarding the state’s growing commitment and understanding of the significance of government-to-government consultation regarding archaeological and cultural resources. I will further explore the history behind this executive order and use this as a basis for interview questions as well.

Marincic, A. M. (2018). The National Historic Preservation Act: An Inadequate Attempt to Protect the Cultural and Religious Sites of Native Nations. *Iowa Law Review*, 103(4), 1777-1810.

This article addresses the shortcomings of the National Historic Preservation Act (NHPA) in protecting Native American cultural and religious spaces. Marincic points to the history of court cases weakening the consultation provisions in the NHPA, creating a purely procedural piece of legislation that has no enforcement capacity. While this is a recurring line of analysis in the literature, Marincic’s article is unique in pointing out that there are inherent cultural differences between how the federal government approaches cultural preservation and how Indigenous communities approach the preservation of their cultural heritage that are not accounted for in the NHPA. It is this cultural framework of the NHPA that leaves to failures in the protection of Native American cultural and religious spaces, by focusing on built environments or fixed resources for example. This line of thinking helps lay the ground for the idea I will flesh out that while effective consultation requires thorough guidance and enforcement, it is not simply a checklist. Rather, it is an ongoing process of communication, relationship-building and responsiveness. I will also explore how these themes play out within the Washington State and local government context through my interviews.

Rowe, M. J., Finley, J., & Baldwin, E. (2018). Accountability or Merely "Good Words"? An Analysis of Tribal Consultation Under the National Environmental Policy Act and the National Historic Preservation Act. *Arizona Journal of Environmental Law and Policy*, 8(2), 1-47.

Rowe et al look at the nexus of the National Environmental Protection Act (NEPA) and the NHPA Section 106 to assess the way tribal consultation is approached for projects that involve both processes, as well as proposing opportunities for reform. The article walks through the consultation processes within NEPA and NHPA. One of their proposals that has been cited in other articles is to expand the EPA’s oversight of the EIS process beyond scientific research to include the agency’s level of consultation and public engagement in developing the EIS. This is an interesting proposal to mention.

Rowe et al’s approach differentiates from the literature by pointing to the requirement in the NEPA Environmental Assessment process to consider the environmental justice implications of a project. Rowe et al expand this definition of environmental justice to include cultural justice. Their definition of cultural justice is:

"Fair treatment and meaningful involvement of all people with respect to the implementation of laws and policies intended to protect and preserve cultural artifacts, including archaeological resources and affiliated cultural sites."

This framework will be helpful for me in developing the case for consideration of Traditional Cultural Properties within environmental projects.

Haskew, D. C. (1999). Federal Consultation with Indian Tribes: The Foundation of Enlightened Policy Decisions, or Another Badge of Shame? *American Indian Law Review*, *24*(1), 21–74. <https://doi.org/10.2307/20070621>

This article provides a clear overview of the history of government-to-government consultation practices within the U.S. government. This includes base-setting on the origins of consultation, the various definitions in effect, historical tensions and adherence, key federal court decisions, and cultural aspects shaping the practices of consultation. I will refer to this source to help build a strong background for the history of consultation, to be able to more fully contextualize Gov. Inslee’s Executive Order 21-02 and the consultation practices underway within the Chehalis Basin flood control project. This document will also serve as a resource to help craft interview questions.

Working Bibliography

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1. You are not locked into this title; we want you to identify the main point or topic of your thesis. [↑](#endnote-ref-1)
2. You might discuss selection of case studies, sampling methods, experimental design, and/or specific hypotheses you will test. You should also address any specialized knowledge or skills that are necessary to complete the research. [↑](#endnote-ref-2)
3. If you are planning to use existing data, explain the specific source, contact information, arrangement with collaborating agencies, and expectations about use of data and final products of your research. If you are planning to gather new data, describe specific methods, time, place, and equipment that will be required. [↑](#endnote-ref-3)
4. If you’re not sure where to start, consult a ‘Code of Ethics’ or other similar document from an academic society in an applicable field of study. [↑](#endnote-ref-4)
5. If you are collecting ANY samples or data, even observational data, on public lands (city, county, state and/or federal) it is your responsibility to find out the permit requirements BEFORE you collect data. Conducting research with tribal members/on tribal lands will have different and additional requirements. [↑](#endnote-ref-5)
6. Your *positionality as a researcher* refers to the fact that one’s “…beliefs, values systems, and moral stances are as fundamentally present and inseparable from the research process as [one]’s physical, virtual, or metaphorical presence when facilitating, participating and/or leading the research project…” (The Weingarten Blog 2017). [↑](#endnote-ref-6)