

**The Evergreen State College
Masters of Public Administration Program
Winter, 2011 – Tribal Concentration
Intergovernmental Relations
Intensive Format: Feb 11-13: March 4-6
Fri. 1-5, Sat. 8:30-5: Sunday 8:30-5
Sem II C1105**

Faculty

	<u>Email</u>	<u>Phone Office</u>	<u>Office hours</u>
Gates, John	gatesj@evergreen.edu	(360) 867-6740	Sem II 2108 By appt.
Linda Moon Stumpff	stumpffl@evergreen.edu	(360) 867-6845	Lab 1 - 3005 Sat & Sun after class or by appt.

INTERGOVERNMENTAL RELATIONS

This course is designed to encompass the field of intergovernmental relations from the perspective of tribal nations. Government-to-government relations, including State to Tribe, Tribe to Tribe, US to Tribe, and Tribe to international indigenous peoples and international institutions comprise the different levels of intergovernmental relations explored in this course. In the second session, the focus will move to the development of intergovernmental relations in terms of treaties, agreements and mechanisms of collaboration, negotiation and consensus-building as tools in contemporary government relationships. Some major areas of intergovernmental relations to be covered include tax agreements, land, water and wildlife based agreements and health and human services agreements.

1. "Government to Government," National Conference of State Legislators, (NCSL), Denver, Posted to Moodle.
2. Barrow, John, "Recovering Canada"*
3. Hayward, Janine, "The Treaty of Waitangi," 2002. ISBN 0820 8501-6 (paperback)
4. Ostrom, Eleanor, "Governing the Commons: The Evolution of Institutions for Collective Action," any version 1997-2010, Cambridge University Press, N.Y., 280 pp. ISBN 0-521-40599-8 (paperback).
5. Federal examples: Consultation documents. Posted to Moodle
6. Morgan, Linda "Power" (This fictional book was chosen as an example of all the levels of governmental and social relationships that affect tribal members.)
7. Additional handouts and Moodle postings. (John, TBA)

It is unlikely that the bookstore will carry these books, so do not hesitate to order them online. We have recent information that the

Hayward book may be available on Amazon, but we may add an alternative book for those who have trouble obtaining it.
Non graduate students will need a faculty signature: everyone needs to come to class with readings and assignments completed.

Learning Objectives

1. Examine, place in context and evaluate contemporary ideas about, and practices in, developing and administering intergovernmental agreements.
2. Understand the special role of public administrators as negotiators and consensus-builders within the complex environment of politics, overlapping jurisdictions and social change.
3. Gain an understanding of the dynamic involvement of indigenous peoples in inter-tribal and international agreements and working effectively with diverse populations.
4. Develop the capacity to analyze the benefits and impacts of various types of agreements and how they are negotiated and constructed.
5. Gain an understanding of and ability to apply methods that lead to successful intergovernmental relations and agreements, applying the principles and processes of nation to nation consultation.
6. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

Expectations

Students

- Attend every class; be on time. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, on a case-by-case basis. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.
- Comply with TESC Student Conduct Code: [student conduct code](#).
- Writing is expected to be of the highest quality, clear with accurate grammar and spelling. Students are encouraged, and may be required, to work with the Graduate Writing Assistant.
- Students will receive 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will only be offered at the discretion of seminar faculty. Credit denial decisions will be made by the faculty team. Denial of credit for two terms of core may result in expulsion from the MPA program. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.
- Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves and Moodle.
- Computer and Internet access are required to complete course work outside of class.
- Cell phones may be on but ringers need to be off during seminars and presentations.

- Topics we discuss may be controversial, with people holding different opinions on respective subjects. Therefore, having respect for others is fundamental to having open, educational dialogue.
- Written self-evaluations and seminar faculty evaluations are required for credit, at the end of each quarter, and will be discussed along with faculty evaluations of students at the evaluation conference. (Students may elect to submit faculty evaluations to Program Secretaries Ruth Joynes and Pat Kolstad, Lab II, 2250.)
- Reflect upon, integrate, and demonstrate learning in class participation and in assignments.
- Hard copies of all assignments should be submitted on respective due dates.
- Students are expected to take advantage of College resources to maintain academic standards.

Faculty

- Faculty members are expected to conform to the expectations above, as appropriate, be prepared for class, responsive to student questions, and to promptly return student work.
- Faculty members can be expected to be reasonably available to students.

Other Recommended Readings:

1. Indian Tribes as Sovereign Governments

Assignments

All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty.

Turn in a paper copy on the assignment due date to your seminar faculty. Some assignments must be posted on Moodle.

1. Seminar papers. Write seminar papers for the all required, including books, handouts and Moodle postings as described in schedule. Use the same format required during fall quarter. Due dates are shown on the schedule.

2. Research paper. The President initiated an initiative last year to improve nation-to-nation relationships between Tribes and the federal government. For this 5-6 page research paper, chose a federal agency and follow up on their current efforts on consultation, on developing better processes for relationships and their statements of tribal relations policy. You will want to review the Presidential initiative and look at the history of the agency's relationship with Tribes. What has changed? What issues or barriers might come up? What kinds of organizations are more likely to succeed in improving their relationships and why. Do they have tribal liaisons and where are they placed? You can draw on all the literature that you have read about organizations to describe and explain the response to this initiative. It may also be useful to review existing agreement (s) between the agency and a Tribe or Tribes to provide background to their current responses **Due Feb. 28 posted on Moodle.**

3. Final Assignment: Intergovernmental Agreement Analysis with Poster. The major assignment of the quarter will be an analysis of an intergovernmental agreement that includes a tribal or indigenous nation as a partner. The goal of the assignment is to expand your skills for

analyzing agreements and develop insights into the realities of negotiation in the public arena. This assignment will be completed in teams of 3-4 students.

Part I. In the first session, we will hold a workshop that will help you form teams for this assignment. We'll discuss resources for your research in class. Your team will select an intergovernmental agreement (this may include non-profit organizations) and analyze it in depth. First, do some initial research to ensure you have access to sufficient information about the history and current status of the agreement. Consider the relationship of the agreement to other readings for this course. Then for Part I of the assignment, in no more than three paragraphs, describe your selection and submit to the faculty in class. Washington State is replete with agreements ranging from recent agreements under the State's Watershed Act, to Health and Human Services Agreements to Gaming Agreements and Fish and Wildlife Agreements. You may also choose a federal agreement---there are many between Tribes and EPA, the USDA Forest Service, Indian Health Service, US Fish and Wildlife, and military agencies to choose from. You might also want to choose an inter-tribal or international agreement. It might even be interesting to analyze an agreement that is no longer in force like the Secretarial Order on Endangered Species and Tribes (circa 1996) **Due Sunday Feb. 13 First Session.**

Part II. Start doing the research right after first session. We expect the teams to do exhaustive research. This means a complete search of secondary resources (government documents, published reports, press accounts, academic research, internet sites and other background documents and materials). It also may mean doing some primary research or informational research, either in-person, or by phone or email to obtain public information. The first step is to analyze why the agreement was made---this may include political, legal, social, economic or other motivating forces. Motivators may be different for different parties. Doing interviews is not encouraged or necessary for this project. If you wish to perform such interviews you must acquire approval of your interview questions from your assigned faculty before conducting the interview. Be aware that you may only ask for descriptive information from your interviewees. Do not pick an agreement that is currently involved with litigation or plan and interview on a controversial or private matter. Do not ask them about their personal opinions. In other words, ask about the facts. You may not ask any personal questions about the respondent or their views about other people in the organization. **(We do not have time in this course to perform more in-depth interviews because that requires you to submit a Human Subjects Review application for approval and the timelines would make it impossible to complete the project).** The requirement of exhaustive research means you must choose a situation that lends itself to research – this means information is readily available and, if needed, participants need to be available for interviews (phone or email availability counts).

A week before second session, submit a full draft of your written analysis to your team's faculty sponsor for review. Your outline could cover the following elements: 1) History: background forces and motivations of partners, conditions and descriptions of the negotiations (meetings, commissions, court cases, executive review, etc) 2) Description and analysis of components of the agreement: budget, lands, natural resources, human services or other components of the agreement, objectives or population served, potential impacts, length and review provisions, problems or issues addressed. 3. Positive and negative effects of the agreement. Meeting objectives, successfully addressing problems, sufficient budget, organizational structure, and staffing? What were its key accomplishments and where has it fallen short? Did it produce any innovations? Is there sufficient continuing contact between the partners to assure the exchange of information? Are there provisions to update the agreement to face new challenges? Did it result in productive relationships with other levels or parts of government and/or non-profit organizations? Finally, in your view, is the dynamic and flexible enough to work in the future? **Due Mar. 1 posted on Moodle before second session. It is suggested that you begin work on your poster as soon as you submit the full draft. The college has resources to help you prepare blow-ups, right-size illustrations and graphs and other visual aids.**

Part III Poster Presentation. Sunday, Second Session. Each group will deliver a 10-minute presentation on findings and conclusions as they present their poster. . Presentations should not exceed 10 minutes, plus 5 minutes for questions; total 15 minutes. Posters should clearly communicate the main findings of your research. They will be posted on the wall and students will have time to move around the room and ask questions. Good visuals are an important part of a poster---photos, graphs, timelines, maps and other types of visuals may best communicate your ideas.

- If using a power point presentation, it may not be more than 10 slides and it will need to be shown on a laptop near the poster. (So think only a sentence or so per slide with a visual).
- If using a handout, it may not be more than 1 page, single sided, double spaced, no more than 3 colors, 12 point font or larger and must have a graphic.
- The poster must be large enough for all to see and use at least one graphic.
- Printed words on the poster must be large enough to easily read and good color contrast and consideration of appropriate visuals is important.

Any photographs or graphs/charts should have a summary notes about what is being displayed. Things to think about for visual aid: contrast, background color, limiting red and green (colorblindness), font size, readability, universal design access.

Due March 5.

Part IV Final Paper Your final paper for this analysis project should be a maximum of 6-8 double-spaced pages. It should cover many of the elements listed above in the outline section. Include a list of references cited. Faculty will review the draft you submitted one week before second session and you can update or change it in the interim. The final paper is due two days after the Sunday of second session.

Due March 6

DAILY SCHEDULE

FIRST SESSION

Friday Feb. 11 1-5pm

ACTIVITY

Assignments

1:00 Course Overview and Introduction (Linda)	
1:45 Seminar	Seminar paper: Morgan, "Power".
2:45 Break	
3:00 State-Tribal Relations (Intro: Linda)	
3:30 Seminar: Government to Government Relations	Seminar paper on "Government to Government" reading posted on Moodle. Topic: What does this reading imply for state-tribal relations in the State of Washington?
4:30 Special Presentation (Sean Flynn)	

Saturday Feb 12. 8:30-5pm

8:30 Seminar: Federal relationships	Seminar paper: this paper should describe the types of documents and authorities that are used in the "Federal examples," the documents that are posted on Moodle. For those new to tribal relations, Indian Tribes as Sovereign Governments provides good background reading..
10:00 Break	
10:15 Presentation: Representative John McCoy, Washington State Legislature	
11:15 Lecture/presentation (John))	
12:00 Lunch	Workshop on Assignment #3, Part I
1:00 Lecture/presentation (John)	
2:00 Workshop on Assignment #3 (Linda)	Workshop on Assignment #3, Part I
4:30 Wrap-up	

Sunday Feb. 13 8:30-5pm

8:30 Seminar	Seminar Paper: Recovering Canada
9:30 Intergovernmental Relations Under Conditions of Climate Change (Linda)	
11:00 Break	
11:15 Making Agreements (Linda)	
12:00 Lunch	
1:00 Learning Circles	
3:00 Legal implications of Intergovernmental Agreements (John)	
4:30 Wrap up	Turn in Part I, Assignment 3.

SECOND SESSION

March 4 Friday 1-5

1:00 Seminar: Ostrom and Beyond	Seminar paper: Ostrom (Core students may bring in previous paper with some revisions to re-focus the reading in terms of intergovernmental relations)
2:15 Lecture/Activity (John)	
3:30 Group Activity: Write your own agreement (Linda)	
5:00 Class over	

Saturday March 5 8:30-5

8:30: Small group activity: Write your own agreement.	Share in Pairs. Bring 4 hard copies of your agreement to share.
10:00 Break	
10:15 International Perspectives (John)	
11:30 Wrap up	
12:00 Lunch	
1:00 Seminar)	Seminar paper: Moodle postings (John)
2:30 Break	
2:45 Follow up to Seminar topics (John)	Due: posters
4:00 Finalize research papers/posters: prepare for presentation	

Sunday March 6 8:30-5

8:30 Seminar	Seminar paper: Treaty of Waitangi
10:00 Break	
10: 15 Lecture/activity) John	
11:15 Poster Preparation	
Lunch	
1:00 International Agreements (Alan)	
2:30 Presentation of Research and Posters	Due: Posters and written research paper.
5:00 Class over	

