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 Locations:
Fridays: Sem 2 C1105
Weekends one & two Saturdays & Sundays: TESC Longhouse
Weekend three Saturday: Squaxin Island Community Building
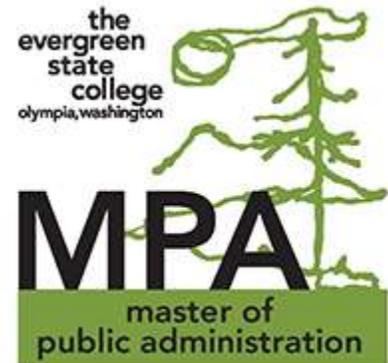Weekend three Sunday: Sem 2 C1105

Class Meetings:
Fridays 1:00-5:00pm
Saturdays & Sundays 9:00am-5:00pm
Weekend one: Oct 27-29
Weekend two: Nov 17-19
Weekend three: Dec 8-10

Faculty Teaching Team:
Tony Brave   Amy Gould
TBA   goulda@evergreen.edu

Course Description:
Analytical Techniques for Public Service is a two quarter core program for second year MPA students. Each quarter focuses on specific approaches to applied research in Tribal Governments and Indigenous communities. The learning objectives include:
- Understanding Indigenous research methodologies and why we do research.
- Becoming competent in quantitative and qualitative data collection and analysis.
- Understanding how various research approaches can be used to maintain the status quo or as instruments of positive social, economic, and political change in decision making for our communities.
- Understanding various critiques of research as a healthy skeptic.
- Becoming an ethical producer and consumer of research through culturally relevant practices.

In the fall, we will respond to questions of research design:
1) What are Indigenous Knowledge frameworks and the paradigms of social science?
2) What are the ethical considerations in research with Indigenous communities and Tribal Governments?
3) How are surveys, interviews, and focus groups practiced in the public service of Tribal Governments?
4) How are research projects designed?

Our goal is to practice research design and analysis by gaining a better understanding of how to approach, critique, use, analyze, and communicate research while seeing public administration as Tribal administration.

Curriculum at a Glance, 2017-2018 MPA 2nd year core, TG

Quarter	Content Areas	Knowledge, Skills, Abilities
Fall **ATPS I**	• Research & Tribes • Indigenous Knowledge Frameworks & Philosophies of Social Science • Limitations of Research • Methodologies & Methods • Insider vs. Outsider • Ethics & Human Subjects Review • Responsible Research • Cultural Relevancy	• Secondary & Original Research • Literature Review • Data Collection instruments • Research Proposal • Applying Analytical Techniques with Tribal Organizations
Winter **ATPS II**	• Analyzing & Interpreting Data • Descriptive & Inferential Stats • Transforming Data to Information • Visualization of Results	• Interpreting Reports • Research Writing • Data Collection & Analysis • Communicating with Data • Research as Story
Spring **Capstone**	• MPA Reflection, Integration, & Demonstration	• Applied learning

Required Readings

Books:

Creswell (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition. Sage Publications. ISBN: 978-1452226101.

Jolivette (2016*). Indian Blood: HIV and Colonial Trauma in San Francisco's Two-Spirit Community* (Indigenous Confluences). University of Washington Press. ISBN: 978-0295998503.

Medin & Bang (2014). *Who's Asking?: Native Science, Western Science, and Science Education*. MIT Press. ISBN: 978-0262026628.

Wilson (2009). *Research Is Ceremony: Indigenous Research Methods*. Fernwood Publishing Co. ISBN: 978-1552662816.

Articles (posted on canvas):

Battiste, M. (2002). "Indigenous Knowledge and Pedagogy in First Nations Education: A Literature Review with Recommendations". Apamuwek Institute.

Ermine, W. (2007). The Ethical Space of Engagement. *Indigenous Law Journal*. Vol. 6, Iss. 1

Hodge, F. (2012). No Meaningful Apology for American Indian Unethical Research Abuses. *Ethics and Behavior*, Vol. 22, No. 6, p. 431- 444. Retrieved from: http://www.nnaapc.org/publications/fhcrc%20article.pdf

Little Bear, L. (2000). "Jagged Worldviews Colliding". in *Reclaiming Indigenous Voice and Vision*. Battiste, M. (ed). UBC Press

Lajimodiere, D. (Fall 2011). Ogimah Ikwe: Native Women and Their Path to Leadership. *Wicazo Sa Review*, Vol. 26, No. 2, p. 57-82.

Pearson, C., Parker, M., Fisher, C. Moreno, C. (2014). Capacity Building from the Inside Out: Development and Evaluation of a CITI Ethics Certification Training Module for American Indian and Alaska Native Community Researchers. *Journal of Empirical Research on Human Research Ethics,* Vol. 9, No. 1, p. 46–57.

Santiago-Rivera, et al. (1998). Building Community-Based Research Partnership: Lessons From the Mohawk Nation of Akwesasne. *Journal of Community Psychology*. V. 26 n. 2, p. 163-174.

Schnarch, B. (2004). "Ownership, Control, Access, and Possession (OCAP) or Self-Determination Applied to Research: A Critical Analysis of Contemporary First Nations Research and Some Options for First Nations Communities". First Nations Centre National Aboriginal Health Organization.

Reports (posted on canvas):

NCAI Report. The Data Drum, Summer 2016.

GAO Report. Human Trafficking: Action Needed to Identify the Number of Native American Victims Receiving Federally-funded Services. GAO-17-325: Published: Mar 30, 2017.

U.S. Census Brief. (Jan. 2012). The American Indian and Alaska Native Population 2010.

Optional Reading Resources (posted on canvas):

Topic: Case Study Basics of Developing Case Studies & Samples ; Introduction to Case Study

Topic: Focus Groups Conducting Focus Groups ; Focus Groups Tips for Beginners

Topic: Interviews Hip-hop Evolution ; A Tribe Called Geek

Topic: Surveys Survey Design ; Survey Tool & Tips

Topic: Ethics Steps for Conducting Research and Evaluation in Native Communities ; Protocols and Principles for Conducting Research in an Indigenous Context

Fall 2017 Schedule (Faculty may alter schedule)

Assignment #1: Concept Paper. Due October 23rd.

Weekend One

Friday, October 27

Time	Topic	Deliverable
1:00pm	Opening Words Indigenous Knowledge Frameworks	**Assignment #2** Methodology Paper
2:45pm	Seminar in Small Reading Groups	Readings: Wilson, book Little Bear, article Battiste, article
4:00pm	Research Proposal	
5:00pm	END	

Saturday, October 28

Time	Topic	Deliverable
9:00am	Indigenizing Paradigms of Social Science	
10:45am	Seminar in Small Reading Groups	Reading: Creswell, book Lajimodiere, article
12:00pm	LUNCH	
1:00pm	Indigenous Methodologies, Quantitative, Qualitative, Mixed	
2:45pm	Obtrusive/Unobtrusive Research, Lit Reviews, Problem Identification & Definition, Guiding Research Question	
5:00pm	End	

Sunday, October 29

Time	Topic	Deliverable
9:00am	Ethics of Conducting Research in Indian Country Being Culturally Responsible & Relevant	Readings: Schnarch, article Ermine, article Optional Reading: Topic: Ethics
10:45am	Seminar in Small Reading Groups	Reading: Pearson, article
12:00pm	LUNCH	
1:00pm	Human Subjects Review (HSR) & Tribal Ethics Protocols Tribal IRBs Letters of Support	Readings: Hodge, article TESC HSR application
2:45pm	Case Study	Optional Reading: Topic: Case Study
5:00pm	Closing Words/ End	*Teams Formed*

Assignment #3: Draft 1 Research Proposal. Due: posted on canvas November 6th .

Friday, November 17

Time	Topic	Deliverable
1:00pm	Opening Words Role of the Researcher, Insider vs. Outsider	**Assignment #4:** Draft 2 Research Proposal
3:00pm	Seminar in Small Reading Groups	Reading: Jolivette, book
4:15pm	Community Based Research & Participatory Action Research	Reading: Santiago-Rivera, article
5:00pm	END	

Saturday, November 18

Time	Topic	Deliverable
9:00am	Instrument Design with the End in Mind= Surveys, data dictionary, Levels of Measurement	Optional Reading: Topic: Surveys
10:45am	Workshop: Design Survey & Data Dictionary	
12:00pm	LUNCH	
1:00pm	Seminar in Small Reading Groups	Reading : U.S. Census Brief
2:45pm	Sampling & Limits of Research: Validity, Reliability, Causation, Correlation, Prediction	
5:00pm	End	

Sunday, November 19

Time	Topic	Deliverable
9:00am	Instrument Design with the End in Mind= Interviews, Focus Groups, Qualitative Coding	Optional Reading: Topic: Interviews Topic: Focus Groups
10:45am	Workshop: Design Interview Questions & Coding Scheme, Focus Group Observation	
12:00pm	LUNCH	
1:00pm	Seminar in Small Reading Groups	Reading: NCAI report GAO report
2:45pm	"Big Data" & Appropriate Use of Government "Open" Data	
2:45pm	Research Project Team Work Time	*Discuss Work Styles & Responsibilities*
5:00pm	Closing Words/ End	

Assignment #5: **Draft 3 Research Proposal & Draft 1 HSR. Due**: posted on canvas November 27th .

Assignment #6: **Draft 4 Research Proposal & Draft 2 HSR. Due**: posted on canvas December 4th .

Friday, December 8

Time	Topic	Deliverable
1:00pm	Opening Words Seminar in Small Reading Groups	Medin & Bang, book
3:00pm	Peer Reviews of HSR: share revised draft instruments & receive feedback	Revise HSR based on faculty feedback. Share revised drafts with peers.
5:00pm	END	

Saturday, December 9

Time	Topic	Deliverable
9:00am	Class meeting at Squaxin Island Community Building: • Welcome • Guest speakers: TBD	Reading: (review) Wilson, book
11:30pm	Potluck LUNCH	
1:00pm	TG Research Project Team Work Time with faculty	
5:00pm	End	

Sunday, December 10

Time	Topic	Deliverable
9:00am	Research Project Team Work Time	
12:00pm	Closing Words & LUNCH	
1:00pm	Research Project Team Work Time	
5:00pm	End	**Assignment #7**: Final Research proposal & Final HSR

Evaluations: Draft evaluations at end of fall quarter; eval conferences are optional.

<p style="text-align: center;">**Assignments**</p>

Assignment #1: Concept Paper (Individual Assignment)
Due: posted on canvas Monday October 23 by 8:00am. **Length**: One page double spaced.
What general topic or problem are you passionate about as it relates to your future career path? Based on this, what are you interested in researching for your 2nd year core project? What do you plan to learn by systematically investigating this topic? What do you intend to contribute to Tribal/public administration by analyzing this issue? Read other papers posted by your classmates and start to form teams of 2 or 3 students based on common interest areas.

Assignment #2: Methodology Paper (Individual Assignment)
Due: posted on canvas Friday October 27 before class starts. Length: 5-6 pages double spaced.
Indigenous Methodologies have unique aspects for anyone conducting research among Indigenous Peoples, whether they are Indigenous or non-Indigenous. The assigned readings for Friday October 27 [*Research Is Ceremony* by Wilson, along with "Jagged World Views Colliding" by Leroy Little Bear, and "Indigenous Knowledge and Pedagogy in First Nations Education" by Battiste] explore these issues and provide frameworks and guidance to rethink research. Write an essay applying what you have learned from the readings to your own personal research interests and how you might use them.

Assignment #3: Draft 1 Research Proposal (Group Assignment)
Due: posted on canvas Monday November 6 by 8:00am. **Length**: 2- 3 pages double spaced.
In teams of no more than 3 students, ***each team will pick a research topic to study over two quarters (fall & winter)***. The research proposal in the fall quarter is the premise for the data collection and analysis in the winter quarter. For the first part of your research proposal, co-write the following pieces:
Problem Statement: Identify and define the problem you are going to research. Why is this a problem?
So What Statement: why does the research matter, who should care, who is the audience? What knowledge frameworks/paradigms will you draw from and why? Examples provided.

Assignment #4: Draft 2 Research Proposal (Group Assignment)
Due: posted on canvas Friday November 17 before class starts.
Make revisions from 1st draft of research proposal. As an appendix, attach an annotated bibliography of 20 resources with a relevancy/usefulness scale. Examples provided.

Assignment #5: Draft 3 Research Proposal & Draft 1 HSR (Group Assignment)
Due: posted on canvas Monday November 27 by 8:00am.
Two separate documents: 1) Research proposal 2) HSR application.
Research Proposal: Include updates from previous draft. Using the most relevant resources from your annotated bibliography, include a co-written literature review of 10 resources (journals, gov reports, newspapers, etc.). The lit review should provide the background of your research problem. Based on this knowledge, write one clear guiding research question (proposals may also include hypothesis/null). As a team, define all key terms used in your guiding research question. Define your sample (potential subjects/respondents) and sampling approach. Identify and discuss your research methodology (quantitative, qualitative, mixed). Select an appropriate method (survey, interviews, focus group, or combination). What is your research going to measure? List and define your potential measures/variables. **HSR application**: Submit draft instrument[s] (survey, interview, and/or focus group questions plus protocols, cover letter & informed consent). Submit draft HSR application with all 6 questions answered and cover sheet completed. Include letter of support if needed.

Assignment #6: Draft 4 Research Proposal & Draft 2 HSR (Group Assignment)
Due: posted on canvas Monday December 4 by 8:00am.
Two separate documents: 1) Research proposal 2) HSR application.
Research Proposal: Includes updates from previous draft. Provide data dictionary and/or coding scheme to accompany data collection instruments. Provide a research plan (limitations, assumptions, how you will physically collect the data, access, contact lists, schedule, location, delivery method, feasibility: who, when, what, how). **HSR application**: Submit revised draft instrument[s] (survey, interview, and/or focus group questions plus protocols, cover letter & informed consent). Submit revised draft HSR application with all 6 questions answered and cover sheet completed. Include letter of support if needed.

Assignment #7: Final Research Proposal & Final HSR (Group Assignment)
Due: posted to canvas Sunday December 10 by 5:00pm.
Two separate documents: 1) Research proposal 2) HSR application.
Research proposal is one complete document posted on canvas. HSR packet is one complete document posted on canvas (includes the HSR cover page filled out & signed, responses to six HSR questions, cover letter to participants, consent form(s) for participants, instrument(s), and letters of support if needed). Provided the HSR packet is complete and of high quality, faculty will submit the HSR application to the Deans/review committee for approval.

Course Policies

Human Subjects Review (HSR) is included in assignments for the fall. Data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by your faculty and TESC IRB. ***Students may NOT begin data collection without HSR approval.*** Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty and possibly TESC IRB. http://www.evergreen.edu/humansubjectsreview/application . There may be other requirements imposed regarding indigenous research protocols with Native communities, Tribal Governments, Tribal Organizations or requirements from Tribal IRBs.

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.

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, seminar faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 4 hours on Friday is one absence), make-up work will be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After 20 hours (Ex.one weekend) of absences total in one quarter, you may be denied full credit for the course. 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.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

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: Draft evaluations are to be e-mailed at the end of fall quarter; eval conferences are optional. At the end of winter quarter, final two quarter cumulative evals of fall and winter quarters combined are submitted through my.evergreen.edu . Final eval conferences are required. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty. Student self eval and eval of seminar faculty are required for credit.

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 seminar faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing

respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the social contract: WAC 174-121-010 College philosophy.
We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process
We will abide by the non-discrimination policies and procedures at TESC

Guest policy: Guests are welcome 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.