Tribal Policy

Winter 2018

Tribal Governance Concentrations
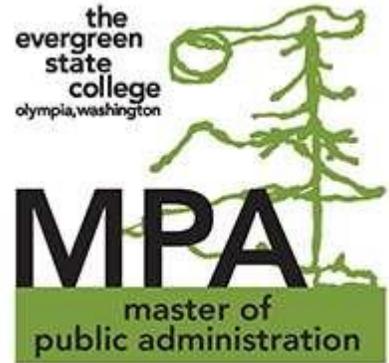
Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. "Be the change."

DRAFT AS OF 12/08/17 BOOKS AND ASSIGNMENT DATES ARE FIRM. ADDITIONAL ARTICLES WILL BE POSTED ON CANVAS. SCHEDULE OF ACTIVITIES SUBJECT TO CHANGE.

Faculty	Email	Office Hours
Linda Moon Stumpff, PhD	stumpffl@evergreen.edu	By appointment and after class
Eric S Trevan, PhD	trevane@evergreen.edu	By appointment and after class

Time and Location

February 23-25, 2018

- Friday   1pm-5pm
- Saturday   9am-5pm
- Sunday   9am-5pm

March 9-11, 2018

- Friday   1pm-5pm
- Saturday   9am-5pm
- Sunday   9am-5pm

Location TBD

Course Description

This course presents an overview of developing policies to address issues and opportunities with Tribal nations. This will review tribal regulatory functions and policy-making from internal and external tribal perspectives. A variety of models for understanding policy and policy processes are provided and discussion and lecture will revolve around these issues. Decision-making, processes will be examined from the perspective of building political capacity into tribal institutions. The course is designed to confront complex and changing alternatives by expanding policy analysis skills that build political capacity and contribute to the development of equitable and economically feasible policy alternatives. This work leads to the development of a research proposal that serves as the foundation for the capstone research.

The focus on processes and choice among alternatives explores how to determine regulatory apparatus is needed to achieve objectives and what administrative structures that are crucial for providing services and achieving policy goals. The course is designed to develop skills and abilities that support these goals, including conflict resolution, negotiation, policy design, and the analysis of alternatives and learning system strategies. Some models are drawn from the areas of innovative tribal environmental policy, and tribal economic policy: but additional examples may be drawn from critical and current tribal issues.

Course Objectives

1. Develop the ability to analyze different types of policy alternatives at the tribal, local, regional, state and national levels and chose those that strengthen political institutions and capacities.

2. Gain an understanding of conflict resolution, negotiation and consensus-building and understand how to select appropriate research methods with various kinds of problems at the internal external and international levels of policy-making

3. Develop ability to analyze situations and tribal institutions to determine when traditional methods can be incorporated into policy-making processes.

4. Attain knowledge and skill in implementing decision-making systems that incorporate public participation and openness.

5. Develop skill in locating and tracking policy issues using Internet searches, interviews and general research methods

6. Gain an understanding of the tribal mechanisms to create and implement policy.

7. Develop skill in locating and tracking policy issues using Internet searches, interviews, and general research methods.

Books/Readings

Books will be ordered at the bookstore. If you need to obtain the books earlier than provided at the bookstore, its good idea to order the books online in order to get them earlier and access lower prices/ rentals, etc. Due to the small size of the class, a limited number of books should be available in the bookstore. Additional readings or handouts will be posted on Canvas in February or handed out in class.

Books

Walker, R., Natcher, D., & Jojola, T. (Eds.). (2013). *Reclaiming indigenous planning* (Vol. 70). McGill-Queen's Press-MQUP.

Yin, Robert K., Case Study Research: Design and Methods, 3rd ed. Vol.5 (available in paperback at online locations. Do not order an edition before 2003: later editions OK.

Bardach, E and Patashnik. "A Practical Guide to Policy Analysis: The eight-fold path to more effective problem-solving" 5th ed. (2016) Sage, Los Angeles

Wilkins, D. E., & Wilkins, S. H. (2017). *Dismembered: Native Disenrollment and the Battle for Human Rights*. University of Washington Press.

Walter, M., & Andersen, C. (2013). *Indigenous statistics: A quantitative research methodology*. Left Coast Press.

Articles (additional articles will be included until class)

Planning and Land use

>   Jojola, T. (2000). Indigenous planning and community development. In *Seventh IASTE Conference, The End of Tradition* (pp. 12-15).

>   Pijawka, D (PI), Gardner, J, Trevan, E, (2013) Review and Recommendations for Updating the Community Based Land Use Plans for the Navajo Nation, Arizona State University, Tempe, Arizona (Attached to Canvas)

>   Webster, R. M. (2016). This land can sustain us: cooperative land use planning on the Oneida Reservation. *Planning Theory & Practice*, *17*(1), 9-34.

Environmental

>   Gutierrez, R. A. (2016). An Asset-Based Approach to Tribal Community Energy Planning and additional articles to be posted on Canvas.

Enrollment—Articles to be posted on Canvas

Economic----Articles to be posted on Canvas

Other Articles TBD

Assignments

<u>Assignment 1: Tribal Policy Paper   Due Friday February 23, 2018</u>

Select a tribal policy issue of interest to you. It may be an issue that came before a local tribal council or one of the administrative agencies of tribal government: you may also find tribal newsletters a useful source. It might encompass a choice on how to deliver a service and who gets the service and who delivers it, or how to regulate use of something like fishing or housing permits, or the process of setting up criteria for scholarships, housing authorities, health services or a myriad of other issues. Do pick an issue that has come to a decision point so that you have all the information you need to do an analysis. Write a four-page paper to discuss in seminar that includes the following elements:-:

1. Identify the social, political and/or economic context of the policy issue you are discussing. Note whether the issue originated mainly as a tribal issue, or as a response to a process that originated at the state or national level, but is being played out at the tribal level. Describe the kind of problem the policy process sought to resolve.

2. Was there a national or state regulatory process or a tribal process that governed how it developed? Who took up the cause for or against it?

3. What were the other alternatives?

4. Who are the "policy experts," and the impacted groups or persons? Who makes the initial recommendation and who makes the final decision? What was the basis for that decision? Was it feasible? Were there other alternatives? At the end of the day, did this policy decision represent taking advantage of an opportunity or an opportunity missed? 2-4pp.

<u>Assignment 2: Methodologies Guide Due Friday February 23, 2017</u>

This guide is a review of Yin and Walters and Andersen. In order to be successful in this class, please read both books ahead of class and provide a summary of key concepts as well as possible ways to use this in you Capstone project. These readings are to cover methodologies, issues and techniques. This project may appear to me more of a comprehensive outline with the main goal of providing a resources for you and your capstone project. Below is a summary of the project:

1. Concepts-please identify and summarize 3 research components -methodologies, concepts, techniques (i.e. Survey). Provide a heading and 1-2 paragraphs describing the components
2. Provide 3-5 bullet points summarizing major points of these items
3. Provide a brief 1-2 paragraph summary of how it may be used with your capstone project
4. Page Length of Assignment To Be Determined

Assignment 3: Environmental Readings: One page policy paper due Saturday February 24, 2018

Papers should briefly cover the questions: What has happened? (context, history) What is important about this for Tribes? What kind of policy changes or improvements would have positive capacity-building outcomes for Tribes?

Assignment 4: Seminar Paper Planning and Land Use Readings-Walker et al. Due Sunday February 25, 2018

Assignment 5: Concept paper: Draft   Due Sunday February 25, 2018

The capstone concept paper should identify:

      1) issue/problem/context

      2) team members

      3) possible methodological approaches (quantitative/qualitative, interviews, survey, data collection)

      4) research question or hypothesis. Length 1-2 pp.

Assignment 6:Seminar paper -Bardach and Patashnik   Due Sunday February 25, 2018

Assignment 7: Group Assignment-Code Drafting   Due Sunday February 25, 2018

Building on the Tribal Policy code-drafting workshop, finalize paper in class Feb 25 and post by the evening of 25 Paper may be a case that includes, conceptualization, approval, implementation and impacts. 2- 4 pages.

Assignment 8: Tribal Enrollment Readings-Articles   Due March 9, 2018

Assignment 9: Final Draft Capstone Proposal   Due March 9, 2018

Assignment 10: Tribal Economic Readings-Articles   Due March 10, 2018

Assignment 11: Capstone Proposal and 10 minute presentations   Due March 11, 2018

Today, research is deeply intertwined with the policy process. Rarely does a major policy come into the policy-making and decision-making system without at least one major research analysis. Often, that original research is supplemented by additional analysis from different political positions or advocacy groups.

For this research proposal, individuals or groups of 2-3 students (no more than 3 students) will identify a tribal issue that they would like to explore. The proposal should be in case study format and include sections on introduction and context, literature review, methodology,

proposed analysis and a Human Subject Review. More detail on these aspects will be provided in class. For the Tribal Core students, this will be the basis for the Tribal Capstone project and they should follow the guidelines from Second Year Core for creating a research proposal and completing a faculty approved HSR. (Human Subjects Review). Some of the most interesting cases are those where you can see something that you would like to see changed or something that is the process of being changed or implemented. First, explain the existing situation/policy/issue. You may use political or legal analysis, types of economic analysis including cost-benefit analysis, risk analysis, cultural or value-based analysis, political or legal analysis -- or any combination of analytical perspectives on the issue that you have chosen. Indicate the methodology you would use.

Tribal core students will describe their methodological choice in detail using their knowledge of quantitative and qualitative approaches, the three models of social science research and a fourth mixed methods. They will also cover the reasons for choosing the approach and the implications of that approach for their research design as well as possible social, political and policy decisions. All students should include specifically whether they would employ surveys, interviews, archival research or other methods of inquiry and the general implications of their proposal for the policy process. Will it provide more needed background that has been left out of the process? Who will be affected? Whose values are likely to be supported or included? Will the proposal make decision making easier or make the issues clearer? In the summary section, you will describe why you think the policy should be changed enhanced or preserved. In the summary, all students should also list potential barriers (lack of literature, lack of models, lack of contacts with appropriate individuals, high cost, etc) that would affect or modify the proposal. You should also add the potential opportunities and resources available. Finally, you should discuss the possible impacts on people, governments and organizations. 8-10pp. Each research proposal includes an introduction with a problem description, literature review, a research question, a section explaining your choice of methodology, an analysis and an interpretation or summary of your findings. For second year tribal cohort students, this proposal must have seminar faculty approval of the HSR before it can be implemented as a Capstone project. Proposal: 8-10 pages with 10 academic references.

Schedule (subject to change at the discretion of Faculty)

WEEK 1

Friday February 23, 2018

- Opening Good Words
- Overview Tribal Policy
- Tribal Administrative Policy
- Speaker on Tribal Administration Policy
- Groups and References/Library
- Assignments/Readings
    - Assignment 1,2

Saturday   February 24, 2018

- Tribal Environmental Policy
- Speaker
- Lunch
- Seminar
- Groups and References/Library
- Assignments/Readings
    - Assignment 3

Sunday   February 25, 2018

- Native American Planning and Land Use Policy
- Panel
- Lunch
- Seminar-Small Group Discussions
- Workshop-Building A Community
- Closing Good Words
- Assignments/Readings
    - Assignment 4,5,6,7

WEEK 2

Friday March 9, 2018

- Opening Good Words
- Tribal Enrollment Policy
- Speaker Tribal Enrollment
- Seminar
- Assignments/Readings
  - Assignment 8,9

Saturday   March 10, 2018

- Tribal Economic Policy
- Workshop Developing An Economic Growth Policy
- Speaker
- Lunch
- Draft Capstone Proposals-Small Group Discussion and Faculty Discussion
- Assignments/Readings
  - Assignment 10

Sunday   March 11, 2018

- Capstone Group Meetings
- Lunch
- Presentations
- Closing Good Words
- Assignments/Readings
  - Assignment 11

Course Policies

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.

Review Assignment Requirements Thoroughly Before Drafting Submissions: This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

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 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied 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 via email 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 four 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: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

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 behaviors in a learning community. 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.

Permission to Record Lecture, Workshop and Other Similar Discussion:
If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *Reasonable Accommodations*, then this participant would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

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 discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

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 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 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them https://evergreen.edu/emergencyresponse

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.