

Tribal Policy

Winter 2020

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.”

Faculty	Email	Office Hours
Eric S Trevan, PhD	trevane@evergreen.edu	By appointment and after class
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Time and Location

January 10,11,12

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

January 24, 25, 26

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

Location

Seminar II (SEM II)-C 1105

Zoom Meeting

Course Description

This course presents an overview of developing policies to address issues and opportunities with Tribal nations. The class will have a dual focus on internal operational and external public policies. 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

- Learn foundational knowledge about policy theories and approaches to public policy
- Utilize policy formats to develop solutions for internal operational policies as well as external public policies.
- 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.
- 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
- Develop ability to analyze situations and tribal institutions to determine when traditional methods can be incorporated into policy-making processes.
- Attain knowledge and skill in implementing decision-making systems that incorporate public participation and openness.
- Develop skill in locating and tracking policy issues using Internet searches, interviews and general research methods
- Gain an understanding of the tribal mechanisms to create and implement policy.

Technology

Internet capabilities and access are required (we will use zoom meeting for Saturday 1/11/20- use google chrome or other browser that can sustain zoom).

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.

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

Sabatier, P. A., & Weible, C. M. (Eds.). (2014). *Theories of the policy process*. Westview Press.

Articles (posted on canvas - additional articles will be included until class)

Additional Articles May Be Posted To Canvas

Assignments

Assignment 1: Tribal Policy Paper (Individual Project)

Due: January 10, 2020

Description: This is an overview of a policy issue related to Tribes. 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?

Assignment 2: Teach to Learn (2-person Team - can be the same team for all assignments)

Due: January 26, 2020

Description: This assignment for the quarter will be completed in teams. Teams will select one chapter (Sabatier & Wieble 2014) and develop a 30-minute teaching session (including Q&A) to inform the class about your chapter(s).

In a 2-person team, you will: Select one set of chapters listed for Sabatier & Wieble. Learn about the topic you selected, and then teach the learning community. Choose related readings and media to enhance the overall lecture. If there is a related audio or video component, these cannot exceed 5 minutes.

The goal of the assignment is that we become informed about your topic. The primary deliverable is the content of your class. Please focus should be on themes and lessons from the literature/course you design. Please use visuals in digital format in order to be submitted on Canvas.

Policy Analysis (2-person Team Assignment-can be the same team as previous assignments)

Due: January 26, 2020

Length: 10 pages of content, double-spaced. Does not include title page, works cited page, or appendices. Follow APA format.

Description: Research entities, think tanks, advocacy groups, non-profit organizations, private companies, or government agencies may write policy analyses. The purpose of the policy analysis is to inform decision makers and persuade them to adopt your recommendation. Refer to the Bardach book to help you with this assignment. The policy analysis should be written in a neutral tone to demonstrate a well thought out (yet persuasive) recommendation.

1. Your policy analysis should include the following: a one pager (separate document), title page, table of contents, executive summary, literature review (policy background, comparison to similar policies), definitions of key terms, problem statement, your recommendation, stakeholders, SWOT analysis/needs assessment of your recommendation, pros and cons of your recommendation (persuade the reader to adopt your recommendation; include impacts on stakeholders), implementation action plan for your recommendation including a list of roles/persons required for action, authority/approvals needed, interdependencies and contingencies, time frames, evaluation criteria for measuring the success of your recommendation, and stakeholder feedback loops. Please use these components as headings for your paper.
2. End with reference pages and appendices.
3. Use the policy frameworks discussed in Bardach and theoretical construct in Sabatier in order to frame your analysis.

Schedule (subject to change at the discretion of Faculty)

WEEK 1

Friday January 10, 2020 (virtual-no in class requirements)

- Assignment 1-on your own

Saturday January 11, 2020 (virtual-no in class requirement-using zoom)

- Good Words
- Class and Syllabus Overview
- Tribal Policy
- Seminar
- Break
- Resources For Public Policy
- Workshop
- Assignments/Readings
 - All Readings Complete

Sunday January 12, 2020

- Native American Planning and Land Use Policy
- Speaker
- Lunch
- Seminar-Small Group Discussions
- Workshop-Building A Community
- Closing Good Words
- Assignments/Readings
 - All Readings Complete

WEEK 2

Friday January 24, 2020

- Opening Good Words
- Tribal Economic Policy
- Workshop Developing An Economic Growth Policy
- Assignments/Readings
 - All Readings Complete

Saturday January 25, 2020

- Tribal Government Operations and Policy
- Seminar
- Lunch
- Intergovernmental Public Policy Approaches
- Team Work Time
- Assignments/Readings
 - All Readings Complete

Sunday January 26, 2020

- Tribal Policy-What is Next?
- Teach to Learn Presentations
- Lunch
- Teach to Learn Presentations
- Closing Good Words
- Assignments/Readings
 - Assignment 2 and 3
 - Faculty Evaluations and Student Self Evaluation Due January 31, 2020

Course Policies

Commitment to Providing a Safe Learning Environment

The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College's Title IX Coordinator in certain situations to ensure a student's safety and care is being addressed. Although we have to notify the Title XI Coordinator, it is up to you to control how your case is handled, including whether to pursue a formal complaint or legal actions or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please contact the following confidential resources:

- Office of Sexual Violence Prevention and Response (Sem I, 4119, 360-867.5221, jonese@evergreen.edu)
- Student Wellness Services (Sem I 2110, 360.867.6200)
- SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Conduct & Conflict Resolution

We resolve to 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.

It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made, then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.

We abide by the [social contract](#): WAC 174-121-01.

We abide by the [student conduct code](#) (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

We abide by the [non-discrimination policies and procedures at TESC](#).

Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty's responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members' primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).
2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email inocenc@evergreen.edu; <https://www.evergreen.edu/policy/studentswithdisabilities>).
3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.
4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

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 email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

Students will need the ability to access zoom and actively participate with this online meeting platform.

Reasonable Accommodations

Are 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 Discussions

If a student 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*** (see above), then this student 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 recording begins. Participants have the right to deny this request.

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. We recommend, if you've not already done so, that you sign up for the [automatic alert system](https://evergreen.edu/emergencyresponse). More, here: <https://evergreen.edu/emergencyresponse>

Communicating

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

Submissions 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 talking to 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 recurring 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 (4) graduate credits if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of each term.

Evaluations

Student self-evaluations are required for credit– posted at the my.evergreen.edu portal – at the end of each quarter. Faculty evaluations are also required each quarter for credit– posted to your my.evergreen.edu portal.