

**THE EVERGREEN STATE COLLEGE  
GRADUATE PROGRAM IN PUBLIC ADMINISTRATION**

**Note: further detail on the research proposal assignment, additional readings on Moodle or handouts will be discussed in class. For the research proposal assignment, second-year tribal cohort students will be preparing their capstone proposal and HSR. Non-tribal cohort students will prepare only a research proposal on tribal governance issues of interest to them. Handouts and directions for research proposals will be covered during class.**

**TRIBAL GOVERNANCE CONCENTRATION**

**Regulatory and Administrative Policy for Tribal Governments:**

Faculty	email contact info	faculty office	Office hours
Linda Moon Stumpff	<a href="mailto:stumpffl@evergreen.edu">stumpffl@evergreen.edu</a>	Lab One Rm. 2005	After class or TBA
Alan Parker	<a href="mailto:parkerl@evergreen.edu">parkerl@evergreen.edu</a>	Seminar II	TB Arranged

**Date and Location:**     Friday Feb 24 & Mar 9 from 1-5p in Sem. II B1105  
                                     Sat. & Sun. Feb 25-26 & Mar 10-11 from 8:30a-5p in  
                                     Sem. II D1107

**Course Description:** This course explores tribal regulatory functions and policy-making from internal and external perspectives at the local, regional, national and international levels. The context of the policy-making, and thus 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 through understanding policy analysis skills that build political capacity and contribute to the development of equitable and feasible policy alternatives. This work leads to the development of a research proposal.

The focus on processes and choice among alternatives explores how to determine regulatory apparatus is needed to achieve objectives and what administrative structures 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. Examples may be drawn from critical and current tribal issues including consultation, trust reform, and current legislation on health and law enforcement.

**Course Objectives:**

1. Develop the ability to analyze different types of policy alternatives at the 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. 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 research.

**READINGS/ BOOKS You will need to order these books online. They won't be available in the bookstore: some are used often in Evergreen classes and may also be available in local used bookstores. Additional readings will be posted on Moodle in February.**

1. Radin, Beryl, "Beyond Machiavelli: Policy Analysis Comes of Age," (Washington, DC: Georgetown University Press, 2000)
2. Yin, Robert K., Case Study Research: Design and Methods, 3<sup>rd</sup> ed. Vol.5 (available in paperback at online locations. Do not order an edition before 2003:later editions OK.
3. Helin, Colin "Dances with Dependence," available through Amazon and other online book sources in hard or soft copy. Do not recommend ordering from Canadian sources.

### **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 4 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. 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 class time.
  - 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.)
  - 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.

### **Assignments**

All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty. You will not be required to post your assignments to Moodle. Turn in a paper copy of the assignment to your seminar faculty on the date it is due.

### **Assignment One: Due Friday of Session I**

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, 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 5-6-page paper covering the following areas:

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 local level. Describe the kind of problem the policy process sought to resolve.
2. Describe how the processes interplayed with the development of the policy issue.  
Was there a national regulatory process or a tribal process that governed how it

- developed or did it develop in a spontaneous manner or as an election issue?  
 Who was involved?  
 Where did the issue begin and who took up the cause for or against it?
3. 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 really feasible?
  4. Analyze the negative and positive impacts of the policy decision. Did it meet its intended objectives? Who was affected economically, politically or socially?  
 Do integrate readings such as Radin or other policy readings into your analysis.
  5. Make a recommendation supporting the policy decision or suggesting alternatives or amendments that would improve the policy process or the decision.

### **ASSIGNMENT TWO: Two Seminar Papers Due Sunday of First Session**

Seminar paper on Yin. 1-2 pages  
 Seminar paper on Helin 1-2 pages

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### **ASSIGNMENT THREE: Participatory Group Assignment: Trust Reform Due First day of Session II**

The class will split into at least two groups to begin work on this assignment in the first session. Students should read the articles on trust reform and become familiar with the assigned issues before class. Each group will research the development of the issue and the legislation and agency actions surrounding it. This is a complex issue and students will need to research online to find congressional documents, discover policy positions of nonprofit and governmental organizations like NCAI, as well as individual tribal positions in order to perform the analysis and participate in class in a “negotiation.” The groups should each prepare a one-page position paper handout for class and 10 minute presentation of their recommendations followed by 5 minutes for questions. .

### **ASSIGNMENT FOUR: Policy Research Proposal Due last day of Session II**

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 report. Often, that original report is supplemented by additional reports from different political positions or advocacy groups. For this research proposal, individuals or groups of 2-3 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). Non-tribal-core students will follow a

modified set of guidelines that will be given out in class but without the expectation that they have previously taken a course in research proposal design and they will not need to prepare an HSR.

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 method as described by Cajete. 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.