Intergovernmental Relations
Winter 2019
Tribal Governance Concentration
Draft 12/14/18

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."

Time and Location
February 22, 23, 24
- Friday 1pm-5pm
- Saturday 9am-5pm
- Sunday 9am-5pm

March 8,9,10
- Friday 1pm-5pm
- Saturday 9am-5pm
- Sunday 9am-5pm

Room:
TBD

Faculty
Eric S Trevan, PhD
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Office hours by appointment

Course Description

This course is designed to understand applied and theoretical foundations of Tribal intergovernmental relations. This will be completed by encompassing the field of intergovernmental relations from the perspective of Tribal nations, however through understanding the lens of multiple governmental jurisdictions and stakeholders. Focusing on praxis points with allies is also critical to the success of Tribal relations. Government-to-government relations with federal, state and local governments and tribal relationships will be explored. The vision for this course is a problem-solving approach to intergovernmental relationships. Issues like limited waivers of sovereign immunity, economic development, health care, dispute resolution, tax agreements and other tangential issues to Tribal governmental relations are approached with expert speakers, workshops and participatory class activities. The workload for this course will begin in the first session and carry through to the second session: it includes multiple presentations and written analysis. Throughout the sessions, the focus will move through the development of intergovernmental relations in terms of treaties and agreements. Mechanisms of collaboration, negotiation and consensus-building are presented as tools in contemporary government relationships. Finally, a guided visit to the Washington State Legislature is planned with all MPA cohorts.

Learning Objectives

- Understand public policy from multiple lens and governmental units
- Understand and develop policy briefs discussing multiple intergovernmental agreements and compacts
- Examine, place in context and evaluate contemporary ideas about, and practices in, developing and administering intergovernmental agreements.
- Understand the special role of public administrators as negotiators and consensus-builders within the complex environment of politics and social change.
- Gain an understanding of the dynamic involvement of indigenous peoples in inter-tribal and domestic agreements.
- Develop and improve analytical skills and capacities.
- Understand stakeholders and common priorities of allies
- Gain an understanding of and ability to apply methods that lead to successful intergovernmental relations and agreements.
- Develop ability to work effectively in diverse environments and with diverse populations
- Improve skills in critical thinking, writing, speaking, and working effectively in teams

Required Readings

<u>Books</u>

Zaferatos, N. C. (2015). *Planning the American Indian reservation: From theory to empowerment*. Syracuse University Press.

Ostrom, E. (2015). *Governing the commons*. Cambridge university press.

<u>Articles/Video/Book Chapters (On Canvas-other articles may be added)</u>

All Articles Will Be Finalized and Posted By February 1, 2019

Schedule (Subject to change at the discretion of Faculty)

WEEK 1   2/22/19-2/24/19
Friday 2/22/19
- 1pm-2pm   Good Words and Introduction
- 2pm-3:20pm   Changing Native Narratives
- 3:30pm-5pm   Seminar

Saturday
- 9am-10:20am   Planning
- 10:30am -12pm   Workshop
- 12pm-1pm   Lunch (Break)
- 1pm-2:20pm   Economic Development
- 2:30pm-4pm   Workshop

Sunday
- 9am-10:20am   Health Care
- 10:30am -12pm   Workshop
- 12pm-1pm   Lunch (Break)
- 1pm-2:20pm   Ecommerce
- 2:30pm-4pm   Workshop
- 4pm   Closing Words

Readings
- Zaferatos, N. C. (2015). *Planning the American Indian reservation: From theory to empowerment*. Syracuse University Press.   2/22/19

Assignments
- Briefing Papers 3/1/19

WEEK 2   3/8/19-3/10/19
Friday
- 1pm-2pm   Good Words and Introduction
- 2pm-3:20   Seminar "The Commons"
- 3:30pm-5pm   Workshop "The Commons"

Saturday
- 9am-1pm   Tribal State Relations-Washington State Capitol
- 1-2pm   Lunch (Break)
- 2-5pm   Workshop Nation to Nation vs State to Nation

Sunday
- 9am-10:20am   Cannabis
- 10:30am -12pm   Workshop
- 12pm-1pm   Lunch (Break)
- 1pm-2:20pm   Presentations

- 2:30pm-4pm   Presentations
- 4pm   Closing Words

Readings
- Ostrom, E. (2015). *Governing the commons*. Cambridge university press. 3/8/19

Assignments
- Briefing Papers   3/17/19
- Final Presentation   3/10/19
- Group Reflection   3/17/19
- Faculty Evaluation   3/17/19
- Self-Evaluation   3/17/19

Assignments

Issue Paper on Intergovernmental Topic Issue
DUE 3/1/19 and 3/17/19

The briefing papers will be focused on the topic areas of the quarter. Corresponding assignments will represent the numbers of the assignment and the topic. This assignment is designed to continue to guide students –note-this briefing paper assignment is different from previous quarters and designed to provide an understanding of the issue.
Due 3/1/19
1. Changing Native Narratives
2. Planning
3. Economic Development
4. Health Care
5. E-Commerce
Due 3/17/19
6. Tribal State Relations
7. Cannabis

Use this assignment to provide baseline information for you to utilize on other assignments-not by a simple cut and paste, but rather as a foundation for future analysis and research.

Briefing paper Length: 4-5pages, double-spaced, APA format. Your page limit does not include your title page, table of contents, works cited page, or any appendices. APA formatting required

Briefing papers provide leaders with an issue overview, define terms, identify boundaries for a scope of recommendation (clarify what is out of scope), continue to keep your intended audience in mind, find gaps in existing information or options available to show what information may fill these gaps, compare and contrast existing information from various parties (find agreement and disagreement on terms, facts, definitions, major debates), and establish your credibility through knowledge and evidence. Knowing how to write a briefing paper is a useful skill for public servants and community activists. A complete briefing paper is concise, well organized, and covers the most important and relevant facts and solutions.

Instructions: Use the decision paper written by each of you and pick one topic to explore further as a team. Together, you will write a briefing paper that includes the following headings:
- Title Page
- Executive Summary-1 page
- Background of the Issue -1-2 pages page
- Analysis and Cautionary Notes -1 page
- Stakeholder Impacts ½ - 1 page
- Bibliography (at least 3 sources)

Include resources and citations throughout the document to properly assess your definition of the problem and your recommendation. Sources must come from existing information (ex. don't do any interviews) and may include government documents, research reports, case law, policy briefs, books, academic journals, newspapers, websites, etc. You are encouraged to use readings from the class and incorporate PA theories where relevant. Use at least three sources for each paper.

Tips: Do not start with a position. Be open to your perspective changing as you become informed. Do not attempt an exhaustive review of all sources. Synthesize information do not summarize. Use very few direct quotes and do not use any long quotes.

Final Group Presentations-Intergovernmental Relations
DUE 3/10/19

Students will find groups of 2-3 the first weekend of class and will complete a 5-minute presentation with 2-minute question/answer- Analyze a current relevant issue that fits within the framework of the class that focuses on an issue that pertains to Tribes or other Native and indigenous groups. The presentation will provide information on intersections with other governmental units and stakeholders. Groups may use audio/video for their presentations. Groups will work together to provide a public presentation to the class speaking to the issue, providing a visual aid to support the presentation. Additionally, a 1-page summary briefing page shall be provided to the class ahead of the presentation in order to summarize key points, statistics as well as other critical points to the presentation. The one page needs to be a hard copy and provided at the beginning of class.
Critical components for the presentation
- 1-page summary (Hardcopy for all students)
- Visual Aid
- Overview
- Intersection with other Governmental Units
- Challenges and Opportunities
- Summary and Next Steps
Evaluation of the presentation will be based on the following criteria
- How was the overall interaction between team members?
- Did the presenters successfully complete the critical components?
- Was the information useful and complete?
- Were the presenters prepared?
- Did the presenters successfully complete the question and answer period?
- Was the presentation interesting?

Group Reflection

DUE 3/17/19

This is a 3-page reflection of the group dynamics and your experience working with your seminar group as well as your final presentation team. Discuss the different strengths as well as weaknesses in your groups; challenges and surprises. Additionally, think about any strategies used before group discussion or negotiations that applied to your activities.

<u>Faculty Evaluations and Student Self Evaluations</u>
DUE 3/17/19
Required to receive credit/complete

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 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 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 in person or 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 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.

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