

**The Evergreen State College
Master of Public Administration Program
Tribal Governance Cohort
Intergovernmental Relations Syllabus
Winter, 2015 – 1st Year**

| <u>Faculty</u> | <u>Email</u> | <u>Phone Office</u> | <u>Office hours</u> |
|--------------------|----------------------|---------------------|---------------------|
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TESC MPA MISSION STATEMENT

“Be the Change”

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.

COURSE DESCRIPTION

This course is designed to encompass the field of intergovernmental relations from the perspective of tribal nations. Nation-to-Nation relations, including State to Tribe, Tribe to Tribe, US to Tribe, and Tribe to international Indigenous Peoples and international institutions comprise the different levels of intergovernmental relations explored in this course. The focus will include the development of intergovernmental relations in terms of treaties, agreements and mechanisms of collaboration, negotiation and consensus-building as tools in contemporary government relationships. Some major areas of intergovernmental relations to be covered include Tribal/State compacts, tax agreements, land, water and wildlife based agreements and health and human services agreements.

Learning Objectives

1. Examine, place in context and evaluate contemporary ideas about, and practices in, developing and administering intergovernmental agreements.
2. Understand the special role of public administrators as negotiators and consensus builders within the complex environment of politics, overlapping jurisdictions and social change.
3. Gain an understanding of the dynamic involvement of Indigenous Peoples in inter-tribal and international agreements and working effectively with diverse populations.

4. Develop the capacity to analyze the benefits and impacts of various types of agreements and how they are negotiated and constructed.
5. Gain an understanding of and ability to apply methods that lead to successful intergovernmental relations and agreements, applying the principles and processes of nation to nation consultation.
6. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

EXPECTATIONS

Format of Assignment Submissions: All papers will be submitted to Canvas. All papers must meet assignment parameters and cite works using the citation style you are most comfortable with as long as it is consistent. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty, the Teaching Assistant, and/or contact the Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Teaching Assistant or Graduate Writing Assistant; if so, you are required to do to the satisfaction of your faculty member.

Late assignments: Late assignments are accepted with prior permission of the faculty.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, being engaged 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, 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, case-by-case. Makeup work must be completed by the end of the quarter in question for course credit, unless otherwise arranged with faculty.

Use of Electronic Devices: This course is Canvas-based and mostly paperless. We understand, and expect, that you will need to use electronic devices in class. However, the class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. We will ask people to put away their devices, except for note taking, for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

Credit: Students will receive 4 graduate credits at the completion of the course if requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on a case-by-case basis. Refer to the MPA student handbook.

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 without prior faculty approval, or multiple absences may constitute denial of credit. Students will be evaluated based upon their progress towards 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 the term.

Evaluation: Written self-evaluations and a faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students. Please note that while self-evaluations are required for the course, we do not require them to be submitted to the Registrar. **Evaluation interviews will not be conducted during class time.** After the final session you will make arrangements to either have your evaluation interview over the phone or via skype, etc., or to come in and do it one on one. More details will be forthcoming during the last weekend.

Biculturalism, Multiculturalism & Diversity: Faculty and students work toward weaving bi-cultural, multiculturalism and diversity throughout our learning in readings, lectures, seminars and group projects.

Learning Styles: Faculty endeavor to provide information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations: Provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. If you need to request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#). See the college's [Student Conduct webpage](#) for more. The Covenant negotiated in the first session is still applicable.

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for

disciplinary action, up to and including dismissal from the MPA program.

Guest Policy: Guests are permitted with prior approval of the faculty.

Inclement Weather: In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies [here](#).

Communication: Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

Books and Other readings:

Akwesasne Notes (Ed.). *Basic Call to Consciousness*. Native Voices, 2005.

Borrows, John. *Recovering Canada: The Resurgence of Indigenous Law*. Toronto: University of Toronto Press, 2002.

Canby, William C., Jr. *American Indian Law: In a Nutshell*. 6th ed. St. Paul, MN: West Publishing Co., 2015.

Susan Johnson, Jeanne Kaufmann of National Conference of State Legislatures;
John Dossett, Sarah Hicks of National Congress of American Indians; Updated by Sia Davis of National Conference of State Legislatures. *Government to Government: Models of Cooperation between States and Tribes*. National Conference of State Legislators, 2009.

Parker, Alan. *Path to Sovereignty*. Unpublished, 2015.

United Nations Treaty Study, Miguel Martinez,(1st update 1992) (E/CN.4/Sub.2/1991/33; E/CN.4/Sub.2/1992/32; E/CN.4/Sub.2/1995/27; E/CN.4/Sub.2/1996/23; E/CN.4/Sub.2/1999/20.

Note: The Akwesasne Notes, Borrows and Canby books need to be purchased. The other readings are available on Canvas. Please note that the Parker book is for your exclusive use only, and is not to be shared.

Schedule:

February 20th, Friday:

1-3 Lecture, Tribal/Federal Relations

3-4 Seminar, *Path to Sovereignty* by Alan Parker, Book

4-5 Workshop, Modern Treaty Issues

February 21st, Saturday:

9-11 Lecture, Tribal/State Relations

11-12 Workshop, Negotiating

12 – 1:00 Lunch

1:00 -3:00 Guest Speaker, Alan Parker

3:30- 4:30 Seminar, Government to Government booklet

4:30 – 5:00 Recap

February 22nd, Sunday:

9-11, Lecture, National Indian Gaming Act

11-12, Workshop, Compacts

12-1, Lunch

1-3, Lecture/Workshop, Jurisdiction in Indian Country, Handout in Class and Indian Law Nutshell section

3-4 Seminar, American Indian law in a Nutshell readings, pages 35-63 and 207-265.

4-5, Recap

March 6th, Friday

1-3, Guest Speaker: Tracie Stevens, Indian Gaming Compacts

3-4, Seminar, Recovering Canada, pages 3-162.

4-5, Recap

March 7th, Saturday

9-10, Lecture, Tribal/Agency Relations

10-12, Guest Speaker: David Wilkins

12-1, Lunch

1-3, Roundtable Discussion: David Wilkins

3-4, Seminar, *Basic Call to Consciousness*

4-5, Synthesis

March 8th, Sunday

9-10, Lecture, UNDRIP /Martinez Treaty Study

10-12, Guest Speaker: Bill (Jimbo) Simmons

12-1, Lunch

1-3, Inter-tribal Relations: CONIC, ULIN, etc.

3-4, Seminar, UNDRIP, Martinez treaty Study

4-5, Overview

Assignments:

Assignment 1: Seminar Paper, *Path to Sovereignty* by Alan Parker book, *Government to Government: Models of Cooperation between States and Tribes* booklet Write 600 to 1000 words of analysis and discussion.

Due February 20th

Assignment 2: Seminar Paper, *Basic Call to Consciousness*, All of book, *Recovering Canada*, Pages 3-162, Martinez Treaty Study (posted on Canvas). Write 600 to 1000 words of analysis and discussion.

Due February 29th

Assignment 3: Jurisdiction Exercises, In class group work. You will form 8 teams of four on day one, February 20th, 2015. When we break out into workshops, you will work together as a team. The credit for this assignment will derive from a final summary that includes a group analysis consisting of 1000 words and a 500 word personal summation. This will be due on March 10th. You may have the group summary finished by the end of class on March 8th. Each student will submit a single paper with the group summary and personal summation included to Canvas for evaluation.

Assignment 4: Academic Paper, Write a 3000 word paper incorporating issues raised with any two of the guest speakers and at least 6 academic sources (defined for the purpose of this assignment as published books and articles from journals). The paper should identify the two speakers and the two key issues, analyze the talk, and utilizing your own research articulate your own views on the matter(s). Due March 15th.