

TRIBAL GOVERNANCE CONCENTRATION

Regulatory and Administrative Policy for Tribal Governments: 4 graduate units

<u>Faculty</u>	<u>email contact info</u>	<u>faculty office</u>	<u>Office hours</u>
Linda Moon Stumpff	stumpffl@evergreen.edu	Sem II TBA	After class or appt
Michael Lane	lanem@evergreen.edu	Lab I #3010 ext. 6578	By appt.

Dates: Feb. 19-21 and March 4-6

Location/time : Friday 1-5 Sem. II Sem II Rm. TBA Sat. and Sun. 8:30-5 Sem. II Rm?

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 explores tribal regulatory functions and policy-making from internal and external tribal perspectives. The course will focus on various models for understanding policy and policy processes. 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 requirement in Spring.

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 health 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 choose 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: it's a 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. due. Additional readings or handouts may be posted on Canvas in February or handed out in class.

1. 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
2. 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.
3. Austin, Raymond D. Navajo Courts and Common Law (2009) U. of Minnesota Press.

ARTICLES (to be available on CANVAS)

Group I: Tribal environmental policy

1. The National Environmental Policy Act---Theirs or Ours?
2. Jamestown S'Klallam Tribal Environmental Policy Act
3. Railroad Bridge Trestle Replacement August 2015
4. Business code: leasing and TEPA Jamestown

Group II: Tribal health policy: additional readings to be assigned (Michael) for Session II

1. American Indian Alaska Native Coverage (www.healthcare.gov)
2. Adapting to the Effects of Climate Change on Inuit Health, Amer.Jour.Pub Health

Some additional articles and material for class activities may be posted on Canvas or handed out in class.

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, and/or contact the Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so to the satisfaction of your faculty member.

Late assignments: Late assignments are accepted with prior permission of the faculty. They should occur only with extraordinary circumstances.

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 will be assigned.* 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. 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. 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.*

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.

ASSIGNMENTS

Assignment 1: Due Friday Feb. 19th 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 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 4 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.

Assignment 2: Capstone First Draft Concept Paper Draft Due Sat. February 20th
Identify 1) policy issue/problem/context, 2) team members, 3) possible methodological approaches (interviews, survey, data collection) 4) Research question or hypothesis. Length 1-2 pp.

Assignment 3: Group I Envntl.Readings: One page policy paper due Saturday Feb. 20
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. Concept paper: final draft due Sun Feb. 21
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 5: Seminar paper Bardach and Patashnik Due Sun. Feb. 21

Assignment 6: Group Assignment, Building on the Tribal Policy code drafting workshop, finalize paper in class Feb 21 or poste3 or post by Feb. 23

Paper may be a case that includes, conceptualization, approval, implementation and impacts. 2- 4 pages.

7. Draft Capstone Proposal March 5

8. Seminar paper: Austin March 5

9. Seminar paper: Yin March 6

10. Capstone Proposal and 10 minute presentations: March 6

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 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 5 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. Proposal: 8-10 pages with 10 academic references.

DRAFT SCHEDULES: FIRST SESSION FEBRUARY 19-21

Schedules are subject to change depending on availability, speakers, objectives met, etc. Assignment due dates will not change

Friday February 19

Time-Plan	Activity	Assignment Due
1:00 Intro to Tribal Policy	Overview: Linda and Michael	
1:30 Tribal Policy	Michael: Tribal Policy: Tribal Codes	
2:30 Speaker	Jewell James (Lummi)	
3:30 Workshop: Tribal codes	Tribal Code Exercise: Michael	Readings: TBA
4:40-6: Support in finding references for any students interested in working on references for Capstone concept paper and proposal	Library reference work: Linda And Reference Librarian	Voluntary attendance

Saturday February 20

Time-Plan	Activity	Assignment Due
9:00 Tribal Environmental Policy	Lecture/discussion: Linda	
10:00 Break		
10:20 Tribal Environmental Policy	Small group discussion: problem-solving activity: Linda	Group I Readings One page policy paper

11:00 Speaker	Lecture; discussion. John McCoy: current tribal-state legislative/policy initiatives	
12:00 Lunch		
1:00 Case Studies and RFPs	Small group activity	Handouts
2:00 Marketplace of Ideas	Group sharing of Capstone proposal ideas/concept papers: Linda and Michael	
3:15 Break 3:40 Recap		
4:40-6 Support for finding academic references for capstone work	Library: Linda	Voluntary activity

Sunday February 21

Time-Plan	Activity	Assignment Due
9:00 Problem Solving Case	Participation in Salish-Kootenai Policy case: Linda	Pre-read posted case on Canvas before class
10:20	Break	
10:40 Case study, codes	Continued: Michael	
11:30 Case study: building on previous activities	Workshop: continuing on tribal codes, case study: Michael	
12:30-1:30	Lunch	
1:30 Tribal Policy Processes	Lecture/discussion: Linda	
2:30 Tribal Policy and Policy Process Skills	Small group discussions	Reading and Seminar Paper: Bardach and Patashnik
3:30 Case study: building on previous activities	Codes: Michael	Complete assignment in class or submit by Feb. 23
4:15 Recap		

DRAFT SCHEDULE: TRIBAL POLICY MARCH 4-6 2015

Friday March 4

TIME-PLAN	ACTIVITY	ASSIGNMENTS DUE
1:00 Education Policy and Tribes: Linda	Lecture/discussion	
1:30 Problems in education policy	Problem-solving case activity	Read case as posted
2:30 Break		
2:50 Seminar	Small group discussion	Seminar paper: Yin
4:00 Topic TBA	Video plus discussion or speaker	

Saturday March 5

TIME-PLAN	ACTIVITY	ASSIGNMENTS DUE
9:00 Health Policy: Michael	Lecture/Discussion Problem solving-activity	Health policy articles
11:00 Example of tribal courts and common law	Lecture/discussion: Michael	Readings: Navajo Courts and Navajo Common Law by Austin
10:45 Break		
11:00 Seminar	Small group discussion	Seminar paper: Austin
12:00 Lunch		
1:00 Draft Capstone Proposals	Proposal feedback and comments (small groups)	Draft Capstone proposals
	Faculty meetings with Capstone groups concurrent with small group feedback	
3:30 Wrap up		

Sunday March 6

TIME-PLAN	ACTIVITY	ASSIGNMENTS DUE
9:00 Topic TBA	New article : small group discussion	Read article
10:00 Break		
10:20 Capstone groups	Group meetings	
10:50 Topic TBA	Speaker or video/discussion	
12:00 Lunch		
1:00 Proposal presentations	10 minute presentations with visuals	
3:30 Turn in Capstone proposals		Capstone proposals
4:00 Recap, Q and A on Capstone		