

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

TRIBAL GOVERNANCE CONCENTRATION

Regulatory and Administrative Policy for Tribal Governments

<u>Faculty</u>	<u>email contact info</u>	<u>faculty office</u>	<u>Office hours</u>
Linda Moon Stumpff	stumpffl@evergreen.edu	Lab One Rm. 2005	After class or TBA TBA
Sen. John McCoy	()	TBA	

Location:

Fri. Feb, 21 and Fri. March 7 from 1-5 in Seminar II Rm C1107

Sat. and Sun. Feb 22 and 23 and March 8 and 9 from 8:30-5 Sem. II Rm C1107.

Course Description. This course explores tribal regulatory functions and policy-making from internal and external perspectives at the local, state, regional, national and international levels. The course focuses on the context of energy policy as a model for our studies. 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 ways to determine regulatory apparatus that 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. The main model is energy policy, but 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 using energy policy as the model

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

READINGS/ BOOKS

You will need to order these books online. It is unlikely that they will be available in the bookstore due to size of the class: there are many sources like Amazon.com. Some books are used in other Evergreen classes and may also be available in local used bookstores. Additional shorter readings or handouts may be posted on Moodle in February or handed out in class.

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, 3rd ed. Vol.5 (available in paperback at online locations. Do not order an edition before 2003:later editions OK.
3. Geri, Laurance and David E. McNabb, "Energy Policy in the US: Politics, Challenges and Prospects for Change: Boca Raton FL. CRC Press 2011.

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 Feb. 21 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. Then integrate ideas from the Radin reading into your analysis. Write a two 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

- 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 TWO: Seminar Paper Due Sunday Feb. 23 of First Session

Seminar paper on Geri and McNabb 1-2 pages

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ASSIGNMENT THREE: Participatory Group Assignment: Energy Policy: The Qualco Model for Yakama and Coleville Due March 7 First day of Session II

The class will have discussions, handouts and readings about the Qualco model and Tulalip’s bio-energy project in Session I. Groups of two or three students will begin work on this assignment in Session I. Each group will research the potential for developing this model and the possible regulatory and administrative context that would shape the policy process. This is a complex issue that requires moving from theory to practice. Students will need to research online to find documents and articles and, discover policy positions and prepare a 10 minute presentation of their recommendations followed by 5 minutes for questions.

**ASSIGNMENT FOUR: Seminar Paper On Yin
Due March 7**

Seminar paper: 1-2 pages

**ASSIGNMENT FOUR: Policy Research Proposal
Due March 9 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.