

The Evergreen State College
Masters of Public Administration Program
Summer 2017 – Tribal Concentration
DESIGNING INDIGENOUS RESEARCH:
DESIGNING EQUITABLE AND SUSTAINABLE FUTURES

Draft Syllabus as of 4/18/17

**Class meetings: June 17, 6-10, June 18: Research day (library/computer center or
personal computer resources)**

June 19, 7-9

July 21-23 online

Fri. 1-5, Sat. 9-5, Sunday 9-5

RM Sem 2 2109

Faculty

	<u>Email</u>	<u>Phone Office</u>	<u>Office hours</u>
Linda Moon Stumpff	stumpffl@evergreen.edu	(360) 867-6845	Lab 1 - 3005 After class or by appt.

This course explores ways to design research and create a plan to carry out graduate research that develops appropriate source material with an emphasis on indigenous communities, underserved populations and environmental policy issues, especially those relating to environmental and social justice. We will work beyond official sources to develop strategies for gathering and using references and information original research relevant to in-depth research papers like capstones, thesis and other formats as well as examine research strategies for grants or doctoral programs.

We will work beyond usual academic sources at times to create original research designs that explore the unique issues and concerns of indigenous peoples. Access to tribal documents and resources, census bureau resources, and alternate indigenous perspectives on qualitative and quantitative research will be explored. Readings and discussions will cover environmental justice and international research and ways to incorporate parallel systems of indigenous knowledge into social and natural science research. Areas covered include credibility, resilience, indigenous knowledge, authority, protocols and ownership of research with an emphasis on case studies as cultural and environmental narratives.

Activities and tasks: Participants will complete readings, frame significant issues in class discussions and presentations, conduct various activities to analyze and examine research strategies, prepare bibliographies for major papers and develop potential research strategies appropriate to indigenous and underserved populations with respect for peoples' rights and social justice.

Learning Objectives

1. Examine, explore, evaluate and access indigenous-based resources for research
2. Understand the role of the research in indigenous research
3. Examine research strategies and evaluate and develop a research design.
4. Examine opportunities for graduate research.
5. Gain an understanding of and ability to apply indigenous methods to qualitative and quantitative research

READINGS

Note: you can chose reading 2 or 3: both are not required

1. Peters, Robert L. (1997) *Getting What You Came For: a smart graduate student's guide* Farrar Straus and Giroux NY Chapters 10, 11, 12, 16-18, 21, 23
2. Cajete, Gregory Native Science: Natural Laws of Interdependence (any edition) Clear Light Publishing, Santa Fe NM ISBN 13 978-1574160413
3. Cajete, Gregory (1999) *A Peoples' Ecology: explorations in sustainable living* Clearlight Publishing, Santa Fe NM ISBN13 978-1555916374
4. Walters, Maggie and Chris Andersen (2013) *Indigenous Statistics: A Quantitative Research Methodology* Routledge, Taylor and Frances Group, London and New York ISBN 978 1611322934
5. Lambert, Lori (2014) *Research for Indigenous Survival: indigenous research methods in the behavioral sciences* Salish Kootenai College Press ISBN 13 978-1934594124

Additional required reading for graduate credit only:

6. Mertens, Donna M, Fiona Cram and Bagele Chilisa eds. (2013) *Pathways into Social Research: voices of a new generation* Routledge NY ISBN 978-1-159874696-9

Additional Non-Required Resources

1. Barrow, John, "Recovering Canada: The Resurgence of Indigenous Law", 2002, Toronto, University of Toronto Press, paper ISBN: 0-8020-8501-6 or hardback ISBN: 0-8020-3679. Ch 1,4 , 6, and 8 plus "Philosopher's Walk" section at the end
2. Wildcat, David (2009) *Red Alert* Fulcrum Publishing ISBN 13 978-1555916374

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 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. 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 Canvas.
- 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 seminars and presentations.
- 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.
- CANVAS postings 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. Completing readings and assignments is key to getting benefit from this course

Turn in a paper copy on the assignment due date to your seminar faculty. Some assignments must be posted on Canvas.

Seminar papers. Write seminar papers for required readings and post on Canvas. Use the same format required during fall quarter—only this time you will be writing one paper for two books with the added challenge of contrasting or integrating the ideas. The class Canvas site won't appear until January and it may be January by the time books arrive in the bookstore. **If you are able to obtain books online or from other sources, we encourage you to begin reading early in May and June. All assignments are to be posted on CANVAS**

Reference and literature review papers for research designs. Topic one: this paper will be a practice on a topic chosen in class as a practice in finding relevant resources. Topic two can be chosen as an actual possible capstone or thesis topic. .

1. Due June 17 Seminar paper: “Getting What you Came For” Chapters 10-12, 16-18 21, 23
2. Due June 17 Seminar paper: “Indigenous Statistics”
3. Due June 19 Seminar paper: one Cajete reading of your choice # 2 or #3)
4. Due June 19 Outline for research topic 1 resources---select a topic and identify at least six credible resources for the topic and a design for obtaining additional resources This may be completed by teams of two
5. Due June 30 Expanded literature review for research topic2: 20 or more resources with narrative for graduate level: 10 or more resources with narrative for undergraduate credit. This may be completed by teams of two
7. Due July 21 Seminar paper: “Research for Indigenous Survival”
8. Due: July 22 Final research design with literature review (graduate)
Due: July 22 Final research design with references (undergraduate)
- 9, Due: July 23: Seminar paper: “Pathways into social research: voices of a new generation” (graduate only) Interactive comments and responses online