Tribal Policy

Winter 2021

Tribal Governance Concentration

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.”

Faculty: Dr. Lexie Tom

Email: lexie.tom@evergreen.edu

Office Hours: by appointment

Date and Time:

Week 1

February 18 1:00pm to 5:00pm
February 19 9:00am to 5:00pm
February 20 9:00am to 5:00pm

Week 2

March 4 1:00pm to 5:00pm
March 5 9:00am to 5:00pm
March 6 9:00am to 5:00pm

Location:

All course meetings will be virtual. Zoom meeting links will be sent out to students.

Course Description:

This course presents an overview of developing policies to address issues and opportunities with Tribal nations. The class will have a dual focus on internal operational and external public policies. This will review tribal regulatory functions and policy-making from internal and external tribal perspectives. A variety of models for understanding policy and policy processes are provided and discussion and lecture will revolve around these issues. 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.

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 economic policy: but additional examples may be drawn from critical and current tribal issues.

**Course Objectives**

- Learn foundational knowledge about policy theories and approaches to public policy
- Utilize policy formats to develop solutions for internal operational policies as well as external public policies.
- Develop the ability to analyze different types of policy alternatives at the tribal, local, regional, state, and national levels and chose those that strengthen political institutions and capacities.
- 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
- Develop ability to analyze situations and tribal institutions to determine when traditional methods can be incorporated into policy-making processes.
- Attain knowledge and skill in implementing decision making systems that incorporate public participation and openness.
- Develop skill in locating and tracking policy issues using internet searches, interviews and general research methods.
- Gain an understanding of the tribal mechanisms to create and implement policy.

**Technology**

Internet capabilities and access are required (we will use zoom meetings).

**Books/Readings**

Books will be ordered at the bookstore. If you need to obtain the books earlier than provided at the bookstore, it’s a good idea to order the books online in order to get them earlier and access lower prices/rentals, ect. Due to the small size of the class, a limited number of books should be available at the bookstore. Additional readings or handouts will be posted to Canvas.
Books:


Additional Readings:

https://www.ohchr.org/documents/publications/fs9rev.2.pdf

Assignments

Assignment 1: Tribal Policy Paper

Due: February 17, 2022

Description: This is an overview of a policy issue related to tribes. 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 tribal level. 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 2: Teach to Learn

Due: February 20, 2022

Description: This assignment for the quarter will be completed in teams. Teams will select one chapter and develop a 30-minute teaching session (including Q&A) to inform the class about your chapter.

In a 2-person team, you will: Select one set of chapters listed for ____. Learn about the topic you selected, and then teach the learning community. Choose related readings and media to enhance the overall lecture. If there is a related audio or video component, these cannot exceed 5 minutes.

The goal of the assignment is that we become informed about your topic. The primary deliverable is the content of your class. The focus should be on the themes and lessons from the literature/course you design. Please use visuals in digital format to be submitted on Canvas.

Assignment 3: Policy Analysis

Due: March 4, 2022

Description: Research entities, think tanks, advocacy groups, non-profit organizations, private companies, or governmental agencies may write policy analyses. The purpose of the policy analysis is to inform decision makers and persuade them to adopt your recommendation. Refer to the Bardach book and the policy frameworks and theoretical construct discussed to help you with this assignment. The policy analysis should be written in a neutral tone to demonstrate a well thought out (yet persuasive) recommendation.

10 pages double-spaced (does not include title page, reference pages or appendices). Use APA formatting.

Your policy Analysis should include the following:

1. One Page (separate) title page
2. Table of contents
3. Executive Summary (separate page)
4. Literature Review (Policy background, comparison to similar policies)
5. Definition of Key Terms
6. Problem statement
7. Recommendation
8. Stakeholders’ analysis
9. SWOT analysis/needs assessment (pros and cons of your recommendation, impacts on stakeholders)
10. Implementation action plan for recommendation (list of people and resources needed for implementation, authority/approvals needed, interdependencies and contingencies,
evaluation criteria for measuring the success of your recommendation, stakeholder feedback processes)

11. References and Appendices

Course Schedule

Week 1

Friday

• Class overview, introductions, syllabus, expectations
• Public Policy and Federal Indian Policy
• Guest Speaker

Saturday

• Overview and reflections
• Tribal Administration and Policy
• Guest Speaker
• Lunch
• Seminar
• Assignments and Working Groups

Sunday

• Overview and Reflections
• Tribal Economic and Education Policy
• Guest Speaker
• Lunch
• Seminar
• Teach to Learn Presentations

Week 2

Friday

• Overview and reflections
• Tribal Enrollment Policy
• Guest Speaker
• Seminar

Saturday
- Overview and Reflections
- Tribal Environmental and Cultural Resource Protection
- Guest Speaker
- Lunch
- Seminar
- International Law and Indigenous Peoples

Sunday

- Overview and Reflections
- Group Meetings
- Lunch
- Final Presentations
- Closing

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://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 and 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 interacting with guest speakers. If an absence in unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work will be assigned. Make up 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 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 (360-867-6348 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 as a disability that requires academic accommodations. If any student has a health condition or disability that may require
accommodations 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 participant in class would like to obtain an audio or video recording of another participant in class speaking, discussing, lecturing, or other related communication, and this falls beyond the scope of Reasonable Accommodations, then this participant would need written permission, and would need to give a reasonable time period in advance of the recording; usually 5 business days. Written consent would need to be given before recording takes place.

**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 in 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.

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 outlined in this syllabus.

**Inclement Weather:** If the event of bad weather or emergencies arises students should check announcements for campus closures. Students can call the main campus line 360-867-6000 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 3:00pm the day of class. Students are responsible for checking emails and ensuring viable transportation options are available to them [http://evergreen.edu/emergencyresponse](http://evergreen.edu/emergencyresponse)

**Communicating:** Email and canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.