Intergovernmental Relations
Winter 2021

Faculty
Meghan Doughty
Email: doughtym@Evergreen.edu
Office: Lab 1, 3010
Office Hours: By Appointment
*Appointments can be in person, over the phone or online via Zoom

 Dates
Weekend 1: 02/19-21/21
Weekend 2: 03/05-07/21

 Synchronous Zoom Times
02/19, Friday: 5:00pm-9:00
02/20, Saturday: 9:00am-12:00
02/21, Sunday: 9:00am-12:00

03/05, Friday: 5:00pm-9:00
03/06, Saturday: 9:00am-12:00
03/07, Sunday: 9:00am-12:00

 Asynchronous Time
4 recorded lectures and accompanying discussion posts

 MPA 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; 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.”

 Course Description: This course is designed to encompass the field of intergovernmental relations from the perspective of tribal nations. Government-to-government relations with federal, state and local governments and other tribal nations will be explored using case studies. Students can expect to leave this course with a foundational understanding of contemporary ideas about, and practices in, developing and administering intergovernmental agreements.

To successfully participate in this course students should have access to reliable internet and the ability to connect to zoom and canvas. Students should expect to participate in a total of 20 hours in synchronous meetings using zoom. Students will have access to alternatives to synchronous (in person or remote) participation if conditions require.

 Course Equivalencies for Evaluation:
4 credits Intergovernmental Relations
Learning Objectives
1. Examine, place in context and evaluate contemporary ideas about, and practices in, developing and administering intergovernmental agreements
2. Gain an understanding of, and ability to apply, methods that lead to successful intergovernmental relations
3. Understand the special role of public administrators as negotiators and consensus-builders within the complex environment of intergovernmental relations

Skill Objectives
1. Improve analytical and formal writing skills
2. Learn and/or improve ability to write a formal policy brief
3. Practice critical thinking skills
4. Practice presentation skills

Required Readings
All required readings are posted on Canvas.

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<tr>
<th>Weekend 1</th>
<th>Topic</th>
<th>Type</th>
<th>Case Study</th>
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<tr>
<td><strong>Day 1</strong></td>
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<tr>
<td>Module 1</td>
<td>Federalism</td>
<td>Zoom</td>
<td>The First Federalists</td>
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<td>Module 2</td>
<td>Tribe - Tribe</td>
<td>Zoom</td>
<td>Partnership between Tribes and an MPO</td>
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- Thurston County, Washington - Partnership between Tribes and an MPO
- National Congress of American Indians (NCAI). Tribes Transportation: Policy Challenges and Opportunities.
Collaboration between Transportation Agencies and Native American Tribes. Transportation Research Record, 2119(1), 113–119.

<table>
<thead>
<tr>
<th>Module 3</th>
<th>Tribe - Local</th>
<th>Recorded</th>
<th>Service Agreements</th>
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• Oregon Department of Justice. GUIDELINES FOR A MEMORANDUM OF UNDERSTANDING. |

**Day 3**

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<thead>
<tr>
<th>Mod 4</th>
<th>Tribe - State</th>
<th>Zoom</th>
<th>The Yakima Nation and the Hanford Cleanup</th>
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<tr>
<th>Mod 5</th>
<th>Tribe - Federal</th>
<th>Recorded</th>
<th>Alaska Native and American Indian Policy: A Comparative Case</th>
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• Fletcher, M. L. (2006). The |

**Weekend 2**

**Day 1**

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<thead>
<tr>
<th>Mod 6</th>
<th>Tribe - Federal</th>
<th>Zoom</th>
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**Day 2**

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<th>Mod 7</th>
<th>Tribe - Local</th>
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<th>The Swinomish Approach in the Skagit Valley</th>
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<th>Mod 8</th>
<th>Tribe - State</th>
<th>Recorded</th>
<th>The Centennial Accord</th>
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- Smith, B. L. (2018). The Centennial Accord: What has been its impact on government-to- government relations between tribes and the State in Washington?
States and Tribes. In National Conference of State Legislatures.


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<tr>
<th>Day 3</th>
<th>Mod 9</th>
<th>Tribe - Tribe</th>
<th>Recorded</th>
<th>TBD Speaker</th>
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<td>Mod 10</td>
<td>Presentations</td>
<td>Zoom</td>
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**Assignments**

**Discussion Board Post**

**Prompts:** Prompts for the discussion board will be posted 02/19 at 5pm

**Posts:** You are required to post at least THREE times per asynchronous lecture. The first post is a response to the prompt. The second and third posts are in reply to at least two classmate’s responses. To recap, your first post = reply to the prompt, your second and third posts = reply to classmate).

**Instructions:** Each post must be at least 250 words. The purpose of these posts is to demonstrate that you have done the reading, that you are critically thinking about the content and that you are attempting to engage in a constructive discussion with your classmates. Your post must advance the discussion or pose new issues for the group to consider. You are, of course, permitted (and encouraged) to submit additional posts (which may be shorter) in addition to the two required each week.

**Policy Brief**

**Policy Brief Work Sheet #1 Due:** February 19th posted on Canvas by 5:00pm.

**Policy Brief Due:** March 12th posted on Canvas by midnight.

**Length:** 5 pages double spaced (page length does not include works cited page). Use APA format for references and cite all of your sources (direct quotes and paraphrases).

**Description:** A policy brief requires succinct consideration of policy options for a particular audience (e.g., officials, bureaucrats, politicians, development practitioners, donors). This means that the format will be different from a typical research paper. Some might say that a policy brief is more “professional” because it is geared towards readers who have a limited amount of time to make a practical decision, while a research paper is more “academic” because
it pays more attention to the scholarly roots of particular arguments and judges their merit on intellectual and logical criteria.

- Identify a topic related to intergovernmental relations.
- Identify a target for your brief (who has the power to do something about the topic?)
- Outline specific, actionable steps this policymaker/stakeholder can take to address the issue.

**Instructions:** Your brief should have at least 10 sources and the following nine components:

1. **Executive Summary:** This should be a short summary (approx. 150 words) of the purpose of the brief and its recommendations. It typically appears single-spaced on the cover of a brief or position paper. 

   *Because you are not really writing this brief as part of your job, please indicate in an additional sentence the audience for whom the brief is intended, e.g., a particular non-profit organization, government agency, legislator/politician, branch of an international organization. Be as specific as possible. Assume that someone beyond Evergreen would appreciate your research and recommendations, and this assignment may turn into a ticket for an internship or full-time employment upon graduation.*

2. **Statement of the Issue/Problem:** Indicate the topic of the brief concisely.

3. **Background of the Issue/Problem:** Include only the essential facts that a decision maker “needs to know” to understand the context of the problem. Assume that you have been hired to filter through reams of information on behalf of a very busy and sleep-deprived person. Be clear, precise, and succinct. Visuals (like graphs) can help make your point. If you use a graph or visual that you did not create, its source must be cited.

4. **Statement of your audience’s interests in the issue:** What is the hook? This is meant to remind the reader of why the issue matters for them. Why should they pay attention to you or this issue? Why should they care enough to devote limited resources and energy to the issue?

5. **Pre-existing Policies:** This summarizes what has been done by others about the problem thus far. Depending on your topic, some of the information may have already been presented in #3. The objective of this section is to inform the reader of policy options that have already been pursued, if any. Note that the absence of action may be considered a policy decision.

6. **Policy Options:** This section delineates the possible courses of action or inaction that your audience may pursue. Please provide the decision maker with at least three potential courses of action. Some of them may be wildly unrealistic in your opinion, but please pose them as policy options nonetheless. At the same time, it would not be prudent to overwhelm the decision maker with too many choices. I recommend capping the menu of options at 3 choices.

7. **Advantages and Disadvantages of Each Policy Option:** Write this section from the perspective of the person or entity that you are targeting. For clarity, you may present the pros and cons of the options in bullet points or outline format. This may seem like stacking the deck since some options may have only one advantage and several downsides, but it isn’t always that obvious.
For instance, one measly advantage may conform most fully with the interests of the organization summarized in #4. It is up to you to advise the decision maker if it is worth it.

8. **Your Recommendation:** After prioritizing the relative pros and cons of the above options, please recommend one option to your employer. Yes, this may require going out on a limb on an extremely complex issue that challenges your ethical instincts. But if you have agreed to advise a particular country/organization/person, then you will be asked to make a recommendation on their behalf.

9. **Sources Consulted or Recommended:** Please use at least 2 peer-reviewed sources, contact me if you have any questions about the acceptability of your research materials.

**Course Policies**

**Note about Self-Care**

- Recognize that this is an academic course about personal and sensitive topics.
- Please exercise good self-care and know your limits. See this self-care assessment for ideas of how to pay attention to yourself.
- Take breaks while reading.
- Assume that there are survivors in the class and be considerate of this likelihood in class discussions.
- Your personal experience and the experiences of the people you know are not representative of everyone’s experiences.
- Maintain curiosity and be willing to try new things and be open to new ideas / perspectives.

**COVID-19 Considerations:** With the continuation of online instruction and quarantine orders, faculty will respond on an individual basis to concerns resulting from our new environment. Please reach out with any concerns and accommodations, if possible, will be made.

To participate in class students will need a semi-stable internet connection. All readings will be posted on Canvas.

**Format:** Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide 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. You can contact our graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center: https://www.evergreen.edu/writingcenter/resources
**Participation & Attendance:** Students are required to attend each Zoom 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 dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After a Zoom absence, make-up work may be assigned. Makeup 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:** If there is an unavoidable need to turn in an assignment late, the student should contact me 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 4 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.

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](https://mpa.hawaii.edu/) 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 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 faculty evaluation are required. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class.

**Holidays for Reasons of Faith or Conscience:** Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: [https://www.evergreen.edu/policy/religious-observance](https://www.evergreen.edu/policy/religious-observance).
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. I reserve the right to ask for no technology in the classroom if it becomes a distraction. Also, please shut your laptops when we have guest speakers.

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 (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 has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order 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, discussion, lecture or other related communications in class, and this falls beyond the scope of Reasonable Accommodations, then this participant would need written permission, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

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 is 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.

The procedure to resolve conflict is outlined in the MPA Student Handbook: https://www.evergreen.edu/mpa/studenthandbook/conflictresolution
Included on this page is the Evergreen State College Conflict Resolution Process Matrix.

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 as aforementioned in this syllabus.

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

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