

**The Evergreen State College
Masters of Public Administration Program
Summer 2019 – Tribal Track Elective**

**DESIGNING INDIGENOUS RESEARCH:
DESIGNING EQUITABLE AND SUSTAINABLE FUTURES
Draft Syllabus as of 5/1V19
Class location: TBA**

**June 28 9-5
June 29 9-5 pm
June 30 9-1 pm**

**July 19-20 interactive online assignments and workshops
Fri. 1-5, Sat 9-5
Presentations: Sunday July 21 9-5**

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This course charts a pathway through alternative ways to design research and create a design for a research plan that identifies appropriate source material for indigenous communities, underserved populations and 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 for community-relevant original research. Another focus is on in-depth research papers like capstones, thesis and other formats and examining research strategies for grants, doctoral programs and career goals. Emphasis is placed on meeting individual goals and aspirations while completing research projects with respect in indigenous environments.

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 and protocols for 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. The second weekend includes online interactivities to include peer reviewing, designing and developing approaches. All assignments are to be posted on Canvas.

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 choose reading number 4 or 5: 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. Guidelines for Considering Traditional Knowledges in Climate Change Initiatives (posted on Canvas) Workgroup: Carlotta Chief et al
3. Kimmerer, Robin Wall (2013) *Braiding Sweetgrass: indigenous wisdom, scientific knowledge and the teaching of plants* Milkweed Editions Minneapolis, Minn. ISBN 978-1-57131-356-0
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
7. Articles (2) on participatory research and indigenous science (to be posted on Canvas)

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
3. Cajete, Gregory Native Science: Natural Laws of Interdependence (any edition) Clear Light Publishing, Santa Fe NM ISBN 13 978-1574160413 or
4. Cajete, Gregory (1999) *A Peoples' Ecology: explorations in sustainable living* Clearlight Publishing, Santa Fe NM ISBN13 978-1555916374

Resource Websites:

1. National Congress of American Indians ncai.org
2. Native American Rights Fund narf.org
3. American Indigenous Research Association
americanindigenousresearchassociation.org
4. Institute for Tribal Environmental Professionals www7.nau.edu/itep/main/Home
5. Alaska Native Knowledge Network www.ankn.uaf.edu

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 28 Seminar paper: "Getting What you Came For" Chapters 10-12, 16-18, 21, 23

3. Due June 29 Seminar paper: Choose reading # 4 (Walters and Anderson) or #3 (Lambert). Discuss your selected reading from the point of view of how to develop research questions for indigenous peoples Read only: Guidelines for Indigenous Knowledges and Climate Change (Chief, et al)

4. Due June 30 Choose a research topic---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 individuals or teams of two

5. Due June 30 Seminar paper: Robin Kimmerer "Braiding Sweetgrass"

6. Due July 10 Posted to Canvas Literature review for research topic: 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 Read two other reviews and comment online

7. Due July 15 Seminar paper: Research articles(2) plus Cajete reading (posted on Canvas) (grad students only)

**8. Due: July 20 Final research design with literature review (graduate)
Due: July 20 Final research design with references (undergraduate)**

9. Due July 21 Presentation on final research design