

Intergovernmental Relations
Winter 2021

Faculty

Meghan Doughty

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Office: Lab 1, 3010

Office Hours: By Appointment

*Appointments can be in person, over the phone or online via Zoom or Teams

Dates

Weekend 1: 5/16 – 5/18

Weekend 2: 05/30 – 6/1

Time

Friday: 6pm – 9pm

Saturday and Sunday: 9am – 4pm



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

Land Acknowledgement: The Squaxin Island Tribe’s habitation of the land on and around the inlets of the Southern Salish Sea, including what is now the City of Olympia and here at The Evergreen State College spans thousands of years. The ancestral families who lived and thrived here: They named Budd Inlet Steh-Chass, and they named Eld Inlet where the campus is located Squi’Aitle. Today, the Squaxin Island Tribe continues to live on and steward the lands and waters of the Southern Salish Sea.

We acknowledge the Squaxin Island Tribe as it continues to live on and steward these lands and waters.

We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences and histories of the Indigenous people of this land and beyond.

We respect and acknowledge the Squaxin Island and Puyallup Tribes, and other Tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, Tribal sovereignty, environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures and histories of the Tribes of these lands and waters.

5 resources aka an extremely limited list of organizations that support indigenous communities. Please add more to the list in the Discussion section of our Canvas site.

- [Potlatch Fund](#)
- [National Indian Child Welfare Organization](#)
- [National Indian Urban Family Coalition](#)
- [Peacekeepers](#)
- [Spirit of the Sun](#)

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; 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.”

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.

Content Advisory: The Evergreen State College MPA program covers a variety of challenging topics of to race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty’s responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members’ primary area of expertise and we ask that students seek support in advance as needed, if desired. Please be aware that all course materials are potentially related to reading, writing, viewing, and discussion that may include unexpected and unwanted exposure to painful realities, both historical and present-day, and including but not limited to genocide, violence, dehumanization, sexual crime, and destruction of sacred land. Course materials may awaken individual, family, cultural, universal human, and existential trauma (among other harms). Take good care of yourselves—and each other—and remember that if materials and activities are counterproductive for you, you may excuse yourself and work with the faculty to design a plan that works for you and meets the objectives and outcomes of the class.

AI Statement AI-generated work is not considered original work. Please see the academic honesty policy discussed in the course policy section.

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

Course Equivalencies for Evaluation:

4 credits Intergovernmental Relations

Required Readings

All required readings are posted on Canvas.

Weekend 1	Topic	Readings
Day 1		
Module 1	Overview	Federalism
		<ul style="list-style-type: none">• Singel, W. T. (2014). The first federalists. <i>Drake Law Review</i>, 62(3), 775.• Quick, K. (2021). 16. Tribal sovereignty and the limits and potential of inter-governmental collaboration. <i>Handbook of Collaborative Public Management</i>, 253.• The Red Nation Podcast. The Savage US Constitution w/ Roxanne Dunbar-Ortiz.
Day 2		
Guest Speaker		Rosalinda Turk (Cherokee Nation), <i>Tribal Engagement Director, Office of Tribal Public Health & Relations</i>
Module 2	Tribe - Federal	Congressional Priorities
		<ul style="list-style-type: none">• Read the full testimony of each leader from the Congressional Oversight Hearing to “Examine Native Communities’ Priorities for the 119th Congress”
Module 3	Tribe - State	The Yakima Nation and the Hanford Clean-up
		<ul style="list-style-type: none">• Bush, D. (2014). The Yakama Nation and the Cleanup of Hanford: Contested Meanings of Environmental Remediation.• Only Read Chapters 1-3. Johnson, S., Kaufmann, J., Dossett, J., Hicks, S., & Davis, S. (2020, December). Government to Government: Models of Cooperation Between States and Tribes. In <i>National Conference of State Legislatures</i>.• Frost, A. & King, A. (2024). “Before and after Hanford: Indigenous ties to the land.” Oregon Public

		Broadcasting.
Day 3		
Module 4	Tribe-Local	Memorandum of Understanding
		<ul style="list-style-type: none"> • Service Agreements: Exploring Payment Formulas for Tribal Trust Lands on the Oneida Reservation. (2015). <i>American Indian Quarterly</i>, 39(4), 347-363. • Webster, R. (2020). Tribal and Local Government Agreements: Negotiating Mutually Beneficial Terms for Consideration of Services. <i>American Indian Quarterly</i>, 44(3), 302-328. • Oregon Department of Justice. Guidelines for a memorandum of understanding. • Memorandum of Understanding between the Suquamish Tribe and the City of Poulsbo.
Mod 5	Tribe - Tribe	<ul style="list-style-type: none"> • Tutt M, Becenti L, Tallis K, Teufel-Shone N. Intertribal Collaboration and Health: A Literature Review. <i>Turt Isl J Indig Health</i>. 2021 Nov;1(2):116-123. • Berger, B. R. (2024). Intertribal: The Unheralded Element in Indigenous Wildlife Sovereignty. <i>Harv. Env't L. Rev.</i>, 48, 1. • Evans, L. E., Dolšak, N., Plog, M. T., & Prakash, A. (2020). Native American tribal governments, cross-sectoral climate policy, and the role of intertribal networks. <i>Climatic Change</i>, 160(1), 35–43.

Weekend 2		
Day 1		
Mod 6	Tribe - Federal	ICWA
		<ul style="list-style-type: none"> • Here's Where It Get's Interesting: The High Stakes of Haaland v. Brackeen with Rebecca Nagle • More Perfect Podcast: Adoptive Couple v. Baby Girl • "Haaland v. Brackeen." <i>Oyez</i>, www.oyez.org/cases/2022/21-376. Accessed 3 Mar. 2025. • Jones, M. (2024). Heads Held High and Hands Holding Hope: The Victory and Vulnerabilities of the Indian Child Welfare Act After Haaland v Brackeen. <i>Neb. L. Rev.</i>, 103, 65.
Day 2		
Mod 7	Tribe - State	The Swinomish Approach in the Skagit Valley
		<ul style="list-style-type: none"> • Zaferatos, N. C. (2004). Tribal nations, local governments, and regional pluralism in Washington State: The Swinomish approach in the Skagit Valley. <i>Journal of the American Planning Association</i>, 70(1),

		<p>81-96.</p> <ul style="list-style-type: none"> • Zaferatos, N. C. (1998). Planning the Native American Tribal Community: Understanding the Basis of Power Controlling the Reservation Territory. <i>Journal of the American Planning Association</i>, 64(4), 395-410. • Zaferatos, N. C. (2022). Tribal-Local Intergovernmental Agreements. In R. M. Webster & J. Bauerkemper (Eds.), <i>Tribal Administration Handbook: A Guide for Native Nations in the United States</i> (pp. 245–264).
Mod 8	Tribe - State	The Centennial Accord
		<ul style="list-style-type: none"> • Smith, B. L. (2018). The Centennial Accord: What has been its impact on government-to- government relations between tribes and the State in Washington? • Only Read Chapters 4. Johnson, S., Kaufmann, J., Dossett, J., Hicks, S., & Davis, S. (2009, January). Government to Government: Models of Cooperation Between States and Tribes. In National Conference of State Legislatures. • Prothro, M. (1999). Preliminary Report: Challenges to Relations Between the State of Washington and the Washington Tribes.
Day 3		
Module 9	Tribe - Local	Partnership between Tribes and an MPO
		<ul style="list-style-type: none"> • Thurston County, Washington - Partnership between Tribes and an MPO • National Congress of American Indians (NCAI). Tribes Transportation: Policy Challenges and Opportunities. • Martinez, R. M., Migliaccio, G. C., Albert, D., & Holley, T. (2009). Review of Strategies for Enabling Collaboration between Transportation Agencies and Native American Tribes. <i>Transportation Research Record</i>, 2119(1), 113–119.
Mod 10	Presentations	

Assignments

Assignment #1

Policy Memo Due: May 19th posted on Canvas by 5:00pm.

Length: 1 page single spaced. Use APA format for references and cite all of your sources. There should be no direct quotes.

Description: Your assignment is to write a policy memo that makes a policy recommendation to a specific person, connecting the readings for this weekend to a real-world policy issue. Your audience could be a member of the legislature, a council member, an advocate, a non-profit

director, or another specifically defined individual requiring your insight and expertise on a policy matter. It might be a good idea to write this on the same topic as your policy brief, but this is not required.

Instructions: Select one issue and write a targeted policy memo identifying the problem and providing a recommendation. Use a memo heading and include an executive summary of 2-3 sentences. The memo should include the answer the three following questions:

- What is happening?
- What is working?
- What should be done next?

The solution should not just be more money. Most policy problems could use more money and most governments have a limited budget.

Assignment #2

Policy Brief Due: June 1st 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.]*
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

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 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, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence. You do not need to justify or explain your absence, just let the faculty know.

After an 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 the 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 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](#) 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 the faculty 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>.

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. The faculty reserve the right to ask for no technology in the classroom if it becomes a distraction.

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.

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. 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>