

The Evergreen State College MPA Program

Second Year Core Fall 2025 Tribal Governance Analytical Techniques for Public Service



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.”

Faculty Teaching Team *Office Hours by Appointment*

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Class On Zoom:

Friday, October 3, 6:00pm – 9:00pm

Friday, October 17, 6:00pm – 9:00pm

Friday, October 31, 6:00pm – 9:00pm

Class In-person:

Saturday – Sunday, October 4 – 5, 9:00am – 4:00pm, at Seminar 2 E1105

Saturday – Sunday, October 18 – 19, 9:00am – 4:00pm, at Longhouse

Saturday – Sunday, November 1 – 2, 9:00am – 4:00pm, at Seminar 2 E1105

Course Description

Analytical Techniques for Public Service is a two-quarter core program for second-year MPA students. Each quarter focuses on specific approaches to applied research in tribal governments and Indigenous communities. Our goal is to practice applied tribal administration through research design and analysis with Indigeneity.

Key Questions:

1. What are Indigenous Knowledge frameworks and paradigms of social science?
2. What are ethical considerations in research with Indigenous communities and tribal governments?
3. How is research practiced and used within tribal governments?
4. How are research projects designed?

Learning Objectives:

- Understand Indigenous research methodologies and why we do research.
- Develop awareness of the intentions and consequences of case study research designs.
- Understand how processes of research can harm and heal.
- Be an ethical producer and consumer of research through culturally relevant practices.

Required Texts

Absolon (Minogiizhigokwe), K. (2022). *Kaandossiwin, How We Come to Know: Indigenous Re-Search Methodologies*, 2nd edition. Fernwood Publishing. ISBN: 978-1773635170

Hernandez, J. (2022). *Fresh Banana Leaves: Healing Indigenous Landscapes through Indigenous Science*, 2nd edition. North Atlantic Books. ISBN: 978-1623176051

Kovach, M. (2021). *Indigenous Methodologies: Characteristics, Conversations, and Contexts, Second Edition*, 2nd edition. University of Toronto Press. ISBN: 978-1487525644

Recommended Articles (will be posted on Canvas):

Weekend 1

Bang, M., Warren, B., Rosebery, A., Medin, D. (2012). Desettling Expectations in Science Education. *Human Development*, 55, 302-318.

Battiste, M. (2002). *Indigenous Knowledge and Pedagogy in First Nations Education: A Literature Review with Recommendations*. Apamuwek Institute.

Ermine, W. (2007). The Ethical Space of Engagement. *Indigenous Law Journal*, 6(1).

Hodge, F. (2012). No Meaningful Apology for American Indian Unethical Research Abuses. *Ethics and Behavior*, 22(6), 431- 444.

Little Bear, L. (2000). Jagged Worldviews Colliding. In *Reclaiming Indigenous Voice and Vision*.

Marley, T. L. (2019). Indigenous Data Sovereignty: University Institutional Review Board Policies

and Guidelines and Research with American Indian and Alaska Native Communities. *American Behavioral Scientist*, 63(6), 722–742.

Pearson, C., Parker, M., Fisher, C. Moreno, C. (2014). Capacity Building from the Inside Out: Development and Evaluation of a CITI Ethics Certification Training Module for American Indian and Alaska Native Community Researchers. *Journal of Empirical Research on Human Research Ethics*, 9(1), 46–57.

OCAP Principles. *Ownership control access and possession (OCAP) or self-determination applied to research* <https://fnigc.ca/ocap-training/>

Weekend 2

Aragon, B. et al. (2025). Measuring Implementation Fidelity for the Gathering of Native Americans (GONA). *Centers for American Indian & Alaska Native Health*, 32(1), 50-71.

Evaluation of IMLS's Native Communities Grant Programs (2024). Institute of Museum and Library Services.

Gould, A. & Kuboyama, K. (2021) Weaponizing traditions: Threads of resistance and oppression. *Administrative Theory & Praxis*, 43(2), 172-189.

LaFrance, J. and Nichols, R. (2010). Reframing Evaluation: Defining an Indigenous Evaluation Framework. *The Canadian Journal of Program Evaluation*, 23(2), 13–31.

Lajimodiere, D. (2011). Ogimah Ikwe: Native Women and Their Path to Leadership. *Wicazo Sa Review*, 26(2), 57-82.

Mariella, P., Brown, E., Carter, M. (2009). Tribally-Driven Participatory Research: State of the practice and potential strategies for the future. *Journal of Health Disparities Research and Practice*, 3 (2), 41 -58.

Weekend 3

Belarde-Lewis, M, Littletree, S, Braine, I S, Srader, K, Guerrero, N and Palmer, C L (2024). Centering Relationality and CARE for Stewardship of Indigenous Research Data. *Data Science Journal*, 23(32), 1–16.

Deloria, V. (1998). Intellectual Self-Determination and Sovereignty: Looking at the Windmills in Our Minds. *Wicazo Sa Review*, 13(1), 25–31.

Tribes and AI: Possibilities for Tribal Sovereignty, download full article <https://scholarship.law.duke.edu/dltr/vol25/iss1/1/>

AI and Indigenous Peoples' Realities <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/artificial-intelligence-and-indigenous-peoples-realities>

Tentative Schedule (faculty may alter schedule)

Weekend One

Friday, October 3 (meet on Zoom)

Time	Topic	Deliverable
6:00pm	Opening Words Positionality: Faculty Research Journeys Indigenous Knowledge Frameworks and Paradigms of Social Science	Assignment #1 Research ideas and methodologies
7:30pm	Seminar	<u>Reading:</u> <i>Kaandossiwin</i> , chs. 1, 2, 5, 6, 7, 8
9:00pm	END	

Saturday, October 4

Time	Topic	Deliverable
9:00am	Lecture/Discussion: Case Study & Research Proposal Workshop: Problem/Solution Identification & Definition, Guiding Research Question	
11:00am	Where will the data come from? Lit Reviews, Primary Voice, Obtrusive and Unobtrusive research	<u>Reading:</u> <i>Indigenous Methodologies</i> , chs. 7, 8
12:00pm	LUNCH	
1:00pm	Lecture/Discussion: Traditional Ecological Knowledge, Indigenous Methodologies, Quantitative, Qualitative, Mixed	<u>Reading:</u> <i>Indigenous Methodologies</i> , chs. 1, 2, 3, 6 <i>Fresh Banana Leaves</i> , chs. 1, 4
3:00pm	Form Research Project Teams	
4:00pm	End	

Sunday, October 5

Time	Topic	Deliverable
9:00am	Team Time	*Teams Formed: Start drafting team workplan
10:00am	Lecture/Discussion: Tribal Critical Race Theory Research as Healing, Role of the Researcher Objectivity and Subjectivity Insiders and Outsiders	<u>Reading:</u> See recommended articles

12:00pm	LUNCH (potluck)	
1:00pm	Lecture/Discussion: Ethics in Research Human Subjects Review (HSR) & Tribal Ethics Protocols & Tribal IRBs Letters of Support OCAP	<u>Reading:</u> See recommended articles
3:00pm	CITI training & Team Time	Look ahead to assignments #3 & #4
4:00pm	Closing Words/ End	

Weekend Two

Friday, October 17 (meet on Zoom)

Time	Topic	Deliverable
6:00pm	Opening Words Community Based & Participatory Action Research Evaluation Research	Assignment #2: Draft 1 Team Workplan & Research Proposal
7:30pm	Seminar	<u>Reading:</u> See recommended articles
9:00pm	END	

Saturday, October 18

Time	Topic	Deliverable
9:00am	Instrument Design: Surveys	
11:00am	Workshop: Survey Design	
12:00pm	LUNCH	
1:00pm	Workshop: analyzing survey responses	
2:00pm	Sampling & Limits of Research: Overgeneralizing, Validity, Reliability, Causation, Correlation	
3:00pm	Team Time to work on assignment #3	
4:00pm	End	

Sunday, October 19

Time	Topic	Deliverable
9:00am	Instrument Design: Interviews, Focus Groups Story Sharing, Listening Sessions, PhotoVoice	
11:00am	Workshop: Focus Group	
12:00pm	LUNCH	
1:00pm	Workshop: analyzing interview transcripts	
2:00pm	Team Time to work on assignment #3	Assignment #3: Draft 1 HSR
4:00pm	Closing Words/ End	

Weekend Three**Friday, October 31 (meet on Zoom)**

Time	Topic	Deliverable
6:00pm	Opening Words Pilot test instruments: receive feedback from peers	Assignment #4: Draft 2 Research Proposal & HSR
7:30pm	Team Time to incorporate feedback	
9:00pm	END	

Saturday, November 1

Time	Topic	Deliverable
9:00am	Data Sovereignty <ul style="list-style-type: none"> • Guest speakers: TBD 	<u>Reading:</u> See recommended articles
12:00pm	LUNCH	
1:00pm	Team Time to work on assignment #5	
4:00pm	End	

Sunday, November 2

Time	Topic	Deliverable
9:00am	Research as Healing <ul style="list-style-type: none"> • Guest speakers: TBD Synthesis & Review of Learning: Mind Mapping	<u>Reading:</u> <i>Kaandossiwin</i> , chs. 9, 10, 12, 13 <i>Fresh Banana Leaves</i> , chs. 6, 7, 8

12:00pm	LUNCH (potluck)	
1:00pm	Team Time to work on assignment #5	
4:00pm	End	

Assignment #5: Final Research Proposal & HSR. Due: November 21 by 6:00pm.

Assignments

Assignment #1: Research project idea and methodology reflections

Due: Friday October 3 by 6:00pm.

Length: 4 - 5 pages, double spaced

Instructions: Write a brief summary of a research idea for a two quarter research project.

Respond to the following questions:

- What tribal public administration problem or solution interests you for research?
- What do you hope to learn by researching this topic?
- What do you intend to contribute to tribal public administration through your research?
- What did you learn from the assigned readings for weekend 1 about Indigenous methodologies? How can you tie Indigenous methodologies into your research?

After all of the papers are posted, read the papers posted by your classmates. Start to form teams of 2 to 3 students based on common interest areas. You can work with any student in the class. Your research topic and team will remain the same throughout fall and winter quarters.

Assignment #2: Draft 1 Team Workplan & Research Proposal (team assignment)

Due: Friday October 17 by 6:00pm.

Instructions: *In teams of no more than 3 students, each team will pick a research topic to study over two quarters (fall & winter).* The research proposal in the fall quarter is the foundation for the data collection and analysis in the winter quarter.

[Case study](#) research project design is required.

[Mixed methodology](#) (qualitative and quantitative data) is also required. However, only one of these has to come from data you collect. The remaining type of data you need can come from secondary sources (existing data sets, articles, primary voice, government documents, tribal laws and policies, meeting minutes, art, etc.).

Team workplan should include:

- Role of the Researcher with Researcher bio. These could look like positionality statements to show how you are each approaching the research.
- Team’s goals for the research project.

- Explain shared responsibility of assignment components (no one person should be solely responsible for any one part of the assignments).
- Schedule of who is doing what/when.
- Communication plan and meeting schedule.
- Definition of graduate-level work.
- Conflict resolution plan.

Research proposal should include:

- **One Problem or Solution Statement:** Identify and define the problem or solution you are going to research. (One sentence)
- **One Guiding Research Question:** What question will your data answer?
- **Literature Review:** include a [literature review](#) to support, oppose, and find gaps in the problem/solution you identified and the question you are asking. “Literature” can come from many sources: existing data sets, open data, academic journals, books, your lived experience as primary voice, government documents, tribal laws and policies, meeting minutes, poems, weavings, oral histories, and more.
 - **Define all key terms** used in your guiding research question. These definitions will help you decide what you are “measuring” to respond to your research question.
 - **Problem/Solution Background:** Why is this a problem/solution? Who is this a problem/solution for?
- **So What Statement:** why does the research matter, what is the purpose of the research, who cares, who is the audience? How will this research benefit the stakeholders/ rightsholders? Include the research limitations and assumptions.
- **What paradigms or knowledge frameworks** will you draw from and why?
- **Methodology:** what is your approach to where will you get the quantitative and qualitative data you need to answer your guiding research question?
- **Method:** how will you collect your original data? (data collection instrument could be: [survey](#), [interview](#), [focus group](#), listening session, story sharing, photovoice) Who are the respondents/participants/collaborators?
- **Sampling:** what is the [sample](#)? What is the sampling approach?
- **Data collection plan:** what is your step-by-step plan to collect the data? How will you gain access to participants, what is your schedule: who, when, what, how, where.

Assignment #3: Draft 1 HSR (team assignment)

Due: Sunday October 19 by 4:00pm.

Instructions: As a team, do the [HSR CITI training](#) together. Each individual member of the team should be logged in to take the quiz, but work collaboratively. Talk through the quiz together while you enter your own individual responses. Take a screen shot of each individual team member’s CITI quiz/training completion results. Include these screen shots in your team workplan. [HSR application](#): Submit draft instrument[s], cover letter & informed consent, plus draft letters of support if collaborating with an organization and/or following tribal protocols. Submit draft HSR application with all questions answered and cover sheet completed.

Assignment #4: Draft 2 Research Proposal & Draft 2 HSR (team assignment)

Due: Friday October 31 by 6:00pm.

Two separate documents: 1) Research proposal 2) HSR application.

Instructions: These second drafts should reflect updates, revisions, and incorporate faculty feedback from previous drafts.

Assignment #5: Final Research Proposal & Final HSR (team assignment)

Due: Friday November 21 by 6:00pm

Two separate documents: 1) Research proposal 2) HSR application. **Instructions:** These final versions should reflect updates, revisions, and incorporate faculty feedback from previous drafts. These final versions should also be revised based on the feedback you received from peers after pilot testing your instruments.

Research proposal is one complete document posted to Canvas.

HSR packet is one complete document posted to Canvas (includes the HSR cover page filled out & signed, responses to HSR questions, cover letter to participants, consent form(s) for participants, and instrument(s), letter of support from collaborating organization and/or following tribal protocols). Provided the HSR packet is complete and of high quality, faculty will review the HSR application for approval. AFTER the research project team receives approval from faculty, you may begin data collection.

Course Policies, Commitments, and Responsibilities

Faculty Commitments and Responsibilities

Trauma-Informed Principles Commitment: While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be ["a cognitive burden comparable to a full-time job."](#) Faculty are committed to recognizing trauma and resisting re-traumatization by integrating [Trauma Informed Teaching & Learning Principles](#) throughout the course. Specifically, we seek to create an atmosphere that is respectful, transparent and trustworthy by making expectations clear and communicating with the goal of building learning community trust and understanding to foster student choice by, when possible, offering options for engagement, readings, and communication; and lastly, to empower student voice by responding to the various forms of privilege and oppression silencing and limiting decision-making in learning communities.

Mandatory Reporter: The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. We are committed to your well-being and safety, and we're open to discuss any concerns you may have.

Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please feel free to contact the following confidential resources: Office of Sexual Violence Prevention and Response (Sem I, 4119, 360.867.5221, jonese@evergreen.edu), Student Wellness Services (Sem I 2110, 360.867.6200), or SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please request academic accommodations due to a disability, please contact the office of [Access Services](#) for Students with Disabilities (867-6348 or 6364) to receive a letter of accommodation. 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. Information about a disability or health condition will be regarded as confidential.

Student Commitments and Responsibilities

Participation & Attendance: Classes are offered in person. Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, contributing 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, faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (= 3 hours accumulated is one absence), make-up work may be assigned by faculty. Makeup work must be completed by the end of the last scheduled class meeting to receive course credit. After 12 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (e.g., being late to class; regularly missing an hour of class), you may be denied full credit. Finally, if you do miss a class, you are

expected to do the reading for the class meeting missed, turn in any assignments that were due on the class date missed, and review class notes and materials available on Canvas.

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 faculty no later than the original assignment's due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit. Late assignments may or may not receive feedback.

Credit: Students will receive 12 graduate credits at the end of winter quarter if all course 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 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. Failing to meet course requirements (e.g. 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.

Human Subjects Review (HSR): Students may NOT conduct primary data collection without HSR approval by faculty. There may also be requirements regarding research protocols with governments (Tribes/Feds/state/local), Native communities, private organizations or nonprofits. For more information see the [Institutional Review Board Student Guide](#).

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](#), for the MPA Academic Honesty policy and additional information. Academic Honesty at TESC: "Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments." Source: <http://www.evergreen.edu/advising/academichonesty.htm>

Evaluation: Student's course self-eval and eval of seminar faculty are both required for credit as submitted via my.evergreen.edu .

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 use of class time. Consult your faculty to discuss technology use and learning style options.

Use of AI: Discuss how you plan to use AI with faculty as there are many types of AI with multiple ethical considerations. AI is also experimental and is often inaccurate. If you use an AI tool in your assignments, cite it as per APA guidance: <https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>

Guest policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first-year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

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 360-867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to still hold class virtually or may cancel a class meeting even if campus is open and we will send an all-class email prior to the start of class. Students are responsible for checking email and ensuring viable online access options are available to them.

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

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as "Canvas". Our class Canvas site is accessible to faculty and students registered for this course only. The work students post on Canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.

Collective Commitments and Responsibilities

Tribal Acknowledgement for both Olympia and Tacoma locations of The Evergreen State College:

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.

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.

Conduct & Conflict Resolution: Please refer to the [MPA Student Handbook](#) . 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.

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:

<https://www.evergreen.edu/offices-services/academic-affairs/student-conduct-code>.

We will abide by the [non-discrimination policies and procedures at TESC](#)

Additional Campus Resources

- [Academic and Career Advising](#)
- [Academic honesty](#)
- [Access Services for Students with Disabilities](#)
- [Alcohol/drug use](#)
- [All Official College Policies; Assistive Technology \(AT\) Lab](#)
- [Basic Needs Resources](#)
- [BLISS \(BIPOC & LGBTQ+ Intersectional Support Services\)](#)
- [Code of student rights and responsibilities](#)
- [COVID-19](#)
- [Conflict Resolution ; Counseling Services](#)
- [Evergreen's Social Contract](#)
- [Free Speech Guide](#)
- [Library](#)
- [Media Loan](#)
- [MPA Student Resources](#)
- [Non-discrimination policy](#)
- [QuaSR: Quantitative & Symbolic Reasoning Center](#)
- [Sexual Misconduct reporting and resources](#)
- [Student Activities](#)
- [Student Employment](#)
- [Student Engagement, Equity, and Support](#)
- [Student Wellness Services](#)
- [The Writing Center](#)

