Course Information

Title: Participatory Policymaking in Tribal, State, & Federal Government
Number: RD F435/ANS F435
Credits: 3 credits
Prerequisites: RD F300; senior standing; or permission of instructor.
Recommended: RD 110.
Location: UAF & Distance
Meeting Time: TBD

Toll-free dial-in number (U.S. & Canada):
(866) 832-7806
International dial-in number:
(330) 595-1371
Participant Conference Code: 2090832

Instructor

Name: TBD
Office Location: TBD
Office Hours: TBD
Telephone: TBD
Email Address: TBD

Course Reading/Materials

Course Reader Including Excerpts from:

Government at Work, Policymaking in the Twenty-First-Century Congress
Sunil Ahuja & Robert Dewhirst
Edition/Publisher: Lexington Books (2016)

Lobbying & Policymaking, The Public Pursuit of Private Interests
Ken Godwin, Scott H. Ainsworth, & Erik Godwin

Alaska Politics & Public Policy, The Dynamics of Beliefs, Institutions, Personalities, & Power
Edited by Clive S. Thomas, Laura C. Savatgy, & Kristina Klimovich
University of Alaska Press (2016)

The Supreme Court
William H. Rehnquist
Participatory Policy-Making in Tribal, State, & Federal Government

Alfred A. Knopf (New York, 2001)

How Judges Think
Richard A. Posner
Harvard University Press (2008)

Course Description

RD F435/ANS F435  Participatory Policy-Making in Tribal, State, & Federal Government
3 Credits
Offered Fall Odd-numbered years
This course analyzes the policymaking and lobbying processes of the American political system, with a focus on the relationship between tribes, U.S. Congress, federal agencies, and the U.S. Supreme Court. Uses comparative case studies of national, state of Alaska, and tribal issues, policies, and laws impacting rural Alaskans.

Course Goals

Students will understand the how various organizations interact in the local, state, and national policymaking process and develop the knowledge and skills needed to effectively participate in that process as tribal members, leaders, and citizens.

Student Learning Outcomes (more specific)

Students will:
- Examine the various arenas of policymaking including the legislature and bureaucracy.
- Define and identify the four common stages in the legislative policy-making process, agenda-setting, policy formulation, implementation, and policy evaluation as they apply to current policymaking trends.
- Recognize that policies are made and remade in a dynamic system.
- Analyze the effects of organized interests on policy-making by focusing on what they want, the strategies they use, their record of success, and the impacts on democratic process.
- Analyze how issues come to and are decided by the U.S. Supreme Court.
- Apply the lessons learned to their own participation, and the participation of rural Alaskan groups and organizations, in the national policymaking process.
- Define “lobbying,” and recognize the role of lobbying in policymaking.
Instructional Methods

The teaching techniques will include lecture, case study, student led small group discussion, use of Blackboard, and audio/video conferencing.
# Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments &amp; Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Introductions &amp; Overview</td>
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</table>
| Day 2  | Contemporary Policymaking | A&D, Chapter 1 – The Politics of the Policymaking Process in a Time of Hyper-partisanship (pp. 1 – 11)  
T,S,&K, Chapter 1 – Understanding Alaska & Its Political Environment (pp. 39 – 58)  

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
</table>
| Day 1  | Healthcare | A&D, Chapter 4 – The Patient Protection & Affordable Care Act (2010)(pp. 55 – 70)  
T,S,&K, Chapter 27 – Social Services & Corrections: Intergovernmental, Public & Private Policy Making, & Power Dynamics ( pp. 1003 – 1062) | Case Study: Indian Health Care Improvement Act of ACA  
Case Study: Current efforts to secure IHS support to expand Community Health Associates Program (CHAP)  
Plus selected Student Discussion Leader readings (TBD) |
| Day 2  | Same as Above | Student Facilitated Group Discussion - | |

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<tr>
<th>Week 3</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments &amp; Due Dates</th>
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</thead>
</table>
| Day 1  | Education | A&D, Chapter 5 – Higher Education Opportunity Act (pp. 71 – 80)  
T,S,&K, Chapter 26 – Education K-12 & the University: Meeting the Needs of all Alaska Students? (pp. 941 – 1002) | Case Study: The Tribally Controlled Community College Assistance Act of 1978 & Subsequent Policy/Amendments  
Case Study: Every Student Succeeds Act Amendments (reauthorizing the Elementary & Secondary Education Act)(incorporated suggestions from the Tribal) |
### Participatory Policy-Making in Tribal, State, & Federal Government

#### Week 4

**Day 1**  
Women’s Rights  
Case Study - Amendments to the Violence Against Women Act Relevant to Native Women & Tribal Courts (pp. TBD)  
Plus selected Student Discussion Leader readings (TBD)

**Day 2**  
Same as Above  
Student Facilitated Group Discussion –

#### Week 5

**Day 1**  
Lessons Learned  
A&D, Chapter 9 – Evolving Lessons of Lawmaking in a Dynamic System (pp. 141 – 145)  
Case Study: Tribal Sovereignty, Native Public Safety, the Indian Law & Order Commission & the Tribal Law & Order Act  
Plus selected Student Discussion Leader readings (TBD)

**Day 2**  
Same as Above  
Student Facilitated Group Discussion –

#### Week 6

**Day 1**  
Lobbying & Policymaking Key Concepts & Ideas  
G, A & G, Chapter 1 – Key Concepts & Ideas (pp. 1 – 12)  
Reading on Tribal-Federal Government-to-Government Consultation  
Case Study: The Tribal Experience with Lobbying & the Jack Abromoff Lobbying Scandal  
Case Study: United Tribes of Bristol Bay & Pebble Mine & Tribal-Federal Government-to-Government Consultation (consortium of federally recognized tribes formed to address regional large-scale mining proposals threatening salmon rearing streams in Bristol Bay area) & Relate Litigation  
Plus selected Student Discussion Leader readings (TBD)

**Day 2**  
Same as Above  
Student Facilitated Group Discussion –

#### Week 7

**Day 1**  
Models of group influence on policy  
G, A, & G, Chapter 2 – Models of Influence (pp. 15 – 48)  
T,S,&K, Chapter 7 – Alaska’s Political Economy: Outside Forces, Economic Viability, & Public Policy Options (pp. 195-229)  
T,S,&K, Chapter 15 – Interest Groups, Lobbying, & Lobbyists, & their Effects on Democracy in Alaska (pp. 499-558)  
Case Studies: The origins, history, & work of the
### Participatory Policy-Making in Tribal, State, & Federal Government

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Day 1</th>
<th>Policymaking by Regulatory Agencies</th>
<th>G. A. &amp; G, Chapter 4 – Policymaking by Regulatory Agencies (pp. 75 – 92)</th>
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<tr>
<td></td>
<td>Day 2</td>
<td>Same as Above</td>
<td>Student Facilitated Group Discussion –</td>
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<tr>
<td>Week 9</td>
<td>Day 1</td>
<td>Interest-Group Participation &amp; Strategies in the Regulatory Process</td>
<td>G,A&amp;G, Chapter 5 – Interest-Group Participation, Strategies, &amp; Success (pp. 93 – 112)</td>
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<td>Day 2</td>
<td>Same as Above</td>
<td>Student Facilitated Group Discussion –</td>
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<tr>
<td>Week 10</td>
<td>Day 1</td>
<td>Lobbying Alone or Cooperatively</td>
<td>G,A&amp;G, Chapter 6 – Lobbying Alone or Cooperatively (pp. 113 – 138)</td>
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<td>Case study where Tribe goes it alone – Navajo?</td>
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<td>Day 2</td>
<td>Same as Above</td>
<td>Student Facilitated Group Discussion –</td>
</tr>
<tr>
<td>Week 11</td>
<td>Day 1</td>
<td>Lessons Learned</td>
<td>G,A&amp;G, Chapter 10 – Conclusions &amp; Implications (implications for democratic process) (pp. 201 – 214)</td>
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<td>T,S,&amp;K, Chapter 29 – Assessing the Past &amp; Present Performance of Alaska’s Political &amp; Governmental System (pp. 1131 – 1144)</td>
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<td>T,S,&amp;K, Chapter 30 – Choices &amp; Prospects for Reform: A New Era or More of the Same? (pp. 1145 – 1168)</td>
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<td>Case Study: Toyukuk v. Treadwell &amp; the federal Voting Rights Act (claim that Alaska state officials failed to provide oral language assistance to Yup’ik speaking</td>
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### Week 12

**Day 1**
- **Policymaking by Judges**
- Case Study: Sturgeon v. Masica et al. (right of National Park Service to prohibit the use of hovercraft on a river inside a National Park or Preserve – implications for subsistence fishing rights)

**Day 2**
- Same as Above

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<tr>
<th><strong>Week 13</strong></th>
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<tr>
<td><strong>Day 1</strong></td>
<td>Judicial Decision-making in Tribal Communities/Tribal Cases</td>
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<td>Case Study: Dollar General Corporation v. Mississippi Band of Choctaw Indians</td>
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<td>Case Study: In the Matter of the Dissolution of Marriage: Michael D. v. Shawna D., Tribal Court Case No. 2014-DVC-004 (Central Council of Tlingit and Haida Indian Tribes of Alaska Tribal Court, 2014)</td>
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| **Day 2** | Same as Above

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<tr>
<th><strong>Week 14</strong></th>
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<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>Presentations</td>
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<td>Presentations</td>
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<tr>
<td><strong>Day 2</strong></td>
<td>Presentations</td>
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<tr>
<th><strong>Week 15</strong></th>
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<tr>
<td><strong>Finals Week</strong></td>
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Course Policies

Attendance

**Attendance in class is required. Attendance and participation are part of your grade.** You may miss two class sessions for any reason and not be penalized on your grade. However, after two missed classes, you will start to lose attendance and participation points, which will negatively impact your grade. “Participation” means that you attend class, show up on time, are prepared for class by doing the required readings before class, and attempt to answer questions when called upon.

Policy on Incomplete (I) and No Basis (NB) grades

No NB grades will be awarded in this course. A student who is not participating sufficiently in the course and who will obtain a “D” grade or lower will be advised of this before the final deadline for withdrawal and be given the opportunity to withdraw from the course. Students should review the syllabus and schedule and make sure that they can schedule the time needed for attendance and assignments in this course.

An “I” grade will be awarded only under truly extenuating circumstances and in cases where the student would have earned at least a “C” grade in the course. The student must have discussed the extenuating circumstance with the instructor as soon as it began to interfere with course-work in order to be considered for an “I” grade. If an “I” grade is awarded, the student will be expected to complete outstanding work within a short time period (weeks not months) unless a physical limitation dictates otherwise.

Plagiarism

Plagiarism is quoting from, paraphrasing or using specific material contained in any published work, e.g. books, periodicals, public documents, internet or another person’s ideas without providing appropriate citations or recognitions. Self-plagiarism is using all or part of a paper that you wrote previously for a different class or assignment and failing to indicate that it is your earlier work. NOTE: if you copy material from a course lecture or web link to use for an assignment, and do not cite this material, it is considered to be plagiarism even if you agree with the author and would have written the same words yourself. Plagiarism can earn you an “F” grade in this course so if you have any doubts about how to recognize it please talk to the instructor.
## Evaluation

<table>
<thead>
<tr>
<th>Participation &amp; Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>10%</td>
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<tr>
<td>Reflection Papers (3)</td>
<td>40%</td>
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<tr>
<td>Paper 1 – Due TBD</td>
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<tr>
<td>Paper 2 – Due TBD</td>
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<tr>
<td>Paper 3 – Due TBD</td>
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<tr>
<td>White Paper</td>
<td>40%</td>
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<tr>
<td>Due TBD</td>
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<tr>
<td>Final Presentation</td>
<td>10%</td>
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<td>Due TBD</td>
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<tr>
<td>Total:</td>
<td>100%</td>
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**Reflection Papers**

Students are expected to complete three reflection papers (3-4 double-spaced pages in length) that respond to one or more of the assigned readings. The reflection papers are not intended to be summaries. Rather they are an opportunity for you to apply critical thinking skills to the materials/topics covered in this course. Use the following guiding questions: Did you agree or disagree with the information presented in the readings? Did you find them applicable to the context in which you live and work? What critical information was missing or overlooked that would have been useful for you to know?

**White Paper**

Students are expected to research and write a “white paper” (5-6 pages, single spaced) addressing the following:

1. Identify a current, contested, rural and/or Native Alaskan issue;
2. Research the interests/positions/debates and the relevant proposed or existing policies, laws, regulations, etc. at the tribal, local, state, and/or national levels;
3. Advocate a certain position that you see as the best way to go, or a certain solution that you see as best for the particular problem; and
4. Cite to your sources in-text and with a sources page consistent with the White Paper format provided.
White Paper/Presentation
Students are expected to prepare and present a 20-25 minute in-class presentation based upon the research and conclusions of their white paper. Students are encouraged to prepare a 10-12 slide Power Point presentation. Power Point presentations must be emailed to the instructor the day prior to your presentation.

White Paper

The White Paper will consist of a 5-6 page white paper (single-spaced with footnotes and endnotes):

White Paper: Purpose and Audience

What is a White Paper?

Originally, the term white paper was used as shorthand to refer to an official government report, indicating that the document is authoritative and informative in nature. Writers typically use this genre when they argue a specific position or propose a solution to a problem, addressing the audience outside of their organization.

The Purpose of a White Paper

Typically, the purpose of a white paper is to advocate that a certain position is the best way to go or that a certain solution is best for a particular problem.

White Paper: Organization and Other Tips

A white paper typically starts with a big picture and leads readers to the proposed solution. Make the headings clear and specific so that busy readers can scan the white paper effectively. The following are general guidelines on organizing a white paper.

Introduction / Summary

It is a good idea to provide a summary at the beginning of the paper in order to have busy readers quickly grasp the main point.

Background / Problems

A white paper needs to provide readers with general background information of a particular issue in order to help them make their decision based on the understanding of facts. Show them enough evidence that you are an expert on the subject. Point out problems from your readers’ perspective. Make sure that you do not digress from the main subject; do not pose problems for which you cannot provide solutions.
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Solution

After explaining the background and problems, propose your solution.

Conclusion

Write a conclusion in order to wrap up the white paper and enhance your readers' understanding.

Works Cited

Put the works cited at the end of your white paper. Do not forget to put the information of hyperlinked sources for the reader who prints out your white paper.

Grading System

Letter grades for the course will be determined as follows and will reflect the Grading System and Grade Point Average Computation policy stated in the current UAF Catalog. I will apply plus and minus grades.

A+ ..............100–97%  A...............96–93%  A-...............92–90%
B+..............89–87%  B...............86–83%  B-...............82–80%
C+..............79–77%  C...............76–73%  C-...............72–70%
D+ ..............69–67%  D...............66–63%  D-...............62–60%
F...........less than 60%

A     "A" (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.

B     "B" (including B+ and B-) indicates a high level of acquired knowledge and performance in completion of course requirements.

C     "C" (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

D     "D" (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, core or graduate programs.

F     "F" indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.
Go to: https://uaf.edu/catalog/current/academics/regs1.html for more details and grade point computation.

Support Services

**UAF Tutoring Center**

The Student Support Services Tutoring Center is located in 514 Gruening and is open Sunday-Friday. Walk-in and scheduled tutoring for one-on-one or small group (up to 3 students) is available.

See the detailed schedule for available times and tutors. Please call 474-6844 to schedule an appointment.

Go to [https://www.uaf.edu/sss/tutoring-center/](https://www.uaf.edu/sss/tutoring-center/) for more details.

**The UAF Writing Center**

Tutorials. Tutorial appointments at the Writing Center are 30 minutes long. Call or stop by to make an appointment. Walk-in sessions are often available, but in the last half of the semester are often booked.

E-mail/Fax/Telephone Tutoring: The UAF Writing Center provides a telephone tutoring service for those not able to come to the campus location: CRCD students, students enrolled in courses through E-Learning and Distance Education, and those in the Fairbanks-North Star Borough with life demands preventing easy campus access. If you would like a telephone session call the Writing Center (907/474-5314) for an appointment and then e-mail (uaf-writing-center@alaska.edu) or fax (1-800-478-5246) your paper the day of your appointment--by 5:00 pm for an evening session and 12:00 pm for a Sunday afternoon session. The UAF Writing Center will then call you at the set time and collaborate with you on your writing need or needs. They offer telephone tutorials on Monday through Thursday evenings (7:15, 8:15, 9:15) and Sunday afternoon (1:15, 2:15, 3:15, 4:15, 5:15).

801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246
Email: uaf-writing-center@alaska.edu
Go to [https://www.uaf.edu/english/writing-center/](https://www.uaf.edu/english/writing-center/) for more details.
Disabilities Services

UAF Disability Services

UAF Office of Disability Services
Whitaker Building, Room 208
612 N. Chandalar
PO Box 755590
University of Alaska Fairbanks
Fairbanks, Alaska 99775-5590
Phone: (907) 474-5655
TTY: (907) 474-1827
Fax: (907) 474-5688
Disability Services E-mail: uaf-disabilityservices@alaska.edu

At UAF our goal is to provide UAF students with access to academic classes and course materials through an interactive accommodation process.

UAF Disability Services provides accommodations to students on the Fairbanks campus as well as on the Bristol Bay, Chukchi, Interior Aleutians, Kuskokwim, Northwest, Community Technical College (CTC), UAF eLearning & Distance Education, and College for Rural and Community Development (CRCD) campuses.

Students using community campuses or distance learning programs should contact Disability Services via telephone, fax, e-mail, U.S. postal mail, or in person to request and arrange for accommodations.

UAF is obligated to provide accommodation only to the known limitations of an otherwise qualified student who has a disability. Please identify yourself to UAF Disability Services by applying for accommodations.

To be considered for UAF Disability Services accommodations individuals must be enrolled for at least one credit as a UAF student.

Applications for services can be hand-delivered, emailed, faxed or mailed to Disability Services.

If you need assistance with completion of any form, contact UAF Disability Services by email at uaf-disabilityservices@alaska.edu, by phone at (907)474-5655, or by TTY at (907)474-1827.

Go to http://www.uaf.edu/disability/ for more details.
UAF Policy Regarding Discrimination, Harassment & Violence

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you disclose sexual harassment or sexual violence to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic fact of the incident.

Your choices for disclosure include:

1. You may confidentially disclose and access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;

2. You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;

3. You may file a criminal complaint by contacting the University Police Department at 474-7721.

The Conferencing Center

Toll-free dial-in number (U.S. and Canada): (866) 832-7806

International dial-in number: (330) 595-1371

Participant conference code: 2090832

Additional resources:
Go to http://www.meetingconnect.net/rphelp for more information, including a user guide and a list of phone commands.

Get started:

1. I will give you the date and time of the call, your dial-in number (above) and the participant conference code (above).

2. Join the conference by dialing your number and entering the participant conference code.

Helpful Keypad Commands:
*0  Operator assistance – conference
00  Operator assistance – individual
*1  Dial-out to a participant – leader only
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*2      Begin/end conference record – leader only
*3      Change entry/exit method (recorded names, tones, silence) – leader only
*4      Private roll call
*5/#5 Mute/unmute all participant lines – leader only
*6/#6 Mute/unmute your own line
*7/#7 Lock/unlock conference (including operator) – leader only
*8      Allow/disallow conference continuation – leader only
*9      Start/join sub-conferencing
11     Third-party conference start – bypass hold music to start call as leader
*51/#51 Lecture mode on/off – leader only
#99    Disconnect all lines except leader's – leader only
*#     Participant count
**     List available keypad commands

Student Code of Conduct

UAF students are subject to the Student Code of Conduct.

***

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others.

***

Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

***

Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.

No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, please visit www.uaf.edu/deanofstudents/.

http://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/