

Tribal Environmental Administration

POS 581 – Fall 2005

Dr. Zachary A. Smith

Janet Hunter – Teaching Assistant

Course Description: This class examines the issues involved in tribal management of natural resources. Topics covered include tribal/state/federal relations, sovereignty, political activism and policy formation in the context of air, water, energy and other natural resources.

Student Learning Expectations/Outcomes: To familiarize the student with major topics in tribal resources management. The class serves both as a springboard for students who want to become experts (by taking additional coursework) and as an introduction to students who wish to broaden their environmental policy expertise.

Class fundamentals: I have put everything you need to know about this class on this page. This web class is being offered in WebCT. The system, particularly how we are going to use it, is fairly simple. You only need to know a few commands, as the class is not that complicated. You will see the “Mail” option on the class web page (over to the left of the screen). You will use this to mail the Janet Hunter assignments you do for the class. The other link is the “discussion” link (also on the left) – you will use this to post your newspaper questions and other discussion items.

Required Books (and one article):

Negotiated Sovereignty: Working to Improve Tribal-State Relations, by Jeffrey S. Ashley, Secody J. Hubbard Praeger Publishers: November 2003

Trusteeship in Change: Toward Tribal Autonomy in Resource Management by Richmond L. Clow (Editor) October 2001 University Press of Colorado. [Note: For some reason the NAU bookstore is not able to order this book. It is available on line at barnsandnoble.com and other booksellers.]

Rebecca Tsosie, "Tribal Environmental Policy in an Era of Self-Determination: The Role of Ethics, Economics, and Traditional Ecological Knowledge," Vermont Law Review, vol. 21 (1996), pp. 225, 272-87. (on electronic reserve – go to Cline Library web page)

Negotiating Tribal Water Rights: Fulfilling Promises in the Arid West, by Bonnie G. Colby, Sarah Britton, John E. Thorson, May 2005, University of Arizona Press

AlterNatives: Community, Identity, and Environmental Justice on Walpole Island by Robert M. Van Wynsberghe : October 2001: Allyn & Bacon, Inc.

On the Streets and in the State House: American Indian and Hispanic Women and Environmental Policy Making in New Mexico by Diane-Michele Prindeville December 2003 Routledge

And a subscription to the *New York Times* for the semester (see special instructions below).

For those of you that live in Flagstaff these books have been put on reserve (one day) in Cline Library. (Although they may not all be there – if the library does not own a book for reserve it can purchase it – but that process often takes the entire semester.)

Grading:

WEB Assignments – 60 percent (pass/fail – if posted on time and if complete i.e. newspapers assignments, book review comments and reading assignments)*

Book Review – 10 percent (graded)

Paper -- 30 percent (graded)

*WEB Grading: Everyone starts this part of the class with an “A”. However to keep that “A” you must complete each assignment in FULL – **BY THE DUE DATE**. Do NOT wait for me to give you a specific grade for one piece of work and authorize you to move on the next step. Keep moving ahead. I will read every posting --- so whatever you put up there will be read and logged in by me. Develop your own ability to critique and evaluate your work. When you can defend what you have written with solid examples and reasoning, you are in charge. Develop your points of view. Dare to explore --- it will not get you into trouble. Logic and reasoning are fundamental – you should think about what you are writing and think about the strengths in what others are writing. You already have your A, and if you are moving through each step, writing about it, and giving the process your best effort, you will certainly keep it. (Warning: you will get ZERO credit for sloppy or too brief work (if you post fewer than 5 sentences in any answer essay – don’t bother. I expect at least 5 sentences and usually a lot more). Effort counts. Also remember plagiarism – the using of someone’s material – will get you an “F” in this class and could get you kicked out of school. Don’t even think about using someone else’s work – it’s not worth it.)

The class basically has 8 parts:

1) **Read the New York Times.** Weekly posting to the class of newspaper question – each week you post one question and weekly posting of answers to TWO of the questions others have posted (you send these answers to Janet Hunter). (Start your paper now.) At the left you will see links to “Mail” (this is what you use to cut and paste all your newspaper essays to Janet); “Discussion” (this is where you will post the newspaper question you are required to post each week for other students to answer – and this is where you will find the questions you must answer each week. Your answers are mailed

to Janet – in “Mail.”). **THIS IS IMPORTANT** write in the Subject Box which weekly newspaper assignment you are sending. (Do this by writing – “Newspaper assignment Due 6/23” in the subject box.) Now you are ready to cut and paste your newspaper essay assignment into the box.

Post a question each week starting the second week of classes – send Janet Hunter an essay answering one of the posted questions by the end of the week. This all starts the first day of class (so read and post questions as soon as you can); then comment on newspaper questions or anything else we discuss in the class in “What do you think” for extra credit. Please do this extra credit – it is a great way to discuss what you are learning in the class in a relaxed non-judgmental manner.

Here are a couple of examples of newspaper questions:

- a) In the 2/30/05 edition of the NYT on page A24 (always give date and page number) the story about the South Dakota oil bill says Senator Worthless voted against the bill. Why do you think the Senator did this? What are the scientific and political reasons the Senator would vote against this bill?
- b) On page B4 of the NYT dated 12/25/03 it is reported that the Supreme Court won’t allow an injunction against drilling on the California coast. Is the reasoning for this decision sound? What do you think the people who want to stop drilling can do now to stop the drilling?
- c) In the NYT on 04/01/04 page C34 the editorial says that the protestors had a good point but used bad tactics. Do you agree? What tactics would you have advised they use?

You may select any topic for your newspaper questions – but be on the lookout for articles dealing with natural resources (and of course tribes).

Since it takes about 5 days for your subscription to start you should call in early and have your subscription started early. All you have to do is call the education customer service department at 888-NYT-COLL (888-698-2655) and give the customer care rep the media code for NAU (the media code for your NAU is SAZCGX) your address, and home phone number. The educational rate is \$0.40/day or \$2.00/week for the printed copy and \$0.35/day for the complete electronic edition. (You only need take the paper 5 days a week.) Subscribers are expected to maintain their own accounts. You will be billed every four weeks until you cancel the subscription. If you are unable to get the NYT home delivered you will have to subscribe to the full text edition available on line. You do that by going to: www.nytimes.com/see These are the only ways to subscribe to the paper to get class credit.

The free NYT website that is available on line is not complete and will not allow you to complete the assignments in the class. The NYT will send me a list of those who have subscriptions - if you are not on that list you will not get credit for the assignment. Taking and reading the NYT daily is a requirement necessary to pass the class.

If you live at home and your parents take the NYT mail me a copy of their bill if the address on the bill is the same as your NAU permanent address that will be fine. If two of you live together and only want to take one subscription mail me proof of your living address (bills or a copy of your driver’s licenses).

2) **Read each book and, while you are reading, write a careful outline of the book.** Mail the outline to Janet Hunter by the due date for full credit. I have never known a graduate student that got A's in his or her classes that did not outline everything they read. For some of you this may be new. Here are some pointers: First look over a chapter and familiarize yourself with the topic headings – these will be the same topic headings you use in your outline. Then remember that each paragraph has one main idea – look for that idea and put it in your outline. Think about organization and what the author is trying to say all the time. After you have read several pages go back and add to your outline. But do not read an entire book or chapter and then go back to outline – you can take notes then go back and write your outline while reading over the chapter again – but if you read it all then go back to write you will lose too much information. Your outline should be at least one typed page for every 20 pages of text – but it could easily be more if it is a detailed or complicated chapter. Write what you think is necessary. You will get credit if your outline is full and complete – no credit if it is simply a list of topics.

3) **Write “Chapter thought questions”** (one question for each chapter in the book you just read). Post these questions in the “Chapter Questions for...” box in the discussion section by the due date for full credit. Your questions should be thoughtful and comprehensive and designed to get the person answering the question to incorporate and analyze all the material presented in a chapter. You write and post one question for EACH chapter in each book.

4) **Write a response to TWO of the chapter thought questions** posted for that chapter (don't answer your own question). Post your response in the same discussion section **USE THE REPLY FUNCTION** after you open a question so that all the questions, answers and comments are in one thread. Your reply should be complete and thoughtful. If they are simple and short or lack analytical content you will not get credit for the essay/answer. This means if someone in the class posts a simple and simplistic question that does not require you to think and analyze the material in the chapter you should not answer that question – a bad question will lead to a bad answer so don't answer silly or simplistic questions.

5) Read the answers that the other students in the class have posted to your questions and **write and post a reply/response to the students who answered the questions that YOU posted** (in the same box). I want you to comment to the person who answered your question – do you agree? Do you think they missed the point? Do you think they missed something important you were looking for when you wrote the question? If so tell them. Or if they did an excellent job – tell them that.

6) **Book Review.** Students will read and present one short book review. You select a book to review – but you have to get it approved by me in advance – email me the information. Book reviews will be posted throughout the semester. Your book review should summarize the reading, identify the authors goals and discuss the achievement of those goals, discuss the appropriateness and success of the methodology used, and compare the reading with other works in the field (this is essential if you want an “A” on

your review). I have to approve your book in advance (email me in WebCT the title, authors, publisher and publishing date). Books should be written by scholars (not journalists) and aimed at professionals (not the general public). If you stick with a university press you will usually be OK. Book reviews can be no longer than two single spaced pages. Your book review may be short (if you can do what you need to do in a short space) but any review that is more than two single spaced pages long will be penalized. Post (when it is due – based on the first letter in your last name) your book review to the class in the discussion section for book reviews. Your book review will be due BEFORE the date indicated below based on the first letter in your last name.

If your last name starts with: A-E post your book review in the discussion page NO LATER than September 20th.

If your last name starts with: F-L post your book review in the discussion page NO LATER than October 4th.

If your last name starts with: M-P post your book review in the discussion page NO LATER than October 25th.

If your last name starts with: Q-Z post your book review in the discussion page NO LATER than November 15th.

After book reviews have been posted each student should read the review and post comments and question about the review in the reply function attached to the review in the discussion page (this is so that there will be a thread of book review and comments for each book – you will understand what this means after you have explored WebCT a bit more). This means you will have to keep an eye on the book review sections in the discussion page and be ready to read and comment on reviews when they are posted.

The author of each review then will read these postings and respond to all the questions.

7) **Post questions and comments on each book review** posted (these are also posted to the class in the discussion board). When a book review is posted you are required to read the review and, using the reply function, comment on the review. If you have any questions about the book ask them. If you think the review is missing something ask the writer of the review about it. Anything you want to know about the book you should ask. The writer of the book review should then read all the comments (do this as they come in – don't wait a couple of weeks) and answer all the questions other students post about your book review. All book review comments should be made no later than one week (7 days) after the book review is posted and all the comments should be answered by the book review author no later than 2 weeks (14 days) after the book review is first posted. After 2 weeks the discussion page will be locked and you will no longer be able to post questions or answer questions about those books.

8) **Write a research paper.** The paper assignment for the class will consist of a comprehensive case study of tribal resource management in some jurisdiction anywhere in the world dealing with any natural resource you like. The assignment is designed to get you to apply all the topics covered in the class. This case study will consist of sections describing your management issue including (but not limited to): jurisdictional issues (governments involved etc.); history of issue; politics of issue; and legal issues involved (this should include case law and law review articles). Your paper should include a title

page, table of contents, subheadings within the chapters and footnotes (or endnotes) and a bibliography. Your paper should be free of grammar, spelling and typo errors, be well and logically organized with transitions from section to section. If your grammar is rusty get assistance from the Learning Assistance Center.

You may select any tribal or aboriginal or first people's natural resource issue but be sure you select a topic that allows you to do adequate research. I will expect a paper of at least 20 pages (not including notes or tables) with over 30 sources. If you select a topic that is difficult to research you will be harming yourself. When writing your paper be careful you don't accidentally cut and paste any sections or sentences you find into your paper. That is considered plagiarism. Plagiarism of any type will result in an "F" in the course and disciplinary action that could lead to expulsion from NAU. Plagiarism can be using someone's work and calling it your own (such as copying another paper, book, or article) or extensively quoting from some work without bothering to use footnotes or quotation marks. Be very careful because I run papers through a program which cross references everything for anything on the internet.

Papers must be typed, double space, with a bibliography and endnotes or footnotes. Be sure you keep a copy of your paper. You must follow one of the accepted style manuals for your footnotes and endnotes. If you are unfamiliar with the styles go to the Cline library web page, you will find guides there for citing anything as well as a lot of other useful information about writing papers.

Email your research paper to me – by **no later than the due date (Midnight December 7th papers received after this time will not be counted).** – **I can't accept late papers or give extensions – the grades must go in. (There will be no incompletes granted in the class.)**

Should you decide to withdraw from the class after the withdraw deadline be aware that the only excuse NAU will allow for later withdrawals is illness or financial hardship. I will approve any late withdraw request – but the people above me will reject them unless they deal with these two things.

If you are having problems working with or understanding WebCT don't email me -- I can't help you with that stuff. Call the student computing help center and they will help you out (they are open 24 hours a day!). If you live in Flagstaff call 523-9294. If you live outside of Flagstaff call 1-888-520-7215. (Write those numbers down for future reference.)

NAU has excellent support services for students that are having academic or personal problems. The Learning Assistance Center (520-523-5524) can help you with individual tutoring for writing problems or other academic assistance. Counseling and Testing (520-523-2261) has staff available 24 hours a day (they will page someone for you on the weekend) who want to help you through personal difficulties. Sometimes it's just good to talk to someone. Take advantage of these services. Everyone needs some help once in a while.

Some good advice: I'm told that the most common reason students seek counseling support is because of problems that are related to stress. It's a fact that knowing what stress is and how to reduce it can make your life and tasks much easier and more comfortable. So we have (with the assistance of Dr. Mark Giesecke) developed the following simple list of suggestions designed to help you reduce stress in your life. Please read the list. You might learn something useful.....

Find a regular time to get vigorous exercise – it's relaxing.

- Get out and enjoy nature and the outdoors (this can be a great way to get exercise).
- Get plenty of sleep.
- Eat a balanced diet (and don't overload caffeine, sugar or alcohol).
- Find a group of friends, a club or an activity you enjoy - something to balance school. Its also good to have a support system - people you can talk to and feel comfortable with - these may come from the same place or maybe not.
- Take one thing at a time, learn to delegate and don't be a martyr (learn to say "no" if you don't want to do something). If something doesn't get done it won't be the end of the world.
- Take some time to be alone each week (I like to read a book for fun Monday mornings).
- Don't blow out on booze or drugs - a temporary wild escape may bring temporary relief from pressure but its temporary, the pressure will still be there when you sober up - and in the long run you'll feel worse. (And if you do the things listed here you'll not feel the need.)
- Take mini-breaks often (I work on different subjects for short periods and break for tea to contemplate my navel).

Learn to laugh more, smile to yourself and don't take it too seriously. (In a previous life I sold real estate. In the middle of a big deal when everyone was super uptight I got up from the table and started tap dancing. People looked at me like I was nuts. I kept dancing and explained "we gotta loosen up." I felt better (and that was the point) but everyone else laughed and we put together the deal.)

I reserve the right to make changes that I deem necessary in the class assignments during the semester. Should that be necessary I will email you the necessary changes and the reasons they are necessary – so it is important that you keep up with your mail.

The following announcements are now required to be included in all course outlines:

Northern Arizona University

Policy Statements

Student Study Time

It is the policy of the Arizona Board of Regents that each credit earned in a course represents one hour in class and at least two hours of work outside class each week of the fifteen-week semester. That is, for a three-credit class it is expected that you will spend at least 6 hours each week doing homework.

Safe Environment Policy

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national

origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

Students with Disabilities

If you have a disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice) 523-6906 (TTY). You are encouraged to provide documentation of the disability to DSS at least 8 weeks prior to the beginning of the semester so arrangements can be made to meet your individual needs. You must register with DSS each semester you are enrolled and wish to use accommodations.

Faculty are not authorized to provide accommodations without prior approval from DSS. Students are encouraged to notify their instructors a minimum of one week in advance of the need for accommodation. Failure to do so may result in a delay in provision of the accommodation.

Concerns may be brought to the attention of the office of Disability Support Services or to the ADA coordinator in the Affirmative Action Office.

Institutional Review Board

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation.