Writer Guidelines for the Enduring Legacies Native Cases Initiative

The Enduring Legacies Native Case Study Initiative is located at The Evergreen State College, Olympia, Washington. The Native Cases website contains additional information at http://nativecases.evergreen.edu or email Barbara Leigh Smith at smithb@evergreen.edu

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*Welcome to the experience of being a case study writer! This document is
intended to give you guidance on this journey.*

Section 1:Why Native Cases?

INTRODUCTION: The Native Cases Initiative

The Native Cases Initiative began in fall 2005 with generous support from the Lumina Foundation for Education. This initiative aims at creating culturally relevant curriculum and staff development resources on a wide range of topics that can be used in college or high school classrooms and other organizations. The focus is on significant contemporary issues in Indian Country. The case collection now includes more than 100 cases which are periodically updated. Priority topics are identified by experts on Native issues and an American Indian advisory board.

In addition to developing cases, the Native Cases Initiative offers workshops on teaching and writing Native cases. These workshops and institutes provide substantial support for both writing and teaching cases. For further information contact Barbara Leigh Smith at smithb@evergreen.edu

Why write Native cases? There are a number of reasons why we believe teaching cases are worth developing around Native American tribal issues. Cases can accomplish a number of goals. They can

- **Fill the void and correct inaccuracies in the literature**. Cases can help address the gaps in the existing literature on Native perspectives and issues and provide engaging and timely information for the classroom and the community. Few cases on Native American issues exist and of those, many are not written from a tribal perspective. As a result, they often leave out important facts, telling only part of the story and fostering misunderstanding and inaccurate analysis.

- **Address tribal needs in the era of self-determination and self-governance**. Tribal communities are in a period of rapid change and widespread experimentation. Cases can provide information on effective approaches, common issues, and scientific and policy dilemmas facing tribal communities.

- **Build skills in scientific literacy and critical thinking**. Cases can foster student skills in decision making and critical thinking and promote interdisciplinary, integrative thinking. Considerable research shows that college students need to develop higher-order critical thinking skills. Cases can also promote scientific literacy while teaching scientific method and skills and recognizing traditional ecological knowledge. By placing scientific issues in the context of real-world issues affecting Native communities, students are often more engaged with the subject matter and see the relevance of the scientific disciplines to their lives.

- **Promote student engagement and learning.** Cases are usually taught using active learning approaches which are known to be more effective in terms of student engagement and learning. Our experience using cases with our Native students suggests that participation and teamwork are desirable outcomes of using cases.

- **Provide culturally relevant curriculum.** Cultural relevance is an important dimension of effective educational approaches. It is highly motivating to students to experience curriculum that addresses real issues in their communities.

- **Surface and use hidden information.** Cases are a good way of surfacing the large "hidden literature" on Native issues. While there is a gap in the published literature on many topics relating to contemporary Native American issues, it is also true that there is a large "hidden" literature in the form of studies, final reports, government documents, and traditional case studies about model programs. Much of this information is under-utilized but available through Native agencies, tribal governments, state, local and Federal agencies, tribally-based science organizations, historic societies, and foundations and other non-profits.

What are important considerations in writing Native cases? There are important things to recognize in writing Native cases. First and foremost is the fact that American Indian[1] Tribes are sovereign governments. This sovereign status predates the formation of the United States: it was recognized in the U.S. Constitution and is the foundation for the way that the federal government interacts with the tribes. The federal-tribal relationship is primary. State governments lack authority on Indian reservations with the very few exceptions legislated by Congress. Since the 1970's Indian tribes, supported by Congress, have increasingly taken over responsibility for their own affairs. Tribal governments, rather than the U.S. Bureau of Indian Affairs, are making decisions about all aspects of their reservations and peoples, including tribal natural resources and environment. This period of self-determination dating from the 1970's has evolved in the 21st century into one of increasing self-governance by the tribes. Many tribes make their own laws, administer justice through tribal courts, enforce the law through tribal police forces, develop environmental regulations and conduct government-to-government relations with federal, state, and local government entities.

There are approximately 556 federally recognized Indian tribes in the United States. These have different histories and cultures. Their land bases vary dramatically. Though the tribes form organizations such as the National Congress of American Indians on the national and regional levels and the Affiliated Tribes of Northwest Indians at the regional level, they remain individual entities and each has its own distinct policies and interests.

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[1] The Enduring Legacies Project uses the term "Native." "American Indian," "Native American," "indigenous," "first peoples" are all used by Native people themselves and in the literature. Often the name of the specific tribe is included.

Thus, each case should be written from the tribe's point of view. In some cases, a group of tribes have a common issue or question that provides the writer with a multi-tribal perspective.

The purpose of writing the cases is to provide Native students with the necessary knowledge and skills to make informed decisions about their reservation, organization, environment, natural resources and related matters and to provide non-Native students with accurate information to understand issues and questions from a Native perspective. Ultimately, Native students need the tools necessary to defend and uphold tribal sovereignty, treaty rights, the trust doctrine, reserved rights, control of reservation lands and environmental protection, self-determination and self-governance and other basic tenets of Indian country. Thus the science taught in the case must be useable and relevant for the Native student and her/his tribe while maintaining the highest standards of scientific integrity.

The selection of sources for your case is critical to presenting a tribal perspective. Tribal sources, such as tribal documents, interviews with tribal representatives and tribal employees who carry out scientific research for the tribe, congressional testimony by tribal leaders, actual laws and agreements, scientific reports, and the websites of organizations that are based on tribal membership provide the basis for your research. Agencies such as the U.S. Environmental Protection Agency, U.S. Forest Service, Bureau of Indian Affairs, Indian Health Service, and various state agencies maintain close relationships with tribes and may offer important resources. Many cases will illuminate a controversial problem or issue, so documents from the opposing side or from government agencies and nonprofit organizations are also important.

Some general guidelines are:

1) Involve knowledgeable Native people and tribal institutions in the selection of your case topics. This will ensure that the case you develop is actually important to Indian communities. Curricular space is very limited, and emphasizing *significant* current issues is therefore vital. They can advise you in advance on any tribal protocols and concerns that may apply as you begin your research.

2) Learn about the specific tribe before beginning the case. Knowing something about a tribe's treaty or executive order, culture, economy, politics and history is an excellent start. You may also want to learn something about federal Indian policy especially as it applies to the tribe you choose. Interpretation of federal Indian policy can be contentious; it is advisable to use original sources like congressional records, actual laws, native-run legal organizations and reputable legal journals. Be aware of current events by checking local or Indian-based newspapers. Though they may not provide a full representation of the issues, media reports are useful sources to alert you about court cases, government environmental planning processes, scientific documents and current issues affecting the tribe. This could provide essential background information for your case. Remember that readers/users of these cases won't necessarily have any

background, so all cases should contain the necessary background information on the setting and context.

3) Pick a topic for a case first and then see what scientific approach is appropriate to the case. Include only the science that is relevant to the specific case topic, but remember that many of the problems will be interdisciplinary.

4) There are excellent sources of scientific data available relevant to tribes. For example, in the Pacific Northwest, the Northwest Indian Fisheries Commission and the Columbia River Intertribal Fish Commission are support agencies for their respective tribes and collect and maintain important scientific information. In the Midwest, the Great Lakes Indian Fish and Wildlife Commission performs a similar function. Other intertribal organizations such as the Intertribal Timber Council and the Council of Energy Resource Tribes are also sources of information.[2] Native professional associations like the American Indian Science and Engineering Association (AISES), the Native Environmental Network and the Native American Fish and Wildlife Society are connected to tribal, governmental, and university science reports and operations. Their meetings and websites often include many scientific presentations and documents. National organizations include the National Congress of American Indians. Other associations like the American Fisheries Society are fast developing special programs and symposia on native science issues as part of their conferences and meetings. The American Ecological Society has included presentations on traditional ecological knowledge. The Environmental Protection Agency (EPA) posts information about tribal issues on its website and organizes national meetings with a tribal science focus. Information about all of these sources can be found on the Internet. Do be aware that there are additional websites that speak to Native issues from their own policy positions, but they may not present a tribal perspective and they may be managed by people or organizations with their own agendas.

5) Go to the appropriate tribal officials to tell them about your topic and to listen to the information they provide. Many Indian nations have a web site where you can look at their organization chart and find the right person to contact. For example, many tribes have a natural resources department. The Navajo Nation has its own Environmental Protection Agency. You can also attend various governmental meetings, tribal non-profit organizations, and professional organizations and ask questions of the many tribal representatives and scientists that attend. Be sure to contact the organization first and let them know your purpose. In most cases, you find tremendous support for research contributing to the success of Native students. Using the Internet, you may be able to identify meetings that cover the issue you are writing about.

6) When the case is written, send it to the persons you talked to at the tribe or tribes or tribal organizations for review. You want to make sure you have correctly understood

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[2] To find more American Indian organizations, go to the National Congress of American Indians website (http://www.ncai.org), go to "Tribal Directory," and look for "National Indian Organizations" and "Regional Indian Organizations." These organizations all have websites.

and interpreted the information provided. Then make any corrections that are deemed necessary. This is also something the Native Case Initiative editing staff will do in the editing and peer review process. If your tribal contact suggests that the writing should have a more formal tribal review, or that you will need to comply with certain tribal regulations, be sure to explicitly follow that advice and make the suggested contacts.

Section 2:Writing Cases

Case studies are a form of problem-based learning that tap into our interest in engagement and problem solving. A case is a significant story of a real, often unresolved issue—that can trigger curiosity, debate, and further research. Effective cases involve controversy, conflicts or puzzling situations. They have enough tension to invite discussion and problem solving. There are many different types of cases. Cases vary in format, length, style, complexity, and purpose. Choices made in deciding how to write a case will depend upon purpose, audience, topical fit, and the personal style of the author.

What are sources of cases?

Cases do literally come in all shapes and sizes. The possible sources of cases are unlimited. Materials that could be used (to spark ideas and issues for cases) include the internet, ads, newspapers, journals, cartoons, public hearings, memos, letters, minutes of meetings, etc. Research cases are one classic type of case where original research is done to write the case. In some professions such as law, cases are highly prescribed in terms of the form they take. But in most fields of study, cases are much more open-ended in terms of format and style. Cases are now used in the sciences, social sciences, and all other fields of inquiry, although they are most central in the fields of law, business, and health. Harvard University was the first university to become associated with cases, and they are a major source of original, research cases. Now many colleges and universities use them. To look at some cases and case websites go to the bibliography at the Native Cases website at http://nativecases.evergreen.edu. Cases are increasingly important in the fields of health sciences.

What are the different types of cases?

There are many different types of cases. *Analysis/ issue* cases ask "What happened?" These types of cases may be about contemporary issues (ozone depletion in Hood Canal, Makah whaling) or historical issues (Galileo and the Inquisition, Tuskegee Syphilis experiment). *Dilemma* or *Decision Cases* are a second major type of case. They ask not only "What happened?" but also "What do we do about it?" This kind of case may generate alternatives and require assessment of different courses of action. *Trigger Cases* are very short cases designed to start a conversation about a topic. *Clicker cases* often take the form of Powerpoint presentations delivered through a lecture punctuated by questions. These cases use the technology of "clickers" for students to participate in the discussion by voting on their clicker. *Interrupted Cases* are multi-part chronological cases based on progressive disclosure. Students read and discuss each part separately with additional information provided in each section of the case.

What are the different narrative formats and compositional strategies to use in writing cases?

Cases are written in many different formats. Some are written as dialogues, almost like a play. Many are written from the perspective of one person, the narrator, and the questions at the end ask what that person should do. Changing the narrative point of view usually dramatically alters the perspective in the case. Cases may contain more than one narrator to demonstrate different positions.

What makes a good case?

Good cases are generally characterized by the four C's: conflict, context, complexity, and challenge. They are engaging, thought provoking, decision-forcing, and without easy answers. Accuracy, credibility, and the ability to generalize to other settings are important qualities, and it is most important that they address significant issues. Cases that are likely to be used need to address issues and concepts in the curriculum, so fit with the intended audience is an important consideration.

In addition, good cases are driven by clear objectives with challenging case questions that raise pertinent issues for furthering the analysis. They usually have a balance between a good engaging story line and enough context and factual information so the central problem or issue of the case can be generalized to shine light on other settings and similar problems.

How long should a case be?

Traditional Harvard cases were quite long (15-80 pages), partially because they included extensive original research material, but contemporary teaching cases at Harvard and elsewhere tend to be quite a bit shorter (1-10 pages). We find that shorter cases (5-10 pages) are more likely to be used in the classroom. Many tribal cases require original research, but the length can be managed by synthesizing the contextual information and referring the reader to original sources.

What are the steps in writing a case?

Cases are often written in one of two general ways—either starting with concepts and developing the case story around them or starting with the story and drawing the concepts out of the story. An idea for a case is often provoked by encountering a problem that is difficult to explain and where scientific controversy is implicit. You might decide, for example, to focus on health issues in Native communities and move from that general topical focus to more specific scientific concepts and analytical approaches that explain various diseases and treatments for diabetes, obesity, substance abuse, or fetal alcohol syndrome. Starting from the other direction, you might want to work from a story about an innovative program a tribe has established to use traditional foods to attack the obesity problem in their community. You may be concerned by situations that have not been

sufficiently explained, such as the impacts of eating salmon on native peoples. Although the health impacts of mercury or other toxic substances found in fish may have been studied for the general population, they may not be accurate for the native communities who eat fish every day. With either approach, the general steps are as follows:

Step 1: Picking a topic

Take some time to explore various topics for a case before deciding exactly which one to do. This process is often richer if you engage in brainstorming with a group and write all ideas down on a board before you start to evaluate which are the best ideas. The partners in our Native Cases Initiative want to make sure that the cases we develop focus on issues important to Indian communities and central to curricular objectives. A brainstorm or interview process with experts is a good way to begin the process of considering topics. Additional approaches to case identification are the following:

- Brainstorm issues in Indian Country with your peers, tribal professionals and community leaders.
- Think about issues/problems in context, in different settings: what are some important issues/dilemmas at work, at home, as a citizen, as a parent, as a scientist?
- Look at Indian newspapers for ideas or tribal newsletters and publications and native-based magazines.
- Look at Indian conference topics and websites of Indian organizations like the National Congress of American Indians for ideas.
- Use your own experiences and integrate your own disciplinary background.
- Look for background information in relevant academic journals.

Step 2: Briefly describe your case idea on an index card in a sentence or two.

Step 3: Begin investigating sources of information and develop an initial bibliography including potential contacts for interviews. This gives you an early signal on how much information is available. It will help you shape your case by identifying what sources are available and what may not be available.

Step 4: Elaborate on your case idea through a brief outline which will be a guide in writing your paper. (See Example 1 - *Outline for Case Study: River Flow for Riparian Health* at the end of this section.)

Step 5: Write the first finished good draft of your case. Complete all the parts of the case and check it for logical connections, accuracy and grammar. It is a good idea to consider, even at this early point, how you will evaluate the case and student work on the case.

Step 6: Ask other people to read your draft and give you suggestions for improvement. Revise. Revise. Revise. Try it out on others. Do more research. Revise.

Step 7: Write the teaching notes for your case clearly following the format described in section 6 of this guide. Go back through your case to make sure you are capturing all the important learning outcomes and other components. It is important that the information in your case supports the learning objectives and learning activities in your teaching notes. If your case can be taught from multidisciplinary perspectives, clearly indicate the different ways this can be accomplished. It is very helpful if you include key concepts and discussion questions organized for students at different levels of complexity. You will see in some of our case teaching notes (i.e. "Waiting Patiently") that the author divided their discussion questions into tiers based on the question's level of complexity. The discussion questions are key to defining the disciplinary perspective that you want brought to bear on the case. The questions can also vary and be adjusted to different audiences. The same case could be used with high school students or graduate students, or it can focus on different disciplinary approaches to a problem.

It has been our experience that the most difficult thing for writers is to draft a case that is truly multisided and open-ended rather than an advocacy case for one point of view. One of the best ways to keep this consideration upfront is to make the title of your case a question. Also, the balance between context-setting information, analytical components, and the central storyline is critical in making a case seem authentic to the reader. If the case incorporates science-based exercises, be sure they fit into the context of the story and reflect likely situations that tribes encounter such as preparing scientific reports under the National Environmental Policy Act, developing a program under the Clean Water Act, or looking at the nutritional value of indigenous foods.

One of the best ways to see what successful cases look like is to explore the literature. The Enduring Legacies Case website has more than 100 cases at
http://nativecases.evergreen.edu.

Example 1: Outline for Case Study: River Flow for Riparian Health

by Robert S. Cole, The Evergreen State College, Olympia, WA 98505

Abstract

The manner in which water is released from a dam on a river has a huge impact on the downstream health of the riparian system. Traditionally people have released water from reservoirs behind dams in a more or less constant fashion, taking the natural fluctuation out downstream flow. In particular, many dams have been managed for downstream flood control. However, recent scientific studies have shown the need for fluctuating river flows for as an essential component of health of the riparian ecosystem. This case will use the methodology developed by Brian Richter, Senior Scientist with the Nature Conservancy, and others to determine target levels for the seasonal release of water from dams in order to foster riparian health. We will apply it to the Skokomish River in Washington State, with a focus on possible flow patterns that might be released from the dams on the North Fork of the Skokomish River.

Learning Objectives:

1. To understand the historical dispute over the dam on the Skokomish River.
2. To understand the importance of variable flow in dam-released river waters, and the importance of a flood stage and a low-flow stage to downstream riparian health.
3. To have students retrieve and work with long-term data sets of river discharge measurements. This involves the computation of means standard deviations, distributions, frequencies and confidence intervals.
4. To be able to create graphs of river discharge measurements, and correctly read and interpret these graphs.
5. To be able to make reasonable judgments regarding the setting of flood stage and low-flow stage from the graphs and from their computations.
6. To be able to make reasonable judgments of the duration of low-flow stage.
7. To discuss some of the ramifications of variable-flow release from dams on downstream human habitats.
8. To develop and utilize quantitative skills using spreadsheets to make the above mentioned judgments.

Outline

A. Historic Background: The re-licensing of the dam on the North Fork of the Skokomish River (built in 1929) has been a source of controversy and litigation for over twenty-five years. The Skokomish Nation (located adjacent to river delta land) has been one of several parties in the litigation regarding the impact of the dam on the salmon runs in the North Fork. The nature of this controversy will be explored.

B. Ecological Background: Recent research (Tharme and King, 1998, Baron *et .al.* 2002, and Richter *et. al.*, 2003) on lotic and riparian systems has demonstrated the need to alter the manner in which water has been released from dams. Two points emerged as central: (1) occasional flooding of a river habitat is essential to the biological health of the river system, and (2) low-flow time intervals are also essential to the health of the river system. Both the floods and the low-flow periods should occur at approximately the same season they would in natural cycles. These two points may well be at odds with human needs, which will generate discussion and involvement with the research findings.

C. The Analysis: Students will use spreadsheets to analyze data from over sixty-three years of daily flow measurements for the Skokomish River (USGS Site Number 12061500). The

case will have teams of three students analyze portions of the entire data set, and the teams will aggregate their results. Students will compute means, standard deviations, distributions, frequencies, and confidence intervals as appropriate. Students will be asked to set reasonable limits on "high flow" and "low flow" potential releases from the North Fork Dam based upon their quantitative analyses of the measured data, and discuss potential impacts of their proposed releases.

Example 2: Should Indian Mascots be Repealed?
By Gary Arthur

Abstract: *Concerns about racism, a lack of sensitivity to diversity, stereotyping, sexism, oppression, and lack of Native American entitlement make up a partial list of issues raised in connection with the use of Native American mascots. Those who support mascot use contend that these mascots praise the traditions and culture of the Native Americans. Language supporting the monitoring or banishment of Native American (NA) mascot use has been introduced in the courts, in school districts, and in at least one national athletic association. Besides the list of concerns voiced by those who oppose the use of NA mascots, the issue of indigenous peoples being entitled to identify for themselves how symbols of their culture are interpreted seems to be pivotal in dealing with this conflict, and may even be the focal point at which groups can begin to reach some type of understanding or agreement.*

Outline:
- A. Overview of the controversy
- B. Arguments against Indian mascots
- C. Arguments in favor of Indian mascots
- D. Mascot legislation and proposed solutions to the problem
- E. Conclusion

**What makes a good case? Questions to ask to ask
to improve your case[3]**

Problem/Dilemma/Conflict

What is the decision or the question readers will reflect on after reading this case? Is that decision challenging enough, and if so, in what specific ways will it challenge the readers to reflect?

Is the content in the case accurate, relevant, and appropriate in terms of subject matter?

Is the problem balanced, with no single right answer or obvious solution?

Is the case appropriately difficult with respect to defining the problem, generating solutions and/or applying analytic concepts and techniques?

What are the contrasting perspectives this case presents in addressing the problem/concern at hand. If there are not clear contrasts presented, then how could you revise this case to include additional useful perspectives to reflect upon?

In what ways does this case provide a good basis for applying, testing, or formulating theory?

In what ways do you see the problem presented in this case as significant? Does it raise issues that transcend the story that will make it usefully generalizable? If so, what are these issues?

Is the problem rich and subtle? What are examples of the rich, multiple dimensions this case presents?

What are the learning outcomes for this case?

In what specific ways are the problem(s) and/or issue(s) presented in the case related to the learning outcomes?

Where are the "hooks" in the case—the terms of phrases that stimulate questions and learning? What are the places where the case is especially engaging and thought-provoking?

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[3] These questions draw upon questions developed by Judith Klein and John Boehrer "Analysis of a Draft Case in Education" and and Jill Lane in "Case Writing Guide."

Structure/Content/Style

Does the case have a concise, engaging opening that sets the scene, presents the problem, and introduces the decision-maker?

Are the events connected with appropriate transitions?

Are there areas of confusion? How could the presentation be made more clear?

Are the events and actions in the case sequenced in a logical order?

Does the case tell a story and avoid analyzing or editorializing about it?

Does the case contain sufficient background information that enables students to grasp the situation and provides them grist for the desired exercise in analysis?

Does the case tell the story in a clear time sequence, with rising and falling action, climax, and drama?

Is the writing lively and well-paced, without clichés, confusion, or unnecessary complexity?

Does the case capture the reader on an emotional as well as an intellectual level? If not, would the case be strengthened by including a more pathos-based approach? In what areas will this be most useful?

Teaching Notes and Audience

What are the learning outcomes for this case?

How would the learning outcomes change for different audiences?

Is there sufficient information in the case for students to understand the learning outcomes and answer the discussion questions in the teaching notes?

How might the teaching approach change for different audiences?

What audiences would be best for this case in terms of fields of study and level (high school, college, graduate schools, majors etc.)?

How can you imagine teaching this case in terms of specific pedagogical approaches?

What discussion questions would you ask for students at different levels of intellectual development and background?

Is the reading level and language of the case appropriate for the students?

Are there additional resources (films, websites, printed materials, etc.) that might be useful to consider when using this case?

Section 3:Case Review Process and Copyright policy

The Revision and Editing Process

Cases should initially be submitted to Barbara Leigh Smith (smithb@evergreen.edu), who is the first reader of all cases. She works with authors to ensure that our cases are consistent in terms of style and format. She also has extensive expertise on Native issues and will give substantial advice to authors as well. All cases go through multiple drafts before they are finalized and submitted to external reviewers. The peer review process generally takes at least 1-2 months to complete. After suggested revisions are made, the final draft goes to the Case Technical Editor, Kate Reavey, for final copy editing after which the case is posted on the Enduring Legacies website. The author always has the final decision on whether or not to take the advice given by any reviewers, but the project leadership makes the final decision about whether to post the case on the website.

Copyright Policy

It is our goal to promote widespread public awareness of this project and its products. In most instances, Evergreen and the author(s) will hold joint copyright to the cases we support with the understanding that the author(s) may publish the case elsewhere, and the case may be used for educational, noncommercial purposes with appropriate attribution free of charge. Cases are posted on the Evergreen Enduring Legacies Native Cases website at http://nativecases.evergreen.edu. Authors are responsible for ensuring that appropriate attribution is provided for any and all materials, images, maps, etc. included in their case. If material is copyrighted, the author should secure written permission from the copyright holder to use and/or adapt material.
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Section 4-
Institutional Review Boards and Guidelines

Many of our cases are written from public documents and secondary sources and do not require institutional review processes, but if primary research is done using interviews, formal approval by the appropriate Institutional Review Board (IRB) at your college and/or at the tribe(s) being studied may be required. This review process, conducted by Institutional Review Boards, is usually referred to as the Human Subjects Review Process. Some tribes have very strict and lengthy approval processes and many others handle requests more informally on a case by case basis. Even when a process is not required, it is good practice to have anyone you interview and quote in your case sign a consent form such as the one included below.

Evergreen's guidelines in the Institutional Review Board Policy and Procedure are as follows:

USE OF HUMAN SUBJECTS APPLICATION

♦ **Background:** The Human Subjects Review policy at Evergreen took effect in January, 1979 to protect the rights of humans who are participants in research activities. If you are conducting a study using information from people or if you are recording them in some way for that study, you must complete this application with the collaboration of your faculty sponsor.

♦ **General Principles:** All students, staff, and faculty conducting research at the College that involves the participation of humans as subjects of research must ensure that participation is **voluntary,** that **risks are minimal,** and that the **distribution of your study is limited**. All potential physical, psychological, emotional, and social risks should be considered, and explained to the participants in the study. This explanation must be clear, in letter form, and accompanied by a written consent form which the participants sign. Similarly, the researcher must explain to the participant the benefits, the course of study, and purpose of the intellectual inquiry. Participants must not be asked to expose themselves to risk unless the benefits to the participants or society are commensurate. **Please note that in most cases, keeping the participants' names confidential significantly minimizes risks**.

A COMPLETE APPLICATION INCLUDES THE FOLLOWING:

♦ **A completed Human Subjects Review Application Form, signed by both the Project Director and Faculty Sponsor or Immediate Supervisor**
♦ **Answers to the Six Questions below (including follow-up questions)**
♦ **A Cover Letter to Subjects****
♦ **An Informed Consent Agreement for Subjects****

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1. How would you summarize, in the form of an **abstract**, the **nature** and **purpose** of your research project? (Are we asking how they would do it, or are you asking for an abstract?) If asking for abstract, we should provide guidelines like word limit, content— Environmental Practice has a good description for abstracts if we wanted to use it)

2. What are the **procedures** to which humans will be subjected, i.e., questionnaires, interviews, audio or video recordings, etc.? When, where, and how will these procedures be carried out? <u>In the case of questionnaires or interviews, please attach a copy of the questions you will be asking</u>.

3. How will the **recruitment of human subjects** for your proposed project be carried out? Include your recruitment criteria and procedures.

4. What are the possible **risks to the human subjects**? Specify possible kinds and degrees of risks, e.g., minimal, emotional risk in the form of distress or embarrassment. Outline the precautions that will b taken to minimize these risks, including methods of ensuring confidentiality or obtaining a release to use collected material and information.

   NOTE: The concept of risk goes beyond obvious physical risk. It could include risk to the subject's dignity and self-respect, as well as emotional, psychological, and behavioral risk. Risk could also include the potential for jeopardizing one's employment or standing in an academic program, organization or workplace, community, or other group.

5. What are the specific, anticipated **benefits** to be gained by completing the project? These may be at an individual, institutional, or societal level.

6. **How will the information derived from this activity be used?** To whom will the information be distributed, and if made, how will the promise of **confidentiality** be kept or carried out in the final product?

** Samples are on the following page.

Dear Participant:

I am a student at The Evergreen State College. As part of my coursework in the class "Broadcast Media: Hype or Enhancement?" I will be conducting a research project titled "What's on Television and Who's Watching?" The purpose of the project is to gather information about TV programming and its impact on adult viewing audiences.

The information you provide will only be heard and used by myself and my faculty sponsor, Rhoda Hilliard. I will keep your identity confidential, and document your comments an anonymous interview.

Any risks to you are minimal, and would likely be nothing more than mild embarrassment from sharing your TV viewing habits, etc. There will be no compensation of any kind available for your participation, which is completely voluntary.

As mentioned above, I will use your responses only as resource material for my research paper on television programming and viewing in contemporary society. At your request, I will provide you with a copy of the final draft.

If you have any questions about this project or your participation in it, you can call me at 555.346.9325. My email address is pjd@greenermail.com. The person to contact if you experience problems as a result of your participation in this project is Eddy Brown, Academic Dean at The Evergreen State College, Sem 2 D4107, Olympia, WA 98505; Phone 360.867.6972.

Thank you for your participation and assistance!

Sincerely,

Stu Dent

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SAMPLE LETTER

April 5, 2013

Dear xxxx,

We are a research and case writing team working on a three part case about the current debate about the Redskins mascot at your High school. The focus of the case is on the overall decision making process. Part 1 of this case has already been published on our website. Part 1 was written completely from secondary sources, mostly the local newspaper, and ends with the decision to set up a committee to study the issue. Part 2 and 3 of the case will cover the establishment and workings of the committee and the final decision. Since you are key players in this process we would greatly value your participation in several interviews about the evolution of this process. Part 2 and 3 of the case will not be published until the end of the summer 2013.

Any risks to you are minimal, and would likely be nothing more than mild embarrassment from sharing your opinions about this issue. There will be no compensation of any kind available for your participation, which is completely voluntary. You may withdraw your participation at any point or skip any question you do not wish to answer without penalty.

We may report your answers in the case in the form of direct quotes. You will be given the opportunity to read and correct the penultimate draft of the case for accuracy in terms of statements attributed to you.

The final case study will be published on the Enduring Legacies website at http://nativecases.evergreen.edu. The cases are open source and available to anyone to download and use. The xxx supported the writing of this case. The Evergreen State College holds copyright to the cases and the teaching notes. If you have any questions about this project or your participation in it, you can call Barbara at 360-765-3084. Her email address is smithb@evergreen.edu.

The person to contact if you experience problems as a result of your participation in this project is John McLain, IRB administrator at The Evergreen State College, Library 2211, Olympia, WA. 98505. Phone: 360.867.6045.
Thank you for your assistance.

Sincerely,

Barbara Leigh Smith
Enduring Legacies Native Cases Initiative
The Evergreen State College

And

Gary Arthur, Faculty
Grays Harbor College

I agree to participate in interviews in xxx Mascot case study and understand and agree with the stipulations stated above.

Signature_____Date _____

Section 5:

Suggested Additional Readings on Tribal Protocols for Researchers

Christopher, S. (2005). Recommendations for conducting successful research with Native Americans. *Journal of Cancer Education*, 20:1, 47-51.

Committee on Native American Child Health & Committee on Community Health Services. (2004). Ethical considerations in research with socially identifiable populations, *Pediatrics*, 113:1, 148-151.

Davis, S.M. & Reid, R. (1999). Practicing participatory research in American Indian communities. *American Journal of Clinical Nutrition*, 69:4, 755S-759S

Carjuzaa, Jionna and Kay Fenimore-Smith. (2010). The Give Away Spirit: Reaching a Shared Vision of Ethical Indigenous Research Relationships. *Journal of Educational Controversy.* http://www.wce.wwu.edu/Resources/CEP/eJournal/v005n002/

Meares, M. (2001). Secrecy versus education: Cultural maintenance and the dilemma of educating non-Indians about the Pueblos. *Texas Linguistic Forum*, 44:2, 350-362.

Mihesuah, D.A. (1998). *Natives and academics: researching and writing about American Indians.* Lincoln: University of Nebraska Press.

Nielson, M. O & Gould, L.A. (2007). Non-native scholars doing research in Native American communities: A matter of respect. *Social Sciences Journal* 44:3, 420-433.

Section 6:
Case Format and Style Guidelines

The format for our cases is as follows:

Title (Because Internet searches are a common way people find material now, the title should make it clear that this is a Native case about a clearly described subject.)

Abstract (See Section 2 for examples.) This should be no more than 100-150 words.

Case Text

- The first paragraph often sets the stage for what the driving issue of the case is about.
- Cases are usually done in a story format, sometimes from an individual perspective.
- Setting/context. (Political, scientific, social, cultural, historic and economic aspects as appropriate to the context)
- Native-perspective. (Native sources are the basis of the text and the narrative point of view is Native.)
- Compositional structures vary. Some cases are written in the first person, some not. Some are written as dialogues. Different cases styles are also apparent including interrupted cases and multi-stage cases.
- Choice of narrator or narrators important
- Length varies, usually 3-12 pages. Should be in New Times Roman Font size 12
- May include maps, photos, documents, statistical problems, lab exercises or other skill-based content as well as traditional text

Open-ended conclusion in the form of a question or dilemma
References

Appendices (if any)
Additional resources (if any—videos, films, discs with statistical and scientific exercises, etc.)

Teaching Notes

Teaching with cases is new to many faculty. Teaching notes help provide ideas and guidance. Cases in our project generally include the following elements in the teaching notes:

- **Issues the case addresses and learning objectives**. Most of our cases are complex and interdisciplinary and can be approached from different points of view in terms of the issues addressed and the learning objectives. Research demonstrates that cases are especially effective in generating student engagement, strengthening communication and critical thinking skills, and in learning to work in teams. It's important to recognize that cases have both skill/process dimensions and content dimensions which are often described in terms of key facts and concepts. Of course, teachers will always want to situate the cases in their own syllabus in terms of the issues and learning objectives. These objectives are usually re-enforced in the case debriefing and in any assignments students might do in conjunction with the case.

- **Related cases in our collection**. A number of the cases in our collection can be used together. The three education cases, *Waiting Patiently-500 Years, Whose History Should We Teach?* and *Since Time Immemorial: Developing Tribal Sovereignty Curriculum for Washington's Schools*, can be profitably taught together, as a sequential and in-depth look at curriculum reform and educational improvement efforts. Similarly there are several cases about tribal enrollment – *The Will of the People: Citizenship in the Osage Nation* and *Indian Identity in the Arts.* There are five cases related to salmon that trace issues from the development of Seattle to contemporary legal issues relating to salmon recovery.

- **Additional background information.** Our cases are typically open-ended, concluding with a problematic that invites the reader to explore such questions as "What should x do now?" The additional background section of the Teaching Notes usually provides information on what actually happened next in the situation described in the case. It is especially useful in the final debriefing of a case when students invariably ask what actually happened. In the case *The Will of the People: Citizenship in the Osage Nation*, for example, the additional background section includes information on what the actual outcomes of the election were. Comparing what actually happened to what the case discussion concluded can be quite surprising!

- **Intended Audience**. Teaching notes often discuss how to tailor the case discussion to different audiences. It makes a difference whether a class is comprised primarily of Native students or not and whether the class is undergraduate *vs* graduate or aimed at beginning students or more advanced students. While most cases can be tailored to multiple audiences, this section of the Teaching Notes describes the author's overall intent in writing the case.

- **Implementation and use**. This section describes ways to actually teach the case, and often provides suggestions for alternative approaches. There are many different ways to teach a case, including role playing, using directed discussion questions, shifting frameworks, etc. Some of our cases have been used in online courses while others were designed for and used primarily in face-to-face classes. Most can be adapted for either environment. While teachers may want to design their own way of implementing the case, this section can be helpful in exploring different approaches. Many of our cases suggest several different ways of teaching a case.

- **Discussion questions.** Good discussion questions are the heart of effectively using cases. A number of cases provide discussion questions that are divided into different levels of complexity or tiers. Tier 1 questions typically ask a student to locate and describe concrete details about the case while Tier 2 or 3 type questions call on higher order analytic skills. These approaches let you tailor the implementation to students at different levels.

- **Suggestions for additional research**. Many cases lend themselves to additional student research, and this is in fact the way some teachers structure the teaching of the case. *The Will of the People: Citizenship in the Osage Nation* suggests various research-based approaches to using the case in the Implementation section including local community-based research and much broader research into the very idea of citizenship in various nations.

- **Suggestions for assessing student learning from the case**. Providing teachers with suggestions about ways to assess student learning, the effectiveness of the teaching approach such as working groups and the case itself is useful.

- **References and additional resources**. Case writers usually include suggestions in terms of additional resources, especially films, videos, etc. We've found that many students get so interested in these topics that they want to do additional reading, so these are very helpful.

Teachers make many decisions when they decide to use cases. Specialists in education and psychology frequently point out that students come to us at different stages of development in terms of their critical thinking and problem solving abilities. Complex

thinking patterns do not automatically develop, but they can be dramatically enhanced through carefully designed, developmentally appropriate assignments.

Citation Style

The Enduring Legacies Native Case Study project is using APA style, with the following modifications. Each reference is single spaced, with double spaces between each entry.

Book with single author
In text note: (Wilkinson, 2004) Note: If you use a direct quote from the author, you need to put page number in the in text note: (Wilkinson, 2004, p. 31)

Reference:
Wilkinson, C. (2004). *Indian tribes as sovereign governments: a sourcebook on federal-tribal history, law and policy*. (2nd ed.). Oakland, CA: American Indian Lawyer Training Program.

Book with single author, special edition information
In text note: (Prucha, 1986) See note about direct quote above.
Reference:
Prucha, F. P. (1986). *The great father: The United States government and the American Indians*. (Abridged ed.). Lincoln: University of Nebraska Press.

Book with two or more authors
In text note: (Kidwell & Velie, 2005) See note about direct quote above.
Reference:
Kidwell, C. S. & Velie, A. (2005). *Native American studies*. Edinburgh, Edinburgh University Press.

Citing items in an edited book
In text note: (Mihesuah, J.K. 2004) See note about direct quote above.
Reference:
Mihesuah, J.K. (2004) Graduating indigenous students by confronting the academic environment. In D.A. Mihesuah and Wilson, A.C. (Eds.) *Indigenizing the academy: transforming scholarship and empowering communities* (pp.191-199). Lincoln: University of Nebraska Press.

Journal article
In text note: (Menzies & Butler, 2007)
Reference: Menzies, C.R. & Butler, C.F. (2007). Returning to selective fishing through indigenous fisheries knowledge: the example of K'moda, Gitzaala Territory. *American Indian Quarterly* 31:3, 441-464.

Journal article with multiple authors

In text note: (Nielson & Gould, 2007)
Reference:
Nielson, M. O & Gould, L.A. (2007). Non-native scholars doing research in Native American communities: A matter of respect. *Social Sciences Journal* 44:3, 420-433.

Proceedings

In text note: (Intertribal Timber Council, 2000)
Reference:
Intertribal Timber Council. (2000). Natural resource management: merging tradition and technology. *Proceedings of the 24th Annual National Indian Timber Symposium.* Portland: ITC.

Government Document

In text note: (U.S. Forest Service, 1990)
Reference:
U.S. Forest Service. Olympic National Forest. (1990). *Land and Resource Management Plan for the Olympic National Forest*. USDA, Forest Service, PNW Region.

Specific Internet Document

In text note: (APA, 2007)
Reference:
APA (2007). *APA Style Help.* Retrieved 2/25/12 from
          http://www.apastyle.org/apa-style-help.aspx

Internet Only Article

In text note: (Feffer, 2006)
Reference:
Feffer, John. (2006, May 27). Covering Indian country. *ZNet.* Retrieved 2/25/12 from
          http://www.zmag.org/content/showarticle.cfm?SectionID=21&ItemID=10335

Internet Web Page

In text note: (Index of Native American Resources on the Internet)
Reference:
  Index of Native American Resources on the Internet. Retrieved 2/24/12 from:
http://www.hanksville.org/NAresources/

Information on APA Style

Print source: APA (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: APA

Useful web sites:
http://www.apastyle.org/apa-style-help.aspx retrieved 2/24/12
http://www.crk.umn.edu/library/links/apa5th.htm   retrieved 2/24/12

Citing government documents: http://library.columbia.edu/indiv/usgd/citation.html
retrieved 2/25/12