



## HUMPHREY SCHOOL OF PUBLIC AFFAIRS

# Fall 2023 Public Affairs Course Highlights

### LATE ADDITIONS/COURSE CHANGES

#### **Community Economic Development (PA 5511) 3 cr. Nichola Lowe**

How do we make our local economies work well for more people in a community, inclusive of the needs of workers, families and youth that are most at risk of being left behind? This course provides an overview of a range of community economic development tools and strategies, as well as emergent and established debates around their use and implementation. Students will learn to think critically about the merits and limits of specific strategies, from industrial recruitment and business investment incentives to innovation districts and small business and entrepreneurial assistance. We will also explore the conditions that enable certain cities, regions, and communities to implement these strategies in more equitable and environmentally sensitive ways.

Nichola Lowe has been teaching graduate courses on state and local economic and workforce development in North Carolina since 2005. She is excited to expand this learning to Minnesota, inviting local practitioners and their community partners to join class discussion.

#### **International Strategic Crisis Negotiation Exercise (PA 5827) 1 cr. Jon Olson.**

\*This course has obtained a permanent course number. In the past, it was listed under PA 5890.

The course will enable students to engage in a simulated multi-party negotiation of a complex, high stakes international crisis with multiple players, focused on a future or current international crisis. It provides students across all degree programs the opportunity to participate in a dynamic, actively managed exercise in which teams attempt to negotiate a solution to a fictional future crisis based on current global realities. Students will be divided into several teams representing countries or non-state actors involved in the crisis. A subject-matter expert (such as a retired ambassador) will guide the negotiations playing the role of a UN envoy. Each team will be mentored by a retired diplomat, military officer or other experienced volunteer who will provide negotiating and strategic advice. A team from the Army War College will lead the exercise, providing structured input that gives students a realistic sense of how strategic actors must think and behave in crisis negotiation scenarios. Students are given course material in advance and meet with mentors to prepare for the exercise.

Jon Olson was commissioned in May 1990 from the US Naval Academy with a BS in History. He spent 21 years on active duty with three years and 17 days at sea aboard aircraft carriers and large-deck amphibious assault ships. He participated in Operation SOUTHERN WATCH, Operation RESTORE HOPE, Operation JOINT FORGE, support for UNAMET in East Timor, and in Operation ENDURING FREEDOM—Afghanistan.



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### **Climate Change Policy (PA 5724)**

**3 cr. Nfamara Dampha.**

Global climate change poses perhaps the most significant environmental challenge of this generation. The response to climate challenge spans grassroots movements to coordinated international policy. As policies to mitigate and adapt to climate change continue to take shape, what do decision makers, advocates, and analysts need to know to take effective action? This course will investigate climate change policy from a variety of disciplinary perspectives, emphasizing economic logic, ethical principles, and institutional feasibility.

Dr. Nfamara Dampha (he/him) is a Research Scientist in Natural Capital and Ecosystem Services at IonE.

## **NEW COURSES**

### **The Economics of Race, Crime, and Law Enforcement (PA 5022/PA 5390)**

**2 cr. [Samuel L. Myers, Jr.](#)**

There are many crime and law enforcement policy debates that hinge on economic modeling. Do body cameras reduce racial disparities in police use of deadly force? Do risk assessment protocols in child abuse and neglect investigations help to reduce the child-homicides? Do increased police response times and arrests reduce the risk of intimate partner violence in domestic disputes? Do metal detectors in schools and zero-tolerance policies affect the likelihood of mass shootings on secondary school campuses?

More fundamentally, how does Policy Analysis frame these questions so that answers can be sought? This course has three objectives: a) to help students develop the skill of being able to read and interpret journal articles and technical reports in the domain of the economics of crime and law enforcement; b) to provide guidance on how to use economic models to analyze racial and ethnic disparities in the criminal justice system; and c) to explore the strengths and weaknesses of the rational choice model for developing policies to address problems of race, crime and law enforcement. PA 5022 and PA 5390 are cross-listed.

### **Bike & Pedestrian Transportation Planning (PA 5290, sec. 1)**

**1.5 cr. [Dorian Bautista](#)**

This course emphasizes theories and practices for a sustainable transportation system, especially pedestrian and bicycle transportation. Various topics of planning and design are covered. For example, we will review policies at state and local levels, synthesize design principles and their application to pedestrian and bicycle facility design, and reinforce skills for developing transport policies and programs for a more sustainable future. Along the course, there is one field trip, several team and individual activities, and weekly reading assignments.



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### **Mass Incarceration, Citizenship & the Criminal Legal System (PA 5490, sec. 1)**

**3 cr. [Brandi Blessett](#)**

This class examines the historical context of U.S. democracy and the implications for people targeted identities (Black, Indigenous, Latinx, LGBTQIA+, etc.). Identity-based social hierarchy has informed the politics and policies of criminality, policing, and public safety, which has resulted in varying degrees of punishment, diminished citizenship rights, and has exacerbated social vulnerability. Through an examination of the criminal legal system, this class explores law enforcement's authority (power, resources, and tools) to justify the initiation of contact with people who have multiple, marginalized identities. Once introduced into the criminal legal system, people often experience stigma and vulnerability (social, political, and economic), which diminishes their quality of life. This class will examine current socio-political themes and policies that seek to criminalize identity (e.g., BLM activists and protests, anti-drag and trans bills, denial of gender affirming care for LGBTQIA people).

### **Gender & Social Policy in Europe & the Americas (PA 5662/PA 8662)**

**3 cr. [Christina Ewig](#)**

The variety of approaches to social welfare policies around the globe – from pensions, to poverty relief to parental leave – offer many lessons not only for how to address basic needs, but also for building more gender- and race- equitable societies. This course provides conceptual and historical grounding for understanding the origins and impacts of social welfare policies, and how these policies serve as crucial arbiters of gender, race and class relations. The course compares historical and contemporary social policy regimes and their impacts on individuals and societies in Europe and the Americas. The course centers on four questions: 1) How are social policies “gendered”, “raced” and “classed”? 2) Why do social policies in different countries look so different? 3) What lessons can we glean from other countries to promote equity across gender and other forms of inequality? 4) What are the contemporary challenges to social welfare systems and their ability to promote gender equity?

### **US Policy and the Policing of Sexuality (PA 5690, sec. 2)**

**3 cr. [Tia Sheree Gaynor](#)**

This course is designed to examine how gender identity and sexuality are policed in U.S. society. Policing in this regard includes law enforcement, government organizations, and public policy. Students will explore the range of social control tactics that limit the economic, political, and social mobility of individuals who hold Queer and trans gender identities. We will examine the formal and informal ways in which these tactics are used and the impacts they have had on those directly impacted. Using an intersectional lens, students will better understand how individuals with multiple marginalized identities (i.e. Black trans women) navigate multiple systems of oppression and how these experiences differ from those with single marginalized identities (i.e. white trans men). While the course includes a focus on the challenges and obstacles associated with the policing of Queer and trans- identities, course content also includes examining policy solutions for reparative justice and equity.



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### **Inclusive Innovation (PA 5715, sec. 1)**

#### **1.5 cr. [Elise Harrington](#)**

Inclusive Innovation will focus on engagement for technology change with a focus on policy issues and emerging strategies aimed at making technology deliberations and decisions more accessible and inclusive. We will look at inclusive innovation from multiple perspectives, including policy mechanisms, outcomes, and processes that underpin making historically technocratic processes inclusive of more perspectives and forms of expertise.

### **Artificial Intelligence in Sustainability Practice and Policy (PA 5715, sec. 2)**

#### **1.5 cr. [Fred Rose](#)**

This course is focused on Artificial Intelligence in environmental and energy related work, in both the public and private sector. We will not only look at how it might be used in policy, we will use it to write a policy brief. The course will also examine potential pitfalls, including how to ensure it doesn't perpetuate inequities or misinformation.

### **Change Leadership for Environmental, Social and Governance Action (PA 5771)**

#### **3 cr. [Steve Kelley](#) and [Laura Bishop](#)**

Sustainability is increasingly being defined broadly to include the environmental, social and governance (ESG) actions and effects of organizations. ESG concepts integrate environmental sustainability with diversity, equity and inclusion. Individuals working within organizations or seeking to join those organizations have expressed desires to affect the actions of an organization. This course aims to give students hands-on experience with a project investigating, designing, advocating for and implementing an ESG improvement in an existing or new organization. We imagine students in this course as future intrapreneurs (an employee of an organization who create new opportunities or products in the style of an entrepreneur) transforming practices in existing organizations or as entrepreneurs seeking to create new sustainable organizations, or both. Steve Kelley has worked on sustainability policy in the Minnesota legislature, as Minnesota's Commissioner of Commerce and as a senior fellow at the Humphrey School. He has taught or co-taught courses in social entrepreneurship and policy problem-solving. Laura Bishop is a consultant who served as Commissioner of the Minnesota Pollution Control Agency and as the Chief Sustainability and Corporate Responsibility Officer for Best Buy.

### **Unconventional Warriors: Non-State Actors and the Management of Violence (PA 5890, sec. 3)**

#### **3 cr. [Dipali Mukhopadhyay](#)**

In this course in global policy, students will take a closer look at a host of non-state armed actors whose origins can be traced back to pre-statal politics and international relations but whose presence can be felt very tangibly in 21st century geopolitics. Violence has always been a principal currency of socio-political interaction. We tend to associate unconventional forms of war-making with the post-September 11th era of geopolitics; in fact, a number of unconventional warriors have wielded violence before and then,



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alongside states for centuries. And, while a great deal of today's attention, both scholarly and policy-oriented, tends to focus in particular on terrorists and insurgents, a host of other non-state armed actors operate as what Vadim Volkov calls "entrepreneurs" in the field of violence. Their methods, motivations, and interests have evolved over time. Many of the factors that led to their emergence historically have ceased to exist, but these actors have adapted and transformed in ways that keep them relevant to this day.

### **COURSES NOT OFFERED EVERY YEAR**

#### **Stakeholder Analysis Tools (PA 5920, sec. 1)**

**0.5 cr. [John Bryson](#)**

The key to success in most policy and organizational change efforts is the satisfaction of key stakeholders according to their criteria for satisfaction. The purpose of this course is to introduce participants to a range of stakeholder identification, analysis, and engagement techniques that in combination can help advance change efforts in positive directions. The course will involve brief lectures and discussions followed by practice using some of the most important techniques. These include: basic identification techniques, power versus interest grids, stakeholder influence diagrams, bases of power versus directions of interest diagrams, techniques for discerning the common good, support versus opposition matrices, and participation planning matrices.

#### **Visual Strategy Mapping (PA 5920, sec. 3)**

**0.5 cr. [John Bryson](#)**

Visual strategy mapping is a powerful technique for graphically developing and showing the connections between mission, goals, strategies and actions. Strategy mapping is a statement-and-arrow technique in which the arrows show what leads to what. In other words, the approach involves causal mapping, in which the arrows mean "causes," "produces," or "might result in." The technique is related to logic models and theories of change, but is far more specific in showing what can be expected to lead to what – and therefore is more helpful when it comes to managing change or designing processes to do so. At the end of the course participants should be able to: articulate the basic theory of causal mapping, produce maps, and understand how to use mapping as part of a policy, organizational, or strategy change process.



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## DIVERSITY, EQUITY AND INCLUSION HIGHLIGHTS

### **The City of White Supremacy (PA 5206)**

#### **3 cr. [Ed Goetz](#)**

The title of this course is meant to signal the objective of scrutinizing how systems of white supremacy have shaped the American city and how the American city functions in ways that reproduce and reinforce white supremacy. The first section of the course will focus on frameworks for understanding white supremacy generally, and as it relates to urban development specifically. The second section considers specific domains of urban policy and planning using white supremacy as the analytic framework. In these weeks we examine how white supremacy has been expressed across a range of urban development issue areas, including housing, transportation, the urban environment, education, criminal justice, and urban design, and how policies and planning practice have maintained or disrupted systems of white supremacy.

### **Environmental Justice in Urban Planning & Public Policy (PA 5243)**

#### **3 cr. [Fayola Jacobs](#)**

Environmental racism can be defined as policies and practices that result in communities of Black, Indigenous and other people of color (BIPOC communities) being overexposed to environmental harms and being denied access to environmental goods. The environmental justice (EJ) movement in the United States was birthed in the 1980s with the aim of ending environmental racism. Early EJ activism was led by Black rural communities protesting the disproportionate presence of toxic waste facilities in their neighborhoods and Latinx migrant farmworkers who were overexposed to harmful pesticides.

The course begins by tracing the history of the EJ movement and unpacking the terms “racism” and “justice.” The main body of the course will focus on a series of issues that EJ scholars and activists address including pollution, greening, transportation, disasters, and climate change. The course ends with discussions and reflections on our roles, responsibilities and possibilities as public policy and planning scholars, researchers and practitioners to work towards ending environmental racism and achieving EJ for all.

### **Diversity and Public Policy (PA 5422)**

#### **3 cr. [Tia Sheree Gaynor](#)**

What is diversity? What role does it play in public policy? What role should it play? Whom does diversity include or exclude? In this highly participatory class, we will apply a policy analysis lens to explore how diversity interacts with, contributes to, and is impacted by policy. The interdisciplinary course readings draw from topics such as gender identity, intersectionality, socio-economic class, race and ethnicity, indigenous ways of knowing, sexual orientation, and disability. Students examine the evolution of difference and diversity, explore various domains of diversity (gender, race, ethnicity, sexuality, disability, class), and synthesize and apply this knowledge to the development of a policy brief that focuses on a particular policy or organizational problem.





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### **Tribal-State Relations Workshop (PA 5963)**

**0.5 cr. [Joseph Bauerkemper](#)**

Minnesota is home to 11 sovereign Indian nations and about 120,000 American Indian people. Tribes are among the top 20 employers in the state, and tribal jurisdiction impacts thousands of acres of land in Minnesota both within and beyond reservation boundaries. While tribes share prominent nation-to-nation diplomatic relationships with the U.S. federal government, tribal relationships with state agencies are increasingly significant. Since the administration of Governor Jesse Ventura, each Minnesota governor has implemented an executive order focused on state relations with Indian nations. Under current Governor Tim Walz, Executive Order 19-24 provides a considerable mandate for state agencies to develop and implement tribal consultation policies and to build associated partnerships.

This half-credit workshop will introduce participants to the legal and policy contexts in which contemporary tribal-state relations occur. We will explore the shifting history of federal Indian policy, the often contentious past of tribal-state interactions, current emphases on building government-to-government relationships, and potential future trends. Participants will consider how their own civic and professional trajectories may connect to Indian nations, and we will collaboratively draw conceptual and practical links between tribal affairs and other areas of study in the Humphrey School.

## **NEW AND RETURNING INSTRUCTORS**

### **Statistics for Public Affairs (PA 5031, sec. 4-6)**

**4 cr. [Heather Randell](#)**

Dr. Heather Randell will be joining the Humphrey faculty in fall 2023.

She is a sociologist and demographer with interests in environmental change, sustainable development, and human health and well-being. Dr. Randell's research has been published in journals including Proceedings of the National Academy of Sciences, Global Environmental Change, World Development, and Food Policy and has been funded by the National Institutes of Health and the National Science Foundation. She served as a contributing author on the Intergovernmental Panel on Climate Change (IPCC) Sixth Assessment Report. She holds a PhD in Sociology from Brown University, a Master of Environmental Management from Duke University, and a BS in Biology from Cornell University.

### **Transit Planning and Management (PA 5231)**

**3 cr. [Dorian Bautista](#)**

Transit and transit-oriented development (TOD) are key to urban livability. In the Twin Cities, federal, state, and local governments have made substantial investments in transit and associated development to improve the livability of the region. The course will help you understand how to make transit a catalyst for livable communities. It will cover; transit services in the region, in the nation, and around the world, transit management techniques including quality of service, capacity analysis, and route scheduling,



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transitway planning and transit-oriented development, transit agency organization, finance and politics, and emerging research on transit-related issues.

### **US Foreign Policy: Issues and Institutions (PA 5813)**

**3 cr.** [Eric Schwartz](#)

Former Humphrey Dean, Eric Schwartz, returns to his full-time appointment at the Humphrey School after serving as president of Refugees International in Washington D.C. for the past five years.

This course helps students develop a deep understanding of how US foreign policy institutions function, how that is being challenged, and the broader global implications of those changes. Through readings, class discussions, and guest lectures, we look at the institutions and processes involved in developing and managing US foreign policy, and use case studies to advance students' knowledge, including of how the Department of State works, and the expanding role of the Department of Defense, the National Security Council, and intelligence agencies. We examine how economic instruments like sanctions are used to advance policy; and how American citizens, lobbyists, and foreign governments influence policy. We incorporate discussions of current events into each class. Students develop writing and presentation skills critical to foreign policy careers.

### **Working with Data: Finding, Managing, and Using Data (PA 5932)**

**1.5 cr.** [Sarah Wahby](#)

Sarah Wahby is a PhD student of Public Policy at Humphrey School of Public Affairs. In her research she's interested in questions of policy evaluation, resource management and distribution and measurement.

This course provides hands-on experience with common issues that arise when using secondary data sets. After successful completion of the course, students should be able to: 1. Determine where to find data and information about data (metadata) for policy-related topics. 2. Repurpose, manipulate, and/or clean data collected by someone else or for a different purpose to answer questions. 3. Determine appropriate units of analysis, weights, data structure, and variables of interest in order to answer policy-related questions. 4. Document workflow to allow reproducibility and protect the confidentiality of the data. 5. Conduct basic data manipulation tasks (making tables) using existing software including Excel and Stata. 6. Learn how to find answers for questions through online support. This course will focus on Excel and Stata equally. Previous experience in Stata is preferred, but the course will include a brief introduction to relevant skills.

### **Survey Methods: Designing Effective Questionnaires (PA 5933)**

**2 cr.** [Asa Olson](#)

Asa Olson is the Humphrey School's assistant director of academic technology.

Applied (hands-on) introduction to survey questionnaire design. Student teams design a questionnaire for a client.





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### **TRIBAL ADMINISTRATION AND GOVERNANCE (MTAG)** **AND TRIBAL RESOURCE AND ENVIRONMENTAL** **STEWARDSHIP (TRES)** **(REMOTE)**

The following MTAG and TRES classes meet via Zoom five times during the semester with interactive Canvas assignments and other materials/activities between the sessions. Course descriptions and information about scheduling is available within [schedulebuilder.umn.edu](https://schedulebuilder.umn.edu). (Select Duluth as the campus option, choose Fall 2023 as the term, and enter MTAG and/or TRES in the search box. Click on Show Sections to see schedule and instructor name.) The prerequisites will be waived but Humphrey School students who want to register for MTAG or TRES courses will need to contact the instructor for a permission number. Register for these Duluth campus classes using the Multi-Institution Enrollment form (<https://onestop.umn.edu/academics/multi-institution-enrollment>). Classes taken in Fall 2023 could be applied to the following Post-Baccalaureate Certificates:

[Indigenous Environmental Systems and Resource Management](#)

[Tribal Administration and Leadership](#)

[Tribal Sovereignty and Federal Indian Law](#)

[Tribal Natural Resource Stewardship, Economics, and Law](#)

For more details about these post-baccalaureate certificates, please contact Joseph Bauerkemper at [jkb@d.umn.edu](mailto:jkb@d.umn.edu).

To register for these Duluth classes, follow the steps at [Multi-Institution Enrollment](#). The Humphrey School Admissions office can advise on how Humphrey School merit aid might be affected. You may want to consult One Stop regarding possible effects on grants, loans, and non-Humphrey School scholarships. You may contact Stacey Grimes ([grime004@umn.edu](mailto:grime004@umn.edu)) if you have questions about this process.

#### **Principles of Tribal Sovereignty I (MTAG 5110)**

**3 cr. [Joseph Bauerkemper](#)**

This course provides students with a general background of the history, development, structure, and politics associated with indigenous governments. We will examine North American indigenous governance from pre-colonial times to the present, focusing on both the evolution and alteration of these governments as well as the difficult political decisions indigenous peoples faced when confronted by the colonizing forces of European states, the U.S., and individual states, and the modifications developed by indigenous nations in their efforts to retain and exercise their sovereign powers.



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### **Administration Governance I (Strategic) (MTAG 5210)**

#### **3 cr. [Rebecca Webster](#)**

This course will provide an overview of the integration and application of strategic management principles in tribal governments. Topics will include the development of mission statements, goals, strategies, and approaches to implementation. The course will focus on tribal strategic plans and issues specific to tribes, such as the federal-tribal relationship, tribal constitutions, and tribal ordinances and regulations. Also, the role of federal and state government policymakers as they interrelate with administrators in strategic management decisions will be studied.

### **Advanced Tribal Administration and Governance I (Human Resources) (MTAG 5230)**

#### **3 cr. Instructor TBD**

This course will focus on the theoretical and practical aspects of solving problems, the activity that takes up the majority of a tribal manager's day. Human resource management will be emphasized. The use of tribal hypothetical and real-life situations will be heavily relied upon. Case studies of reservations and tribal organizations will be utilized to define problems, collect and analyze data, and seek creative solutions. The use of analogy, brainstorming, the scientific method, systems analysis, and graphic representations will be studied, as well as the role of federal and state government policymakers as they interact with administrators on human resources matters.

### **Foundations of Leadership and Ethics in Indigenous Community Life and Organizations (MTAG 5310)**

#### **3 cr. Instructor TBD**

This course will develop a general understanding of leadership and ethics. Content will include a survey of basic philosophies, models, figures, and applications to community-based scenarios and institutions. Western scholarship will be contrasted with Indigenous perspectives and lived experience as a means of exploring cultural difference. The role of traditional values and beliefs, internalized oppression, and contemporary community institutional dynamics are core course topics.

### **Tribal Finance, Accounting, and Budgets I (MTAG 5430)**

#### **3 cr. Instructor TBD**

This course will provide an overview of financial terms, processes, agencies, and laws as they apply to tribal governments. It will focus on overseeing budgeting, bookkeeping, accounting, and purchasing functions; interpreting financial statements; conducting due diligence; and negotiating indirect cost rates with the federal government. Emphasis will be placed on the role of the federal government in tribal financial management, the role of tribal sovereign immunity in financial transactions, and the roles of tribal accountants and auditors.



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### **Federal Indian Law I (MTAG 5530)**

**3 cr. Instructor TBD**

This course examines the formulation, implementation, and evolution of Indian policy from pre-colonial times to the self-governance era. This course provides a chronological framework and theoretical context in which policies, programs, and events can be seen interacting with each other to produce the cumulative body of treaties, statutes, and court decisions. Students analyze major federal Indian policies that define indigenous/federal political relationship, examining the views and attitudes of policy-makers and gauging the reactions of indigenous nations to those policies.

### **Foundations of Indigenous Environmental Systems and Worldviews (TRES 5100)**

**3 cr. [Wendy Todd](#)**

This introductory course explores environmental resources, practices, and stewardship from tribal perspectives. A variety of instructional experiences including sharing circles, guest lectures and field study introduce students to related Indigenous knowledge, management systems and stewardship practices. The current needs of tribal communities are examined through studying the idea of Native scholars, traditional teachers and environmental activists.

### **Tribal Natural Resource Program Management I (TRES 5101)**

**3 cr. [Douglas Thompson](#)**

Through consideration of multiple perspectives regarding value and exchange, this course pursues micro- and macroeconomic analyses of natural resources under tribal stewardship. Key topics can include modes of valuation, resource markets, sustainability, pollution control, benefit-cost analysis, air and water quality, waste management, and conservation.

### **Integrated Ecosystems Stewardship 2 (TRES 5202)**

**3 cr. [Wendy Todd](#)**

This course is the second in a series of two that will provide the student with the understanding of the biological, chemical, and physical processes necessary to support Native American ways of life in balance with pressures of economic development. Specific topics in this course may include wildlife management, range management, land use planning, terrestrial food webs, sustainable agriculture/forestry practices, assessment of air quality, biodiversity, and land use planning. Concepts of energy stewardship on tribal lands will be explored.

See <http://classinfo.umn.edu/> and the class schedule for more details about these and other Public Affairs classes.