

The Evergreen State College  
Master of Public Administration

Tribal Organizations and Structures

Spring 2017 Syllabus

**Class Schedule**

May 19 – 21

Friday 1pm until 5 pm;

Sat. & Sun. 9 am until 5 pm

June 02 – 04

Friday 1 pm until 5 pm;

Sat. & Sun. 9 am until 5 pm

**Classroom**

**Faculty**

Tina Kuckkahn-Miller

Longhouse

[kuckkaht@evergreen.edu](mailto:kuckkaht@evergreen.edu)

Office Hours:

By appointment

Jean Dennison

Off-Campus

[jden@uw.edu](mailto:jden@uw.edu)

Office Hours:

By Appointment

**Course Overview**

This course will focus on the organizational structures of tribal governments and how these impact native nation communities today. Spanning from the historical period prior to colonization to contemporary native nation experiences, this class will help students to gain an appreciation of the diversity of governmental forms that tribes have utilized. The push for constitutionalism, in and outside of the IRA legislation, will be interrogated, as well as the tribal council structure that commonly resulted from this process. Issues of membership, financial diversification, cultural practices, and forms of accountability in native nations will be vital nodes of concern for our investigations. Intergovernmental native nation-building will be explored through an examination of the Tribal Canoe Journeys of the Pacific Northwest. Guest lectures by tribal organizational leaders will provide examples of practical application and real-world context for class discussions.

**Learning Objectives**

As a result of their assigned readings, writing assignments, case exercises, and class discussions, students will gain:

- Insight into native nation government structures through time;
- An understanding of the possibilities and limitations of constitutionalism;
- Insight into different approaches to constitutional reform;
- The ability to analyze different types of government structures and identify which alternatives are likely to strengthen native nation communities in terms of their population numbers, financial options, cultural practices, and accountability;
- Knowledge about local strategies for successful intergovernmental native nation-building

### **Reading Assignments**

#### By first class:

Hosmer, Brian C., and Larry Nesper, eds. 2013. *Tribal Worlds: Critical Studies in American Indian Nation Building*. Suny Series. Albany: SUNY Press.

Jorgensen, Miriam, ed. 2007. *Rebuilding Native Nations: Strategies for Governance and Development*. Arizona: University of Arizona Press.

Additional handouts for Case Studies to be provided on canvas.

#### By second class:

Dennison, Jean. 2012. *Colonial Entanglement: Constituting a Twenty-First-Century Osage Nation*. First Peoples : New Directions in Indigenous Studies. Chapel Hill: University of North Carolina Press.

Doerfler, Jill. 2015. *Those Who Belong: Identity, Family, Blood, and Citizenship among the White Earth Anishinaabeg*. American Indian Studies Series. East Lansing, MI: Michigan State University Press.

Additional handouts for Case Studies to be provided on canvas.

#### Optional Readings/Resources:

Cobb, Daniel M., ed. 2015. *Say We Are Nations: Documents of Politics and Protest in Indigenous America since 1887*. H. Eugene and Lillian Youngs Lehman Series. Chapel Hill: The University of North Carolina Press.

Wilkins, David E., ed. 2009. *Documents of Native American Political Development: 1500s to 1933*. Oxford ; New York: Oxford University Press.

### **Assignments**

The following are the written assignments for the class. Writing assignments should be double-spaced, 12-point font, free of spelling and grammatical errors, should answer the questions that have been posed, and be well organized. The quality of assignments will be evaluated based on a rubric posted on Canvas. Each research paper will receive a rubric as a responsive comment.

### 1. Short Presentation: Nation Building

Create a 10-min presentation where you compare and contrast three different Native Nation contexts, talking about what is at stake in nation building process. At least one context should come from a chapter in Rebuilding Native Nations and one should come from a chapter from Tribal Worlds. The third context should be a Native Nation building process you are familiar with through your own life experience, the optional readings, and/or independent research. From these three contexts make an argument about some of the stakes, consequences, and/or future potential of Native Nation building are.

(Due Thursday, May 18, .ppt posted on Canvas; Present .ppt to class May 19 – 21)

### 2. Short Presentation: Constitutions

Choose a theme that the Dennison and Doerfler books have in common, such as (but not limited to) reform process, culture, sovereignty, or citizenship. Create a 10-min presentation where you describe the different tensions that developed around the theme in each location, as well as from another location of your own choosing. The third context should be a Native Nation constitution you are familiar with through your own life experience, the optional readings, and/or independent research. Discuss how colonial forces impacted the options these communities had, as well as the decisions they ultimately made, in their constitution. Talk about how these nations are using the constitutions to ensure a future for their people.

(Due Thursday, June 1, .ppt posted on Canvas; Present .ppt, to class June 02 – 04)

### 3. Final

For the long paper, students will have the choice of completing either a research proposal or create an annotated bibliography. Both of the alternatives are designed so that students can demonstrate their engagement with tribal organizations. If students would like to propose another assignment, please talk to the instructors by Sunday May 20<sup>th</sup>.

(due Wednesday, June 12, posted on canvas)

#### a. Research Proposal (5-8 pages)

For this research proposal, students will identify a tribal organization's issue that they could imagine exploring. The proposal should be in case study format and include sections on introduction and context, literature review, methodology, and proposed analysis. Some of the most interesting cases are those where you can see something that you would like to see changed. First, explain the existing situation/policy/issue. You may use participant observation, interviews, archival research, collaboration, surveys, -- or any combination of approaches to the issue that you have chosen.

Make sure to cover the reasons for choosing the approach and the implications of that approach for your research design as well as possible social, political and policy decisions, and the general implications of your proposal for the policy process. Will it provide more needed background that has been left out of the process? Who will be affected? Whose values are likely to be supported or included? Will the proposal make decision-making easier or make the issues clearer? In the summary section, you will describe why you think the policy should be changed enhanced or preserved. In the summary, all students should also list potential barriers (lack of literature, lack of

models, lack of contacts with appropriate individuals, high cost, etc) that would affect or modify the proposal. You should also add the potential opportunities and resources available. Finally, you should discuss the possible impacts on people, governments and organizations.

b. Annotated Bibliography (10-12 pages)

Students should identify and read at least ten sources that will be useful in helping them think through a topic of their choosing related to tribal organizations. After listing the standard bibliographic citation - author, title, publisher, etc. - found in any bibliography, they should write a roughly one-page reflection on the resource. The first paragraph should detail the main argument(s) of the reading. The second paragraph should detail the evidence the author uses to make their argument. The third paragraph should discuss how the reading connects with your research question and/or other readings from class.

### **Other Related Documents**

This syllabus is intended to provide a summary of the educational objectives of the course and the tasks students need to complete. To shorten the syllabus, additional course information has been separated into three other documents. These documents will be available on Canvas:

1. Rules and Regulations (Class Contract)
2. Class Schedule
3. Internet Based Activities

These documents provide more detail on course related activities.