

**The Evergreen State College
Masters of Public Administration Program
Spring 2013 – Tribal Concentration**

**Tribal Organizations and Structures
May 24-26, June 7-9, 1-5p Fri, 9:00-5p Sat/Sun
Sem II B1105**

Faculty

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Tribal Organizations and Structures

This course is the third of the 1st Year Tribal Concentration Courses and focuses on the organizational structure and operations of tribal governments. The structures and institutions within Indian Country are often based on a complex amalgam of Indigenous law and policy, Tribal Constitutions, Non-Indian law and policy and myriad written and oral historical sources. Students will critically analyze tribal organizational structures and practices including management systems and budgeting processes. The “declaration” will be a primary focus of class with examination of the historical context and the current political/legal environment existing around Indian Country and in Washington D.C. Tribal constitutional creations and relationships between organizations and practices are subjects that will be addressed in class readings and discussion. Students will also analyze the scope of authority of tribal courts and the separation of tribal legislative from administrative and judicial functions.

Reading List

- Jorgensen, “Rebuilding Native Nations: Strategies for Governance and Development” 2007
- Anaya, “Indigenous Peoples in International Law” 2004
- “Making the Declaration Work” (Available for free online).. <http://www.internationalfund.org/documents/MakingtheDeclarationWork.pdf>
- “Blasphemy” (Sherman Alexie)

Suggested

- “Labor and Employment Law in Indian Country” Kaighn Smith

Objectives

Meeting the major learning objectives for the spring-quarter tribal concentration course, students will:

1. Gain an understanding of the historical evolution of tribal organizations.
2. Understand the functions of tribal organizations in the context of the historical development of these organizations.
3. Develop the capacity to analyze the benefits and impacts of various types of organizations and to understand the structure and capacity of tribal governments.
4. Gain a working knowledge of the principles and processes for tribal organizations.
6. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

Expectations

Students

1. Attend every class; be on time. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, on a case-by-case basis. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.
2. Comply with TESC Student Conduct Code:
3. Writing is expected to be of the highest quality, clear with accurate grammar and spelling. Students are encouraged, and may be required, to work with the Graduate Writing Assistant.
4. Students will receive 4 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will only be offered at the discretion of seminar faculty. Credit denial decisions will be made by the faculty team. Denial of credit for two terms of core may result in expulsion from the MPA program. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.
5. Topics we discuss may be controversial, with people holding different opinions on respective subjects. Therefore, having respect for others is fundamental to having open, educational dialogue.
6. Written self-evaluations and seminar faculty evaluations are required for credit, at the end of each quarter, and will be discussed along with faculty evaluations of students at the evaluation conference. (Students may elect to submit faculty evaluations to Program Secretaries Lab II, 2250.)
7. Reflect upon, integrate, and demonstrate learning in class participation and in

assignments.

8. Hard copies or electronic copies to Moodle, of all assignments must be submitted on respective due dates.

9. Students are expected to take advantage of College resources to maintain academic standards.

Technology

1. As a result of technological advances students have at their fingertips, in class, tremendous resources...and distractions. Because this and all classes at Evergreen rely greatly on interaction and the participation of all class members, the use technology (i.e., laptops, smart phones, tablets, etc) is limited **ONLY** to that which is necessary and directly indispensable to current class activities. The mutual respect and courtesy of all students is requested, and expected.

2. Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves and Moodle.

3. Computer and Internet access are required to complete course work outside of class.

Faculty

1. Faculty members are expected to conform to the expectations above, as appropriate, be prepared for class, responsive to student questions, and to promptly return student work.

2. Faculty members can be expected to be reasonably available to students.

ASSIGNMENTS

Week one

Seminar **paper #1** on one chapter of students choice on “Making the Declaration Work”. This document shall be brought to class and will be the subject of our Friday afternoon seminar. **Due May 24**

Seminar **paper #2** on first half of Rebuilding Native Nations. **Due May 25**

Seminar **paper #3** on first half of Jim Anaya's book. **Due May 26**

Week two

Seminar **paper #4** on Sherman Alexie's book. This shall paper shall be brought to class and will be the subject of Friday afternoon's seminar. **Due June 7**

Seminar **paper #5** on second half of Anaya's book. **Due June 8**

Seminar **paper #6** on second half of Rebuilding Native Nations. **Due June 9**

Final Project, Paper- Using a Tribal Code as a reference, create a tribal organizational structure. Write/re-write a tribal service delivery entity (i.e., Health, law enforcement natural resources, etc.) with specific attention to code/legal authority/jurisdiction, reach, responsibilities, interplay with Council and other agencies, and overall structure.

Design a model structure for efficient and effective service delivery for tribal members and community. Page limit – 4-7 pages
Draft Sunday **June 9**, Final due **June 13**