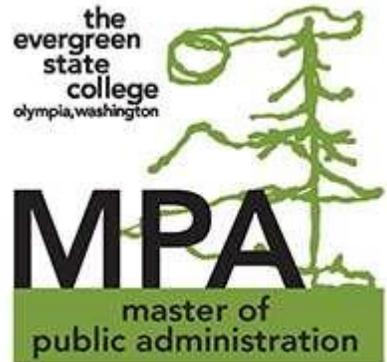# Path to Sovereignty
Fall 2018
Tribal Governance Concentration
<mark>DRAFT 07/31/18</mark>

Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. "Be the change."

Time and Location
November 16, 17, 18
- Friday 1pm-5pm
- Saturday 9am-5pm
- Sunday 9am-5pm

November 30, December 1, 2
- Friday 1pm-5pm
- Saturday 9am-5pm
- Sunday 9am-5pm

Room: TBD

Faculty
Eric S Trevan, PhD
trevane@evergreen.edu
Office hours by appointment

Miriam Jorgensen, PhD
mjorgens@email.arizona.edu
Office hours by appointment

Course Description

The Path to Sovereignty course will provide a historical context of Tribal governance, federal Indian Law and Policy, as well as contemporary issues of sovereignty confronting Tribes and governments. The goal of the quarter is to understand historical origins of the current laws and policies that constitute the legal, economic, and social political environment that Tribal Governments operate in today.

Course Learning Objectives-Main Topics/Themes

- Describe traditional forms and representations of sovereignty and governance.
- Evaluate how the concepts of "discovery" and "conquest" as articulated by *colonial sovereigns*, contributed to the development of the United States.
- Evaluate the historical and contemporary records of initiatives that have affected the formulation and implementation of policy on Tribal governments and Tribal members.
- List and analyze political trends and Tribal initiatives for future impact.
- Overview of the history of Federal Indian Policy
- Deconstructing existing US colonial policies
- Understanding the meaning of Tribal Sovereignty
- Understanding the praxis of theoretical and practical application of Sovereignty
- Application of Sovereign governance to Tribal economies, government, environmental and other cultural/social systems

Required Readings

Books

Parker, A. R. (2018). *Pathways to Indigenous Nation Sovereignty: A Chronicle of Federal Policy Developments*. MSU Press.

Jorgensen, M. (Ed.). (2007). *Rebuilding native nations: Strategies for governance and development*. University of Arizona Press.

Grossman, Z. (2017). *Unlikely Alliances: Native Nations and White Communities Join to Defend Rural Lands*. University of Washington Press.

Miller, R. J. (2012). *Reservation" capitalism": Economic Development in Indian Country*. ABC-CLIO. Chapters

Articles/Video/Book Chapters (On Canvas-other articles may be added)

Hipp, J. S., & Francis, H. F. (2005). The Legal Environment Facing Economic Agents in Production. *Journal of Agricultural and Applied Economics*, *37*(2), 327-337.

Hipp, J. S., Duren, C. D., & Parker, E. Building Indian Country's Future through Food, Agriculture, Infrastructure, and Economic Development in the 2018 Farm Bill. *Journal of Food Law & Policy*, *14*(1), 7.

Akee, R., Jorgensen, M., & Sunde, U. (2015). Critical junctures and economic development– Evidence from the adoption of constitutions among American Indian Nations. *Journal of Comparative Economics*, *43*(4), 844-861.

Hendry, J., Tatum, M. L., Jorgensen, M., & Howard-Wagner, D. (Eds.). (2018). *Indigenous Justice: New Tools, Approaches, and Spaces*. Springer.

Akee, R. K., Spilde, K. A., & Taylor, J. B. (2015). The Indian gaming regulatory act and its effects on American Indian economic development. *Journal of Economic Perspectives*, *29*(3), 185-208.

NCSL (2002). Models of Cooperation between States and Tribes.
http://www.nijc.org/pdfs/TTAP/NCSLGovttoGovt.pdf

Schedule (Subject to change at the discretion of Faculty)
WEEK 1   11/16/18-11/18/18
Friday 11/16/18

- Opening and Good Words
- Overview   Class Overview
- Speaker   Alan Parker, Co-Founder Tribal Governance MPA

- Workshop   Tribal Sovereignty Case Study
- Assignment

  - Tribal Sovereignty Case Study-DUE 11/16/18
- Readings
  - Pathways Toward Indigenous Nation Sovereignty
  - Rebuilding Native Nations

Saturday   11/17/18

- Lecture   Federal Indian Policy and Sovereign Deconstruction
- Speakers   #NODAPL And Impacts to Federal Indian Policy   Zoltan Grossman, Taylor Pulsifer, Samantha Skenandore
- Lunch
- Seminar   Unlikely Alliances
- Workshop   Praxis between US and Tribal Policies
- Debrief and Good Words
- Readings
  - Unlikely Alliance

Sunday   11/18/18

- Presentation   Tribal Sovereignty and Economic Development
- Workshop   Economic Development and Tribal Sovereignty
- Lunch
- Speaker   Senator John McCoy-Tribal Economic Development
- Video   Unlikely Solution
- Closing and Good Words
- Assignments

  - Briefing Paper On Current Sovereignty Issue (Group Assignment)-DUE 11/25/18
- Readings
  - Reservation Capitalism

WEEK 2   11/30/18-12/2/18

Friday 11/30/18
- Opening and Good Words
  - Speaker Tohono O'odham Boarder Wall Federal Policy vs Tribal Sovereignty
  - Workshop Boarder Wall and Sovereign Conflicts

Saturday   10/14/17
- Speaker   Malia Villegas, Former Director Policy Research Center NCAI
- Presentation   Tribal Courts and Dispute Resolution
- Lunch
- Workshop   Dispute resolution models with US and Tribal
- Seminar   Pathways Toward Indigenous Nation Sovereignty
- Readings

Sunday   10/15/17
- Presentations
- Closing and Good Words
- Assignments

  - Final Group Presentations-Intersection of Tribal Sovereignty with US Federal Policy
  - Group Reflections
  - Faculty Evaluations and Student Self Evaluations

Assignments

Tribal Sovereignty Case Study
DUE 11/18/18 –First Day of Class

Before class, take 10 photos of in your community (or a Tribal community that interests you) that show sovereignty in some way. Pick your favorite five and develop a short presentation about how you think they depict sovereignty. The presentation should include the following and consist of a 5-minute presentation in your seminar group (8 slides total)
- Introduction slide   1 slide
- Definition of Sovereignty   1 slide
- 1 slide for each picture   5 slides
- Closing slide-What is next?   1 slide

Draft Briefing Paper on Current Sovereignty Issue (Group Assignment)
DUE 11/25/18

Briefing paper Length: 8 to 10 pages, double spaced, APA format. Your page limit does not include your title page, table of contents, executive summary, works cited page, or any appendices. One pager length: One page, single-spaced.

Description: Briefing papers provide leaders with an issue overview, define terms, identify boundaries for scope of recommendation (clarify what is out of scope), frame recommendation with audience in mind, find gaps in existing information or options available to show how your recommendations may fill these gaps, compare and contrast existing information from various parties (find agreement and disagreement on terms, facts, definitions, major debates), and establish your credibility through knowledge and evidence. Knowing how to write a briefing paper is a useful skill for public servants and community activists. A persuasive briefing paper is concise, well organized, and covers the most important and relevant facts and solutions.

Instructions: Form a team of 2 to 3 students from within your seminar group. Use the decision paper written by each of you and pick one topic to explore further as a team. Together, your small group will write a briefing paper that should include:
- Title Page
- Table of contents
- Executive summary
- Background of the issue
- Identification of a problem
- Definition of key terms
- Recommendation
- Analysis and Cautionary Notes (pros and cons of recommendation)
- Stakeholder impacts
- Action plan
- Works cited page

Include resources and citations throughout the document to properly assess your definition of the problem and your recommendation. Sources must come from existing information (ex. don't do any interviews) and may include government documents, research reports, case law, policy briefs, books, academic journals, newspapers, websites, etc. You are encouraged to use readings from the class and incorporate PA theories where relevant.

Tips: Do not start with a position. Be open to your perspective changing as you become informed. Do not attempt an exhaustive review of all sources. Synthesize information do not summarize. Use very few direct quotes and do not use any long quotes.

<u>Final Group Presentations-Intersection of Tribal Sovereignty with US Federal Policy</u>
DUE 12/2/18

10-minute presentation with 2-minute question/answer- Form a group of 2, from your same seminar group. Analyze a current relevant issue that fits within the framework of the class that focuses on the intersection of Tribal Sovereignty. Groups will work together to provide a public presentation to the class speaking to the issue, providing a quick visual aid to support the presentation. Additionally, a 1-page summary briefing page shall be provided to the class ahead of the presentation in order to summarize key points, statistics as well as other critical points to the presentation. The one page needs to be a hard copy and provided at the beginning of class

MORE DETAILS FORTHCOMING

<u>Group Reflection</u>
DUE 12/9/18

This is a 3-page reflection of the group dynamics and your experience working with your seminar group as well as your final presentation team. Discuss the different strengths as well as weaknesses in your groups; challenges and surprises. Additionally, think about any strategies used before group discussion or negotiations that applied to your activities.

<u>Faculty Evaluations and Student Self Evaluations</u>
DUE October 22, 2017 (during evaluation conference)
Required to receive credit/complete

Course Policies
Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Review Assignment Requirements Thoroughly Before Drafting Submissions: This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and talking to the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive four graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of

the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Permission to Record Lecture, Workshop and Other Similar Discussion:
If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *Reasonable Accommodations* (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe

doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards. *It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.*

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.
We will abide by the [student conduct code](#) (including academic integrity and plagiarism): Chapter 174-123 WAC**,** Student Conduct Code & Grievance/Appeals Process
We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies, students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them https://evergreen.edu/emergencyresponse

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.