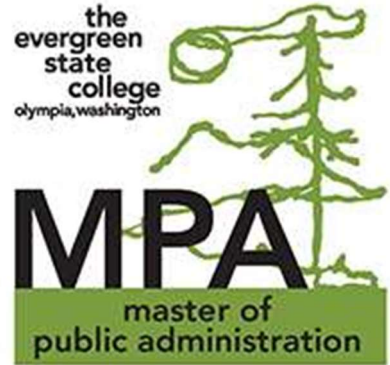


# Tribal Organizations

## Spring 2023

### Tribal Governance Concentration



**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**

May 19, 20, 21 (Online)

- Friday 1pm-5pm
- Saturday 9am-5pm
- Sunday 9am-5pm

June 2, 3, 4 (In Person)

- Friday 1pm-5pm
- Saturday 9am-5pm
- Sunday 9am-5pm

Location: TBD

#### **Adjunct Faculty**

Jon Deacon Panamaroff, PhD Candidate

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Office hours by appointment

## **Course Description**

### **Course Summary**

This course will focus on the organizational structures of tribal governments, related advocacy organizations 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, political and social forms that tribes and tribal supporters have utilized. This includes tribal citizens, stakeholders, advocacy groups and allies. Issues of membership, financial diversification, cultural practices, and forms of accountability in native nations will be vital nodes of concern for our discussions. Intergovernmental native nation-building organizational efforts will also be discussed including dispute resolution/tribal courts and fishing advocacy. 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;
- Understand relevant organizations and advocacy groups nationally and in the Pacific Northwest
- 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;
- Discuss the praxis between government, politics and organizations
- Understand the impacts of Tribal organizations
- Knowledge about local strategies for successful intergovernmental native nation building

## **Required Readings (Additional readings may be included and updated)**

### **Books**

- No Books Required

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

Parker, A., (2016) American Indian Identity Book, Chapter 10, Praeger Press (Attached to Canvas Module)

### **Links**

Tribal Governance

<http://www.ncai.org/>

Business/Government Contracting/Economic Development

<http://ncaied.org/>

<https://www.nafoa.org/>

<http://nativecontractors.org/>

<https://nativefinance.org/>

Gaming

<https://indiagaming.org/>

<https://www.washingtonindiagaming.org/>

Housing

<http://naihc.net/>

Education

<http://www.niea.org/>

<https://koniageducation.org/>

Culture/Arts

<https://americanindian.si.edu/>

<https://www.evergreen.edu/longhouse/>

<https://heard.org/>

Health

<https://www.nihb.org/>

State Tribal Organizations

<https://www.atntribes.org/>

<https://www.usetinc.org/>

<http://itcaonline.com/>

<https://www.nativefederation.org/>

Testimony (Examples)

<https://www.indian.senate.gov/sites/default/files/upload/6.13.17%20NCAI%20Testimony.pdf>

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.indian.senate.gov%2Fsites%2Fdefault%2Ffiles%2Fupload%2Ffiles%2FMary-Gray-Proctor.DOC>

<https://www.nihb.org/docs/04222017/NIHB%20Testimony%20for%20HHS%20Budget%20Consultation%20FY%202019%20FINAL.pdf>

<https://www.indian.senate.gov/sites/default/files/4.27.16%20Julie%20Kitka%20Testimony.pdf>

<https://www.indian.senate.gov/sites/default/files/upload/files/ATNItestimony.pdf>

<https://www.indian.senate.gov/sites/default/files/upload/files/1.28.15%20SCIA%20Witness%20Testimony%20-%20Mevlin%20Monette%20-%20NIEA%20%28REVISED%29.pdf>

## Case Studies

- <http://nativecases.evergreen.edu/collection/cases/bridging-two-worlds>
- <http://nativecases.evergreen.edu/collection/cases/indian-identity-in-arts>

## Assignments

### Critical Thinking Paper-Who makes the decision, Native Nations or Organizations?

Due Sunday 5/21/23, 11:59pm 4-page paper (6 pages total with Cover Page and References)

Please provide a paper on public policy and who drives policy priorities, Native nations or Tribal organizations. With the broad network and policy objectives of each entity, how can they work together and how do their priorities differ? Please use the exact headings and page limits for the paper. This paper is designed for independent research, critical thinking (not summaries) and finding information on Tribal Organizations (i.e. NCAI, ATNI, WIGA). Incomplete papers, headings, format or citations will be incomplete. Please include a title page and reference page.

- Cover Page      1 Page
- Introduction    1 Page
  - Please describe the overall landscape and foundation of Native Nations and Tribal Organizations. What is important and how well do they work together?
- Policy Priorities (Native Nations and Tribal Organizations) 1 Page
  - What are the overall policy priorities of each entity? Where do they align and where are they different?
- Policy Approach      1 Page
  - What overall approach does each entity take to achieve policy objectives; where are they similar and where are they different?
- Moving Forward      1 Page
  - How should Native Nations and Tribal Organizations work together on future policy priorities?
- References            1 Page

### Teach to Learn

Due Sunday 6/4/23 9am-Select Groups 5-6 Students

This assignment for the quarter will be completed in teams. Teams will select one set of the readings that are covered in this course and develop a 30-minute teaching session (including Q&A) to inform the class about your chapter(s).

In the team, you will: Select a topic that is relevant for a Tribal Organization. Learn about the topic you selected, and then teach the learning community. Choose related readings and media to enhance the overall lecture. If there is a related audio or video component, these cannot exceed 5 minutes.

The goal of the assignment is that we become informed about your topic. The primary deliverable is the content of your class, not the format of your class. The focus should be on themes and lessons based on the overall focus of the class. Please use visuals in digital format in order to be submitted on Canvas.

## Policy Testimony (Paper and Presentation)

Due Sunday 6/4/23 1pm (Papers and Presentations)-Groups of 3

This is to simulate the advocacy efforts of Tribal organizations and how they form coalitions and align with other stakeholders to advance their policy priorities. Through the development of written testimony, team will provide testimony on a specific Tribal interest and represent a combination of three Tribal organizations. This exercise will involve the completion of a written 4-page APA testimony and a 3-panel presentation to the Congress (Class). DO NOT JUST READ YOUR PAPER-this dynamic exercise will need to provide visuals (i.e. handouts, PowerPoint and or a poster) and strategically answer questions from Congress.

- Paper
  - 4-page testimony-1 per team (use specific headings)
    - Overview of Issue
    - Current Challenges
    - Specific Organization Efforts Addressing Issue
    - Policy Recommendation
  - Written Testimony to Congressional Committee (follow other written testimony outlines)
  - 3 Tribal Organizations (must have National, State/Local, Other-your choice) \*if different than the specific instructions, the assignment will be incomplete
- Presentation
  - 20 Minutes
  - Make presentation about topic and how organizations approach topic
  - Advised 10 minute presentation and 10 minute question and answer
  - Presentation to class (Congress)

## Schedule (Subject to change at the discretion of Faculty)

### Friday 5/19/23

- Schedule
  - 1pm-2pm
    - Good Words
    - Class Overview
  - 2pm-4pm
    - Organizations
    - Tribal Organizations
- Readings/Assignments
  - Review Each Website (not in great detail, but become familiar)-Due By 5/19/23
  - Read Congressional Testimony (These are examples to have a general understanding of testimony-we are not going to specifically discuss in depth each testimony)-Due By 5/19/23
  - No Assignments Due
  - Select Groups for Teach to Learn-Due 5/19/23
  - Select Groups for Policy Testimony-Paper and Presentation (Must Be Different From Teach To Learn)-Due 5/19/23

### Saturday 5/20/23

- Schedule
  - 9am-4pm
    - Symposium: Managing Our Assets
    - Combined Class PNAPP & Tribal Governance
- Readings/Assignments
  - No Readings Due
  - No Assignments Due

### Sunday 5/21/23

- Schedule
  - 9am-10:45am
    - Advocacy (Subject to Change)
      - NCAI
      - NIGA
      - WIGA
      - NCAIED
      - ATNI
  - 10:45am-11am
    - Break
  - 11am-12:30pm
    - Seminar
  - 12:30pm-1:30pm
    - Lunch
  - 1:30pm-2:45pm

- Speakers (Video)
      - TBD
  - 2:45pm-3pm
    - Break
  - 3pm-4:30pm
    - Workshop
  - 4:30pm-5pm
    - Class Debrief
    - Closing Words
- Readings/Assignments
  - No Readings Due
  - Critical Thinking Paper-DUE Sunday by 9am 5/21/23

*Friday 6/2/23*

Note Location: TBD

#### Schedule

- 1pm-2:45pm
  - Good Words
  - Culture, Advocacy and Identity
  - Seminar on case study:
    - <http://nativecases.evergreen.edu/collection/cases/bridging-two-worlds>
- 2:45-3 pm
  - Break
- 3-5 pm
  - Culture, Advocacy and Identity
  - Seminar on case study:
    - <http://nativecases.evergreen.edu/collection/cases/indian-identity-in-arts>
  - Tour of Longhouse Indigenous Arts Campus: Tribal Sovereignty through the Arts
- Readings/Assignments
  - Read Case Studies-Due 6/2/23
    - <http://nativecases.evergreen.edu/collection/cases/bridging-two-worlds>
    - <http://nativecases.evergreen.edu/collection/cases/indian-identity-in-arts>
  - No Assignments Due

*Saturday 6/3/23*

- Schedule
  - 9am-10:30am
    - American Indian Identity:TBD
  - 10:30-10:45 am



- Break
    - 10:45-noon
      - CDFIs: TBD
  - Noon-1 pm
    - Lunch
  - Schedule
    - 1-2:30 pm
      - Nation building by tribal consortium
    - 2:30-2:45
      - Break
  - Schedule
    - 2:45-4:30 pm
      - Native Organizational Leaders Round Table
      - Group Connect
  - Assignments
    - Reading Due 6/3/23
      - Parker, A., (2016) American Indian Identity Book, Chapter 10, Praeger Press
    - No Assignments Due

*Sunday 6/4/23*

- Schedule
  - 9am-12pm
    - Teach to Learn Assignments
  - 12pm-1:30pm
    - Lunch
  - 1:30pm-4:30pm
    - Final Presentations
  - 4:30pm-5pm
    - Class Debrief
    - Closing Words
- Assignment
  - Teach to Learn Assignment-Due Sunday 6/4/23
  - Final Presentations Due Sunday 6/4/23
  - Final Papers Due Sunday 6/4/23

## **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 and official means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.