

Tribal Organizations

Spring 2021

Edited 2/1/2021



DISCLAIMER-Due to COVID 19, the class is 100% remote, with Zoom.

There are now asynchronous (online/videos/readings) and synchronous (live participation) options provided throughout the quarter. Please refer to canvas and email for up to date information and refer to <https://evergreen.edu/covid19> for additional information regarding The Evergreen State College.

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.”

Faculty	Email	Office Hours
Eric S. Trevan, Ph.D.	trevane@evergreen.edu	By appointment and after class

Time and Location*

May 21-23, 2021

- Friday 1pm-5pm (Synchronous)
- Saturday 9am-5pm (Synchronous)
- Sunday 9am-5pm (Synchronous)

June 4-6, 2021

- Friday 1pm-5pm (Synchronous)
- Saturday 9am-5pm (Asynchronous)
- Sunday 9am-5pm (Synchronous)

*Remote

Course Description

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.

Course Objectives

- 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

Technology

- Internet capabilities and access are required
- Zoom Meetings

Books/Readings/Software

Books will be ordered at the bookstore. If you need to obtain the books earlier than provided at the bookstore, its good idea to order the books online in order to get them earlier and access lower prices/ rentals, etc. Due to the small size of the class, a limited number of books should be available in the bookstore. Additional readings or handouts will be posted on Canvas in February or handed out in class.

Books

- NO BOOKS

Other (posted on canvas - additional items may be included until class)

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

#1 Policy Testimony (Asynchronous)

Due: Sunday 5/30/21

This assignment 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, students 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 8-page APA testimony.

Paper

- 8-page testimony
- 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

#2 Teach to Learn

Due: Sunday 6/6/21

This assignment for the quarter will be individually. Students will select an organization and develop a 20-minute teaching session (including Q&A) to inform the class about your organization. Students will: Select an organization relevant to tribal governance. Learn about the organization 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 organization. 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. The Teach to Learn preparation is asynchronous-nothing needs to be submitted, however THIS ASSIGNMENT REPRESENTS PARTICIPATION DURING THE

SECOND WEEKEND-IF THE ASSIGNMENT IS LATE IT WILL REPRESENT 8 HOURS OF MISSED CLASS.

Assignment #3 Faculty Evaluations

Due: 6/13/21

Description: All Students must complete Faculty Evaluations and Self Evaluations for full credit.

Schedule (Subject to change at the discretion of Faculty)

WEEKEND 1 5/21/21-5/23/21

Friday 5/21/21 (Synchronous)

- Check In-By Appointment*
- Discuss upcoming weekend
- Discuss concerns with assignments, class, career or other related topics
- Readings/Video
 - Review Each Website (not in great detail, but become familiar)
 - Read Congressional Testimony (These are examples to have a general understanding of testimony-we are not going to specifically discuss in depth each testimony)
- Assignments
 - None

Saturday 5/22/21 (Synchronous)

- Class Overview
- Organizations
- Workshop
- Lunch
- Advocacy and organizations
- Seminar
- Readings
 - None
- Assignment
 - None

Sunday 5/23/21 (Synchronous)

- Seminar Summary (Previous Day)
- Organizational Operations
- Workshop
- Lunch
- Culture, Advocacy and Identity
- Workshop
- Readings
 - <http://nativecases.evergreen.edu/collection/cases/bridging-two-worlds>
 - <http://nativecases.evergreen.edu/collection/cases/indian-identity-in-arts>
- Assignments
 - #1 Policy Testimony DUE 5/30/21

WEEKEND 2 6/4/21-6/6/21

Friday 6/4/21 (Synchronous)

- Check In-By Appointment*
- Discuss upcoming weekend
- Discuss concerns with assignments, class, career or other related topics
- Readings
 - None
- Assignments
 - None

Saturday 6/5/21 (Asynchronous)

- Readings
 - None
- Assignments
 - #2 Teach to Learn Preparation (Asynchronous-nothing due except delivering presentation 6/6/21)

Sunday 6/6/21 (Asynchronous)

- Organizational Alignment and Decolonization
- Seminar
- Lunch
- ATPS 1&2 and Capstone Overview
- Teach to learn
- Debrief
- Readings
 - None
- Assignments
 - #2 Teach to Learn DUE 6/6/21
 - #3 Faculty Evaluations DUE 6/13/21

*optional

Course Policies

Commitment to Providing a Safe Learning Environment

The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College's Title IX Coordinator in certain situations to ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it is up to you to control how your case is handled, including whether to pursue a formal complaint or legal actions or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please contact the following confidential resources:

- Office of Sexual Violence Prevention and Response (Sem I, 4119, 360-867.5221, jonese@evergreen.edu)
- Student Wellness Services (Sem I 2110, 360.867.6200)
- SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Conduct & Conflict Resolution

We resolve to 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 abide by the social contract: WAC 174-121-01.

We abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

We abide by the non-discrimination policies and procedures at TESC.

Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty's responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members' primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).
2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email inocenc@evergreen.edu; <https://www.evergreen.edu/policy/studentswithdisabilities>).
3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.
4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

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 email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

Students will need the ability to access zoom and actively participate with this online meeting platform.

Reasonable Accommodations

Are 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 Discussions

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.

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.

Incident 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. We recommend, if you've not already done so, that you sign up for the automatic alert system. More, here: <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.

Submissions 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.

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 recurring 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. Students who miss 20 hours or more of class will receive a "no credit."

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. IF AN ASYNCHRONOUS IS LATE IT IS CONSIDERED ABSENT FROM CLASS.

Credit

Students will receive four (4) credits if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see MPA Handbook for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of each term.

Evaluations

Faculty evaluations and Student self-evaluations are required for credit– posted at the my.evergreen.edu portal – at the end of each quarter. Faculty evaluations are also required each quarter for credit– posted to your my.evergreen.edu portal.