STUDY GUIDE

DISTANCE-LEARNING **COURSE SERIES**

REBUILDING NATIVE NATIONS

Strategies for Governance and Development

LEADERSHIP

NATIVE NATIONS INSTITUTE FOR LEADERSHIP, MANAGEMENT, AND POLICY

REBUILDING NATIVE NATIONS:

STRATEGIES FOR GOVERNANCE AND DEVELOPMENT

DISTANCE-LEARNING COURSE SERIES

STUDY GUIDE:

LEADERSHIP

(Level Two / 3 Modules)

Developed by the

Native Nations Institute for Leadership, Management, and Policy (NNI)
at The University of Arizona

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In partnership with the

Harvard Project on American Indian Economic Development, Harvard University

www.rebuildingnativenations.com
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Overview of Indian Country

Winnebago Tribe of Nebraska Fire Department (Courtesy of Harvard Project on American Indian Economic Development, Honoring Nations)

American Indian societies are phenomenally resilient. In the last several centuries, they have faced winds of economic, political, and cultural change that have blown as fiercely over them as over any people in history. These winds have brought military violence and subjugation, epidemics of disease, seizures of land and property, vicious racism, and economic deprivation. Yet, as the twenty-first century unfolds, hundreds of distinct Native nations built upon dozens of cultural lineages still persevere and grow, variously bound together by ties of family, language, history, and culture. The lesson from Indian Country is a lesson of strength.

This strength is still being tested. Among the most formidable challenges facing Native peoples today are those rooted in economic conditions. American Indians living on the United States' nearly 300 reservations are among the poorest people in the nation. On many reservations, sustained economic development, while much discussed, has yet to make a significant dent in a long history of poverty and powerlessness. Despite the various federal programs and the large sums of federal and philanthropic money thrown at this issue over the years, many Indian reservations continue to experience extremely high unemployment rates; high dependency on welfare, government jobs, and other transfer payments; discouraging social problems; and the glaring absence of sustainable, productive economic activity.

However, that picture is slowly but surely beginning to change. Across Indian Country, a growing number of Native nations are working hard to reclaim control over their own affairs, create vibrant economies, revitalize their cultures and languages, and rebuild healthy societies -- all on their own terms. From the Mississippi Choctaws to the Citizen Potawatomis in Oklahoma to the Tulalip Tribes in Washington to Cochiti Pueblo in New Mexico, Native nations are proving that self-determination and self-governance are the only effective solutions to the complex challenge of sustainable economic and community development.

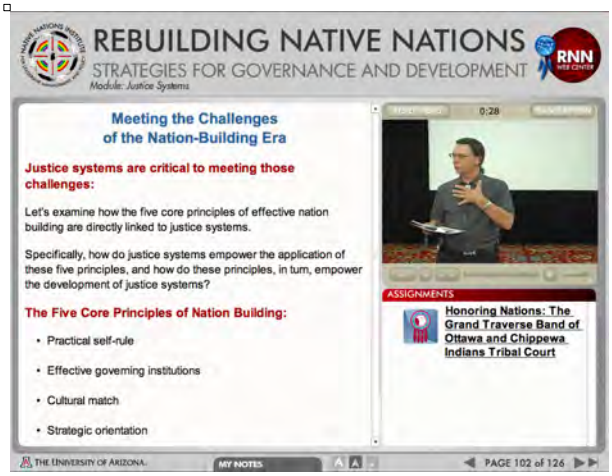
The Native Nations Institute and the Harvard Project on American Indian Economic Development

From Indian Country to the U.S. Congress to international arenas, the Native Nations Institute for Leadership, Management, and Policy (NNI) at The University of Arizona and its sister organization, the Harvard Project on American Indian Economic Development (Harvard Project), are recognized as the premier producers of world-class, practical tools for Native nation rebuilding. NNI and Harvard Project staff—outstanding Native and non-Native scholars, teachers, and practitioners—have received awards for this work, including the National Center for American Indian Enterprise Development's First American Leadership Award for Public Policy and Research, its award for Youth Entrepreneurship Education, and recognition from the Drum Major Institute for Public Policy for "influencing progressive public policy." The organizations' staffs are also frequently called to testify before national policymaking bodies, including the U.S. Senate Committee on Indian Affairs, the U.S. House Appropriations Committee, and committees of the Canadian Parliament.

Equipped with 22 years of research and on-the-ground experience, the team is mindful that the process of rebuilding Native nations is an organic one. It requires sustained, strategic, collective action toward common, articulated goals, and it depends on continuous, meaningful citizen participation. For nation rebuilding to achieve lasting success, it must take root from the ground up. More precisely, nation rebuilding takes root where there is an *ongoing, multi-pronged process of learning* by Native nation leaders and their citizens. This learning addresses current circumstances (*Where are we now?*) and future hopes (*Where do we want to be as a people, and why?*). Typically, it also includes gaining an understanding of other Native nation rebuilders' experiences: *What lessons and best practices do other nations have to offer? How, exactly, are they working to reclaim their governing systems and forge self-determined futures?*

The NNI-Harvard Project team works through multiple pathways, programs, and initiatives to assist Native nations in meeting the challenges of nation rebuilding. Our primary outputs are information—about lessons learned, best practices, proven methods, and workable solutions. Our educational philosophy is not to tell Native nations what to do, but to serve as a conduit by which nations can learn from each other, with each then adapting approaches to fit its individual circumstances.

Course Series Introduction



Welcome to the distance-learning course series "Rebuilding Native Nations: Strategies for Governance and Development." This course series examines the critical self-governance and development challenges facing Native nations, and explores the tremendous breadth and diversity of Native nation-rebuilding efforts across Indian Country. Rebuilding Native Nations explores what is working, what isn't, and why as Native nations move aggressively to reclaim control over their own affairs and create vibrant futures of their own design. Developed by the Native Nations Institute for Leadership, Management, and Policy (NNI) at The University of Arizona, the Rebuilding Native Nations course shares lessons learned from more than two decades of community-based research by NNI and its sister organization the Harvard Project.

Featuring eight different course options, Rebuilding Native Nations (RNN) provides a dynamic learning experience, weaving together videotaped lectures from course instructors, testimonials from Native leaders and scholars, curricular materials from NNI's "Native Nation Building" and "Emerging Leaders" executive education seminars, illustrative graphics, and original readings drawn from the NNI-Harvard Project research. It was developed as a distance-learning companion to the landmark book *Rebuilding Native Nations: Strategies for Governance and Development*, published in 2007 by the University of Arizona Press (see next page to learn more about your course textbook).

Your Course

You have chosen the "Constitutions" course option (Level Two / 3 modules). When you finish this course, you will receive a completion code. You will then be directed to the RNN Web Center to submit your code verifying your completion. Once you do, you will receive an official certificate of completion from NNI.

Frequently asked questions:

Q: *Is this course pass/fail, or do I get a letter grade?*

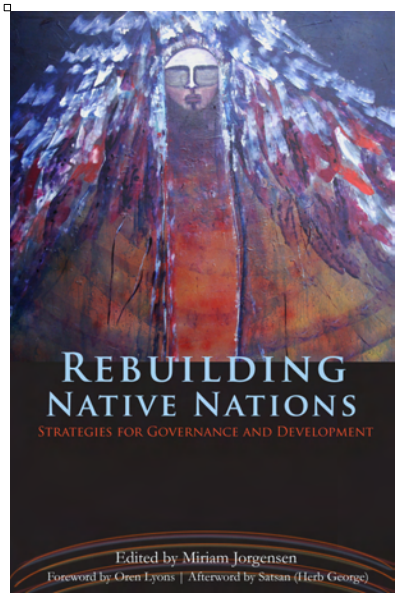
A: Rebuilding Native Nations is a series of certificate courses, which means individuals who take and complete them will not be graded on their performance on the course quizzes and tests. Nor will they "pass" or "fail" the courses. Instead, students who complete all of the course pages – including the quizzes and tests – and who receive and then submit their personal completion code will be certified by NNI as having completed or "passed" the course successfully.

Q: *Do I get credit for taking a "Rebuilding Native Nations" course?*

A: As mentioned above, students who complete one of the Rebuilding Native Nations courses will receive an official certificate of completion. NNI and The University of Arizona currently do not offer Rebuilding Native Nations courses for college credit.

For answers to more frequently asked questions, visit: http://www.rebuildingnativenations.com/faqs.html.

Course Textbook: *Rebuilding Native Nations*



A revolution is underway among the Native nations of North America. It is a quiet revolution, largely unnoticed in society at large. But it is profoundly important. From high plains states and prairie provinces to southwestern deserts, from Mississippi and Oklahoma to the northwest coast of the continent, Native peoples are reclaiming their right to govern themselves and to shape their future in their own ways. Challenging more than a century of colonial controls, they are addressing severe social problems, building sustainable economies, and reinvigorating Indigenous cultures. In effect, they are rebuilding their nations according to their own diverse and often innovative designs.

Produced by NNI and the Harvard Project, *Rebuilding Native Nations* traces the contours of that revolution as Native nations turn the dream of self-determination into a practical reality. Part report, part analysis, part how-to manual for Native leaders, it discusses strategies for governance and community and economic development being employed by American Indian nations and First Nations in Canada as they move to assert greater control over their own affairs.

Rebuilding Native Nations provides guidelines for creating new governance structures, rewriting constitutions, building justice systems, launching nation-owned enterprises, encouraging citizen entrepreneurs, developing new relationships with non-Native governments, and confronting the crippling legacies of colonialism. For nations that wish to join that revolution or for those who simply want to understand the transformation now underway across Indigenous North America, this book is a critical resource.

Learning in This Course

This section provides you with an extensive overview of the learning process for your Rebuilding Native Nations course. When you start the course, you will be asked to enter the username and password you were provided when you registered. It is important that you remember your username and password and that you, and only you, use your username and password. By using your own unique username and password, the course software will be able to track your progress as you proceed through the course.

Some important things to know as you begin this course:

1. ONE COMPUTER: You MUST complete this course using a single computer. This allows the course software to track your progress and return you to where you left off when you start a new learning session.

2. MOZILLA FIREFOX: NNI recommends that you use the web browser Mozilla Firefox to take the course. If you do not have Firefox, you can download the web browser for free at: http://www.mozilla.org/en-US/firefox/new/

3. PRESERVING COOKIES: The course program utilizes your web browser's cookies in order to track your progress. Therefore, it is CRITICAL that (1) you make sure that the web browser you are using will accept cookies, and (2) that your browser history; is not cleared while you are going through the course. Failure to ensure that your browser preserves its cookies will mean you will have to restart the course. If this happens, contact support@rebuildingnativenations.com.

4. The Rebuilding Native Nations course series does not work on handheld devices such as the iPhone, iPad, Blackberry Torch, Droid, etc. To take this course, you will need to use a desktop or laptop computer that has Adobe Flash Player installed on it.

Key Learning Features

This course relies on four main learning features to teach users about Native nation building:

The Text Box

The text box is the area on the left half of the course interface. The text box contains either text or a graphic conveying key concepts and information that the course instructor is presenting on a given page.

The Video Box

The video box is located in the upper right of each page. The video box features a video clip of the course instructor presenting the concepts and information contained in the text box.

The Assignments Box

The assignments box is located in the lower right of each page. The assignment box on each page contains one or more assignments that must be completed before a user can proceed to the next page. An assignment typically will be one of the following:

- an assigned reading from the course textbook *Rebuilding Native Nations*
- a video clip featuring Native leaders and/or others speaking to a specific nation-building topic
- a related reading elaborating on a specific nation-building topic

The RNN Web Center

The RNN Web Center is the learning support center for the Rebuilding Native Nations course. Users can click on the RNN Web Center icon at any time to access course updates, learn additional information on specific course topics, interact with other users currently enrolled in the course (coming soon), ask questions of the Native Nations Institute, suggest additional course topics, and resolve technical issues. Internet access is required to use the RNN Web Center.

Course Navigation

Before starting this course, it is important that you familiarize yourself with how it works. When you arrive at the first course "page," the number of that page will appear in the lower right hand corner (for example, PAGE **4** of 125. The total number of pages contained in the course also appears in the lower right hand corner (for example, PAGE 4 of **125**).

Users should navigate each page in the following sequence in order to ensure that they fully understand the course content:

1. When you reach a new page, first click the play button on the Video Box to watch the course instructor. While the video is playing, review the text/graphic contained in the Text Box.
2. Then, once the video of the course instructor finishes playing, move down to the Assignments Box. *NOTE: You will not be able to access the assignments until you have watched the video of the course instructor in its entirety.*
3. Click on the first assignment that appears. If the first assignment is a video clip, watch the clip in its entirety. If it is a reading, read the assignment in its entirety. Once you have finished the first assignment, proceed to the second assignment (watching/reading it in its entirety), then the third assignment, etc. Once you have completed all of the assignments on the page, please proceed to the next module page.

Two important things to remember:

1. You will not be able to proceed to the next module page until you have completed all of the assignments on the current module page.

2. This course is designed to save your progress as you move through the course; however, your progress is only saved after you complete all of the learning components on a specific page. So, if you begin a page and only complete one of the three assignments before ending your learning session, you will be required to start that page over the next time you begin. To avoid this issue, make certain that you always end your learning session after fully completing a given course page.

The Course Guide

It is the job of the course guide to help you navigate through the course. She will appear at regular junctures (at the start and end of each module, before quizzes and tests, etc.) throughout the course to explain what you have completed, what you will learn next, or what you should do next.

How You Navigate

Users navigate through the course by clicking on the navigation arrows located on the bottom right of each page. To proceed to the next page, click on the forward (right) arrow. To return to the previous page, click

on the back (left) arrow. To proceed to a specific page that you already have completed, click on the current page number (for example, PAGE **4** of 125) and then type in the number of the specific page you wish to revisit.

Key Navigation Points to Remember

As you proceed through this course, please remember these key points:

Key Point #1: Any time you exit the course and then resume it, you will be able to pick up right where you left off. For example, if you stopped on page 16 of the course when you ended your last learning session, when you begin your next learning session, the course's progress-tracking software will return you to page 16 of the course.

Key Point #2: In order to ensure that the user fully masters the course content, the course software prevents the user from "short-cutting" or "jumping ahead." For example, if a user has proceeded to page 13 in the module, he/she will not be able to jump ahead to page 17 in the module.

Key Point #3: You may revisit any previously completed course page at any point to review the material it contains. To do so, click on the number of the page you are currently on (for example, PAGE **4** of 125), enter the number of the page you wish to visit, and then click on the "Go" button. When revisiting a previously completed page, you will not need to complete that page's video and assignments a second time. For example, if you wish to watch a portion of the course instructor video, you can slide the counter below the video forward to the desired point. If you wish to review part of an assignment, you may do so without having to watch/read the entire assignment. Once you have finished reviewing a previously completed page, you can return to your current page by clicking on the page number (for example, PAGE **4** of 125), entering that page number, and then clicking on the "Go" button.

Reporting Technical Issues/Errors

If you experience technical glitches, errors or other difficulties that prevent you from proceeding through the course, please click on the RNN Web Center icon. Then click on "STUDENT LINK" and review the Technical FAQs to see if one of them addresses your issue. If the Technical FAQs list does not, please contact the course staff at support@rebuildingnativenations.com or 877-508-4442.

Course Assessment

Each course module contains three quizzes and a test designed to ensure that the user understands the course content presented in the module. Quiz 1 and Quiz 2 assess the user's understanding of the course content presented in Part 1 of each module. Quiz 3 assesses the user's understanding of the course content presented in Part 2 of each module. The Module Test assesses the user's understanding of the course content presented in Part 2 of each module, and also includes review questions designed to assess the user's knowledge of central course themes and lessons.

Answer Explanations

When the user clicks on any quiz or test answer, a short explanation will appear explaining whether the answer is correct or incorrect—and why. The answer explanations are designed to reinforce central course themes and lessons or provide additional information relevant to core course topics.

Completing the Quizzes and Tests

The course guide will notify you that it is time to complete a quiz (7 questions) or test (12 questions). All quiz and test questions are either true/false or multiple choice. To begin a quiz or test, click on "Quiz or "Test" in the Assignments Box. The first question will then appear. Answer the question by clicking on your desired answer option(s), and then click on the "Submit" button. *NOTE: Some questions will have more than one correct answer. For these, select all answers that you think are correct before clicking on the "Submit" button.*

Once you submit an answer, an answer explanation will appear telling you whether you answered the question correctly and why/why not. Then proceed to the next question by clicking on the "Next" button. Once you have completed all of the questions, the course guide will prompt you to proceed to the next page of the module.

Additional Learning Features

This course has several other features designed to provide a dynamic learning experience:

Re-size Video: Located at the top of the video box, This function allows you to expand the size of the course instructor video that appears in the video box. You can return the video to its normal size by clicking on the "Re-size Video" button a second time or else on the "X" at the top right of the video window. You may expand/reduce the video while it is playing.

Transcription: Located at the top of the video player window, this function allows you to access the transcription of the video that you are currently watching. You may copy the transcription text and paste it into your My Notes file (see below).

My Notes: Located at the bottom of the course interface, the My Notes feature allows you to take your own course notes. You also can copy and paste any text that appears in the text box or the transcription window. You may print your notes at any time by clicking on the printer icon at the top of the My Notes window. The My Notes window also will catalogue your notes by module as you proceed through the course. *NOTE: You are not able to directly download your notes from the My Notes window, but you can save your notes by pasting them into a separate Microsoft Word file or other word-processing format.* When you are finished taking notes, click on the "X" button at the top right of the My Notes window to minimize it.

Re-size Text: Located at the bottom of each page, this function (signified by three "A"s of different sizes) allows you to modify the size of the course text to your preference. Click on the large "A" to enlarge the size of the text, the smallest "A" to reduce to the size of the text, or the medium-sized "A" to return the text to its standard size.

Resources: Located in the course menu on the left, the Resources feature contains a comprehensive array of course-related educational resources, including key NNI and Harvard Project research publications and web resources, a list of references cited in the course, and additional information about the Native nations discussed in the course. Users may access this feature at any time.

Glossary: Also located in the course menu on the left, the Glossary feature contains definitions of key terms, people, events, treaties, legislative acts, etc., that are mentioned in the course. Users may access this feature at any time.

Group Learning in this Course and Beyond

NNI designed Rebuilding Native Nations as a series of self-study courses for individuals to take at their own pace according to their own busy schedules. NNI recognizes, however, that there is a good chance that you are taking this course as part of a group. For example, you might be an employee of a tribal planning department that is requiring that all of its staff take the course at the same time. Or perhaps you are enrolled in a tribal governance class at a tribal college or university that is using this course as a semester-long homework assignment.

With that in mind, Rebuilding Native Nations features group learning activities at the halfway point and the conclusion of each module. These activities are designed to give students who are taking the course as part of a group the opportunity to discuss what they have learned and apply it to their own situations, careers, Native nations, etc.

Introduction to Course Instructors

Manley A. Begay, Jr.

Dr. Manley A. Begay, Jr. (Navajo) is both faculty chair of the Native Nations Institute for Leadership, Management, and Policy at the Udall Center for Studies in Public Policy, and senior lecturer/associate social scientist in the American Indian Studies program at The University of Arizona. He also serves as faculty affiliate at the Institute of the Environment as well as co-director of the Harvard Project on American Indian Economic Development at the John F. Kennedy School of Government at Harvard University.

Begay obtained his Ed.D. and M.Ed. degrees in administration, planning, and policy at Harvard Graduate School of Education, and Ed.S. and M.Ed. degrees in educational administration from Brigham Young University, and holds a B.A. in secondary education from The University of Arizona and an A.A. from Diné College (formerly Navajo Community College).

He teaches courses on Native nation building, curriculum development, and Indigenous education. His research and work experience has focused on projects about and for Native nations in the promotion of strong and effective institutions of governance and leadership. He has presented on a variety of topics from leadership to Native nation building and from curriculum development to pedagogy, and from historical and contemporary Indigenous issues to education at numerous national and international colleges and universities, private and public high schools, national and international conferences, institutes, and symposia. He also has worked closely with Native nations in the United States, First Nations and Bands in Canada, Aborigines in Australia, and Maöris in Aotearoa (New Zealand).

Stephen Cornell

Stephen Cornell is Director of the Udall Center for Studies in Public Policy, and Professor of Sociology and of Public Administration and Policy at The University of Arizona, where he also serves as a faculty associate with the Native Nations Institute for Leadership, Management, and Policy. He also is co-director of the Harvard Project on American Indian Economic Development, a research program headquartered at the Kennedy School of Government at Harvard University that he co-founded in the late 1980s with Professor Joseph P. Kalt.

A specialist in political economy and cultural sociology, Cornell holds a Ph.D. degree from the University of Chicago and taught at Harvard University for nine years before moving to the University of California, San Diego, in 1989 and then to The University of Arizona in 1998. He has written widely on Indigenous affairs, economic development, collective identity, and ethnic and race relations. Among his publications are: *The Return of the Native: American Indian Political Resurgence*, *What Can Tribes Do? Strategies and Institutions in American Indian Economic Development* (co-edited with Joseph P. Kalt), and *Ethnicity and Race: Making Identities in a Changing World* (co-authored with Douglas Hartmann).

Cornell has spent much of the last 20 years working with Indigenous nations and organizations—mostly in the United States but also in Canada, Australia, and New Zealand—on governance, economic development, and tribal policy issues.

Herminia Frias

Herminia Frias is the former chairwoman of the Pascua Yaqui Tribe (2004-2007). She was the first woman ever elected as the chief executive of her tribe. She currently serves as the Bush Foundation Partnership Manager for the Native Nations Institute for Leadership, Management, and Policy (NNI) at The University of Arizona.

Following her tenure as an elected leader of her nation, Frias served as the Executive Director of Native Images, Inc. in Tucson, Arizona, a non-profit behavioral health agency serving the local urban Indian population. She previously served as the coordinator of the Native American STEM (science, techonology, engineering and mathematics) Graduate Program and Grad Horizons at The University of Arizona. She has dedicated her career to helping tribal communities strengthen their governance and improve programs and services in the areas of health, education and community development.

Frias obtained a master's degree in public health and a B.S. degree in biochemistry from the University of Arizona. She was a Kaiser Family Foundation Fellow in Washington D.C. in 2002, and also served on NNI's International Advisory Council from 2004 to 2007.

Introduction to Course Guide

Renee Goldtooth

Renee Goldtooth (Navajo) is Manager of Leadership and Management Programs at the Native Nations Institute for Leadership, Management, and Policy (NNI) at The University of Arizona. In this position, she oversees NNI's executive education, strategic and organizational development, and youth programs, as well as its executive forum series. Committed to empowering Native youth, she also serves as an instructor for NNI's Native American Youth Governance Camp (NAYGC) and Native American Youth Entrepreneur Camp (NAYEC).

Renee received a Master's of Public Health degree from The University of Arizona's Mel & Enid Zuckerman College of Public Health (MEZCOPH) with a concentration in Public Health Policy and Management. She obtained a B.S. degree in Biology and Associate of Arts from Diné College. She is an alumni of MEZCOPH's Center of Excellence in Partnership for Community Outreach, Research on Health Disparities and Training (Project EXPORT) fellows program. Renee has been invited to speak at several conferences, including the National Congress of American Indians' Youth Leadership Development Conference and the Northwest Territories Aboriginal Business Conference "Establishing Economic Cooperation."

Renee is a citizen of the Navajo Nation of the Salt Water, Cliff Dweller, Towering House, and Tobacco/Red Running Into Water clans.

Native Leaders and Scholars Featured in Course

Below is a list of Native leaders and scholars who are featured in this course. You may read their personal biographies in the course itself. For the purposes of this course, the term "Native leaders" broadly refers to current and former elected officials, business leaders, and other key Native nation decision-makers; "scholars" refers to Native or non-Native scholars with expertise on particular course topics.

Featured Native Leaders and Scholars

Edward Allen, Former Chief Executive Officer, Nisga'a Lisims Government

Catalina Alvarez, Vice Chairwoman, Pascua Yaqui Tribe

Hepsi Barnett, Former Lead Staff Member, Osage Government Reform Commission, Osage Nation

John "Rocky" Barrett, Chairman, Citizen Potawatomi Nation

Sherry Salway Black, Director, Partnership for Tribal Governance, National Congress of American Indians

Robert Breaker, Former Chief, Siksika Nation

Eileen Briggs, Executive Director, Cheyenne River Sioux Tribal Ventures

Brian Cladoosby, Chairman, Swinomish Indian Tribal Community

Gerald Clarke, Jr., Council Member, Cahuilla Band of Indians

Stephen Cornell, Director, Udall Center for Studies in Public Policy, University of Arizona

Karen R. Diver, Chairwoman, Fond du Lac Band of Lake Superior Chippewa

Diane Enos, President, Salt River Pima-Maricopa Indian Community

Frank Ettawageshik, Former Chairman, Little Traverse Bay Bands of Odawa Indians

Joseph Flies-Away, Former Chief Judge, Hualapai Tribal Court, Hualapai Tribe

Billy Frank, Chairman, Northwest Indian Fisheries Commission

Herminia Frias, Former Chairwoman, Pascua Yaqui Tribe

Jamie Fullmer, Former Chairman, Yavapai-Apache Nation

Keller George, Wolf Clan Representative, Oneida Nation Council

Greg Gilham, Former Chairman, Blackfeet Constitutional Reform Committee, Blackfeet Nation

David Gipp, President, United Tribes Technical College

James R. Gray, Former Principal Chief, Osage Nation

Suzan Harjo, President and Executive Director, The Morning Star Institute

Robert Hershey, Professor of Law and American Indian Studies, University of Arizona

Sarah Hicks, Chief of Staff, National Indian Child Welfare Association

Rick Hill, Former Chairman, Business Committee, Oneida Nation of Wisconsin

Ron His Horse Is Thunder, Former Chairman, Standing Rock Sioux Tribe

Karlene Hunter, Chief Executive Officer, Native American Natural Foods

Denny Hurtado, Former Chairman, Skokomish Tribal Nation

Paulette Jordan, Councilwoman, Coeur d'Alene Tribe

Floyd "Buck" Jourdain, Jr., Chairman, Red Lake Band of Chippewa

Joseph P. Kalt, Co-Director, Harvard Project on American Indian Economic Development

Heather Kendall-Miller, Senior Staff Attorney, Native American Rights Fund

Leroy LaPlante, Jr., Former Chief Administrative Officer, Cheyenne River Sioux Tribe, and Chief Judge, Crow Creek Sioux Tribe

Donald "Del" Laverdure, Former Chief Justice, Crow Tribe Court of Appeals

Richard Little Hawk, Treasurer, Wakpamni District Council, Oglala Sioux Tribe

Clarence Louie, Chief, Osoyoos Indian Band

Richard Luarkie, Governor, Pueblo of Laguna

Ivan Makil, Former President, Salt River Pima-Maricopa Indian Community

Wilma Mankiller (1945-2010), Former Principal Chief, Cherokee Nation

Cynthia Manuel, Council Member, Tohono O'odham Nation

Deron Marquez, Former Chairman, San Manuel Band of Mission Indians

Phillip Martin (1928-2010), Former Chairman, Mississippi Band of Choctaw Indians

John McCoy, Former Director, Quil Ceda Village (Tulalip Tribes), and Legislator, State of Washington

Tina Merdanian, Director of Institutional Relations, Red Cloud Indian School

Robert McGhee, Treasurer, Poarch Band of Creek Indians

Robert McDonald, Communications Director, Confederated Salish and Kootenai Tribes

Rebecca A. Miles, Executive Director, Nez Perce Tribe

Antone Minthorn, Former Chairman, Board of Trustees, Confederated Tribes of Umatilla

Michael Kanentakeron Mitchell, Grand Chief, Mohawk Council of Akwesasne

Patricia Ninham-Hoeft, Secretary, Business Committee, Oneida Tribe of Indians of Wisconsin

Ned Norris, Jr., Chairman, Tohono O'odham Nation

Ben Nuvamsa, Former Chairman, Hopi Tribe

Charles O'Hara, Planning Director, Swinomish Indian Tribal Community

Terrance Paul, Chief, Membertou First Nation

Robert Peacock, Former Chairman, Fond du Lac Band of Lake Superior Chippewa

Regis Pecos, Former Governor, Pueblo de Cochiti

Gwen Phillips, Director of Corporate Services and Governance Transition, Ktunaxa Nation

Anthony Pico, Chairman, Viejas Band of Kumeyaay Indians

Sophie Pierre, Former Chief, Ktunaxa Nation

Jaime Pinkham, Former Treasurer, Nez Perce Tribe

Theresa Pouley, Chief Judge, Tulalip Tribal Court

Devin Redbird, Former Legislative Council Member, Gila River Indian Community

Patricia Riggs, Director of Economic Development, Ysleta del Sur Pueblo

Angela Russell, Former Chief Judge, Apsáalooke (Crow) Nation

Roy Sampsel, Director, Institute for Tribal Government, Portland State University

Benny Shendo, Jr., Former First Lieutenant Governor, Pueblo of Jemez

Gerald Sherman, Founding Board Chairman, Lakota Fund

Jerald "Jerry" Smith, Jr., Chief Executive Officer, Laguna Development Corporation

Kathryn Teneese, Chair, Ktunaxa Nation Council

Rae Nell Vaughn, Former Chief Justice, Mississippi Choctaw Supreme Court
Erma Vizenor, Chairwoman, White Earth Band of Ojibwe
David Wilkins, Professor of American Indian Studies, University of Minnesota
Robert Yazzie, Chief Justice Emeritus, Navajo Nation Supreme Court
Peterson Zah, Former Chairman and President, Navajo Nation
Patricia Zell, Former Chief Counsel, U.S. Senate Committee on Indian Affairs

Course Glossary

This Rebuilding Native Nations course features a comprehensive glossary of key course terms and their definitions. Terms include concepts, policies, legislation, people, events, places, etc. You may access the entire course glossary at any time by clicking on the "Glossary" link in the course menu.

Below are a few sample glossary terms and definitions:

Nation Building: Refers to the efforts of Native nations to increase their capacities for self-rule and self-determined, sustainable community and economic development.

Politics of Spoils: Refers to the practice of elected officials giving family members and/or political supporters jobs in tribal government or tribal enterprises, benefits, resources, preferential treatment, or other things of value in order to reward, maintain, or gain their political support. This practice also is commonly called nepotism or patronage.

Sovereignty: Refers to the inherent right of Native nations to govern themselves, their affairs, and their lands.

Course Resources

To learn more about the specific topics explored in this course, click on the "Resources" link in the course menu. You also are encouraged to visit the "Related Links & Resources" link on the RNN Web Center.

If you wish to learn more about Native nation building, consider enrolling in another Rebuilding Native Nations short course (Level Two / 3 modules each) or the full course (Level Three / 9 modules). For more information, please visit the RNN Web Center.

To learn more about NNI's other resources and services, please visit the RNN Web Center and click on the "NNI Resources & Services" menu tab.

Module: Native Nation Building: An Introduction

Module Overview

This module surveys the nation-building efforts of Native nations today, and compares and contrasts the two approaches to economic and community development that they typically pursue. It presents the five critical keys to successful Native nation building, and begins to explore why each of these keys is so important to sustainable economic and community development.

This module consists of two parts and takes four to six hours to complete. It features three quizzes and one test that you must take in order to complete the module and the course.

Module Instructors

Dr. Manley A., Begay, Jr., Faculty Chair, Native Nations Institute for Leadership, Management, and Policy, The University of Arizona

Dr. Stephen Cornell, Director, Udall Center for Studies in Public Policy, The University of Arizona

Key Module Concepts & Terms

Brain drain
Capable governing institutions
Community development
Cultural match
Economic development
General Allotment Act (1887)
Indian Country
Indian Gaming Regulatory Act (1988)
Indian Reorganization Act (1934)
Indian Self-Determination and Education Assistance Act (1975)
Nation building
Nation-building approach
Politics of spoils
Practical self-rule
Public-spirited leadership
Sovereignty
Standard approach
Strategic orientation

Lessons to Learn

By the end of this module, you will understand:

- The basic political and socioeconomic challenges facing Native nations today
- Why the Standard Approach is a failed recipe for successful Native nation building
- The five components of the Nation-Building Approach and why Native nations who choose this approach are successfully achieving their development goals

Questions to Consider

1. What is nation building?
2. What explains the success that some Native nations have had in building sustainable, self-determined economies?
3. What are the fundamental differences between the Standard Approach and the Nation-Building Approach, and why does one work so much better than the other?
4. Why are capable governing institutions so critical to successful nation building?
5. What role does/should culture play in nation building?

Native Nations Featured

Apsáalooke (Crow) Nation (http://www.crowtribe.com/)
Cherokee Nation (http://www.cherokee.org/)
Chickasaw Nation (http://www.chickasaw.net/)
Confederated Salish and Kootenai Tribes (http://www.cskt.org/)
Fond du Lac Band of Lake Superior Chippewa (http://www.fdlrez.com/)
Gila River Indian Community (http://www.gilariver.org/)
Hualapai Tribal Nation (http://hualapai-nsn.gov/)
Lac La Ronge Indian Band (http://www.llrib.org/)
Meadow Lake Tribal Council (http://mltc.sasktelwebhosting.com/)
Membertou First Nation (http://www.membertou.ca/)
Mississippi Band of Choctaw Indians (http://www.choctaw.org/)
Muskogee (Creek) Nation (http://www.muscogeenation-nsn.gov/)
Native Village of Eyak (http://www.nveyak.com/)
Oglala Sioux Tribe (http://www.oglalalakotanation.org/)
Organized Village of Kake (http://www.kakefirstnation.org/)
Osage Nation (http://www.osagetribe.com/)
Osoyoos Indian Band (http://www.oib.ca/gateway.asp)
Pueblo de Cochiti (http://www.pueblodecochiti.org/)
Pueblo of Laguna (no website)
Tohono O'odham Nation (http://www.tonation-nsn.gov/)
Tulalip Tribes (http://www.tulaliptribes-nsn.gov/home.aspx)

Key Related Resources

The "Resources" tab in the course menu contains a comprehensive list of resources for further learning about Native nation building. Below are some key resources worth exploring:

Indigenous Governance Database online resource center. (www.IGovDatabase.com)

Honoring Nations award program of the Harvard Project on American Indian Economic Development. (www.hks.harvard.edu/hpaied/hn_main.htm)

The State of the Native Nations: Conditions under U.S. Policies of Self-Determination, written by the Harvard Project on American Indian Economic Development (Oxford University Press, 2007).

Module: Remaking the Tools of Governance

Module Overview

This module provides a general overview of governance and government, and the relationship between the two. It examines traditional Indigenous governance systems, colonial impacts on those systems, and the contemporary legacies of colonial policies. Finally, it explores how Native nations are reclaiming their governance systems and creating governing tools that fit their cultures and meet the challenges they face today.

This module consists of two parts and takes four to six hours to complete. It features three quizzes and one test that you must complete before proceeding to the next module.

Module Instructor

Dr. Stephen Cornell, Director, Udall Center for Studies in Public Policy, The University of Arizona

Key Module Concepts & Terms

Ad hoc
Assimilation
Calder Decision
Economic Opportunity Act (EOA)
Governance
Government
Indian Act
Office of Economic Opportunity (OEO)
Self-determination

Lessons to Learn

By the end of this module, you will understand:

- What governance is, and why it is important
- The relationship – and differences – between self-determination and governance, and the challenges they present
- The breadth and diversity of traditional Indigenous governance systems
- How colonial policies impacted Indigenous governance and governments, and the contemporary legacies of those policies
- The fundamental difference between self-administration and self-governance
- How Native nations are remaking their tools of governance

Questions to Consider

1. What is the relationship between self-determination and governance?
2. What is governance? How is it different from government?
3. Where does governance fit in the life of your nation?
4. What impacts did colonialism have on Indigenous governance systems?
5. How and why are Native nations reclaiming and remaking those systems?

6. Where does governmental legitimacy come from? How do Native nations achieve it?
7. Does the present design of your Native nation's government provide adequate tools for meeting the challenges the nation faces?
8. If not, what steps should the nation take to equip itself with more effective governing tools?

Native Nations Featured

Akwesasne Mohawk Nation (http://www.akwesasne.ca/)
Apsáalooke (Crow) Nation (http://www.crowtribe.com/)
Cherokee Nation (http://www.cherokee.org/)
Confederated Salish and Kootenai Tribes (http://www.cskt.org/)
Confederated Tribes of Umatilla Indian Reservation (http://www.umatilla.nsn.us/)
Fond du Lac Band of Lake Superior Chippewa (http://www.fdlrez.com/)
Fort Belknap Indian Community (http://www.ftbelknap-nsn.gov/)
Gitanyow Indian Band (no website)
Hopi Tribe (http://www.hopi-nsn.gov/)
Hualapai Tribe (http://hualapai-nsn.gov/)
Ktunaxa Nation (http://www.ktunaxa.org/)
Navajo Nation (http://www.navajo-nsn.gov/)
Nisga'a Nation (http://www.nisgaalisims.ca/welcome)
Oglala Sioux Tribe (http://www.oglalalakotanation.org/OLN/Home.html)
Osage Nation (http://www.osagetribe.com/)
Pueblo de Cochiti (http://www.pueblodecochiti.org/)
Pueblo of Zuni (http://www.ashiwi.org/)
Puyallup Tribe of Indians (http://www.puyallup-tribe.com/)
Tohono O'odham Nation (http://www.tonation-nsn.gov/)
Wet'suwet'en First Nation (http://www.wetsuweten.com/)
Winnebago Tribe of Nebraska (http://www.winnebagotribe.com/)

Key Related Resources

The "Resources" tab in the course menu contains a comprehensive list of resources for further learning about remaking the tools of governance. Below are some key resources worth exploring:

Determinants of Development Success in the Native Nations of the United States (by Jonathan B. Taylor). Native Nations Institute for Leadership, Management, and Policy and the Harvard Project on American Indian Economic Development (2008). (http://nnidatabase.org/db/text/determinants-development-success-native-nations-united-states-english)

"Rebuilding Healthy Nations: Self-Governance in Action" with Joseph P. Kalt (2007) (http://nnidatabase.org/db/video/honoring-nations-joseph-p-kalt-rebuilding-healthy-nations)

The Concept of Governance and Its Implications for First Nations (by Stephen Cornell, Catherine Curtis and Miriam Jorgensen). Joint Occasional Papers on Native Affairs (JOPNA 2004-02), Native Nations Institute for Leadership, Management, and Policy and the Harvard Project on American Indian Economic Development. Tucson, Arizona: NNI (2004) (http://nnidatabase.org/db/text/concept-governance-and-its-implications-first-nations)

"The Struggle Toward Self-Government for First Nations In Canada" with Satsan (Herb George), President, National Centre for First Nations Governance. (http://vimeo.com/37289353)

Module: Rebuilding Native Nations: What Do Leaders Do?

Module Overview

This module provides an overview of the unique set of challenges facing Native nation leaders, and explores the critical role that leadership plays in the nation-building process. Drawing on the NNI-Harvard Project research findings, it paints a sharp contrast between the standard and nation-building approaches to leadership, and presents more than a dozen strategies that nation-building leaders typically pursue.

This module consists of two parts and takes five to seven hours to complete. It features three quizzes and one test that you must complete in order to finish your three-module course.

Module Instructor

Herminia Frias, Former Chairwoman, Pascua Yaqui Tribe, and Bush Foundation Partnership Manager, Native Nations Institute for Leadership, Management, and Policy, The University of Arizona

Key Module Concepts & Terms

Accountability
Boldt Decision
Capacity building
Citizen engagement
Civic responsibilities
Civics education
Core values
Governance assessment
Intergovernmental agreements (IGAs)
Micromanagement
Memorandum of agreement (MOA)
Memorandum of understanding (MOU)
Nation-building approach
Role confusion
Roles and responsibilities
Rule of law
Self-administration
Self-governance
Standard approach
Status quo

Lessons to Learn

By the end of this module, you will understand:

- Why being the leader of a Native nation is especially challenging
- The pivotal role that leadership plays in Native nation building
- The differences between the standard and nation-building approaches to leadership
- The "lasting legacy" mindset that nation-building leaders must have
- The different roles that Native nation leaders must play

- Some of the proven leadership strategies that leaders can use to do their jobs effectively and advance their nations' nation-building goals

Questions to Consider

1. What are the distinct challenges facing the leaders of Native nations?
2. What role does leadership play in Native nation building?
3. How are the standard and nation-building approaches to leadership fundamentally different?
4. How can leaders move their nations from self-administration to true self-governance?
5. What are some effective strategies that nation-building leaders commonly pursue?
6. What is role confusion, where does it come from, and how does it impact Native nation governance and leadership?
7. What are the appropriate roles of leaders, and what are the inappropriate roles of leaders?
8. How can leaders ensure that their nations continue moving down the nation-building path long after they are gone?

Native Nations Featured

Apsáalooke (Crow) Nation (http://www.crowtribe.com/)
Cherokee Nation (http://www.cherokee.org/)
Citizen Potawatomi Nation (http://www.potawatomi.org/)
Hopi Tribe (http://www.hopi-nsn.gov)
Ktunaxa Nation (http://www.ktunaxa.org)
Little Traverse Bay Bands of Odawa Indians (http://www.ltbbodawa-nsn.gov)
Louden Tribal Council (no website)
Mohawk Council of Akwesasne (http://www.akwesasne.ca)
Navajo Nation (http://www.navajo-nsn.gov)
Oglala Sioux Tribe (no website)
Osage Nation (http://www.osagetribe.com)
Osoyoos Indian Band (no website)
Pascua Yaqui Tribe (http://www.pascuayaqui-nsn.gov)
Poarch Band of Creek Indians (http://www.poarchcreekindians.org/xhtml/index.htm)
Pueblo de Cochiti (http://www.pueblodecochiti.org)
Pueblo of Laguna (http://www.lagunapueblo.org)
Skokomish Tribal Nation (http://www.skokomish.org)
Tohono O'odham Nation (http://www.tonation-nsn.gov)
Winnebago Tribe of Nebraska (http://www.winnebagotribe.com)

Key Related Resources

The "Resources" tab in the course menu contains a comprehensive list of resources for further learning about the role of leadership in Native nation building and some of the strategies that Native nation leaders can pursue in order to be effective. Below are some key resources worth exploring:

"Honoring Nations: Lac du Flambeau's Intercultural Leadership Initiative" by the Harvard Project on American Indian Economic Development (2009). (http://nnidatabase.org/db/text/lac-du-flambeaus-intercultural-leadership-initiative)

"Honoring Nations: Sisseton Wahpeton Oyate Professional Empowerment Program" by the Harvard Project on American Indian Economic Development (2006). (http://nnidatabase.org/db/text/sisseton-wahpeton-oyate-professional-empowerment-program)

"Governance, Leadership, and the Cherokee Nation" with Wilma Mankiller (2008). (http://nnidatabase.org/db/video/wilma-mankiller-governance-leadership-and-cherokee-nation)

"How Do You Hit the Ground Running?: Strategies for Handling the Load and Forging Ahead" with Jaime Pinkham (2008). (http://nnidatabase.org/db/video/jaime-pinkham-how-do-you-hit-ground-running-strategies-handling-load-and-forging-ahead)

"Native Nation Building TV: Leadership and Strategic Thinking" with Angela Russell and Peterson Zah (2006). (http://nnidatabase.org/db/video/native-nation-building-tv-leadership-and-strategic-thinking)

"Perspectives on Leadership and Nation Building" with Michael K. Mitchell (2008). (http://nnidatabase.org/db/video/michael-k-mitchell-perspectives-leadership-and-nation-building)

Learning More About Nation Building Through NNI

NNI offers a comprehensive array of programs and services designed to support the nation-building efforts of Native nations in the United States, Canada, and beyond:

"Native Nation Building" Executive Education Seminars: The Native Nations Institute for Leadership, Management, and Policy (NNI) provides customized executive programs that are designed to equip Native nation leaders and senior managers with knowledge and tools for Native nation building. NNI holds an "open session" for representatives of Native nations from across the United States and Canada each year, and also conducts nation-specific seminars throughout the year with individual Native nations.

The "Emerging Leaders" Executive Education Seminar: Developed specifically for newly elected and aspiring leaders of Native nations, this comprehensive seminar is designed to equip up-and-coming leaders with the practical skills and knowledge they need to govern effectively on behalf of their people. Held each fall, the seminar features current and former leaders of Native nations who share their leadership experiences on key governance and leadership topics.

Research and Policy Analysis: Across the U.S. and elsewhere around the world, Native peoples are undertaking vibrant, enormously creative efforts to design governance tools and advance new development strategies that reflect their cultures, circumstances, and hopes for the future. Such efforts are at the heart of NNI's research and policy analysis work. Building on the pioneering work of the Harvard Project, NNI researchers continue to affirm the conclusion that Native nation building—the construction of effective institutions of self-government that are designed to meet the unique needs and priorities of Native nations—is the key to successful economic and community development in Indian Country.

Strategic and Organizational Development Services: NNI works with Native nations and organizations on strategic and organizational issues ranging from constitutional reform and government design to long-range strategic planning, intergovernmental relations, and economic and community development.

To learn more about NNI and the various ways it serves Native nations and peoples, please visit *nni.arizona.edu*.