Syllabus

Native Americans in the 21st Century: Nation Building I
GSE A101 and HKS PED-501m
January 2016 Intersession

Faculty: Prof. Joseph Kalt, HKS Taubman Bldg, Room 458, joe_kalt@harvard.edu
Days: January 12-15, 2015; 10am – 4:00pm.
Room: 1 Brattle Street, Cambridge, Room 401
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COURSE DESCRIPTION: This course examines issues contemporary Indigenous nations and communities face in the 21st century, including: political sovereignty, economic development, constitutional reform, cultural and language maintenance and promotion, land and water rights, religious freedom, health and social welfare, and education. Because the challenges are broad and comprehensive, the course emphasizes the breadth of issues that leaders must confront, from health, education, and social services to politics, economics, and cultural change. Research finds that the viable approaches to such areas of nation building must be compatible with individual societies’ cultures, and American Indian societies are culturally heterogeneous. Hence, there is not “one size” that fits all. Case studies and simulations derived from field research and experience are utilized to engage students in the multidimensional settings that confront Native societies. Scholars and leaders from Native America and the Harvard University Native American Program provide selected presentations. Graduate and undergraduate students from all Harvard schools and departments are welcome (by cross-registration, as necessary; undergraduates should check with their tutors/FAS to ensure they can take the course for credit). Auditors are welcome. No prior knowledge of the field is required or presumed. Enrollment in the course is not limited; if you encounter information to the contrary, it is incorrect. Online registration is available through the Kennedy School and the Graduate School of Education; for cross-registration, go to: https://secure.ksg.harvard.edu/degrees/HKSCrossRegistration/Default.aspx. If your school requires the signing of a written registration or cross-registration form, we sign such forms up until the start of class on January 12.

COURSE OBJECTIVES:

- To gain a basic understanding of the status and role of Native nations.
- To understand concepts and processes such as political sovereignty, social self-sufficiency, cultural self-determination, economic development, constitutional reform, land and water rights, civil rights, health and social welfare as they relate to Native nations.
- To identify and develop strategies for addressing the challenges of self-determination in Indian Country (and other developing societies).
WRITTEN WORK AND REQUIREMENTS: Successful work in this course consists of attendance and participation; writing 1 or 2 short (2-page) issue briefs, and a take-home final examination. Grading for the course is distributed as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weighting</th>
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<tr>
<td>Issue Briefs/Simulations/Participation</td>
<td>20%</td>
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<tr>
<td>Final Examination</td>
<td>80%</td>
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The core question on the final examination is the following:

This course has presented a number of themes and structures seen as applicable to the challenge of building Native nations today. By “themes and structures,” we mean material presented in the course such as: “Keys to Nation Building”; four dimensions of cultural norms regarding authority; “cultural match”; and the like. Undoubtedly, these themes and structures represent particular presenters’, researchers’, and your professor’s particular training and perspectives. Now we ask you to think about how themes and structures from this course may or may not carry insight and implications for your particular area of academic and/or professional interest. Write a brief essay addressing the following two issues:

1. Are there themes and structures presented in this course that are similar to “themes and structures” already present in your particular area of academic and/or professional interest – albeit, perhaps phrased differently? How, if at all, do such themes and structures potentially contribute to and/or re-enforce themes and structures prominent in your area of primary academic or professional interest? In short, did any of the themes and structures seen in this course make you think along the lines of: “Wow! That could help people in my field if they looked at issues this way.” Explain.

2. In what ways, if any, are there themes and structures presented in this course that are inadequate and/or inapplicable to your primary academic or professional field of interest? In other words, were there points in this course where you would have wanted to say something like: “This really doesn’t apply to my field” or “This material is really overlooking the importance of x, y and z in my field.” Explain.

We are not asking you to review what you liked and/or disliked about this course. Since many of you are unlikely to make your career in the specific area of Native affairs, we are offering you a chance to explore the implications of this course for your area of primary academic and/or professional interest.

COURSE MATERIALS: Readings in the course are primarily drawn from two books: The State of the Native Nations (SONN) and Rebuilding Native Nations (RNN). Additional readings will be distributed via email. SONN and RNN may be purchased at the Harvard Coop and online (e.g., at Amazon.com).
Readings and Class Topics

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Day 1 – January 12

Readings:

- SONN, pp. 1-68.
- RNN, Chapter 1.

Guest Speakers: “Challenges from Multiple Perspectives,” Leaders from the Harvard Native community

Topics:

1. The Nation Building Renaissance
   a. Sovereignty
   b. Capable Institutions
   c. Cultural Match
   d. Leadership

2. The State of Native America
   a. Population
   b. Income
   c. Health
   d. Education
   e. Language
   f. Culture
   g. Reservations

3. Legal and Policy Setting
   a. U.S. Constitution and Treaties
   b. Seminal Cases and Jurisdictional Boundaries
   c. Sovereigns or Clubs?
   d. Plenary Power of Congress
Day 2 – January 13

Readings:

- SONN, pp. 95-103, 235-250, 277-298.
- RNN, Chapters 2, 4.

Guest Speaker: “Leading a Nation – A Week in the Life of a Tribal Chair,” Tribal Chair of an American Indian Nation (TBA)

Topics:

1. Challenges
   a. Youth
   b. Economic Development
   c. Political Sovereignty
   d. Cultural Self-Determination

2. The Role of History
   a. Physical Realities of Location and Condition
   b. Survival, Perpetuation and Reassertion
   c. Identity through Shared History
   d. Identity through Contemporary Representation of the Past
   e. Situational Realities of Law, Intra- and Inter-Community Relations

3. Contemporary Native Nation Building
   a. The Social Impetus
   b. Cultural, Political, and Economic Necessities
   c. The Inter-Community Debates
   d. The Intra-Community Debates

4. Identity & Citizenship
   a. Defining the “Self” in Self-Determination
   b. Exo- and Endo-Stereotyping
   c. Ends & Means/Values & Social Capital
   d. Language, Ceremony, Religion
   e. Continuity in Change: The Primacy of Self-Determination
Day 3 – January 14

Readings:

- SONN, pp. 69-82, 111-144 (skim 145-158).
- RNN, Chapters 5, 6, 7 (skim 8).

Guest Speaker: Honoring Nations Honoree (TBA) -- “Best Practices in Rebuilding the Nation”

Topics:

1. Nation Building – The Impediments
   a. External Constraints and Impositions
   b. Internal Disunion and Disorganization
   c. Collective Action and the Critical Role of Dispute Resolution

2. Nation Building – The Goals
   a. Strengthening Identity
   b. Building Social Capital
   c. Defending Sovereignty
   d. Exercising Sovereignty
   e. Providing for the Nation’s Well-Being

3. Nation Building – The Means
   a. The Attitude
   b. Political Self-Rule
   c. Institutional Capacity
   d. Community Capacity
   e. Leadership

4. National Perpetuation and the Rule of Law
   a. Contemporary Constitutionalism
   b. Historical Foundations
   c. Diversity of Forms
   d. The Flathead-Cochiti Comparison

5. National Perpetuation and Cultural Match
   b. Structure, Scope, Location & Source of Authority
   c. The Apache-Lakota Comparison
   d. Challenges of Amalgams and Change
Day 4 – January 15

Readings:
  • SONN, pp. 199-218, 259-274 (skim 159-196, 247-262).
  • RNN, Chapters 9, 11, 12.

Topics:
1. Economic Development – Systems
   a. Forms of Reservation Economies
   b. Requirements of Alternative Systems
   c. Cultural Match and Alternative Systems
2. Self-Determined Approaches to Public Services and Public Administration
   a. Education
   b. Health
   c. Environment
   d. Intergovernmental Relations
3. Leadership
   a. Heterogeneous Cultural Foundations
   b. Seizing the Future