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**HARVARD**  
**GRADUATE SCHOOL OF EDUCATION**

**Native Americans in the Twenty-First Century**  
**Nation Building II**  
**Spring 2022**

**KSG DEV502, GSE A102, FAS EMR121, GSD SES5427**  
**Fridays from 10:30am to 12:30pm**  
**Rubenstein 304**

Course led by Eric Henson, Chickasaw citizen and Adjunct Lecturer  
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**COURSE OVERVIEW**

This community-based research course focuses on some of the major issues Native American tribes and nations face as they seek to assert rights of self-determination in the 21st Century. It provides in-depth, hands-on exposure to development issues faced by American Indians, including: sovereignty, economic development, constitutional reform, leadership, health and social welfare, land and water rights, culture and language, religious freedom, finance and budgeting, and education. In particular, the course emphasizes problem definition, fieldwork relationships, and designing and completing a research project for a real-world tribal “client.” This course is devoted primarily to the preparation and presentation of a comprehensive research paper, memo, or report based on a semester-long investigation in partnership with the tribal client. In addition to interdisciplinary presentations on topics such as research methods and problem definition, students will share their work-in-progress, as well as preliminary and final findings, with the class. At

the end of the semester, each team of students is required to make a public video presentation of its final report in addition to submitting their final written report.

Projects are typically completed by teams of two or three students, with students selecting from project topics requested by tribes, First Nations, and organizations active in tribal affairs. These clients are seeking assistance on a wide range of matters, and the Nation Building II project reports are intended to be useful to the requesting organizations. Students are initially provided the opportunity to visit with their partner organizations via phone or video conference in order to determine feasibility and investigate approaches to the problems at hand and finalize the scope of the project. In addition, one-on-one or group meetings with Eric Henson (course leader) or Adina Goldin (course assistant) are always available with advance scheduling; these sessions can take place pretty much any time via Zoom, and can potentially take place during in-person office hours as well. Students are expected to attend and participate in class as much as possible, to support the production of high-quality research results and presentations for their own client and those of other students taking the course. The form and format of the required research reports are not restricted to having the appearance of a “term paper” per se, and past reports have included multi-media presentations and other innovative approaches designed to maximize the communication and effectiveness of the students’ work. During the course of the semester students have traditionally been able to visit with their clients in person; the feasibility of these visits will depend on the public health requirements and Harvard travel restrictions and will be determined as early in the semester as possible.

This course is open to all Harvard University students, at the graduate and undergraduate levels. In the event of over-enrollment, priority is given to students who have taken *Nation Building I* (KSG DEV501, GSE A101) and students in the last year of their degree program. All interested students are highly encouraged to sign up for the course – past feedback indicates that it is nearly always an excellent experience for students and their tribal clients.

**Learning Objectives:** Students will develop a set of tools that can be employed to address a wide range of issues facing tribal governments, including: access to resources; economic barriers that must be overcome to advance tribal nations and individuals; the importance of tribal, state, and federal regulations; the prime role tribal culture plays in community development; relations with non-tribal entities; and other concerns essential to the strengthening of native nations.

## KEY DEADLINES/COURSE DATES

1. **January 14-21: Shopping Days**
2. **January 28: First day of class**
3. **February 11: Student/Client MOU emailed to Henson and Goldin**
4. **March 11: Outline of expected final report (typically 3-6 pages) emailed to Henson and Goldin**
5. **March 12-20: Spring Break**
6. **April 1: Interim Report emailed to Henson and Goldin**
7. **April 8 and April 15: Small group work sessions and practice presentations**
8. **April 22 and April 29: Presentations with clients**
9. **May 6: Reports due to Henson and Goldin**
10. **May 13: Final reports due to clients**
11. **May 16: Grades due**

## SCHEDULE OF CLASSES

### Week 1

#### January 28

#### **Introductions and Overview: What Makes a Good NB II Project?**

Students will introduce themselves and give a short description of their interests. We will discuss the attributes of a good Nation Building II topic, focusing on issues of scope, relevance to the client organization, feasibility, and presentation. Then, we will review the topics that tribes and organizations have requested assistance with. This will start the process of matching students to topics and organizing client calls.

Note that an explicit reading list is not a major part of this particular course. The learning that will take place fundamentally flows from the practice of engaging in the class, with the tribal client, within your own project group, with the other students in the course, and with the teaching team. For those interested in reading for some of the flavor that could be useful, the following are suggested:

- Dennis Norman and Joseph Kalt, *Native Nations and Universities: Collaborative Strategies for Nation Building* (available for download on muse.com at <https://muse.jhu.edu/book/39460>)
- *Guiding Principles for Engaging in Research with Native American Communities* (available from Eric Henson)

- *Walk Softly*, NCAI Guidelines for research in Indian Country (available from Eric Henson)
- HPAIED, *State of the Native Nations: Conditions Under US Policies of Self-Determination* (available on amazon.com at <https://www.amazon.com/State-Native-Nations-Conditions-Self-Determination/dp/0195301269>)
- Samples of past Nation Building II projects (available from Eric Henson) to provide perspective on goals and outcomes
- “Sovereignty and Nation-Building: The Development Challenge in Indian Country Today” (Stephen Cornell and Joseph P. Kalt) (available from Eric Henson)
- Keith Richotte, Jr., *Federal Indian Law and Policy, An Introduction* (available on amazon.com at [https://www.amazon.com/Federal-Indian-Law-Policy-Introduction/dp/1642426059/ref=sr\\_1\\_2?dchild=1&keywords=keith+richotte&qid=1607789839&sr=8-2](https://www.amazon.com/Federal-Indian-Law-Policy-Introduction/dp/1642426059/ref=sr_1_2?dchild=1&keywords=keith+richotte&qid=1607789839&sr=8-2))
- Larry D. Keown, *Working in Indian Country* (available on amazon.com at <https://www.amazon.com/Working-Indian-Country-Successful-Relationships/dp/1936449005>)

**Assignment:** Let the course instructor know which three potential projects you prefer, and in which order, no later than Monday, January 31 at 5:00pm. In the same communication let the instructor know your school affiliation, your contact info (both school and personal email addresses), and if you are a citizen of a Tribe or First Nation.

## Week 2

### February 4

#### **Problem Definition and Client Relations: Getting Your Project Off the Ground**

Perhaps the most critical aspect of field-based research is defining the problem. Thinking through a series of questions can help with this:

- What is it that the research is aimed at?
- What are the sub-questions you could/should address?
- How do you adjust your client’s initial problem statement to define a workable and meaningful project?
- How is your client going to use your report?
- How and where will you get the information to address the questions you have laid out for yourself?
- Given the number of hours you will have to devote to the project over the semester, what is feasible?

Class discussion will focus on problem definition, feasible scope, data and evidence availability, appropriate expectations of both researchers and the requesting client/organization, and negotiation of those expectations. We will also go over the

matches of students with proposed projects. Each research team will have a chance to ask questions about the first stages of effective research and field engagement.

**Assignment:** Set up first phone call with your client and have that call before the next class meeting (**if assistance from the course instructor is needed, we can work together to arrange initial client calls, which need to take place as soon as possible**).

**Suggested readings:** Samples of past Nation Building II projects (to provide perspective on goals and outcomes).

### **Week 3**

**February 11**

#### **The Critical Elements of a Successful Field Research Project**

As you set about designing your research strategy and, ultimately, producing a useful project, what are the common stages and ingredients that must be collected? Beginning with the definition of the problem, a framework for analysis and assessment must then be developed, critical reasoning and evidence must be applied within that framework, and resulting potential solutions must be assessed for their reasonableness and feasibility. Developing research results and associated recommendations, however, is not sufficient. Attention must also be paid to implementation strategies, and results must be communicated effectively to the target audience.

**Student Presentation(s):** Volunteers will be asked to share information about their tribal clients with the class. In previous years we have found that classmates are very interested in knowing more about each of the tribes involved in the course.

**Assignment:** Draft a description of your project, including problem definition and expected deliverables (no longer than one page), and secure a completed written/email agreement with your client about the project description; provide this to the teaching team.

### **Week 4**

**February 18**

#### **Student Presentations**

Students will make brief presentations reflecting the conceptualizations of their projects and preliminary hypothesized conclusions. Beginning to think about likely conclusions helps focus the research toward ultimately making the projects useful to tribal clients.

**Student Presentation(s):** Volunteers will be asked to share information about their tribal clients with the class. In previous years we have found that classmates are very interested

in knowing more about each of the tribes involved in the course, and classmates' questions can help sharpen and guide student research.

## **Week 5**

**February 25**

### **Role of the researcher in Indian Country**

What is the role of the researcher in Indian Country? How do the issues particularly relevant to Indian Country translate into other contexts, such as developing countries or urban communities? We will focus on these types of questions as they relate to designing a research strategy, assessing the type of data needed, conducting the research in the time available, etc. We will also discuss strategies for gathering information. Attention will be paid to important matters such as personal conduct when dealing with tribal clients, interviewing approaches in a cross-cultural setting, dealing with politically and/or culturally sensitive information, and listening.

**Potential Guest Speaker(s):** We will likely have guest speakers join us via Zoom for this class session, to discuss issues of importance to contemporary tribal affairs. Potential speakers and topic areas include:

- Gabe Galanda (Founding Partner, Galanda Broadman Law Firm), Tribal Kinship v Tribal Citizenship
- Deidre Mitchell (CEO, Waséyabek Development Company), best practices in business development, project management, strategic alliances, and personnel development, in a tribally owned development corporation
- Ezra Rosser (Law Professor, American University), A Nation Within: Navajo Land and Economic Development
- Josh Flax (Chief Strategy Officer) and Moira Caruso (Strategy Officer), Federal Mediation and Conciliation Service, Tribal Transportation Self-Governance Program.

Note that the exact dates for all guest speakers are subject to change.

**Student Presentation(s):** Short presentations continued from the previous week, as needed.

## **Week 6**

**March 4**

### **What Does an Effective Final Product Look Like?**

Tribal clients are expecting a useful product that will educate and inform. What will the final deliverables look like? Answering this question involves considering questions of

media, formatting, use of demonstrative and graphical information, tone, length, document structure, and reader/hearer/viewer access to the research information you or your team/group creates. Examples of alternative approaches will be considered and basic skills of document preparation will be reviewed. Students will be encouraged to seek out assistance with final document preparation, as needed.

**Potential Guest Speaker(s):** We will likely have guest speakers join us via Zoom for this class session, to discuss issues of importance to contemporary tribal affairs. Potential speakers and topic areas include:

- Gabe Galanda (Founding Partner, Galanda Broadman Law Firm), Tribal Kinship v Tribal Citizenship
- Deidre Mitchell (CEO, Waséyabek Development Company), best practices in business development, project management, strategic alliances, and personnel development, in a tribally owned development corporation
- Ezra Rosser (Law Professor, American University), A Nation Within: Navajo Land and Economic Development
- Josh Flax (Chief Strategy Officer) and Moira Caruso (Strategy Officer), Federal Mediation and Conciliation Service, Tribal Transportation Self-Governance Program.

Note that the exact dates for all guest speakers are subject to change.

**Assignment:** Students and the teaching team will discuss final presentation time slots this week, so that students can confer/confirm with clients.

## **Week 7**

### **March 11**

#### **Elements of Effective Oral Presentation**

Class time will be available for project updates and discussion of final logistical issues, as needed. In the final sessions of the semester, each team of students will make a formal presentation of its project and results to an audience of clients and peers (and potentially other invited guests). In discussing what makes a good oral presentation, consideration will be given to the role of such issues as tone, structure, level of detail, audience engagement for maximum conveyance of information, and effective use of technology.

**Potential Guest Speaker(s):** We will likely have guest speakers join us via Zoom for this class session, to discuss issues of importance to contemporary tribal affairs. Potential speakers and topic areas include:

- Gabe Galanda (Founding Partner, Galanda Broadman Law Firm), Tribal Kinship v Tribal Citizenship

- Deidre Mitchell (CEO, Waséyabek Development Company), best practices in business development, project management, strategic alliances, and personnel development, in a tribally owned development corporation
- Ezra Rosser (Law Professor, American University), A Nation Within: Navajo Land and Economic Development
- Josh Flax (Chief Strategy Officer) and Moira Caruso (Strategy Officer), Federal Mediation and Conciliation Service, Tribal Transportation Self-Governance Program.

Note that the exact dates for all guest speakers are subject to change.

**Assignment:** Students should begin to draft an outline of the final work product. This draft should reflect the overall structure and substantive analysis that will support the findings that will be completed by the end of the semester. It is okay if the outline still contains more questions than conclusions at this point; the idea is to organize your preliminary thoughts and ideas into a framework to guide the rest of the semester's work. This outline should generally be on the order of 3-6 pages in length, with a one-page Executive Summary being the most important part of the draft.

### **Week 8**

**March 12-20**

**No Class: Spring Break**

**Reminder: the course instructor is available to discuss any and all projects during this week, as needed.**

### **Week 9**

**March 25**

**Mid-Term Presentations: Pulling It All Together**

Based upon the completed drafts/executive summaries, each team will present its preliminary research results and recommendations to the class. Emphasis at this stage is on a statement of findings/executive summary, while recognizing that final results are subject to revision and refinement. Class discussion will subject the draft statements of results and recommendations to critical evaluation, with the shared objective of improving the ultimate projects.

**Student Presentations/Assignment:** A number of students will present draft work product. Student teams should meet with the teaching team to discuss the format of their Interim Report, which will be due next week. The goal of the Interim Report is to build accountability and begin working toward the final report, but the specific format and extent

may vary depending on the project and tribal partner; meeting with the teaching team this week will make sure your team's report helps you meet your own deliverable goals.

## **Week 10**

**April 1**

### **Mid-Term Presentations: Pulling It All Together**

Based on the completed drafts/executive summaries, each team will present its preliminary research results and recommendations to the class. Emphasis at this stage is on a statement of findings/executive summary, while recognizing that final results are subject to revision and refinement. Class discussion will subject the draft statements of results and recommendations to critical evaluation, with the shared objective of improving the ultimate projects.

**Student Presentations/Assignment:** Remaining students who did not have a turn the week before will present draft work product. All students should provide an Interim Report to the teaching team.

## **Week 11**

**April 8**

### **Class or Work Sessions**

Time will be available for working sessions, as needed, to assess student progress, troubleshoot team integration, share sources and approaches, and solve any issues that might have arisen with the process or substance of the research. The following questions should be kept in mind:

- What will you recommend to your client?
- What constraints should you bear in mind when making recommendations?
- How will you present these recommendations to your client?
- Is it possible to present your question, research strategy, data sources, finding, and recommendations in 15 minutes or less?
- What graphics would be useful?

**Assignment:** Students are encouraged to schedule individual feedback sessions as needed, or to continue independent work on their projects. Classroom attendance is likely to be voluntary this week.

**Week 12**  
**April 15**  
**Class or Work Sessions**

Class time will be available for working sessions, as needed, to assess student progress, trouble-shoot team integration, share sources and approaches, and solve any issues that might have arisen with the process or substance of the research.

**Assignment:** Students are encouraged to schedule individual feedback sessions as needed, or to continue independent work on their projects. Classroom attendance is likely to be voluntary this week.

**Week 12.5 and 13**  
**April 20, 21, and 22**  
**Presentations of Final Draft Reports**

Note that these dates cover a Wednesday, a Thursday, and a Friday. Each student team will make a formal presentation of its project to class members, invited guests, and dignitaries. Due to time constraints, the presentations often take place over multiple days. If more time is needed due to many projects being undertaken in a given semester, additional days can be utilized.

**Student Presentations/Assignment:** Student presentations.

**Week 14**  
**April 29**  
**Class or Work Sessions**

Class time will be available for working sessions, as needed, to assess student progress, trouble-shoot team integration, share sources and approaches, and solve any issues that might have arisen with the process or substance of the research.

**Assignment:** Students are encouraged to schedule individual feedback sessions as needed, or to continue independent work on their projects. Classroom attendance is likely to be voluntary this week.

## **Week 15**

**May 6**

### **Reports Due to Henson and Goldin**

*A note on collaboration and academic integrity on written work in this class:* Discussion and the exchange of ideas are essential to high-quality academic work. For assignments in this course, you are encouraged to consult with classmates outside your team on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on a similar topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you receive any help with your writing (e.g., feedback on drafts), you must also acknowledge this assistance.

**Assignment:** Students should provide an MSWord version of the “final” report to the teaching team. **Grades are assigned based on this version of the work product.** See the assignment for week 16 regarding the “final-final” report.

## **Week 16**

**May 13**

### **Final Reports Due to Client and Henson and Goldin**

Based on any feedback from the prior week, students should make minor edits, as needed, to their reports, and then provide the final work product to the client and the teaching team.

**Assignment:** Students should provide (in MSWord) a version of the final report to the teaching team. Students should provide a PDF version of the final report to the client, with a carbon copy to the teaching team.