

udall center update

Notices from the Udall Center for Studies in Public Policy at the University of Arizona • Number 25 • Fall 2004

15-Yr-Old Water Database Flows into New Planning Project

Nearly fifteen years ago, with major funding from the Ford Foundation, the Udall Center launched a binational water-management policy project in the twin cities of Nogales. At that time, border cities were rapidly industrializing. New, unplanned settlements called *colonias* were cropping up without adequate infrastructure, such as water and sewerage lines.

Responding to those new developments, the Udall Center, the UA's Arizona Remote Sensing Center, and their Mexican partner university undertook the ambitious task of mapping the *colonias* and their water infrastructure. The resulting database depicted land use, identified *colonias*, showed water supply and sanitation lines, situated wells, and listed contamination levels on both sides of the international boundary.

Now, thanks to renewed interest, that database has been given new life. It has become part of a larger, more sophisticated, and more user-friendly GIS database created by the Bi-national Colonias Planning Project. The resulting interactive website, which is available to the public, can be accessed at <http://codd.art.snr.arizona.edu/colonias/index.htm>. There are a wide variety of potential uses for this site, such as estimating *colonia* development costs, enhancing the decisionmaking process of regional planning departments, and as a source of data for grant applications.

Museum of American Indian Opens at Smithsonian

The Native Nations Institute was proud to have staff members attend the grand opening of the Smithsonian Institute's newest museum, the National Museum of the American Indian (NMAI), during the week of September 20th. Attendees at the Washington, D.C., event included Manley Begay, Michelle Hale, Nathan Pryor, Julius Snell, and Joan Timeche.

The museum is a beautiful facility that showcases Native Americans in both historical and contemporary contexts. In addition to visiting the museum and viewing its exhibits, NNI staff participated in the Native Nations Procession, a symbolic march that included Indigenous peoples from all of the Americas, with many in traditional regalia.

The creation of this museum provides a valuable opportunity for Indigenous peoples to reclaim their histories through exhibits expressing their perspectives and worldviews. This educational effort may enable non-native communities to understand the legacy and more fully appreciate the vibrant cultures of those who first inhabited and thrived in the Americas. For more information about the museum, visit <http://www.nmai.si.edu/>.



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National Museum of the American Indian

-Nathan Pryor

NNI Targets Distance Education Goals

In keeping with the Native Nations Institute's mission to maximize its reach and effectiveness in Indian Country and around the world, NNI is currently exploring the development of a number of innovative projects, including: a series of audio segments for distribution to Indigenous communities that chronicle NNI's research findings and their implications for contemporary tribal governance and economic development; an online audio library where visitors can listen to speeches and presentations delivered by NNI and NNI-affiliated personnel; and the development of video-based curricula on nation building that can be used by tribal colleges, high schools, and other educational institutions.

Although currently in their conceptual phases, these initiatives—with their emphasis on distance education—promise to greatly expand NNI's capacity to interact in a meaningful and ongoing way with Indigenous communities in the United States and beyond, and offer an opportunity to find new ways of responding to the requests from Native nations for assistance in governance, development, and related activities.

-Ian W. Record

Note:

In the next issue, NNI Curriculum Development Manager Ian W. Record, who is overseeing the development of these projects, will provide readers with a progress update on NNI's distance-education efforts.

Bringing Nature into the Classroom



Photo courtesy of Anne Browning-Aiken

Teachers from Sierra Vista get acquainted with strategies for teaching environmental topics.

ECOSTART II, an EPA environmental education program initiated earlier this year, is moving forward to help K-12 schoolteachers educate their students about environmental issues. The foundations of the program were built in June when representatives from ECOSTART II met with teachers from Sierra Vista, Arizona. Since then, a variety of workshops have been planned for teachers who want to inform their students about desert habitats, water issues, and geoscience.



To help teachers familiarize students with the natural world, a series of workshops on pollinators, desert gardens, and bats is underway at several schools in southern Arizona. The first took place on October 22 with another scheduled for January 22.



In the area of water planning and policy, ECOSTART II and Project WET are designing workshops dealing with water policy at the local level related to the Upper San Pedro Basin. These two-pronged workshops will cover "Conflict on the Culebra!," a role-playing simulation game for teaching environmental conflict resolution techniques, and "Choices and Preferences," a social studies exercise for students.



Finally, ECOSTART II planners are working on an additional series of workshops in geoscience, which would provide GIS training for teachers and students.

ECOSTART II is a collaboration between the Udall Center, the Arizona-Sonora Desert Museum, the GLOBE Program at the University of Arizona, and the Department of Geosciences. For further information about any of these workshop series, contact Anne Browning-Aiken at <browning@u.arizona.edu> or 520.626.4393.

Spotlight:

NNI's International Connections Grow

It is becoming clear that the work of the Native Nations Institute has struck a nerve among Indigenous groups beyond North America. NNI's efforts to serve as a self-determination, self-governance, and development resource to Native peoples have resonated among Indigenous groups not only in the U.S. and Canada, but in Australia, New Zealand, and Argentina as well. These groups report working in a variety of different ways to develop their own governance structures and are looking for models they can adapt to meet the unique needs and challenges of their communities.

When NNI was established in 2001, it was primarily to serve Native American groups and, secondarily, Canadian First Nations.

Over the past several years, however, Indigenous groups elsewhere have discovered the research carried out by NNI and its partner organization, the Harvard Project on American Indian Economic Development. As these groups have approached NNI to discuss various projects and problems, NNI researchers have realized that many of the challenges facing Indigenous groups

around the world are similar. All are searching for ways to take greater control of their own affairs and develop their communities in ways of their own choosing. The result is that NNI's programs have now taken a more international focus, gathering stories from and sharing research with indigenous groups around the world.



Photo courtesy of Joan Timeche

Argentine school children during Timeche's June 2004 visit.

During the summer of 2004 NNI hosted visitors from Indigenous groups in Australia, New Zealand, and Argentina. NNI staff led our international visitors across Arizona (and in some cases, across North America) to visit Native communities so that they could meet and establish common ground. Meanwhile, over the past several years, NNI director Manley Begay and

Udall Center director Steve Cornell have made several trips to Australia and New Zealand to share ongoing research with Indigenous communities there. NNI is proud to be involved in this international networking effort and will continue to work towards helping Indigenous groups around the world benefit from each others' experiences and successes.

Indigenous Peoples "Down Under" australia.

Australia is home to about 250 Indigenous groups distributed across the country from urban areas to remote outback communities. While the Aboriginal peoples of Australia lack some of the key rights under Australian law that Indian nations have retained in the United States, they are involved in major efforts to secure their rights to land and resources and to expand their jurisdiction over their own affairs.

new zealand.

The Indigenous people of New Zealand are the Maori, who call the island *Aotearoa*, or "Land of the Long White Cloud." The Maori comprise approximately fifteen percent of New Zealand's population; the great majority of them live in the North Island. Various Maori "iwi" (often translated as tribes) are involved in economic development initiatives and in assertions of self-governing powers.

staff news . . .

Summer is a time of change for the academic world, and this year was no exception! The Udall Center said goodbye to assistant director and editor-in-chief **Robert Merideth**, who is now running an independent publishing company, and researcher **Denise Moreno**, who will continue to pursue her Master's degree in Watershed Management at the UA. Meanwhile, two former graduate associates who completed their degrees, **Nathan Pryor** and **Ian Record**, were hired by NNI. Nathan is now Program Coordinator for Leadership & Management Programs, while Ian is Curriculum Development Manager.



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The Udall Center Update is published quarterly by the Udall Center for Studies in Public Policy at the University of Arizona. The Center conducts research in three main subject areas: governance and economic development among indigenous nations; the environment, natural resources, and public lands (particularly in the southwestern U.S.); and the U.S.-Mexico border region. The Udall Center is home to the Native Nations Institute for Leadership, Management, and Policy, a self-determination, self-governance, and development resource for indigenous nations.

UDALL CENTER WELCOMES NEW SCHOLARS

The Udall Center welcomes five new scholars who will be working with us during the 2004-05 academic year. Connie Beck, Joe Galaskiewicz, and John Kupfer are joining us as Fellows, and Judith Gans and Joe Kalt as Visiting Scholars.

Connie Beck is Assistant Professor in the Psychology, Policy, and Law Program in the UA's Department of Psychology. Much of her research examines how the legal system creates psychological distress and how the system can be changed to minimize distress. **Joe Galaskiewicz** is Professor of Sociology at the UA. He is an organizational sociologist with particular interests in how legal form (e.g., charitable, for-profit, public, and other kinds of organizations) affects organizational behavior. **John Kupfer** is Associate Professor of Geography at the UA. He studies interactions between ecological dynamics and the spatial patterning of ecosystems, and has particular interest in forest fragmentation and its effects on biodiversity and ecosystem function.

Judith Gans is a specialist in immigration policy, working currently on ways to bridge the persistent disconnect between immigration research and policy. **Joe Kalt** is an economist at Harvard's Kennedy School of Government, and is a Faculty Associate with NNI. He is a specialist in regulatory and natural resource economics and in American Indian governance and development issues.

upcoming . . .

TRANSBOUNDARY WATERS SYMPOSIUM

The University of Arizona-based, NSF-supported Sustainability of semi-Arid Hydrology and Riparian Areas (SAHRA) program and a number of international and domestic sponsors are presenting the Second International Symposium on Transboundary Waters Management on November 16-19 in Tucson. Keynote speeches and panel discussions by recognized experts will address a range of topics critical to improving transboundary water management (crossing national, state, tribal, and other borders).

The symposium will build on the discussion of transboundary basins and aquifer management issues initiated at the first symposium held in Monterrey, Mexico, in November 2002. The Udall Center helped organize a UNESCO-supported panel discussion featuring four global HELP (Hydrology for the Environment, Life and Policy) basins and a representative of the World Water Assessment Programme. More information and details are available at <http://www.sahra.arizona.edu/twm/>.

Correction

Wording in an earlier version of this notice unintentionally suggested that the Udall Center was a major organizer and stated incorrectly that it is a cosponsor of the symposium. The Center apologizes for any misrepresentation.

publications recently released . . .

- Beck, C. J. A., Emery, R. E., & Sales, B. D. (2004). **The impact of research on mediation practice.** In J. Folberg, A. Milne, & P. Salem (Eds.), *Mediating Family and Divorce Disputes: Current Practices and Applications* (pp 447-482). New York: Guilford Press.
- Browning-Aiken, A., Richter, H., Goodrich, D., Strain, B., & Varady, R. (2004). **Upper San Pedro Basin: fostering collaborative binational watershed management.** *International Journal of Water Resources Development*, 20(3), 353-367.
- d'Estree, T. P., Beck, C. J. A., & Colby, B. G. (2004). **Review of past efforts to define and evaluate success.** In Tamra Pearson d'Estree and Bonnie G. Colby, *Braving the Currents: Evaluating Environmental Conflict Resolution in the River Basins of the American West* (pp 15-54). Norwell, MA: Kluwer.
- Robertson, P., Jorgensen, M., and Garrow, C. (2004). **Indigenizing Evaluation Research: How Lakota Methodologies are Helping "Raise the Tipi" in Oglala Sioux Nation.** *American Indian Quarterly*, 28(3).