

Udall Center Publishes Bibliography of San Pedro Basin Research *Documenting ten years of water-policy research and outreach*

For more than a decade, Udall Center researchers Robert Varady, Anne Browning-Aiken, and others have studied the public-policy dimensions of water-resources management in the Upper San Pedro River basin of southern Arizona and northern Sonora.

The findings of their research appear in a growing body of published works: journal articles, book chapters, reports, and posters.

The Center recently compiled an annotated bibliography of the publications, available on the Center's Web site.

"The Udall Center was attracted to the role of public participation in environmental decision-making from its founding in 1989, and the U.S.-Mexico border region offered an ideal laboratory to study this phenomenon," said Varady, the Center's deputy director.

The Udall Center's research in this area eventually led to a request by the trilateral Commission for Environmental Cooperation (CEC) for assistance in two key activities: producing a baseline study of the basin and organizing a public-input process associated with the CEC's own expert report, *Ribbon of Life* (see cec.org).

With its gained expertise, and drawing on financial support from multiple sources, the Center was able to produce a series of writings on social mobilization and water management, binational cooperation, and the interface between science and policy, which are described in the bibliography.

The research addresses a number of questions pertinent to effective water policy and decision-making in a transboundary river basin: What constitutes best practices for building water initiatives and institutions in such watersheds? What are some keys to forming linkages between scientists and policymakers? How do differences of scale affect stakeholder alignments and the policymaking setting? How do the special characteristics of the transboundary context — with its unique social, economic, legal, and political legacies — influence water policy? What can individuals or groups working in other basins learn from the experiences that have been observed and documented in the San Pedro River basin?

"Stakeholder issues are at the forefront, and our research agenda is partly motivated by a desire to maximize opportunities for cross-border cooperation and stakeholder involvement," said Varady.

The bibliography serves as an introductory guide for researchers interested in these topics, either in the San Pedro River basin or other watersheds.

For more information, contact Emily Dellinger, Udall Center research analyst and editorial associate, at edelling@u.arizona.edu or (520) 626-4393.

udallcenter.arizona.edu/publications/sanpedroresearch/index.html

SANTA CRUZ WATERSHED Arizona/Sonora

Drought Beyond Borders
and
Climate Change Beyond Borders
K-12 Lesson Plans

by
L. Shipek, M. Wilder, J. Kentnor, G. Owen,
A. Browning-Aiken, D. Fisher de León

University of Arizona

Teaching Materials Focus on Borderlands Climate

Researchers with the University of Arizona's Center for Latin American Studies and the Udall Center have prepared two bilingual lesson plans to teach about the subjects of climate and drought with a focus on the Upper Santa Cruz River watershed in Arizona and Sonora.

Available free as CDs or online (see udallcenter.arizona.edu), the lesson plans (available in Spanish and English) each con-

tain five activities meant to increase awareness and understanding of climate and drought in the U.S.-Mexico border region.

Support for the project was provided by the National Oceanic and Atmospheric Administration.

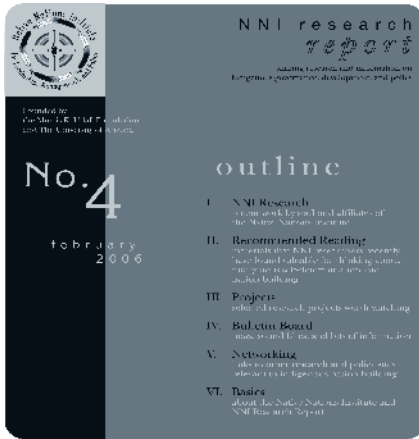
For more information, contact Margaret Wilder, assistant professor of Latin American studies, at mwilder@u.arizona.edu or (520) 626-7231.

RESEARCH

NNI Research Report No. 4

February 2006

A quarterly, electronic newsletter summarizing research publications and projects on indigenous governance and development



CONTENTS

NNI Research

- ♦ *Two Approaches to Economic Development on American Indian Reservations: One Works, the Other Doesn't* by S. Cornell and J.P. Kalt (JOPNA 2005-02): see below
- ♦ "Indigenous Peoples, Poverty, and Self-determination in Australia, New Zealand, Canada, and the United States" by S. Cornell (in *Indigenous Peoples and Poverty: An International Perspective*, Zed Books, 2005)

Recommended Reading

- ♦ "Co-management: Managing Relationships, not Resources" by D.C. Natcher, S. Davis, and C.G. Hickey (*Human Organization*, 2005)
- ♦ *Overcoming Challenges to Business and Economic Development in Indian Country*, by W. Hillabrant, J. Earp, M. Rhoades, and N. Pindus (Mathematica Policy Research, 2005)
- ♦ *Protecting the Fish and Eating Them, Too*, by L. Lester (Udall Center, 2006)

To subscribe to e-mail notification of new issues of *NNI Research Report*, or to notify us of material you think we should consider for mention in a future issue, please contact us at nnirr@u.arizona.edu.

udallcenter.arizona.edu/nativenations/researchreport/feb06.html

jopna

Joint Occasional Papers on Native Affairs

Two Approaches to Economic Development on American Indian Reservations: One Works, the Other Doesn't

by S. Cornell and J. P. Kalt (JOPNA 2005-02)

A revolution is underway in Indian Country as American Indian nations increasingly regain control over their own affairs and take responsibility for reshaping their futures—efforts that are leading to unprecedented economic success and alleviation of poverty.

Significantly, this success does not appear to be tied directly to the Native nations' asset bases or market locations. Instead, it is tied to their invention of a new approach to economic development, which the authors term the "nation-building approach."

This recently issued JOPNA report compares the "standard approach," long supported by the U.S. government and by some Indian nations, to the nation-building approach.

"The two approaches are very different, and they have led to dramatically different outcomes," said Stephen Cornell, director of the Udall Center and co-author of the report.

"Decades of effort using the standard approach have produced little change in indigenous socioeconomic conditions," he added.

The standard approach has four leading characteristics. It is short-term and non-strategic; it lets outsiders set the development agenda; it treats economic development as fundamentally an economic problem, ignoring its political dimensions; and it views indigenous cultures as an obstacle to development.

By contrast, the nation-building approach puts genuine, decision-making power in indigenous hands; it backs up that power with capable institutions of self-governance; it matches those institutions to indigenous political culture; it has a strategic orientation toward long-term outcomes; and it is guided by public-spirited leadership.

This report is also the introductory chapter in the forthcoming book, *Resources for Native Nation Building*, edited by Miriam Jorgensen and Stephen Cornell, reprinted in the JOPNA series by permission of the University of Arizona Press.

jopna.net

Udall Center Studies Immigration Issues and Policies in Arizona

The Udall Center has received a \$70,000 grant from the Tucson-based Thomas R. Brown Foundation to develop, analyze, and present a set of data about the full range of impacts of immigration—both benefits and costs—on the Arizona economy.

The Center's immigration policy program manager, Judith Gans, said that the aim of the investigation is to provide an objective profile of immigration in Arizona, including: (1) the role of immigrants in Arizona's labor markets and economic sectors; (2) the impacts of immigrants on social-service costs — including public assistance, health care, education, and other social services; (3) estimates of the amounts of taxes paid by immigrants; (4) the level of educational attainment of immigrants, prior to and after entry to Arizona, and of their children; and (5) costs for federal, state, and local law enforcement relating to immigration.

Related to the study, Gans recently presented two talks:

- “Understanding Immigration: Key Issues in Immigration Debates and Prospects for Reform” to the Arizona Grantmakers Forum, an association of grass-roots grantmaking organizations in Arizona
- “Illegal Immigration: Global and National Context and Prospects for Reform” at the University of Arizona's Center for Latin American Studies

Both presentations are available as PDF documents on the Udall Center's immigration policy Web site. For more information, contact Judith Gans at judygans@u.arizona.edu or (520) 626-4393.

Understanding Immigration: Key Issues in Immigration Debates and Prospects for Reform

Excerpts from a presentation by Judith Gans to the Arizona Grantmakers Forum, Phoenix, February 24, 2006

U.S. Immigration: Major Themes

- Today's immigration reflects a global economy
- Economic and fiscal impacts are complex
- Current laws reflect complex political cross-currents and interests
- Reform will be difficult and political voice is uneven

Causes of Illegal Immigration Economic Incentives Trump Legal Structures

- Global economic integration
- Demand for labor in the United States
- Inadequate provision for legal economic immigration
- Failure to sanction employers for hiring unauthorized immigrants due to:
 - No reliable means for verifying employment eligibility
 - Inadequate funding of interior enforcement
- Limited political will due to U.S. labor needs

Ingredients of Enforceable Immigration Laws and Policies

- Streamlining
- Legal economic migration channels
- Interior and border enforcement
 - Reliable mechanisms for verifying employment eligibility
 - Adequate funding and staffing
 - Political will
- Adequate funding of immigration infrastructure

udallcenter.arizona.edu/programs/immigration/index.html

OUTREACH



NNI Staff

april 11-12

Executive Education Seminar for Tribal Leaders

The Native Nations Institute (NNI) will conduct its popular instructional seminar, “Executive Education for Tribal Leaders,” April 11-12, 2006, in Tucson.

This core seminar aims to equip tribal leaders with essential knowledge and tools they can use for nation-building. Modeled on similar programs for corporate CEOs, military leaders, state and national officials, and other decision-makers, the NNI executive education seminar focuses on leadership, governance, and economic development in Indian Country.

The seminar’s curriculum builds upon nearly 20 years’ experience by researchers at NNI and the Harvard Project on American Indian Economic Development — work that has identified key elements for successful nation-building.

In addition to Manley Begay, director of NNI and a citizen of the Navajo Nation (also see page 8), instructors for the seminar will be Stephen Cornell, director of the Udall Center and professor of sociology and public administration and policy at the University of Arizona; Miriam Jorgensen, NNI associate director for research; Joseph Kalt, professor of political economy at Harvard University and a faculty associate of NNI; Ian Record, curriculum development manager for NNI; and Joan Timeche (Hopi), assistant director of NNI.

The registration fee of \$125 covers instruction, workshop materials, two lunches, and refreshment breaks.

nni.arizona.edu/execed_tucson_2006.htm

For more information, or to register for any of these programs, contact Monica Agar at cortes@u.arizona.edu or (520) 626-0664, or Rose Chischillie at rchischi@u.arizona.edu or (520) 626-7342.

march 31

5th Annual NNI/Roger Willie Charity Golf Tournament

On March 31, 2006, golfers of all abilities will gather at the Starr Pass Golf Resort in Tucson to participate in the Fifth Annual NNI/Roger Willie Charity Golf Tournament.

The event raises funds for the NNI/Roger Willie endowment at the University of Arizona.

Under the auspices of NNI, the endowment supports programs that assist indigenous nations and communities with the challenges of nation-building.

In previous years, the tournament has received the generous support of several tribes and businesses, including significant sponsorships in 2005 by the Pascua Yaqui Tribe/Casino del Sol, Tohono O’odham Nation, Fort McDowell Yavapai Nation and We-Ko-Pa Golf Club, Desert Diamond Casinos, Gila River Casinos, Minkus Advertising Specialties, Southwest Airlines, Wild Horse Pass Development Authority, and the Yavapai Apache Nation.

Sponsorship levels for this year’s tournament range from \$25,000, which includes four foursomes and prominent promotional placement, to \$200 for “hole” sponsors.

nni.arizona.edu/golftournament06.htm



NNI Staff



NAYEC Staff

July 9-14

Native American Youth Entrepreneur Camp

NNI will conduct its annual Native American Youth Entrepreneur Camp (NAYEC) on the University of Arizona campus in Tucson, July 9-14, 2006. The award-winning program (see adjacent article) fosters skills to encourage private-sector development in Indian Country.

NAYEC instructors teach high-school juniors, seniors, and recent graduates the basics of economics, computer skills, and business-plan preparation through activities that lead to personal and professional development.

Students also have the opportunity to meet and seek advice from Native American business professionals through classroom visits and field trips to nearby native-owned businesses.

At one of the culminating events of the camp, the Youth Marketplace, students get a taste of what it's like to run their own businesses using what they learn in the camp classes.

At the end of the camp, the Business Plan Showcase presents business plans that students prepare throughout the camp, providing prizes for the most promising ideas.

nni.arizona.edu/nayec10.html

NNI's Youth Business Camp Wins National Entrepreneur Award

Joan Timeche, assistant director of NNI, was presented with the Youth Entrepreneurship of the Year award by the National Center for American Indian Enterprise Development (NCAIED) at the 20th Annual National Reservation Economic Summit (RES 2006) held recently in Las Vegas.

Timeche received the award on behalf of the Native American Youth Entrepreneur Camp (NAYEC), which she has convened each summer in Tucson for the past six years.

The camps are intended to encourage private-sector development in Indian Country by teaching high-school youth the basics of economics, computer skills, strategies for success, and business-plan preparation. In addition, the camp introduces its students to successful Native business men and women.

Timeche has many years of experience working with Indian nations and Indian entrepreneurs on business development and has used that experience in the development of NAYEC. While at RES 2006, Timeche was appointed to the board of directors of the NCAIED. She also serves on the Economic Development Commission for the Tohono O'odham Nation.



Colleen Loomis

Joan Timeche, assistant director of NNI, displays the 2006 Youth Entrepreneurship of the Year award presented to NAYEC by the National Center for American Indian Enterprise Development.

Timeche (second from left) at NNI's display for RES 2006



Ian Record

connections

news from affiliated programs and organizations

Harvard Project on American Indian Economic Development

Honoring Nations Program Issues 2005 Awards

Honoring Contributions in the Governance of American Indian Nations (Honoring Nations) is a national awards program administered by the Harvard Project to identify, celebrate, and share outstanding examples of tribal governance.

There are several connections between Honoring Nations and the Udall Center's Native Nations Institute (NNI).

First, several NNI staff serve as members of the team of evaluators of Honoring Nations applicants, involved both in reviewing materials submitted by tribal governance programs across the country and in making site visits during the final round of evaluations each year.

Second, researchers from NNI and the Harvard Project look to some of the honorees for insights into successful tribal governance.

One of the 2005 award winners, for example, was the Cherokee Language Revitalization Project of the Cherokee Nation. That program is often highlighted in executive education sessions that NNI delivers to tribal leadership as a case of long-term, strategic decision-making.

The Cherokee Nation, facing the rapid loss of fluent speakers of Cherokee, made a deliberate decision to focus significant energy and resources on a major effort to revitalize the language. It is a long-term project that starts with immersion classrooms for nursery and kindergarten-aged children but envisions eventually graduating a high school class that has been educated largely in Cherokee.

The effort has had significant costs and forced the tribe to rethink its budget priorities, but the Nation felt its survival was at stake without the project.

The Honoring Nation's Program presented the awards for 2005 at the 62nd Annual Session of the National Congress of American Indians held in November 2005.

www.ksg.harvard.edu/hpaied/hn_main.htm

HONORING NATIONS 2005 AWARD RECIPIENTS

High Honors

Akwesasne Mohawk Nation
Akwesasne Freedom School

Flandreau Santee Sioux Tribe
Flandreau Police Department

Oneida Tribe of Indians of Wisconsin
Oneida Nations Farms

Sisseton-Wahpeton Oyate
Professional Empowerment Program

Blackfeet Nation
Siyeh Corporation

Standing Rock Sioux Tribe
Tribal Monitors Program

Koyukon and Gwich'in Athabascan, Yupik, and Tlingit
Yukon River Inter-Tribal Watershed Council

Honors

Cherokee Nation
Cherokee Language Revitalization Project

Mississippi Band of Choctaw Indians
Choctaw Tribal Court System

The Hopi Tribe
The Hopi Land Team

Miccosukee Tribe of Indians of Florida
Real Estate Services

Little River Band of Ottawa Indians
Migizi Business Camp

Navajo Nation
Navajo Nation Sales Tax

The Confederated Tribes of Grand Ronde, Confederated Tribes of the Warm Springs Reservation, Confederated Tribes of Siletz Indians, Confederated Tribes of the Umatilla Indian Reservation, Cowlitz Indian Tribe, and Confederated Tribes of Colville Reservation
ONABEN's Innovative Models for Enterprise Development

STAFF NEWS

Miriam Jorgensen, NNI's associate director for research, presented a talk, "Social Work as Social Change: Asset Building in Native Communities," at the AIAN Social Work Educators' Association meeting held in Chicago in February.

In November she delivered two talks: "Native Cultural Arts Organizations: What They Are and What They Need" at the 10th Native Arts Network Conference, Washington, DC; and a review of the Longitudinal Regional Health Survey, with Alyce Adams and Courtney Andrews, at the First Nation's Regional Longitudinal Health Survey Research Conference in Ottawa, Ontario.

Also in February, Jorgensen, along with Udall Center director **Stephen Cornell** and NNI director **Manley Begay**, presented NNI's annual executive education session on "Best Practices in Aboriginal Business and Economic Development" at the Banff Centre for Leadership, Management, and the Arts in Banff, Alberta.

Cornell also delivered a keynote address, "Tribal-Citizen Entrepreneurship: What Does It Mean for Indian Country and How Can Tribes Support It?" in February at the Montana Indian Business Conference in Great Falls, Mont.

NNI's curriculum development manager, **Ian Record**, is presenting NNI's nation-building curriculum this semester in a university-level course, "Native Nation Building: Governance and Economic Development," taught through the University of Arizona's American Indian studies program.

Udall Center deputy director **Robert Varady** participated in and helped organize a binational workshop on "Developing a Climate Information Product for the Mexico-United States Border" held at the Universidad de Sonora in Hermosillo, Sonora, in January. The workshop was organized by the UA's Institute for the Study of Planet Earth and the Udall Center in conjunction with the National Oceanic and Atmospheric Administration and Mexico's National Meteorological Service.

In February, Varady participated in the annual board meeting of the Utton Transboundary Resources Center at the University of New Mexico in Albuquerque.

Anne Browning-Aiken lectured in January on "Social Participation in Binational Watersheds: Policy, Institutions, and Process" at the Colegio de Sonora in Hermosillo.

INTRODUCING:

Emily Dellinger joined the Center in January as a research analyst and editorial associate. Dellinger assists with manuscript development for Udall Center Publications and, with Robert Varady and Anne Browning-Aiken, is preparing a book about water-resources policy-making in the Upper San Pedro River basin.

Previously she worked at the Sonoran Institute in Tucson, as a research assistant in the adaptive management project, with an emphasis

on the social dimensions of ecosystem monitoring in the Sonoran Desert.

Dellinger earned her M.A. in geography at the University of Arizona in 2004. Her graduate work addressed the relevance of cross-border media institutions to social and environmental issues along the U.S.-Mexico border.

She received a B.A. from Grinnell College in 1995, with a major in English literature and minor in environmental studies.

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Robert G. Varady, Deputy Director

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Anne Browning-Aiken, Program Manager, Environmental Policy and Community Collaboration
Emily Dellinger, Research Analyst

IMMIGRATION POLICY PROGRAM

Judith Gans, Program Manager, Immigration Policy

NATIVE NATIONS INSTITUTE

for Leadership, Management, and Policy (NNI)

Manley A. Begay, Jr., Director
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The Udall Center specializes in research and outreach in the areas of: (1) environmental policy, primarily in the Southwest and U.S.-Mexico border region; (2) immigration policy of the United States; and (3) indigenous nations policy.
udallcenter.arizona.edu

The Native Nations Institute for Leadership, Management, and Policy (NNI)—founded by the Morris K. Udall Foundation and the University of Arizona, and housed at the Udall Center—serves as a self-determination, self-governance, and development resource for indigenous nations in the United States, Canada, and elsewhere.
nni.arizona.edu

OUT THERE

Promoting Indigenous Leadership by Choice, Not Chance

Manley Begay is a man with a mission: he aims to facilitate the “rebuilding” of indigenous nations across the United States, Canada, and elsewhere.

For more than twenty years, Begay, a citizen of the Navajo Nation, has pursued his mission, initially as a student and researcher at Harvard University and now as director of the University of Arizona’s Native Nations Institute for Leadership, Management, and Policy (NNI).

Begay sees his role, and that of NNI, as a catalyst for change in “indigenous country”: conducting policy-based research to inform the development and delivery of an outreach curriculum designed for leaders of indigenous nations.

In that regard, Begay seems to be on the road incessantly – giving lectures or speeches, providing training sessions on nation-building, or meeting with indigenous leaders and others across the globe.

He estimates that he has visited more than half of the nearly 1200 indigenous nations in the United States and Canada.

Begay began his career as a teacher, and then school administrator, on the Navajo Nation. He was encouraged to attend Harvard University in 1988, where he met faculty members Joseph Kalt, an economist, and Stephen Cornell, a sociologist.

Through the then newly created Harvard Project on American Indian Economic Development, Kalt and Cornell were studying why some Native nations were economically successful and others were not.

The multi-year investigation, which Begay joined, sought to identify key factors that seemed to characterize successful nation-building.

In addition, Begay’s own research for his doctoral dissertation, “Leading by Choice, Not Chance: Leadership Education for Native Chief Executives of American Indian Nations,” identified the training and other support needed to assist indigenous leaders with their task of nation-building.

To apply the lessons accumulating from these research efforts, Kalt, Cornell, Begay, and others initiated a series of training sessions under the auspices of the Harvard Project’s National Executive Education Program for Native American Leadership, or NEEPNAL, directed by Begay.

These and subsequent executive education training programs eventually led to the creation of NNI in 2001 by the University of Arizona and the Morris K. Udall Foundation.

Begay and Cornell are now directors of NNI and the Udall Center, respectively, and the NNI staff collaborates closely with that of the Harvard Project on numerous research and outreach efforts.

Across the landscape, Begay can cite classic success stories – such as the Mississippi Band of Choctaw Indians, Citizen Potawatomi Nation, or Pueblo of Cochiti – where indigenous nations have developed effective models of self-governance and economic development.

“But, there’s still a lot of work to be done,” he said, “and I expect we’ll be busy for some time to come.”



Dr. Manley A. Begay, Jr., director of the Native Nations Institute

Colleen Loomis

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