**TEACHING NOTES**

**for**

*The Centennial Accord: What has been its impact on government-to-government relations between tribes and the State in Washington?*

By

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**Learning Objectives**

* Explain the history behind Centennial Accord and Millennial Agreement and their key provisions and goals
* Explain why these agreements emerged in Washington
* Describe various ways to build effective intergovernmental relations between tribes and the state
* Understand the factors that stand in the way of effective intergovernmental relationships and the ways to overcome the challenges
* Understand the impact of the Centennial Accord and Millennial Agreement
* Be able to explain the key factors making these agreements effective
* Describe how the effectiveness of the Centennial Accord and the Millennial Agreement can be assessed

**Intended Audience**. This case can be used in a variety of courses in multiple disciplines. It is especially appropriate in political science, public administration, law, sociology, Native studies, and history. Depending on the questions posed it is suitable for students at the high school or any college level.

**Themes:** activism, intergovernmental relations, cultural preservation, treaty rights and sovereignty, law and justice, health and wellness, education reform, salmon

**Implementation**: The case can be taught is a variety of ways including inviting in speakers, role playing, and small group discussion around themed questions as outlined below. To teach the case using small groups, randomly divide the students into small groups of 3-7 people with each group discussing and later reporting out on different questions. This approach allows greater depth in analyzing the case. Each group should have a large poster paper pad and markers to record their conclusions. This helps the group stay on task.

**Table 1: Analyzing the Centennial Accord History**

1. Make a timeline that captures the major events in Centennial Accord history
2. What were the crucial turning points in Centennial Accord history?
3. Based on this case what value shifts did you see?
4. What shifts happened in the power and governance relationships of the major players (tribes and government agencies) in this case?
5. What were the important steps taken to ensure that the goals of the Centennial Accord and Millennial Agreement were kept alive and evolving towards the fundamental goals expressed at the beginning?
6. How and why were changes made in the goals and strategies of the Centennial Accord?

**Table 2: Leadership**

1. Who were the major leaders in the establishment and subsequent implementation of the Centennial Accord? Make a list of the major leaders.
2. What specific roles did they play?
3. What were some of the cultural roles and differences among the players and how did these impact the negotiations between them?
4. What are the important lessons you learned from this case about leadership?
5. What were the various strategies pursued to create productive intergovernmental relationships without sacrificing tribal sovereignty?

**Table 3: The process of implementation**

1. Sometimes good policies are developed but never successfully implemented. Do you think the Accord has been successfully implemented? Why or why not?
2. How do you define and assess “success?” What were the key ingredients of success?
3. What were the factors that promoted and impeded successful implementation?
4. What did Ron Allen mean by “aggressive incrementalism?” Do you agree with his statement that this is an important way to pursue successful implementation?
5. What are the important lessons you learned from this case about the process of implementing change?

**Table 4: Challenges**

1. What were the key challenges in meeting the goals of the Centennial Accord?
2. How were your identified challenges met?
3. What might be the future challenges?
4. What were the factors that promoted the effectiveness of the Accord and the Millennial Agreement?

**Table 5: Arenas of change**

1. Looking at the three arenas of change in the case---education, natural resources and health—identify what you see as the important lessons in each of these. Why were these important?
2. How would you describe the evolution of tribal sovereignty in Washington and the role of the Centennial and Millennial Accords in that evolution?
3. Do the kinds of intergovernmental agreements and processes described in this case threaten tribal sovereignty? Why or why not?
4. What would be the ideal relationship between tribes and other governmental bodies?
5. What are the important lessons you learned from this case about making change?

**Additional research opportunities**

Have the students do research on one or more agency’s implementation and major issues with the Centennial Accord by, among other things, reviewing the annual reports on the website of the Governor’s Office of Indian Affairs over time.

Or have the students select one or more tribes and explore their views of the Centennial Accord and Millennial Agreement and their approach to working on it. You would have to interview tribal leaders to do this.

**Evaluation and assessment**

Student understanding can be assessed in a variety of ways through position papers, tests, essays, research papers, in class performances, etc. We recommend that students write and hand in their answers to short reflection questions at the conclusion of doing the case where they also assess their group’s performance.