

Tribal Economics

Fall 2019

Tribal Governance Concentration



Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Time and Location

October 4-6 and October 18-20

10/4/19	Friday 1pm-5pm
10/5/19	Saturday 9am-5pm
10/6/19	Sunday 9am-5pm

10/18/19	Friday 1pm-5pm
10/19/19	Saturday 9am-5pm
10/20/19	Sunday 9am-5pm

Room: TBD

Faculty

Eric S Trevan, PhD

trevane@evergreen.edu

Office hours by appointment

Course Description

Tribal economics expands beyond traditional economic development. Building an economy has multiple components and the interaction of these components, strategies and policy objectives create a dynamic interaction of systems, culture and capital. This class will focus on grasping a core knowledge base of economics and economic development and expand into a merging of Tribal opportunity, issues and complexities. Using a capitalist lens, the class will deconstruct and decolonize this economic paradigm to see how different market models fit with Tribes. The overall goal of the class is to learn processes to understand key economic principals, witness these principals in action with US and Tribal markets and to learn strategies and policies that pertain to economic performance.

This dynamic conversation will provide a foundational understanding of economics, main economic principals and applications of multiple methods to improve economic conditions. Understanding economic development, its foundation as well as applications, including entrepreneurship, will provide a contextual understanding as the core of this class, which will be applied to a Tribal perspective and framework. Economic principals, entrepreneurship, clusters, local community and economic development, geography, competitiveness and strategy will be included in this class. An understanding of how Tribal economic principals cooperate and conflict within the US will be a major focus of the praxis of improving Tribal economies while balancing many economic interests.

Course Learning Objectives-Main Topics/Themes

Core Economics

- Microeconomics/Macroeconomics (Supply, Demand, Price, Quantity)
- GDP (Government, Investment, Consumption, Net Exports)
- Production Function (Labor * Capital = Output)

Core Economic Development

- Competitiveness
- Clusters
- New Economic Geography
- Economic and Community Development
- Information and Innovation
- Entrepreneurship

Tribal Economics

- Policy and Planning
- Sovereign Advantages
- Tribal Business and Economic Strategy

Economics into Practice

- Local, State, Federal Tribal economic relations

- Economic development case studies
- Strategy
- Economic development process

Required Readings

Books

Atkinson, K. J., Nilles, K. M., Partner, H., Knight, L. L. P., & Self, A. T. (2008). *Tribal business structure handbook*. Office of the Assistant Secretary-Indian Affairs.

<https://www.bia.gov/cs/groups/xieed/documents/document/idc-022678.pdf>

American Indian Business, *Principles and Practices*, Edited by Deanna M. Kennedy, Charles F. Harrington, Amy Klemm Verbos, Daniel Stewart, Joseph Scott Gladstone, and Gavin Clarkson (2017) University of Washington Press

Thaler, R. H., & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Penguin.

Articles/Video/Book Chapters (On Canvas)

Croman, K., Taylor, J. (2016), Why Beggar Thy Indian Neighbor? The Case For Tribal Primacy In Taxation In Indian Country (Discussion Draft)

Trevan, E. S. (2016). *The Influence of Import Substitution on Community Development as Measured by Economic Wealth and Quality of Life* (Doctoral dissertation, Arizona State University). 9-44

Krugman, P. (1998). What's new about the new economic geography?. *Oxford review of economic policy*, 14(2), 7-17.

Krugman, P. (2011). The new economic geography, now middle-aged. *Regional Studies*, 45(1), 1-7.

Porter, M. E. (2000). Location, competition, and economic development: Local clusters in a global economy. *Economic development quarterly*, 14(1), 15-34.

Porter, M. E. (1990). The competitive advantage of nations. *Harvard business review*, 68(2), 73-93.

Drucker, P. (2014). *Innovation and entrepreneurship*. Routledge. Introduction pp 1-140

Miller, R. J. (2012). *Reservation" capitalism": Economic Development in Indian Country*. ABC-CLIO. Chapter 8

Schumpeter, J. (1942). Creative destruction. *Capitalism, socialism and democracy*, 825.

Kirzner, I. M. (1999). Creativity and/or alertness: A reconsideration of the Schumpeterian entrepreneur. *The Review of Austrian Economics*, 11(1-2), 5-17.

NCSL (2002). Models of Cooperation between States and Tribes.
<http://www.nijc.org/pdfs/TTAP/NCSLGovttoGovt.pdf>

Porter (Video) Clusters and Regional Competitiveness
<https://www.bing.com/videos/search?q=porter+cluster+video+minnesota&&view=detail&mid=9D4939751066415B877C9D4939751066415B877C&FORM=VRDGAR>

Amadeo, K (2017). Components of GDP: Explanation, Formula and Chart, The Balance
<https://www.thebalance.com/components-of-gdp-explanation-formula-and-chart-3306015>

Boyes, W., & Melvin, M. (2013). *Fundamentals of economics*. Cengage Learning. Pp 203-210

Baye, M. R., & Beil, R. O. (2010). *Managerial economics and business strategy* (Vol. 5). New York, NY: McGraw-Hill. Pp 155-175

Welch, P. J., & Welch, G. F. (2016). *Economics, Binder Ready Version: Theory and Practice*. John Wiley & Sons. Pp 1-104

National Congress of American Indians (2012) Innovative Native Nations in Rural America

Suggested Readings

Boyes, W., & Melvin, M. (2013). *Fundamentals of economics*. Cengage Learning.

Schedule (Subject to change at the discretion of Faculty)

WEEK 1 10/4/19-10/6/19

Friday 10/4/19

- Opening and Good Words
- Overview Economics
- Workshop Indian Country Economic Issues
- Readings
 - Kennedy 1-2
 - Atkinson All
 - Boyes
 - Bayes
 - Welch

Saturday 10/5/19

- Speaker Tribal Economic Development
- Seminar Thaler and Sunstein All
- Lunch
- Video Clusters-Porter (1 hour)
- Workshop Case Study Economic Development
- Debrief and Good Words
- Readings
 - Kennedy 4-5
 - Krugman (both)
 - Porter (both)
 - Trevan

Sunday 10/6/19

- Lecture Entrepreneurship
- Workshop Entrepreneurial Solutions
- Lunch
- Group Work
 - Economic Development Case Study Briefings
- Closing and Good Words
- Readings
 - Kennedy 3,7-8
 - Drucker
 - Miller
 - Krizner
 - Schumpeter

WEEK 2 10/18/19-10/20/19

Friday 10/18/19

- Opening and Good Words
- Lecture Praxis of Economic, Community, Business and Policy
- Workshop Strategy Applied to Tribal Economic Development
- Assignment
 - Entrepreneurship in Indian Country Paper (Should turn in week before to allow additional time for presentations)
- Readings
 - Kennedy 9-10
 - NCAI

Saturday 10/19/19

- Speaker Opportunity Zones and Tribal State Relations
- Workshop How Can Indian Country Use Opportunity Zones
- Lunch
- Presentations
- Assignment
 - Presentations
- Readings
 - NCSL

Sunday 10/20/19

- Speaker Tribal Gaming
- Group Work
 - Economic Development Case Study Briefings
- Lunch
- Seminar Tribal Gaming-Is it in the Tribes Best Interest
- Workshop State and Tribal Economic Case Study
- Closing and Good Words
- Assignments
 - Economic Development Case Study Briefings (midnight)
 - Group Reflections
 - Faculty Evaluations and Student Self Evaluations

Assignments

WEEK 1

NO ASSIGNMENTS DUE WEEK 1

WEEK 2

Entrepreneurship in Indian Country Paper

Due October 18, 2019

This paper is focused on how entrepreneurship can impact a Tribal economy. Pay attention through the first weekend to summarize themes of the economy, economic development and entrepreneurship. Using the principals of economics from the first day of class show how entrepreneurial principals may impact a tribal economy. Additionally, find different entrepreneurial programs and how they interact with this logic. This paper will be 5 pages minimum and will need 5 citations in addition to the citations used in class.

- Paper Outline (5 Pages Minimum)
 - Introduction
 - Entrepreneurship overview
 - Entrepreneurship impact on economy
 - Entrepreneurial programs and their impact on the economy

Final Group Presentations

DUE October 19, 2019

5-minute presentation with 2-minute question/answer- Form a group of 3, from your same seminar group. Analyze a current relevant issue that fits within the framework of the class. Groups will work together to provide a public presentation to the class speaking to the issue, providing a quick visual aid to support the presentation. Additionally, a 1-page summary briefing page shall be provided to the class ahead of the presentation in order to summarize key points, statistics as well as other critical points to the presentation.

Economic Development Case Study Briefings

Due October 20, 2019

This briefing will be due by midnight and will reflect a real life scenario where you are required to give a briefing with a limited amount of time. Groups of 3 will form from seminar groups and analyze cases based on state and Tribal economic cases. These will be directed to decision makers in order to brief them on the case, provide information, talking points and a final strategic recommendation how to proceed. These are typically confidential and are crafted for inside information, understanding stakeholders and potential consequences. 4 pages minimum, however talking points must be 1 entire page.

- Paper Outline (4 pages minimum)
 - Introduction
 - Case Overview
 - Information
 - Strategic recommendation
 - Talking points (1 page)

Group Reflection

DUE October 20, 2019

This is a 3-page reflection of the group dynamics and your experience working with your seminar group as well as your final presentation team. Discuss the different strengths as well as weaknesses in your groups; challenges and surprises. Additionally, think about any strategies used before group discussion or negotiations that applied to your activities.

Faculty Evaluations and Student Self Evaluations

DUE October 20, 2019

Required to receive credit/complete

Course Policies

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Review Assignment Requirements Thoroughly Before Drafting Submissions: This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Permission to Record Lecture, Workshop and Other Similar Discussion:

If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *Reasonable Accommodations*, then this participant would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them <https://evergreen.edu/emergencyresponse>

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.