

Tribal Economics

MPA– Tribal Concentration

Fall 2015

Oct. 2-4 and Oct 16-18

“Markets and commerce were not invented in Europe.”

- *Dirk Kempthorne, Secretary of the Interior 2007*

MEETING DAYS/ROOMS

Days	Lecture RM	Seminar RMs
Oct 4-6	SEMII E1105	SEMII E3107/ E3109
Oct 18-20	SEMII E1105	SEMII E3107/ E3109

FACULTY

Faculty	Email / Phone	Office & Office Hours
Kelly Croman	cromank@evergreen.edu	Arrange by email
Jenny Serpa	serpaj@evergreen.edu	Arrange by email

TESC MPA 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.

COURSE DESCRIPTION

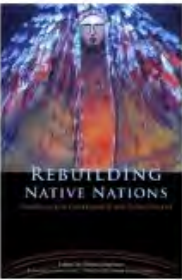
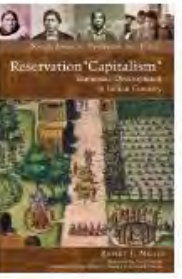
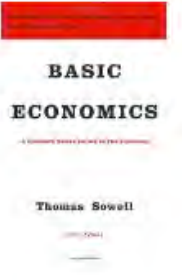
This class will focus on the governmental, business, infrastructure, and other key components of Tribal economies, including their intersection with neighboring communities and governments. Students will explore the uniqueness of economic development in Tribal communities, such as the tax opportunities and barriers, and organizational structure. Students will gain an understanding of basic economic principles, the difference between community development and economic development, and the complex roles and laws Tribal governments have in relation to economic, business and community development. The course will also introduce business planning and assessment methodologies, along with challenges and successes in government-to-government relationships as they relate to creating healthy Tribal economies.

COURSE LEARNING OBJECTIVES

- Understand basic economic theory;
- Develop an understanding of and need for Tribal codes and effective institutions on TERO, Taxation, courts, and business entity formation to support Community Development and Economic Development;
- Understand the components of effective and balanced community and economic development;
- Become competent in comparing various business and governance models;
- Be able to situate analytical techniques in management/public policy; understand the importance of these techniques;
- Understand the layers and roles of tribal, federal, state and local governmental entities in economic development;
- Become facile with the critiques of economic plans and policies applied to Indian Country;
- Develop skills in communicating plans and strategies; and
- Develop skills in marketing, planning, and policy creation.

READINGS

BOOKS

	<p>Rebuilding Native Nations Meriam Jorgensen</p> <p>Week 2 – Ch 1-2, 6-8, 10-12</p>
	<p>Reservation Capitalism Robert Miller</p> <p>Week 1 – Intro ; ch 4-9</p>
	<p>Basic Economics Thomas Sowell</p> <p>Week 1 – 1, 4, 5, 6, 8, 12, 17, 18, 23</p>

ARTICLES – posted to CANVAS

IRS - Tribal Structures Handbook (read section I, II, and VI and also choose ONE subsection from each of the following: III, IV, and V)

Charitable and Sovereign (28 pages)

ANC GAO Article – 40 years after (50 pages)

Portes - Social Capital (22 pages)

Croman – Indian Tax Strategies (7 Pages)

ULIN- Inter-Tribal Trade Treaty (2 pages)

Marketing Article TBA

EXPECTATIONS

Format of Assignment Submissions: All papers will be submitted to instructors via Canvas on their due date. All papers must meet assignment parameters and cite works using the American Psychological Association (APA) citation format (<http://webster.comnet.edu/apa/>) OR the MLA format. All written work will be of high quality, grammatically correct, clear and without spelling errors. All papers should: contain the date and assignment name & #; contain the name of the student (and their partners on team assignments); be double-spaced (unless noted); and be size 12, readable font. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant. Check assignment details for each submission.

Late assignments: Turning in assignments late is unacceptable. If you have a need to turn in an assignment late you must contact your seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by- situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure course credit.

Participation & Attendance: Students are required to attend each class meeting. 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 must be notified prior to a class and/or seminar absence. Make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question to receive course credit.

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 expectations.

Learning Styles: Faculty will actively work toward providing information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a PDA, tablet, IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Credit: Students will receive 4 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes (INC) may be offered on case-by-case basis. Refer to MPA student handbook. The MPA faculty team will make credit denial decisions. Denial of credit for two terms of core may result in expulsion from the MPA program. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements before the due date), or multiple absences may constitute denial of total credit. At the discretion of the faculty, unexcused absences or lack of academic work may result in no credit received (NCR). Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements. Students at risk of losing credit will receive written notification at the mid-point of the course.

Evaluation: Written self-evaluations and a seminar faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students. Student evaluations of their seminar faculty are due the Monday of evaluation week. (Students may elect to submit faculty evaluations directly to Program Secretaries).

Accommodations: are provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy: <http://www.evergreen.edu/policies/g-studentada.htm>

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.

Other Expectations of Students and Faculty: to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; discuss any problems involving others in the learning community directly with the individuals involved. We abide by the social contract and the non- discrimination policies and procedures at TESC (<http://www.evergreen.edu/policies/g-nondiscr.htm>). All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Inclement Weather: In the event of bad weather or emergencies students should check for announcements of campus closures. Students can check TV, radio, or call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel class even if campus is open. If we do this we will send an all-program email prior to 3:00 pm. You are responsible for checking your email.

ASSIGNMENTS

Seminars, Seminar Papers & Questions

Seminars and Seminar papers are a place for you to “digest” the reading material. What is the author trying to tell you? Try to understand the important points, the line of reasoning, and its applicability to your work/tribe. Think about the work critically – are there flaws or bias in the reasoning? Compare and contrast to the different readings/lectures from this quarter or previous quarters. See “Template of Analyzing the Logic of an Article” if you need help. Additionally, **bring critically reflective questions about the readings to seminar and/or include them at the end of your seminar papers. This helps us know what to follow up on and can help you get the most out of seminar.**

Weekend 1

#1 Business Plan Workbook & Reflection DUE FRIDAY

Complete the business plan workbook/loan application pages provided to you on canvas. Be prepared to discuss and share your plan in class.

#2 One Page Memo – Business Proposal DUE SUNDAY

Draft a one-page business proposal in memo style proposing a business of your choice to a Tribe’s Economic Development Director. You really want to convince the Director to choose your proposal. These will be shared with the class.

#3 One Page Memo – Economic Analysis DUE SATURDAY 10/10

You have just been hired as a Tribe's Economic Development Director. Many people, organizations, businesses, and governmental agencies are clamoring for your attention. You must balance the incoming proposals and requests, build or maintain relationships, complete your job duties, and still be responsive to the Tribal community. Review 3 proposals that you have been pitched. In a one-page memo to the Tribal Council, analyze and propose the best option for your community.

#4 Canoe Journey – 2 pages DUE SATURDAY 10/10

Consider hosting the Tribal Canoe Journey. Write a cost/benefit analysis. More information will be discussed in class.

Weekend 2

#5 Draft of Final Case Study/Presentation DUE FRIDAY

Submit to your seminar faculty for comments. See Assignment #8.

#6 One Page Memo – Tribal Code Analysis DUE FRIDAY

Find and analyze a Tribal Code related to economic development (your choice: entity formation (corporation, LLC, other), TERO, HR, Econ Dev, Separation of Powers, Tax, Gaming Ordinance, Compacts, or others, it is up to you to relate it to economic development). Weight the pros and cons of having the code/ordinance/compact and analyze its power and thoroughness.

#7 Response to Topic from RNN – 2 pages DUE SATURDAY

Respond to one of the prompts provided on Canvas. Utilize the Rebuilding Native Nations reading.

#8 Case Study – 6 pages & Presentation DUE SUNDAY

Prepare a case study on an actual tribal economic development project (of your choice!). Provide in-depth background information, including a bit of history, and the context in which the project took place. If possible, review the plans (before the project) and the reports (or affects, after the project you can collect). Use your analysis skills and review the project for cost/benefit, entity structure choice, management structure, missing pieces, potential/future issues, and best practices. Prepare a presentation for the class, 10 minutes including Q&A. Be sure to use citations as needed. You will be cut off at 10 minutes, so be thorough but succinct.

#9 Self Reflection – 1 page

DUE 10/20

Write a 1-2 page reflection on what you've learned, which activities were most useful to you, and what you still want to know more about. Review your business plan workbook – after all the discussions/lectures, would you change anything? Reflect on how your memos were received – how can you become even better at communicating your ideas? Consider your final presentation – what do you feel went best, and what do you think you still need work on? While this reflection is similar to your self-evaluation, your evaluation is separate and should highlight your accomplishments while this assignment is a reflection on your progress and needs.

#10 Self Eval and Faculty Eval – 1 page each

DUE 10/30

BRIEF SCHEDULE DRAFT

Day	Topic / Activities	Readings Due	Assignments Due
Week 1 Friday Oct 2	Introductions / Syllabus (J/K) Basic Economics (Guest) Reservation Capitalism Seminar Structures & Entities (K)	Sowell Miller Tribal Business Structure Handbook	#1
Week 1 Saturday Oct 3	Non Profits/F & 7871 (J) Alaska Native Corps (Guest) NP Panel (Guests) Strategic Planning (K) Feasibility (K) Social Capital (J)	Chartable & Sovereign ANC GAO ARTICLE Social Capital ARTICLE	
Week 1 Sunday Oct 4	Taxes (K) Community Development (Guest) Emergency Planning (J) Infrastructure Planning (Guest) Tragedy of the Commons (J)	Croman ARTICLE	#2 #3 and #4 DUE NEXT WEEK

Day	Topic / Activities	Readings Due	Assignments Due
Week 3 Friday Oct 16	Big Picture Econ Dev (Guest) Leverage & Investments (J) Draft Presentations / Work Time		#5 AND #6 CLASS MID-POINT Check in
Week 3 Saturday Oct 17	Elected Officials Panel (Guests) Relationship Building (K) Lunch/Longhouse 20 th Anniversary Purchasing / Vendor Relationships (Guest) LEAN Process for Tribes (Guest) Inter-Tribal Trading (Guest) Gov Support Econ Dev (Guest)	Inter-Tribal Trade Treaty	#7
Week 3 Sunday Oct 18	Final Presentations Rebuilding Native Nations Seminar Marketing & Strategy (Guest) Research in Econ Dev (J) Analytical Techniques (M/A)	RNN: 1-2, 6-8, 10-12 Marketing ARTICLE	#8 #9 DUE NEXT WEEK

Week 5	Evaluations	Faculty's Evaluation of Student	#10
--------	-------------	------------------------------------	-----