

Tribal Economics

Fall 2023

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

November 17th-19th and December 1st-3rd

11/17/23 Friday: 1pm-5pm (Online)

11/18/23 Saturday: 9am-5pm

11/19/23 Sunday: 9am-5pm

12/01/23 Friday: 1pm-5pm (In person: Classroom TBD)

12/02/23 Saturday: 9am-5pm

12/03/23 Sunday: 9am-5pm

Online Classroom: This course will be a Hybrid schedule:
with both online courses through Zoom and in person.

Adjunct Faculty

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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 principles, witness these principles in action with US and Tribal markets, and learn strategies and policies that pertain to economic performance.

The dynamic conversation and presentations from Tribal industry leaders will provide a foundational understanding of economics, main economic principles, 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 to the core of this class, which will be applied to a Tribal perspective and framework. Economic principles, entrepreneurship, clusters, local community and economic development, geography, competitiveness, and strategy will be included in this class. An understanding of how Tribal economic principles 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, Tribal Finance and Economic Strategy

Economics into Practice

- Local, State, Federal Tribal economic relations
- Economic development case studies

- Strategy
- Economic development process

Required Readings

Books: (On Canvas)

Required: 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.irs.gov/pub/irs-tege/tribal_business_structure_handbook.pdf

Rowe, J. (Commissioning editor), Primorac M. (Managing editor): *Finance and Development: Back to Basics. Economic concepts Explained.* (2017) International Monetary Fund. <https://www.imf.org/external/pubs/ft/fandd/basics/pdf/Economic-concepts-explained.pdf>

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)

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.

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

Treva, E., Panamaroff, J. (2021). *Building Tribal Economies Through Economic Development* Bauerkemper, J., Webster, R. (Eds.) Tribal Administration Handbook. Michigan State University Press (Fall 2021)

Treva, E., Panamaroff, J. (2021). *Tribal Finance* Bauerkemper, J., Webster, R. (Eds.) Tribal Administration Handbook. Michigan State University Press (Fall 2021)

National Congress of American Indians (2019) *Tribal Nations and the United States, An Introduction*: https://www.ncai.org/tribalnations/introduction/Indian_Country_101_Updated_February_2019.pdf

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>

Suggested Readings

(Book) 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

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

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

Technology

- aLocalDevelopment.com (REQUIRED)
- Student Edition (need for briefing papers-should purchase by November 1, 2021)
- ALL technical questions help@ALocalSolutions.com

Schedule: (Subject to change at the discretion of Faculty)

WEEK 1: November 17th-19th, 2023

Friday: 11/17/23

- Introductions and Setting a Foundation
- Overview Economics
- Workshop: Native American Economic challenges and resiliency
- Readings:
 - Atkinson All
 - Rowe All

Saturday: 11/18/23

- Speaker(s): Tribal Economic Development
- Seminar: Entrepreneurial Solutions
- Lunch
- Video Clusters-Porter (1 hour)
- Workshop: Case Study in Economic Development
- Debrief and putting it all together

- *Have prepared for that day:*

- Readings:
 - Krugman (both)
 - Porter (both)
 - Trevan

Sunday: 11/19/23

- Lecture: Entrepreneurship and the Power of Data
 - Workshop: Data, Technology and moving business forward
 - Lunch
 - Group Work
 - Economic Development Case Study Briefings
 - Closing and Setting Course for Next Steps!
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Have prepared for that day:

- Readings
 - Miller
 - Trevan
 - Croman

WEEK 2: December 1st – 3rd, 2023**Friday: 12/01/23**

- Opening and Reconnecting
 - Lecture: Economic, Community, Business and Policy
 - Workshop: Strategic Native Economic Development, applied practices that have shown results
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Have prepared for that day:

- Assignment
 - Entrepreneurship in Indian Country Paper (Should have been turn in week before to allow additional time for presentations)
- Readings
 - NCAI

Saturday: 12/02/23

- Speaker(s): Government to Government Relations
 - Workshop How Can Indian Country Use Federal Program to Leverage Economic Self Determination
 - Lunch
 - Presentations
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Have prepared for that day:

- Assignment
 - Presentations
- Readings
 - NCSL

Sunday: 12/03/23

- Speaker(s): Tribal Gaming
 - Speaker(s): Federal Contracting
 - Group Work
 - Economic Development Case Study Briefings
 - Lunch
 - Seminar: Tribal Gaming- Is it in the Tribes Best Interest?
 - Workshop: How does Federal Contracting work for Tribes?
 - Closing and Time to Start Implementing What We Have Learned!
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Have prepared for that day:

- 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: November 19th, 2023

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 principles of economics from the first day of class show how entrepreneurial principles 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
 - Data justification
 - Entrepreneurial programs and their impact on the economy

Final Group Presentations

Due: December 3rd, 2023

10–15-minute presentation (depending on group size) with 2-3 minute question/answer- Form a group of 2-3, 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: December 3rd, 2023

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 2-3 will form from seminar groups and analyze cases based on state and Tribal economic cases using real data. 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: December 3rd, 2023

This is a 2-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: December 10th, 2023

Required to receive credit/complete

Course Policies

Commitment to Providing a Safe Learning Environment

The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College's Title IX Coordinator in certain situations to ensure a student's safety and care is being addressed. Although we have to notify the Title XI Coordinator, it is up to you to control how your case is handled, including whether to pursue a formal complaint or legal actions or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please contact the following confidential resources:

- Office of Sexual Violence Prevention and Response (Sem I, 4119, 360.867.5221, jonese@evergreen.edu)
- Student Wellness Services (Sem I 2110, 360.867.6200)
- SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Conduct & Conflict Resolution

We resolve to 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.

It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made, then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.

We abide by the [social contract](#): WAC 174-121-01.

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

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

Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty's responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members' primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).
2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email inocenc@evergreen.edu; <https://www.evergreen.edu/policy/studentswithdisabilities>).
3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.
4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

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 email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

Reasonable Accommodations

Are 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 Discussions

If a student 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*** (see above), then this student 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 recording begins. Participants have the right to deny this request.

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. We recommend, if you've not already done so, that you sign up for the [automatic alert system](#). More, here: <https://evergreen.edu/emergencyresponse>

Communicating

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

Submissions 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.

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 talking to 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 recurring 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. Missing 20 hours of class in one quarter will result in a no credit.

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 completion of the quarter** if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more); failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of each term.

Evaluations

Student self-evaluations are required – posted at the my.evergreen.edu portal – at the end of each quarter. Faculty evaluations are also required each quarter – posted to your my.evergreen.edu portal.