
UCLA

Extension

358740: ECONOMIC DEVELOPMENT AND NATION BUILDING IN NATIVE AMERICA AM IND-X 492.03

Winter 2018

Section 1

4 Credits

01/24/2018 to 04/11/2018

Modified 10/16/2017

Contact Information

Instructor: Joe L. Graham Ph.D.

- **Email:** joe.sanmateo@gmail.com

Office Hours: Because this is an online course, I do not have standing office hours. You can contact me through the UCLA Extension CANVAS Email system. I can also be contacted at the email address: joe.sanmateo@gmail.com. If your issue requires more than an email exchange, we can schedule an individual appointment at an agreed upon time. I will respond as promptly as I can, but please allow 24 hours for me to respond.

Description

Economic development is a critical challenge across Native America. On many reservations, employment opportunities are scarce, reliance on public assistance is high, and the local economy is weak. Yet on other reservations, tribes have established thriving Indian-owned ventures and built economies that generate employment and income even beyond the borders of their reservations. While some of the variation in economic performance can be explained by underlying levels of natural resources, human capital, and other internal factors, research has shown that tribes with strong and capable institutions of self-government, a long-term vision for their economies, and a purposeful regard for matching business initiatives to their tribal culture enjoy significantly improved chances of economic success. This course examines several real-world case studies of economic development strategies and projects from across Indian country and evaluates the factors that contribute to their success and failure. Instruction advocates a nation-building approach to economic development--a view which acknowledges that developing a vibrant economy is as much a political, cultural, and social challenge as it is an economic one. Given the heterogeneity of Native cultures and the circumstances in which they are located, no one solution will work in all settings. Instead, this course seeks to equip current and future leaders with the skills to think analytically about economic development strategies in their respective cultural contexts.

Objectives

The objectives of this course are:

- To provide an historical foundation for understanding the current economic conditions faced by tribes.
- To explain the Nation Building approach to tribal economic development.
- To identify the current economic drivers in Native America and their effect on tribal societies and ecosystems.
- To explore alternatives to unsustainable systems and instill willingness to prioritize economic development plans by compatibility with indigenous community values.

Outcomes

By the end of this course students will be able to describe/demonstrate:

- At least two pieces of federal legislation that greatly impacted the scope of tribal economic activities.
- The key facets of the Nation Building approach to tribal economic development.
- At least three broad areas of tribal economic development and its effect on tribal communities.
- At least two examples of community capital (i.e. community cultural wealth).
- The ability to argue that there are alternatives to typical economic practices.

Deliverables

Discussion Participation: Each student will receive 5 points for participation in each of the 8 (eight) discussions. Receiving all 40 possible points is worth 20% of your total grade.

Writing Assignments: Students are required to complete 7 (seven) short papers on an assigned topic. Each paper should be at least a full page in length, no longer than two pages using a font size of 11 or 12 with one inch (1") margins all around. Students can earn up to 10 points on each paper. Receiving all 70 possible points is worth 35% of your total grade.

Quizzes: Students are required to take 4 (four) quizzes. Quiz 1 will cover Units 1-3. Quiz 2 will cover Unit 4. Quiz 3 will cover Units 5-6. Quiz 4 will cover Units 7-8. Students can earn up to 10 points on each quiz. Receiving all 40 possible points is worth 20% of your total grade.

Final Paper: Students are required to complete a final paper on an agreed upon topic in order to demonstrate in-depth understanding of their subject. Each paper should be at least ten (10) pages in length, no longer than twelve (12) pages using a font of 11 or 12 with one inch (1") margins all around. Final papers are due on June 12. Receiving all 50 possible points is worth 25% of your total grade.

Extra Credit: Will be determined on a case to case basis. Each approved extra credit activity earns 2 points with a maximum of 6 points available. Receiving all 6 extra credit points can add up to 3% to your final grade. Extra credit is offered to encourage learner engagement of relevant events.

Evaluation

97% to 100% = A+

93% to 96% = A

90% to 92% = A-

87% to 89% = B+

83% to 86% = B

80% to 82% = B-

77% to 79% = C+

73% to 76% = C

72% and below = F

Discussion Participation (5 pts X 8 = 40 pts; 20%)

Writing Assignments (10 pts X 7 = 70 pts; 35%)

Quizzes (10 pts X 4 = 40 pts; 20%)

Final Paper (50 pts X 1 = 50; 25%)

Extra Credit TBD (Max. 6 pts; 3%)

Total Points (200 = 100%)

Course Policies

Instructor Expectations

To get the most out of this class, regular class participation is essential. We will learn as much from one another as from the readings and assignments. I will stay in communication with UCLA Extension CANVAS systems facilitators to keep the course running smoothly. Please complete the readings as they support the lectures and discussions. I have selected a range of readings that should give you a broad sense of the variety of economic development successes and challenges facing tribal groups across the nation. Students should feel free to contribute information on current news items regarding development issues affecting indigenous peoples during our discussions. Check out the following sites:

www.indiancountrytodaymedianetwork.com

www.nativenewsonline.net

www.indianz.com

www.nativetimes.com

I cannot vouch for the veracity of every article on these sites but some could provide useful information that links into our course topics, thereby illustrating the fact that past challenges reappear in the current day. Students are encouraged to share timely articles from other sources as well. IN ALL OUR INTERACTIONS PLEASE CONDUCT YOURSELF WITH DIGNITY AND TREAT EVERYONE ASSOCIATED WITH THIS ENDEAVOR WITH RESPECT AND EMPATHY.

Course Format: Online

This course is designed to be completed entirely online. All course activities and assignments will be managed through Canvas – you will use your unique username and password to log into the course, interact with your instructor and fellow students, and submit any required assignments.

Since attendance is asynchronous (not in real time), you may login at any time of the day. However, you are expected to participate in the virtual classroom on a weekly basis and complete all readings, discussion requirements and assignments/exams as required (see **Course Policies** below for more information).

Please keep a copy of all assignments and work submitted. Print the syllabus for your reference. It is your responsibility to be aware of all assignments, due dates and guidelines.

Note the following points about online courses at UCLA Extension:

- Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers such as Firefox, Safari, or Chrome.

- Students should familiarize themselves with Canvas and are responsible for meeting the minimum technical requirements for using Canvas
- For more information about the Canvas learning management system, please visit: <http://student.uclaextension.edu/our-platform/overview/>
- For information about the technical requirements for web-enhanced courses, please visit: <http://student.uclaextension.edu/support/technical-requirements/>
- Course materials will become available two days before the beginning date of the course.
- Students must follow all posted deadlines and must complete all work in Canvas by the end of the course. Students receiving an “Incomplete” may not complete work within Canvas and must work individually with their instructor to satisfy completion requirements.

Planning Your Study Time

To plan your study time, it is estimated that you will spend 3 hours per week "in class" with the instructor and approximately 7 additional hours per week outside of class studying for exams, reading, and completing assignments. Depending on the extent of your academic preparation and recent college-level coursework in this topic area, the amount of study time needed may vary considerably.

Institutional Policies

Student Conduct

Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; or theft or misuse of the intellectual property of others or violation of others' copyrights. Students are encouraged to familiarize themselves with policy provisions which proscribe these and other forms of misconduct at: <https://www.uclaextension.edu/pages/str/studentConduct.jsp>

Services for Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services such as sign language interpreters, assistive listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary aids/services are available only through UCLA Extension's Office for Students with Disabilities at (310) 825-0183 or by email at access@uclaextension.edu. For complete information see: <https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp>

Incompletes

Your instructor may post the interim grade *Incomplete/I* if at the end of the class your overall work is of passing quality but a portion could not be submitted for understandable reasons (e.g. illness). It is your responsibility to petition your instructor for permission to submit work late and to provide an explanation, and it is his or her sole decision whether to accept the explanation. If permitted, the *Incomplete/I* grade will be posted and a time frame defined for you to submit the missing work, ranging from one to twelve weeks. *Incomplete/I* grades that remain unchanged after twelve weeks will lapse to *F*, *NP* or *U*. Receiving an *I* grade entitles you to submit only the missing work your instructor has agreed to accept late, and does not allow other work to be retaken or oblige UCLA Extension to provide continuing access to course materials via Canvas. The *Incomplete/I* grade is not an option for courses that do not bear credit, such as 700, 800, or 900-level courses. For complete information, see: <https://www.uclaextension.edu/pages/str/grading.jsp>

All Grades are Final

No change of grade may be made by anyone other than the instructor, and then, only to correct clerical errors. No term grade except Incomplete may be revised by re-examination. The correction of a clerical error may be authorized only by the instructor of record communicating directly with personnel of Student and Alumni Services.

Sexual Harassment

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates our policy.

All Extension students and instructors who believe they have been sexually harassed are encouraged to contact the Department of Student and Alumni Services for complaint resolution: UCLA Extension, Suite 113, 10995 Le Conte Ave., Westwood; Voice/TTY: (310) 825-7031. View the University's full Policy on Sexual Harassment and Sexual Violence at <http://policy.ucop.edu/doc/4000385/SHSV>.

Additional Items

About Your Online Course Materials

Please note the following about online course components at UCLA Extension:

- Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers, such as Safari, Firefox, or Chrome.
- Students are responsible for meeting the technical requirements of Canvas and familiarizing themselves with the Canvas Learning Management System.
- What are the basic computer specifications for Canvas? <https://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas>
- Which browsers does Canvas support? <https://guides.instructure.com/m/67952/l/720329-which-browsers-does-canvas-support>
- Students are responsible for keeping a copy of all assignments and work submitted, and to be aware of all assignments, due dates, and course guidelines.
- Students are encouraged to keep and/or download a local copy of their assignment files, as access to the online environment of a specific course is limited to 30 days after the final course date, as listed in the course catalog

If you need assistance downloading student materials from your course, please contact Canvas Support or the UCLA Extension Learning Support Team.

UCLA Extension Learning Support

Email: support@unexonline.zendesk.com

Phone: Toll-free at (866) 269-7289 (US only) or (310) 206-4563.

Monday - Friday, 7am to 6pm (Pacific Time).

Website: <http://support.uclaextension.edu>

The UCLA Extension learning support team assists both students and instructors with Canvas-related technical support, as well as general administrative questions.

For additional support on using Canvas or addressing a technical issue:

Click on the "Help" button on the lower left corner of the screen from within the Canvas system, where you can chat live with a technical support agent or submit a ticket for assistance.

Campus Safety Escorts

For students taking classes held on the UCLA campus and in and around Westwood Village, the UCLA Police Department provides a free walking escort service every day of the year from dusk until 1 a.m. Community Service Officers (CSOs) are available to walk students, faculty, staff members and visitors to and from anywhere on campus, in Westwood Village, and in the village apartments. CSOs are uniformed students who have received special training and are employed by the UCLA Police Department. To obtain an escort, please call (310) 794-9255 and allow 15 to 20 minutes for your escort to arrive. For complete information, see: <https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts>

Schedule

Required Readings:

(SNN) Harvard Project on American Indian Economic Development. *The State of Native Nations. Conditions Under U.S. Policies of Self-Determination*. New York: Oxford University Press. 2008.

(RNN) Jorgensen, Miriam, Ed. *Rebuilding Native Nations. Strategies for Governance and Development*. Tucson: The University of Arizona Press. 2007.

(RC) Miller, Robert J. *Reservation "Capitalism." Economic Development in Indian Country*. Lincoln: University of Nebraska Press. 2012.

Week 1: Traditional Economic Systems. History of Contemporary Tribal Economic Development (January 18-24)

- Course Preview: Greetings, Syllabus, Schedule, Expectations
- Reading: SNN Pp. 1-6; 17-23; Ch. 2; 111-114
- Lecture: A) Introduction to Week 1; B) Examples of Indigenous Economic Practices; C) Survey of Federal Policies Affecting Tribal Economic Development
- Writing Assignment: Select an indigenous community on which to focus for the quarter. Explain why you chose this community.

Week 2: Current State of Tribal Economies (January 25-31)

- Reading: SNN Pp. 6-13; Ch. 3 and 4; 114-121
- Lecture: A) Introduction to Week 2; B) Current State of Tribal Economies
- Discussion: What future does my community envision?
- Writing Assignment: Assess the conditions for community economic development activity. Identify the economic engines of your community. Include lapses. How do those engines contribute to a future envisioned by the community?

Week 3: Practicalities of Life. Community Capital (Building Blocks) for Social, Political, and Economic Development (February 1-7)

- Reading: **SNN** Chapters 11-15; Yosso, Tara J. "Whose culture has capital? A critical race theory discussion of community cultural wealth" in *Race, Ethnicity, & Education* Volume 8, Issue 1, 2005; **SNN** Ch. 6; Pp. 128-139
- Lecture: A) Introduction to Week 3; B) Practical Considerations for Development; C) Community Capital
- Discussion: Identify your community capital. Can you turn perceptually negative attributes into positive ones?
- Writing Assignment: Identifying our community capital.
- Quiz #1

Week 4: The Dominant Paradigm and Alternatives to Consider. Nation Building Framework (February 8-14)

- Video: Tim Jackson: An Economic Reality Check. https://www.ted.com/talks/tim_jackson_s_economic_reality_check

- Reading: Kuokkanen, Rauna. "From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis" in Canadian Journal of Political Science Volume 44, Issue 2, June 2011. rauna.wordpress.com/downloads; SNN Pp. 23-33; Pp. 121-128; RNN Ch. 1.
- Lecture: A) Introduction to Week 4; B) Dominant Paradigm and Alternatives; C) Nation Building Framework
- Discussion: Explore varied measures / outcomes of defining community economic success.
- Writing Assignment: Construct a hypothetical economic development plan. Consider the equation: Our desired future + Our community values + Our community capital = A Community Acceptable Development Plan.
- Quiz #2

Week 5: Pursuit of Gaming in Indian Country for Development (February 15-21)

- Reading: **SNN 8; RC Ch. 5.**
- Lecture: A) Introduction to Week 5; B) Survey of Case Law Leading to Gaming; C) Examples of Indian Gaming as Economic Driver: Benefits and Challenges.
- Discussion: Explore the pros and cons of tribal gaming as a tribe's primary economic driver.
- Activity: Examine Writing Assignments from Weeks 1-4. With the knowledge of your community, conditions for development, community capital, and a general value-laden development model, construct your outline for your final paper. The goal for your paper is to summarize the economic activities of your chosen community, then develop an innovative idea to improve your community's economic forecast or build on their success.

Week 6: Agriculture, Natural Resources and Energy for Economic Development. Environment Impacts (February 22-28)

- Reading: SNN 6, 9, 10.
- Lecture: A) Introduction to Week 6; B) Examples of Agriculture as economic driver; C) Examples of Natural Resources as economic driver; D) Examples of Energy development as economic driver; E) Environmental concerns of resource extraction
- Discussion: Explore the pros and cons of natural resources and/or energy development.
- Writing Assignment: Without contributing significantly to large-scale environmental degradation, describe an innovative strategy for beneficial use of tribal Natural Resources or Energy sources. Or describe an environmental remediation project needed in your community.
- Quiz #3
- Activity: On your own. Identify areas to target for advanced training / education to support the ideas you are developing in your final paper. Think of this activity as initiating the necessary training / education aspect required for the ideas you are developing to come to fruition.

Week 7: Attracting External Investment (March 1-7)

- Reading: SNN 5; RC Ch. 6.
- Lecture: A) Introduction to Week 7; B) Traditional Method of External Investment; C) Complicated Relationships with External Partners; D.) Potential Investors
- Discussion: Mitigating potential blocks to investment. Fair Partnerships.
- Writing Assignment: What is our potential for international investment in our community?

Week 8: Sustainable Development, Entrepreneurship, and Job Creation (March 8-14)

- Reading: RC 7; RNN Ch. 8; Graham, Joe L. "Renewable Resource: Academic Capital." Unpublished dissertation. The University of Arizona, 2012.
- Video: Native Nations Institute. "Promoting Tribal Citizen Entrepreneurs" (Episode 5). Native Nation Building television/radio series. Native Nations Institute for Leadership, Management, and Policy, The University of Arizona. Tucson, Arizona. 2006. Television program. <https://nnidatabase.org/video/native-nation-building-tv-promoting-tribal-citizen-entrepreneurs>

- Lecture: A) Introduction to Week 8; B) Entrepreneurship; C) Systems for Sustainable Development: Traditional Ecological Knowledge (TEK), Indigenous Knowledge (IK), Indigenous Ways of Knowing (IWOK); D) Developed Academic Capital; E) Job Creation
- Discussion: Entrepreneurship versus Job Creation in our community.
- Writing Assignment: Explore opportunities for entrepreneurship or job creation through one of the models presented in this week's lecture.
- Quiz #4

Week 9: Effective Management and Good Governance for Perpetual Success (March 15-21)

- Reading: **RNN** 6 and 11; **RC** Ch. 8.
- Video: What is Good Tribal Governance and Why is it Important? Tribal Leaders Perspectives. <https://nnidatabase.org/video/honoring-nations-what-good-tribal-governance-and-why-it-important-tribal-leaders-perspectives>
- Lecture: A) Introduction to Week 9; B.) New Ideas in the Arena of Fixed Structure; C) Defining Success
- Discussion: What are the reoccurring themes among tribal leaders?
- Expectations for Completion & Evaluation

TO ENSURE FULL CREDIT FOR YOUR ASSIGNMENTS, ALL WORK MUST BE SUBMITTED BY MARCH 22.

Final Papers are due March 22.