

This syllabus was used for the first time in the fall of 2021. It was revised somewhat during the semester; this is the last revision. I regard it as successful enough for a first attempt but will attempt to reduce and better focus the readings if teach it again. I have slide decks for each lecture as well. (RMT, 01/14/22)

Department of Applied Economics
University of Minnesota

Economic Institutions and Issues in Indigenous Communities
APEC 3480, Fall 2021, 3 credits

Times and location: Lecture, Monday and Wednesday, 3:00-4:15 p.m., Ruttan Hall B25

Instructor: Richard Todd
316E Ruttan Hall
612-690-5452
todd054@umn.edu
Office Hours: Monday and Wednesday, 2:00-2:45 or by appointment
Canvas site: <https://canvas.umn.edu/courses/267425>

Required texts: **W&KS:** David E. Wilkins and Heidi Kiiwetinepinesik Stark (2018), *American Indian Politics and the American Political System* (4th ed.)

SONN: The Harvard Project on American Indian Economic Development (2008), *The State of Native Nations*.

Banner: Stuart Banner (2005), *How the Indians Lost Their Land*.

Cooter & Ulen: Robert Cooter and Thomas Ulen (2012), *Law and Economics* (6th ed.)—NOTE: This text is available online at no cost at <https://lawcat.berkeley.edu/record/1127400>. You can legally download it there and read it with Adobe Reader.

Course overview

Indigenous peoples—loosely speaking, original or early settled populations living in nations now politically and socially dominated by later-arriving populations—can be found in significant numbers in many countries, especially those founded in settler colonialism. They often live in socially and culturally distinct, not-fully-assimilated communities, sometimes with special legal, political, spatial, cultural, and other status or rights. In those cases, these communities are likely also to face special economic constraints and opportunities.

This course will focus on understanding and analyzing the socio-economic characteristics and special economic circumstances and institutions of Indigenous communities, and the policy issues they raise and contend with. It will touch on Indigenous community issues worldwide but will focus on the United States and, to some extent, Minnesota. This course draws on literature from many subfields of economics, including development economics; regional and spatial economics; the economics of human capital (including skill acquisition and health), economic history, and more.

To understand the economic and institutional circumstances of modern Indigenous communities, you will learn some of the history of interactions between today's Indigenous people and settler societies. You will learn about and use some of the available data on Indigenous people and communities to better understand the communities' economic situations as well as the limitations of the data.

We will discuss Indigenous communities' economic resources—such as land, knowledge, health, financial capital, social capital, environmental capital, and political and legal rights. We will also examine the special legal and institutional constraints limiting the efficient use of these resources. We will conclude with a discussion of policy issues related to the development of Indigenous economies. A mixture of economic concepts and theory, data, and case studies will be used throughout the course.

Prerequisites

An introductory course in microeconomics is recommended but not required. Key concepts will be reviewed as needed during the class.

Learning outcomes

1. You will be able to demonstrate knowledge of the history of Indigenous and settler relations in the United States.
2. You will be able to explain how the history of these relations has contributed to the institutions and laws facing Indigenous peoples today.
3. You will be able to identify key data sources for Indigenous communities and also the limitations of these sources.
4. You will be able to identify and critique the principal theories of Indigenous economic development.
5. You will be able to analyze the economic status of Indigenous communities by using data to develop statistical descriptions and analysis.
6. You will be able to apply relevant data and economic concepts to identify economic challenges, opportunities, and public policy choices facing Indigenous communities in North America.
7. You will develop your skills in presenting economic concepts, data, policies, and research findings in tabular, graphic, text, and oral formats.

These outcomes will be assessed through assignments and exams that will:

1. Ask you to think through and present your own analyses of the economic opportunities, challenges, and policy issues facing Indigenous communities.
2. Ask you to interpret some of the literature on Indigenous economics on its own merits and in the context of broader policy or scholarly questions.

Writing enhanced curriculum

The Department of Applied Economics is participating in the University's Writing Enhanced

Curriculum (WEC) program. "Writing" is interpreted broadly to include elements of communication such as design and labeling of charts and tables. This course intentionally contributes to that effort, especially emphasizing clear communication about quantitative information. Writing will be addressed explicitly in grading assignments: assignment grades will have a separate component for communication.

I intend the emphasis on written communication to improve everyone's understanding of the economics of Indigenous communities, not crowd it out. Having a separate emphasis brings an opportunity for misunderstanding about grading, however. It is not always possible when grading to separate a poorly worded explanation from an incorrect one. If I cannot understand what you write after a couple of tries, it will be considered incorrect, not just a writing problem.

Communication channels

Announcements: Check your University of Minnesota email regularly, as this is the only way to make last-minute announcements, for example of a class cancelation.

Canvas: The class has a Canvas site that will be used to distribute class materials, such as homework assignments, homework answers, URLs, etc.

The Canvas site has a general forum where you can post questions, comments, or links. Weekly responses to questions about readings may be required. Participation in the forum, either initial postings or responses, will count toward your class participation score.

Evaluation of class performance

Your learning will be assessed by classroom participation, weekly quizzes, writing assignments, and a final exam. Weekly quizzes will be very short, usually with simple T/F, multiple choice, or fill-in-the-blank questions that assess your understanding of basic concepts from the week's assigned readings. Writing assignments, or Briefing Notes, will emphasize writing short memos on policy issues, preparing statistical summaries of data to describe a community or frame a policy issue, or preparing short critical summaries of readings on a specific course topic. The final exams will probably consist mostly of short-answer questions that pertain to the lectures and readings and the policy issues raised therein.

	<u>Task weights</u>	
Class participation		10 percent
Writing assignments		50 percent
Weekly quizzes		15 percent
Final exam		25 percent

I will not grade on a curve (where a fixed percent of students get As, Bs, . . .) since I believe you are all capable of good work. Approximate grade ranges are shown below, but I reserve the right to adjust them by two points in either direction.

	<u>Grade ranges (%)</u>
A	[94; 100]
A-	[90; 94)
B+	[86; 90)
B	[82; 86)
B-	[78; 82)
C+	[72; 78)
C [68; 72)
C-	[64; 68)

D+ discretion

See the University's verbal definitions of letter grades at <https://policy.umn.edu/education/gradingtranscripts>

Partial credit policy: Writing a lot of words that have little to do with a question does not earn partial credit. Getting something right and making relevant, clear points do. I will aim to fix grading errors, but judgments about how much partial credit an answer deserves have to be final since they must be consistent across students.

Extra credit policy: Any extra credit opportunities will be offered to all students in the class. I expect that these opportunities will be minimal.

Policy on assignments turned in late: To ensure consistent grading of assignments, especially writing-oriented assignments, it is very helpful to grade all assignments together over a short span of time. It is also important to return graded assignments promptly. Assignments turned in late will typically be marked down one or more grades, depending, among other factors, on exactly how late they are turned in.

Class participation

I welcome questions, comments, suggestions, and ideas. Ask questions and try to answer questions. In doing so, please remember to show respect to your classmates, but otherwise view the floor as open. Your class participation grade will incorporate your participation in any Canvas discussions, both voluntary and required (if any).

Absences

Please refer to the Mandatory Attendance at First Class Session and Consequences for Absence policy at <https://policy.umn.edu/education/mandatoryfirstclass>.

Academic honesty

In this class I encourage students to help each other learn, but that might blur the boundary between appropriate and inappropriate collaboration, so here are some guidelines. (If you need a refresher about University policies about scholastic dishonesty, see the link under "Required Policy Statements" below.)

- Appropriate: You ask another student for help on an assignment and after discussing it, you write answers yourself in your own words, which you are required to do. (I will be clear if/when I assign a group project or presentation, in which case collaboration within the group is not merely acceptable but desired.)
- Helping classmates understand things is always appropriate. Letting them copy your work is not.
- Inappropriate: Unless I provide an explicit written exception, no collaboration of any sort is allowed on quizzes or exams, whether in-class or take-home.
- Always feel free to ask me if a resource is okay to use.

Policies You Should Be Aware Of

The University of Minnesota requires this syllabus to state that the following University policies apply to staff and students in this course:

- student conduct
- use of personal electronic devices in the classroom
- academic integrity' scholastic dishonesty; plagiarism
- makeup work for legitimate absences, including absence for religious observance
- appropriate student use of class notes and course materials
- grading and transcripts
- sexual harassment
- privacy
- equity, diversity, equal opportunity, and affirmative action
- disability accommodations
- mental health and stress management, and
- academic freedom and responsibility

Please review them here: <https://policy.umn.edu/education/syllabusrequirements-appa>

COVID Protocols

PLEASE READ THE UNIVERSITY'S RECOMMENDATION'S FOR MANAGING COVID EXPOSURE AT THE FOLLOWING LINK, WHICH I PLAN TO ADHERE TO: [updated FCC/SCEP masking and vaccination recommended syllabus language for Fall 2021](#)

Course Outline and Readings

Thematic Outline

Although Indigenous communities—the original or early settled populations living in nations now politically and socially dominated by later-arriving populations—face special economic development challenges and opportunities as a result of their historical encounters with settler societies, they can meet their economic development goals with a combination of good governance, sound investments, and appropriately supportive policies by the nations in which they live.

1. We will consider Indigenous societies as original or early settled populations living in nations now politically and socially dominated by later-arriving populations.
2. The history of encounters between Indigenous communities and the external societies that came to dominate them left a legal, political, social, and biological legacy that affects Indigenous communities today.
3. As a result, the economic development of modern Indigenous communities, at least in the U.S. and some other countries, confronts both special challenges and special opportunities.
4. With a combination of good governance and investments that recognize the challenges while leveraging the opportunities, Indigenous communities can achieve their economic development goals, assuming the broader society in which they reside adopts appropriately supportive policies as well.

Topics and Readings by Week

WEEK 1

Sept. 8: Course welcome and intro

Alan Struthers, Jr. (1981), "How To Write Better Without Hurting Much: Materials For a Seminar On Writing." Federal Reserve Bank of Minneapolis Research Department Working Paper 176 (October). At <https://www.minneapolisfed.org/research/working-papers/how-to-write-better-without-hurting-much-materials-for-a-seminar-on-writing>.

WEEK 2

Sept 13: Who are we talking about? Concepts and issues related to Indigeneity

Sept. 15: Indigenous societies before 1492

Readings from Required Texts:

- W&KS (Ch. 1 & 2)
- Cooter & Ulen (Ch. 2, through middle of p. 44, with remainder optional. Note the sections on market failures, externalities, and public goods.)
[51+32=83 pp.]

Other Readings:

- Anton Treuer, Everything You Wanted to Know about Indians But Were Afraid to Ask, Ch. "Terminology" (7 pp.)
 - Robert Miller, Reservation "Capitalism", Ch. 2 (16 pp.)
 - David Wilkins (2006, updated), "Self-determination or self-decimation? Banishment and disenrollment in Indian country." *Indian Country Today*, UPDATED:SEP 12, 2018, ORIGINAL:AUG 31, 2006. (4 pp.) <https://indiancountrytoday.com/archive/self-determination-or-self-decimation-banishment-and-disenrollment-in-indian-country>
 - Wilder Research, "Minnesota Chippewa Tribe: Population Projections" (8 pp.) https://www.wilder.org/sites/default/files/imports/MNChippewaTribe_PopulationProjections_5-14.pdf
 - Lisa Rab, What Makes Someone Native American? One tribe's long struggle for full recognition, *The Washington Post Magazine*, August 20, 2018 (about 12 pp.) https://www.washingtonpost.com/news/style/wp/2018/08/20/feature/what-makes-someone-native-american-one-tribes-long-struggle-for-full-recognition/?noredirect=on&utm_term=.a042e70defb0
 - [Optional] Jill Doerfler, Those Who Belong, "Introduction" (18 pp.)
 - [Optional] Native Leaders: The Purpose and Challenge of Redefining Citizenship (5-minute video) <https://nnigovernance.arizona.edu/native-leaders-purpose-and-challenge-redefining-citizenship>
[7+16+4+8+12=47 pp.]
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WEEK 3

Sept. 20: Data about and by contemporary Indigenous communities in the U.S.

Sept. 22: The historical context of New-Old World contact (trade, tribute, exploitation, disease)

Readings from Required Texts:

- W&KS (Ch. 3)
- Cooter & Ulen (Ch. 1 and pp. 55-64)
- Start reading ahead for next week
[34+20=54 pp.]

Other Readings:

- Pindus, et al. (2017), Housing Needs of American Indians and Alaska Natives in Tribal Areas, Part I: Demographic, Social, and Economic Conditions (pp. 13-35), at <https://www.huduser.gov/portal/publications/HNAIHousingNeeds.html>
- Norm DeWeaver, “How Will Indians Be Counted in the 2020 Census?” (3 pp.) https://static1.squarespace.com/static/5d2633cb0ef5e4000134fa02/t/5d79fc7217444913dd72befb/1568275570861/census_newsletter_4-15-2019_how_will_indians_be_counted_in_2020.pdf
- Rainie, Stephanie Carroll, Desi Rodriguez-Lonebear, and Andrew Martinez. 2017. *Policy Brief: Indigenous Data Sovereignty in the United States*. Tucson: Native Nations Institute, University of Arizona (2 pp.) https://static1.squarespace.com/static/5d2633cb0ef5e4000134fa02/t/5d72cb394452727586b69c2e/1567804217938/policy_brief_indigenous_data_sovereignty_in_the_united_states.pdf
- NCAI, “Data Disaggregation: The Asterisk Nation” (5 pp.) <https://www.ncai.org/policy-research-center/research-data/data>
- Richard Todd, “Using OnTheMap to Understand Reservation Employment and Commuting Patterns” (4 pp.) <https://www.minneapolisfed.org/article/2017/using-onthemap-to-understand-reservation-employment-and-commuting-patterns>
- Casey Lazar, Ryan Nunn, and Vanessa Palmer, “Native American Labor Market Dashboard fills important data gap for Indian Country” (1 p.) <https://www.minneapolisfed.org/article/2021/native-american-labor-market-dashboard-fills-important-data-gap-for-indian-country>
- [Optional] NCAI, Federal Data Collection in American Indian/Alaska Native Communities (13 pp.) <https://www.fws.gov/nativeamerican/pdf/tek-federal-data.pdf>.
- [Optional] Norm DeWeaver, “ACS Again Undercounts a Half Million People Who Identify AI/AN as Their Only Race” (pp. 1-4 only) https://static1.squarespace.com/static/5d2633cb0ef5e4000134fa02/t/5d7a0185c0ac791c0be0f3ab/1568276880743/census_newsletter_9-20-2017_re_acs_undercount.pdf
- [Optional] Norm DeWeaver, “Census Privacy Rules Collide with Data Availability on Small Native Populations” (3 pp.) https://static1.squarespace.com/static/5d2633cb0ef5e4000134fa02/t/5d79fcab774e5f0710c9ee8e/1568275628034/census_newsletter_5-14-2019_data_privacy_v_data_availability.pdf
- [Optional] Norm DeWeaver, “The American Indian and Alaska Native Population Continues Its Steady Upward Growth” (4 pp.) https://static1.squarespace.com/static/5d2633cb0ef5e4000134fa02/t/5d79ff4a777e73376f9eef1d/1568276299093/census_newsletter_6-29-2018_ai-an_population_growing.pdf

[23+3+2+5+4+1=38 pp.]

WEEK 4

Sept. 27: The encounter of different property rights systems

Sept. 29: Early post-contact land acquisition and history

Readings from Required Texts:

- Banner (Introduction and Ch. 1 & 2)
- Cooter & Ulen (Ch 4, sections I-IV and VII; pp. 139-151; the section on Adverse Possession on pp. 153 through Question 5.20 on p. 155)

[84+25+13+2=124 pp.]

Other Readings:

- Elinor Ostrom (1990), *Governing The Commons: The evolution of institutions for collective action*. (From “an empirical alternative” on bottom of p. 18 up to “A Challenge” at the bottom of p. 23; 5 pp.) at <https://archive.org/details/ElinorOstromGoverningTheCommons/page/n29/mode/2up>)
 - Williams (2018, “Elinor Ostrom’s 8 rules for managing the commons” (2 pp.) at <https://earthbound.report/2018/01/15/elinor-ostroms-8-rules-for-managing-the-commons/>)
 - Tom Robertson (2009), “On Red Lake, walleye netting makes a comeback” (2 pp.) <https://www.mprnews.org/story/2009/08/03/red-lake-walleye-fishing>
 - “What is ‘Tragedy of the Commons’?” (2 pp.) <https://earth.org/what-is-tragedy-of-the-commons/>
 - Michael Heller “The Tragedy Of The Anticommons,” in David Bollier and Silke Helfrich (eds.), *The Wealth of the Commons: A World Beyond Market and State*. (5 pp.) <http://wealthofthecommons.org/essay/tragedy-anticommons>
 - [Optional] Harold Demsetz (1967), “Toward a Theory of Property Rights.” *The American Economic Review*, Vol. 57, No. 2, Papers and Proceedings of the Seventy-ninth Annual Meeting of the American Economic Association. (May), pp. 347-359.
[5+2+2+2+5=16 pp.]
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WEEK 5

Oct. 4: Dynamics of Settler Encroachment: Settler- and Military-Driven Dispossession 1776-1815

Oct. 6: Early assimilation and education efforts (up to 1876)

Readings from Required Texts:

- Banner (Ch. 3-5)
[106=106 pp.]

Other Readings:

- Gregory Mankiw (2006), “Time Inconsistency” (2 pp.) <https://gregmankiw.blogspot.com/2006/04/time-inconsistency.html>
 - [Optional] Francois Furstenberg (2008), “The Significance of the Trans-Appalachian Frontier in Atlantic History.” *The American Historical Review* (June, pp. 647-677).
[2=2 pp.]
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WEEK 6

Oct. 11: Class presentations

Oct. 13: Government-led military dispossession: 1815 through “Removal” and reservations (part 1)

Readings from Required Texts:

- Banner (Ch. 6 & 7)
[66=66 pp.]

Other Readings:

- Claudio Saunt (2020), *Unworthy Republic*, Introduction and Ch. 1.
[33 pp.]
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WEEK 7

Oct. 18:

- A. Government-led military dispossession: 1815 through “Removal” and reservations (part 2)
- B. Minnesota treaties and land losses

Oct. 20: Bureaucratic dispossession—Allotment

Readings from Required Texts:

- Banner (Ch. 8)
- W&KS (Ch. 4--skim pages 109-116; in the rest of this long, detailed political science chapter focus on water rights on p. 117, sovereign immunity on p. 119, the role of the DOI and BIA starting on p. 128, funding trends starting on p. 132, and the Northwestern tribes’ fishing rights case study on pp. 142-144.)
- W&KS (Ch. 5—the timeline on in Table 5.1 may be helpful)
[34+58=92 pp.]

Other Readings:

- Indian Land Tenure Foundation, “From Removal to Recovery: Land Ownership in Indian Country.” *Message Runner*, v. 4 (16 pp.) https://iltf.org/wp-content/uploads/2016/11/message_runner_vol.4_fall_2009_rev.pdf
- Ken Peterson, “Ransom Powell and the Tragedy of White Earth” (12 pp.) <http://collections.mnhs.org/MNHistoryMagazine/articles/63/v63i03p88-p101.pdf>
- [Optional, if interested in an interesting econometric study of two Minnesota reservations] Akee, Randall. (2019). “Land titles and dispossession: Allotment on American Indian reservations.” *Journal of Economics, Race, and Policy*, 1–21 (12 pp. of text)
[16+12 = 28 pp.]

WEEK 8

Oct. 25: Bureaucratic dispossession—Assimilation

Oct. 27: New Deal to modern tribal governance

Readings from Required Texts:

- Banner (Epilogue)
- SONN (Introduction through Ch. 4)
[3+82=85 pp.]

Other Readings:

- Meriam Report, Chapter 1 (Summary), pp. 3-17
- David Treuer, “The Heartbeat of Wounded Knee,” pp. 132-158. (27 pp.)
- Carmen Rumbaut (2018), “Trauma and Epigenetics: Seeing with New Eyes.” *A Journal of the Work that Reconnects* (July 20) (6 pp.)
<https://journal.workthatreconnects.org/2018/07/20/trauma-and-epigenetics-seeing-with-new-eyes/>
- Alysa Landry (2018), “Harry S. Truman: Beginning of Indian Termination Era.” *Indian Country Today* (Sept. 13) (5 pp.) https://indiancountrytoday.com/archive/harry-s-truman-beginning-of-indian-termination-era-Ma3YnfYy_U-AFyBGsUxzCw
[18+27+6+5 = 56 pp.]

WEEK 9

Nov. 1: Theories of Indian Country economic development

Nov. 3: Domestic dependent sovereigns have constrained authorities (jurisdiction, taxation)

Readings from Required Texts:

- SONN (Ch. 7)
[34 = 34 pp.]

Other Readings:

- Anderson, Terry L. and Bryan Leonard, "Institutions and the Wealth of Indian Nations." Ch. 1 in Terry L. Anderson (ed.), *Unlocking the Wealth of Indian Nations*. Lexington Books (2016). (15 pp.)
 - Stephen Cornell and Joseph Kalt, "Two Approaches to the Development of Native Nations: One Works, the Other Doesn't." In Miriam Jorgensen (ed.), *Rebuilding Native Nations*, University of Arizona Press (2007, Ch. 1). (31 pp.)
 - Frye, Dustin, and Dominic P. Parker. "Paternalism versus Sovereignty." *Unlocking the Wealth of Indian Nations* (2016): 224-244 (21 pp.)
 - Montana Budget and Policy Center (2017), "Policy Basics: Taxes in Indian Country Parts 1 and 2" (18 pp.)
 - Minnesota Department of Revenue, "Tribal Governments and Members: Sales Tax Fact Sheet 160."
 - Eugene Sommers, Matthew Fletcher, and Tadd Johnson, "IT'S TIME TO END PUBLIC LAW 280." Native Governance Center, at <https://nativegov.org/its-time-to-end-public-law-280/>
 - Paula Woessner, "A super model: New secured transaction code offers legal uniformity, economic promise for Indian Country" (7 pp.)
<https://www.minneapolisfed.org/article/2006/a-super-model-new-secured-transaction-code-offers-legal-uniformity-economic-promise-for-indian-country>
[15+31+21+18+2+5+7 = 99 pp.]
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WEEK 10

Nov. 8: The legacy of awkward land tenures in Indian Country

Nov. 10: Opportunities and advantages (gaming, resources, treaties)

Readings from Required Texts:

- W&KS (Ch. 6)
- SONN (Ch. 6, 8, 9)
[33+16+14+18 = 81 pp.]

Other Readings:

- Akee, Randall, Katherine Spilde, and Jonathan Taylor (2015), "The Indian Gaming Regulatory Act and Its Effects on American Indian Economic Development." *Journal of Economic Perspectives*. 29. 185-208. 10.1257/jep.29.3.185.

[23 = 23 pp.]

WEEK 11

Nov. 15: Conversation with Karen Diver, the University of Minnesota's Senior Advisor to the President for Native American Affairs and former Chair of the Fond du Lac Band of the Minnesota Chippewa Tribe

Nov. 17: Finance, possibly Housing

Readings from Required Texts:

- SONN (Ch. 14)
[12 = 12 pp.]

Other Readings:

- Native Nations Institute. 2016. Access to Capital and Credit in Native Communities, digital version. Tucson, AZ: Native Nations Institute, Chapters 2 and 5 (12+16=28 pp.)
 - Patrice Kunesch (ed.), Tribal Leaders' Handbook on Homeownership, Chs. 6 and 7, (16+14 = 30 pp.)
<https://www.minneapolisfed.org/~media/files/community/indiancountry/resources-education/cicd-tribal-leaders-handbook-on-homeownership.pdf?la=en>
 - Patrice H. Kunesch, "Lending Opportunities: Opening the Door to Homeownership in Indian Country," written testimony to the United States Senate Committee on Indian Affairs, Nov. 16, 2019 (3 pp.)
<https://www.minneapolisfed.org/~media/assets/speeches/2019/us-senate-testimony-lending-opportunities/kunesch-scia-oral-testimony-10162019.pdf?la=en>
 - Ben Eisen, "Scarce Credit Hinders Homeownership on Tribal Land, Wall Street Journal, Aug. 29, 2021 (4 pp.)
 - Richard Todd, "A New Mortgage Lending Resource for Indian Country" (4 pp.)
<https://www.minneapolisfed.org/article/2018/a-new-mortgage-lending-resource-for-indian-country>
 - Richard Todd, "Race, location, and manufactured-home loans on American Indian reservations" (9 pp.) <https://www.minneapolisfed.org/article/2018/race-location-and-manufactured-home-loans-on-american-indian-reservations>
 - **Optional]** Richard Todd, "Manufactured-Home Lending to American Indians in Indian Country Remains Highly Concentrated" (7 pp.)
<https://www.minneapolisfed.org/article/2017/the-market-for-manufactured-home-loans-to-american-indian-and-alaska-native-borrowers-in-indian-country-remains-highly-concentrated>
 - **[Optional]** Richard Todd, "Evidence of Lower Credit Card Limits in American Indian Neighborhoods, and Hope for Building Credit Capacity" (4 pp.)
<https://www.minneapolisfed.org/article/2018/evidence-of-lower-credit-card-limits-in-american-indian-neighborhoods>
[28+30+3+4+4+9 = 78 pp.]
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WEEK 12

Nov. 22: Conversation with Lakota Vogel of Four Bands Community Fund, a Native Community Development Financial Institution that serves the Cheyenne River Reservation from its base in Eagle Butte, S.D., and finish Finance/Housing

Nov. 24: NO CLASS but view at least the first two videos

Readings from Required Texts:

- None

Videos:

- Art Rolnick, "Economic Case for Early Childhood Development" (21 minutes) at <https://www.youtube.com/watch?v=M02Z1vAuwBs>

- John McCoy, 2009, "The Tulalip Tribes: Building and Exercising the Rule of Law for Economic Growth." (52 minutes, equiv. of 26 pp.)
<https://nnigovernance.arizona.edu/john-mccoy-tulalip-tribes-building-and-exercising-rule-law-economic-growth>
 - [Optional] Erma Vizenor, 2010, "Engaging the Nation's Citizens and Effecting Change: The White Earth Nation Story." (16 minute video, equiv. of 8 pp.)
<https://nnigovernance.arizona.edu/erma-vizenor-engaging-nations-citizens-and-effecting-change-white-earth-nation-story>
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WEEK 13

Nov. 29: Reservation business sector

Dec. 1: Pipelines and environmental issues

Readings from Required Texts:

- SONN Ch. 10
[20 = 19 pp.]

Other Readings:

- Miriam Jorgensen (ed.), Rebuilding Native Nations, Ch. 7
 - Robert J. Miller, *Reservation "Capitalism"*, Ch. 6 (20 pp.)
 - Richard Todd, "The Availability of Local Jobs Varies Widely among American Indian Reservations" (7 pp.) <https://www.minneapolisfed.org/article/2019/availability-of-local-jobs-varies-widely-among-american-indian-reservations>
 - From the Rebuilding Native Nations Course Series: "The Politics-Enterprise Balance" (8 minutes) <https://nnigovernance.arizona.edu/rebuilding-native-nations-course-series-politics-enterprise-balance>
 - Jonathon Thompson (2016) "The twisted economics of the Dakota Access Pipeline" (4 pp.) <https://www.hcn.org/issues/48.21/the-twisted-economics-of-the-dakota-access-pipeline> or <https://www.denverpost.com/2016/12/03/the-twisted-economics-of-the-dakota-access-pipeline/>
 - James Robert Colombe and Rory Taylor (July 6, 2021) "Tribal enterprises drive economic activity in Indian Country and beyond" (2 pp.)
<https://www.minneapolisfed.org/article/2021/tribal-enterprises-drive-economic-activity-in-indian-country-and-beyond>
 - [Optional] Miriam Jorgensen (ed.), Rebuilding Native Nations, Ch. 4
[22+20+7+4+2= 55 pp.]
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WEEK 14

Dec. 6: Education and health policies

Dec. 8: Case studies of productive investment, with guest Floyd "Buck" Jourdain
[Note: Mr. Jourdain was unable to join us at the last minute, so material from the 12/15 lecture was substituted, resulting in cancelation of the planned 12/15 lecture.]

Readings from Required Texts:

- SONN (Ch. 11, 12, 13; re-read pp. 26, 41-42, and 112)
[22+16+16+4 = 58 pp.]

Other Readings:

- Martin and Hipp (2016), "Land Grants: Back to the Future," *Agricultural and Applied Economics Choices* (Q3), 3 pp. at https://www.choicesmagazine.org/UserFiles/file/cmsarticle_522.pdf
 - Martin and Hipp (2018), "A Time for Substance: Confronting Funding Inequities at Land Grant Institutions," *Tribal College Journal of American Indian Higher Education*, v. 29, #3 (Spring); 2 pp. at <https://tribalcollegejournal.org/a-time-for-substance-confronting-funding-inequities-at-land-grant-institutions/>
 - Emma Hall and Charlotte West, "California tribal colleges offer 'sense of belonging' for Native students." *High Country News*, Aug. 6, 2021 (7 pp.) at <https://calmatters.org/education/higher-education/college-beat-higher-education/2021/08/california-tribal-colleges/>
 - Velasquez-Manoff (2014), "What Happens When the Poor Receive a Stipend?" *NYT* (Jan. 18). (5 pp.) OR Jane Costello, testimony to the SENATE COMMITTEE ON INDIAN AFFAIRS (2/26/2104; 3 pp.)
 - Rob Grunewald, "A Snapshot of Early Childhood Development in American Indian Communities" SLIDE DECK https://www.minneapolisfed.org/Search?text=grunewald&application=mpls_pub&source=mpls_pub
 - Richard Todd, "The Gaps Behind the Gaps: Findings on the Academic Achievement of American Indians" (5 pp.) <https://www.minneapolisfed.org/article/2016/the-gaps-behind-the-gaps-findings-on-the-academic-achievement-of-american-indians> (which is based on Fischer, Stefanie, and Christiana Stoddard. "The academic achievement of American Indians." *Economics of Education Review* 36 (2013): 135-152.)
 - Patrice H. Kunesh and Richard M. Todd, "Narrowing Gaps through Educational Investments for American Indians and Alaska Natives" (15 pp.) <https://www.investinwork.org/-/media/Project/Atlanta/IAW/Files/volume-one/Narrowing-Gaps-through-Educational-Investments-for-American-Indians-and-Alaska-Natives.pdf>
 - Sam Schulhofer-Wohl and Richard M. Todd, "High Death Rates on the High Plains" at <https://www.minneapolisfed.org/article/2015/high-death-rates-on-the-high-plains> (3 pp.)
 - Marimn Health Center "About Us" (4 pp.) <https://www.marimnhealth.org/about-us/>
 - [Optional] Mary Pember, "'Decolonise and re-indigenise': The Ojibwe language warrior" (7 pp.) <https://www.aljazeera.com/indepth/features/indigenise-ojibwe-language-warrior-191217070515895.html>
 - [Optional] HONORING NATIONS: 2006 HONOREE Walleye Fishery Recovery Project (3 pp.) https://nnigovernance.arizona.edu/sites/default/files/attachments/text/honoring_nations/2006_HN_Red_Lake_walleye_recovery_project.pdf
 - [Optional] Ryan M. Yonk, Sierra Hoffer and Devin Stein (2017), "Disincentives To Business Development On The Navajo Nation." *Journal of Developmental Entrepreneurship* Vol. 22, No. 2 (18 pages)
 - [Optional] Atul Gawande (2021), "Costa Ricans Live Longer Than We Do. What's the Secret?" *The New Yorker* (Aug. 23), at <https://www.newyorker.com/magazine/2021/08/30/costa-ricans-live-longer-than-we-do-whats-the-secret>
- [3+2+7+5+slides+5+15+3+4 = 44 pp.+ slide deck]

WEEK 15

Dec. 13: The Cobell and McGirt Cases

Dec. 15: Alaska, Hawaii, urban, international—plus review and conclusion
[Note: Moved to 12/8 instead.]

Readings from Required Texts:

- SONN (Ch. 19-21)
[46 = 46 pp.]

Other Readings:

- Robert J. Miller, "McGirt v. Oklahoma: The Indian Law Bombshell," *The Federal Lawyer* (March/April 2021, pp. 31-35) (5 pp.) <https://www.fedbar.org/blog/magazine/march-april-2021/>
 - Annie Gowen and Robert Barnes, "'Complete, dysfunctional chaos': Oklahoma reels after Supreme Court ruling on Indian tribes," *Washington Post*, July 24, 2021 (3 pp.) https://www.washingtonpost.com/national/complete-dysfunctional-chaos-oklahoma-reels-after-supreme-court-ruling-on-indian-tribes/2021/07/23/99ba0b80-ea75-11eb-8950-d73b3e93ff7f_story.html
 - Dennis Hevesi, "Elouise Cobell 65 Dies Sued U.S. Over Indian Trust Funds," *New York Times* (Oct. 17, 2011) (2 pp.)
 - James Warren, "A Victory for Native Americans?," *The Atlantic* (June 7, 2010) (3 pp.) <https://www.theatlantic.com/national/archive/2010/06/a-victory-for-native-americans/57769/>
 - Department of the Interior, "What is the Land Buy-Back Program?," at <https://www.doi.gov/buybackprogram/what-is-the-land-buy-back-program> (10-minute video, or equivalent to about 6 pp.)
 - [Optoinal] Martha L. Henderson (2007), "Sacred Sites Sustaining Tribal Economies: The Mescalero Apache" (8 pp.)
 - [Optoinal] Malcolm Lavoie (2021), "Models Of Indigenous Territorial Control In Common Law Countries: A Functional Comparison" (40 pp.); forthcoming in Dwight Newman, ed, *Research Handbook on the International Law of Indigenous Rights* (Edward Elgar, 2021), downloaded from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3841078
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