

Oglala Lakota College
Business Department
Course Syllabus
Semester/Year

Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo



Course Number and Name: Econ 333 Economics Issues on the Reservations

Credit Hours: 3

Class Section:

Class Location:

Day/Time of Class:

Instructor:

Phone(s):

Office Hours:

E-mail:

Required Text(s) and Materials: *Modern Tribal Development* (2000), by Dean Howard Smith **9780742504103**

Prerequisites: Econ 203 and Econ 213

Business Department Vision Statement:

Students will be provided the knowledge necessary to reach their maximum potential and are prepared to lead full and productive lives in the 21st century. The Oglala Lakota College Business Department ensures:

- Education excellence, equity, and high expectations for every student.
- Faculty will continually strive for excellence and stay abreast of the best practices in adult education
- Develop and maintain partnerships among educators, business, and the community that support high academic achievement and opportunity for all students.

Business Department Mission Statement:

Oglala Lakota College Business Department will provide the breadth of business education necessary for students to be successful within their communities while maintaining wolakolkiciyapi. The Business Department faculty will:

- Ensure that high expectations are maintained for all students.
- Build support for higher education on the Pine Ridge Reservation.
- Create learning opportunities that lead to success and a desire to be lifelong learners.

We do these things to strengthen the Lakota Nation through education.

Course Description:

This course provides an understanding of the unique dynamics of Reservation Economies that affect the lives of Native Americans. Topics include: the economic impact of treaties and their changing interpretation by government; the effect of Federal Department, Agency and Program (such as: Agriculture, BIA, HUD, WIC and Economic Empowerment Zones) activities on reservation economies, job opportunities, citizen attitudes, etc. The roles of: education, Tribal government, the relevant State government, and other reservation-specific issues will be discussed.

Course Goal: Students will obtain knowledge in relation to modern tribal development.

Course Rationale: This course exists to assist students in the basic formation of economic knowledge which is a foundation for the remaining courses throughout the business program. Therefore, this course is designed and intended for the junior level. This course will provide you with the necessary foundation of economics to assist in further success in your business courses.

Department Goals/Program Learning Outcomes (PLOs):

Students will demonstrate the ability and skill to:

- 1 Evaluate the major functional areas of business including:
 - a. Ability to prepare, analyze, communicate and use financial information.
 - b. Understanding of the duties of a manager: planning, organizing, directing and controlling.
 - c. Ability to use marketing to successfully perform in the business environment
 - d. Basic knowledge of the use of information technology in managing organizations.
 - e. Ability to coordinate the knowledge learned in program core course in the formulation and administration of sound business policy using case analysis and discussion
- 2 Demonstrate well developed written and oral business communication skills

- 3 Ability to evaluate current technology to critical and creatively solve business issues
- 4 Ability to apply ethical decision models and fundamental legal concepts to business decisions
- 5 Ability to use critical thinking to construct quantitative and qualitative analysis of business problems

Option A – Management

1. Ability to evaluate and apply the Human Resource function in a business environment with regard to recruitment, selection, training and development, discipline, termination and personnel laws
2. Demonstrate small business understanding by successfully completing a business plan.
3. Ability to evaluate behavior approach management with an emphasis on the understanding, prediction and control of human behavior in the organizational setting

Option B – Accounting

1. Recommend the appropriate managerial and business issues critical to analyzing accounting data and other information used for identifying and assessing opportunities and risks, developing organizational plans, allocating resources, and accomplishing objectives
2. Recommend relevant accounting principles and standards to specific business activities and workplace situations

Option C – Tribal Management

1. Apply behavior approach management with an emphasis on the understanding, prediction and control of human behavior in the organizational setting
2. Ability to select, apply for and manage a grant
3. Integrate principles of management and personnel supervision in relation to Tribal programs.

Option D – Entrepreneurship

1. Construct a business plan integrating reservation issues, licensing, tribal laws and codes
2. Assemble a report in relation to the marketing research conducted for a business
3. Determine individual leadership techniques to best suit a small business

Upon completion of this course, students will be able to:

Course Student Learning Outcomes:	PLOs	General Education Outcomes
Demonstrate knowledge of pre-contact economic activity.	1A	
Demonstrate an understanding of federal policy results.	1C	
Articulate knowledge of paradigms for economic development.	1A	
Demonstrate knowledge and understanding of cultural integrity and economic development.	1A	
Demonstrate knowledge of reservation environments and natural resources in economic development.	1A	
Understand managing tribal assets.	C4	
Communicate methods for developing tribal resources.	C2	

Instructional Methodology: This course is an online class. All interaction will occur in the online learning environment. Each week students will participate a discussion topic and submit an assignment. The midterm and final papers will give the student a broader and deeper understanding of concepts studied in the class.

Lakota Perspective: This course stresses **Wolakotakiciapi** of “learning Lakota ways of life in the community”. This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery- woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

Course Requirements/Expectations of Students: Because OLC offers classes in three-hour blocks once per week, (for everyone’s travel convenience), if you are absent from one OLC class session, it’s like missing three classes at another college. (See student handbook).

- Unannounced quizzes and graded in-class exercises will be given; content can include any course material assigned, up to and including the current session.
- Your homework assignments must be turned in on the dates due to get full credit.
- You are expected to participate in class discussion. This provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone’s level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in

addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.

- This class requires extensive writing. All writing is expected to be professionally and academically composed. Good English and grammar is required. Assignments are to be written using APA guidelines and format. For more information on APA writing please visit the following site: <https://owl.english.purdue.edu/owl/resource/560/01/>

This is an online class. It is required that the student have access to the Internet. This can be done either on a private (home) network or at any of the OLC College Centers. If you depend solely on an OLC college center you must arrange your schedule to compliment the College Center's hours. Assignments and discussions are still due Thursdays and Sundays. If you do not have access to Internet at home or on the weekends, please plan on getting everything completed by Friday of the respective week. The student is also expected to check his or her email daily and check into the VC classroom at least four times per week to check for messages and announcements.

Suggestions to the Student:

Please read the specific chapter(s) of text and other supplemental materials assigned, and complete all homework before each class. You may want to start reading business magazines and articles, as well as the local newspaper. Try to observe examples of business activity around the Reservation. If you have trouble with any assignment, or have questions on concepts or terminology, be sure to make a note of them during the week as you study. With these notes, you will be able to recall any specific problem area, so we can discuss and clarify it during class; or, if desired, privately during my Office Hours.

If you begin to have problems with course work, do not allow them to accumulate. See a College Center Counselor, contact Student Services for the help of a Tutor and/or see me right away (during class breaks or Office Hours.) Feel free to call me at my office or home. Resolve issues before they become serious or your progress in class begins to fall behind the other students. Delays and procrastination in addressing problems can only make them worse and your full recovery from them more difficult. Tutors may be available, who can coach you and provide much more personalized help learning the subject matter; but to be effective, you must get help early – don't wait until the last few weeks of the semester.

You will be treated with respect, as an adult and the individual you are, at all times; however, this also means that you have the ultimate responsibility for the quality of your education and for the degree of your own success. I will make every effort to present course material in an interesting and relevant manner. I request your assistance, and feedback, if you observe things in my presentation style or the class' format, which I can change, that will make learning the subject matter easier for a majority of class members.

Homework: Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit

hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

Reading Load: Reading will include approximately one (wanji) to two (numpa) chapters per week, plus handouts and homework as assigned.

Type & Amount of Writing Load: An extensive amount of writing is required. In addition, there will be exams, class exercises/quizzes that may include essay-type questions.

Assessment: These objectives will be assessed through the use of exams, quizzes, homework, and discussions.

Evaluation and Grading:

Assignments: Your overall grade will be derived from these assessment instruments and weighed as follows:

		Weight
Discussions	300 points	20%
Assignments	350 points	20%
Final Paper	<u>100 point</u>	60%
	850 points	

Please note that it is impossible to pass this class without doing all three of these components.

A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.

B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.

C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.

D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%

F = Demonstrated concept mastery below the acceptable mark of 59%, which is well below what may be required in the business world.

As the field of business continues to change the professional requirements are also changing. For students who choose business as their field of study must **have a grade of “C” or better in business core and professional courses.** If you have questions in regards to which courses this includes ask your instructor.

I = Incomplete Work = A student may receive an incomplete grade only if it has been discussed with the instructor and the instructor deems this as justifiable. If this decision is reached, then the student must fill out an application form, which you may ask for, from the counselor or director at the college center. (See Student Handbook page 11)

W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

Oglala Lakota College Policies:

http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf

All policies regarding students are fully disclosed in the Oglala Lakota College Student Handbook which may be accessed at the above link. Summaries of the most relevant policies regarding this course are summarized below but it is recommended that students review the full policies in the Handbook.

Disability Policy (85-600)

Oglala Lakota College recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations and/or referrals once the disability is adequately documented. While OLC's legal obligations only extend to disabilities of a substantial and long-term nature, it is also the College's practice to honor reasonable requests for accommodations and/or referrals for temporary disabilities such as physical injury, illness, or complicated pregnancy. The purpose of the provided accommodations is to ensure students with disabilities equal access to education.

Student's Responsibility: It is the responsibility of the student to make his or her disability and needs known in a timely fashion by submitting an application for service to the Coordinator of Student Affairs and to provide appropriate documentation and evaluations to support the accommodations the student requests. The student should also notify instructors at the beginning of the semester.

Please contact the Coordinator of Student Affairs at 455-6083 if you have any questions regarding the application for service process including what documentation is needed and contact information for evaluation services.

Academic Freedom (76-100)

Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations.

Academic Dishonesty (76-300)

Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing set up by the Vice President for Instruction.

Dropping / Adding Courses (81-300)

If a student discontinues a subject and fails to allow the prescribed procedure for dropping a course, it may be recorded on his/her permanent record as an "F." It is the student's responsibility to verify that their online schedule shows that the course is officially dropped.

If a class is dropped after the second week, the student will be liable for the total cost of the tuition.

Attendance Policy (81-350)

If a student wishes to be excused from a class, it is the student's responsibility to clear the absence with the instructor. At that time the student must arrange for a make-up assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within one week of the absence. Once the make-up assignment is completed, the instructor may change the absent to present depending on the circumstance and quality of work. This will only apply to no more than two absences.

A student will be dropped from a course after three consecutive absences or after five total absences by the Registrar.

This is an online class. Attendance is facilitated by participation. In order to be marked present for class, the student must post an initial post on each Thursday and a follow up post to at least one other student by Sunday. Additionally, the student must submit the weekly assignment by Sunday.

Tardiness Policy (81-370)

A student shall be considered tardy for class, if he/she arrives late for class, but during the first hour of the class. A student arriving later than this may be marked absent.

If an instructor is late for a class, students must wait for one-half hour. After this time, the class will be considered cancelled for that week and must be made up.

This is an online class. The tardiness policy does not apply.

Standards of Conduct (86-300)

OLC students will abide by the standards of conduct while on college premises. Every student has the right to a safe learning environment. To ensure this safety, acts of misconduct are subject to disciplinary action. Acts of misconduct include a) any actual or threatened physical violence; b) gross disorderly conduct; c) verbal abuse or harassment; d) vandalism of OLC premises; e) attending classes under the influence of alcohol or drugs; f) failure to properly supervise children on college premises; g) any other student conduct that causes a disruption in classes or business transactions on college premises; and h) failure to abide by the College's Gun-Free/Weapon-free Policy.

Computer Account and Network Policy (93-500)

Oglala Lakota College network access may be used to improve learning and teaching consistent with the educational mission of OLC. OLC expects legal, ethical and efficient use of the network. All OLC network account usage is subject to examination or investigation as needed without prior notification or consent of the user. The use of the information system is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Forgery of e-mail messages, reading, deleting, copying, or modifying the e-mail of other users, and sending unsolicited junk e-mail or e-mail chain letters are prohibited.

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.

Early Alert System: The Enrollment Management Program of Oglala Lakota College has an Early Alert System in place to provide support for students. This system will be utilized by the instructor to report concerns regarding attendance, missing assignments, or any other matters that may impact the student's ability to successfully complete the course.

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Research Paper
Economic Development for Reservations

Student Name

0.00%

Trait	Excellent (16-20 points)	Acceptable (11-15 points)	Basic (6-10 points)	Poor or Not Addressed (0-5 points)	Points Earned	Comments
Evaluates issues related to reservation economic development.	Evaluates issues related to reservation economic development and provides examples and possible solutions.	Evaluates issues related to reservation economic development.	Explains issues related to reservation economic development with little detail and no solutions.	Does not explain or provides limited explanation to issues related to reservation economic development		
Evaluates the implications of reservation economic development issues for reservation communities and the people.	Evaluates the implications of reservation economic development issues for reservation communities and the people. Examples are provided with possible solutions.	Evaluate the implications of reservation economic development issues for reservation communities and the people.	Explains the implications of reservation economic development issues for reservation communities and the people with little detail and no solutions.	Does not explain or evaluate the implications of reservation economic development issues for reservation communities and the people.		
Demonstrates effective communication of facts, research, analyses, and opinions regarding issues in reservation economic development.	Demonstrates effective communication of facts, research, analyses, and opinions regarding reservation economic development and provides rationales and examples from various resources to solidify argument.	Demonstrates effective communication of facts, research, analyses, and opinions regarding issues in reservation economic development.	Demonstrates some effective communication of facts, research, analyses, and opinions regarding issues in reservation economic development with little detail and no rationale.	Does not demonstrate effective communication of facts, research, analyses, and opinions regarding issues in reservation economic development.		
Evaluates the issues in reservation economic development found in current literature and compares and evaluates how they relate to tribal planning.	Evaluates the ethical issues of reservation economic development found in current literature and provides examples of the issues as they relate to tribal planning and how they can be resolved.	Evaluates the issues in reservation economic development found in current literature and compares and evaluates how they relate to tribal planning.	Evaluates some of the issues in reservation economic development found in current literature and compares and evaluates how they relate to tribal planning.	Does not evaluate the issues in reservation economic development found in current literature and compares and evaluates how they relate to tribal planning.		
Follows APA style and format guidelines for resources and citations, and creates a document that is clearly written and generally free of grammatical errors. Paper meets minimal mechanical requirements for number of pages, number of references, etc.	Follows APA style and format guidelines for resources and citations, and creates document that is clearly written, well organized, and completely free of grammatical errors. Paper meets minimal mechanical requirements.	Follows APA style and format guidelines for resources and citations, and creates a document that is clearly written and generally free of grammatical errors. Paper meets minimal mechanical requirements.	Either follows the APA style and format guidelines for resources and citations, or creates document that is clearly written or generally free of grammatical errors. Paper does not meet minimal mechanical requirements.	Does not follow APA style and format guidelines for resources and citations, nor create a document that is clearly written and generally free of grammatical errors. Paper does not meet minimal mechanical requirements.		

Comments	Total Points	0
	Possible Points	100
	Grade	0.00%