



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit CLAS Department American Indian Studies
 Subject AIS Number 394 Title Entrepreneurship fr American Indian Sustainability Units: 3

Is this a cross-listed course? Yes
 If yes, please identify course(s) SOS394 in the past

Is this a shared course? (choose one) If so, list all academic units offering this course _____
 Course description:

Covers topics of immediate or special interest to a faculty member and students

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Fonda Walters Phone 480-965-1306
 Mail code 872603 E-mail: fonda.walters@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): John Tippecoanic Date: 4/26/15
 Chair/Director (Signature):

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA		
CULTURAL DIVERSITY IN THE UNITED STATES		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

Course Prefix	Number	Title	General Studies Designation
AIS	394	Entrepreneurship fr American Indian Sustainability	C

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
See 1. Contributes to an understanding of cultural diversity in contemporary U.S. Society	American Indians in the contemporary United States are trying to develop the economic infrastructure of their communities. Understanding how American Indian reservations and governance are different and interact with American society and government enables students to learn about and appreciate cultural diversity. Review American Indian cultural context and Tribal (cultural specific focus) Economic Development Discussion and applied development of entrepreneurial models and contributions to tribal economic development, through the context of American Indian Sustainability.	See Syllabus, Pg. 1, (I.) Course Description, Pgs. 6-9, Sessions 1-16, Guest speaker(s) and/or tour(s)
See 2a. Course is an in-depth study of culture-specific elements (history, politics, work and philosophy), cultural experiences or cultural contributions of gender, racial, ethnic groups and/or linguistic minority groups within the United States	The social and cultural context of how American Indian communities are organized politically, and how American Indians have been treated as domestic dependent nations is necessary to understand why American Indian communities face different challenges to entrepreneurship and economic development. Thus, the clsss examine in-depth theme of tribal economic development and entrepreneurship from an	See Syllabus, Pgs. 6-9. Sessions, 1-5, 8, 11-16; Readings, Cornell & Jorgensen (2007), Peredo (2004), Miller (2012), Guest speaker(s) and/or tour(s)

	<p>American Indian perspective Discussion and applied assignments that develop an entrepreneurial proposal concept. Thus, the course looks at culture-specific elements such as labor, politics, and economic development of American Indian communities in the contemporary United States.</p>	
<p>See 2b. Comparative study of the diverse cultural contributions, experiences or world views of two or more gender, racial, ethnic and/or linguistic minority groups within the United States.</p>	<p>Compares readings and exercises/assignments from mainstream (non-native) contexts about entrepreneurship. Comparative readings and exercises/assignments from mainstream (non-native specific) contexts of entrepreneurship helps to provide a comparative understanding of diverse cultural contributions of economics.</p>	<p>See Syllabus, Pgs. 6-9. Sessions, 4-8, 10. Readings: Welter, F. (2011), Harmsworth (2008), Merskin (2001), Guest (1995-1996), Knowledge and Learning Center, Africa Region World Bank (1998), 2-3 page paper comparing and contrasting mainstream and Native contexts about entrepreneurship</p>
<p>See 2c. Study of the social, economic, political, or psychological dimensions of relations between and among gender, racial, ethnic and/or linguistic minority groups within the United States.</p>	<p>Review 2 cultural groups. Discussion and comparative readings.</p>	<p>See Syllabus, Pg. 6-9, Sessions 2-4, 6, 8, 12-13. Guest speaker(s) and/or tour(s)</p>

AIS 394 Entrepreneurship for American Indian Sustainability

Course description:

Covers topics of immediate or special interest to a faculty member and students

Reading List:

“Euro-American Impacts on American Indian Economies.” In *Reservation "capitalism" Economic Development in Indian Country*, by Robert J. Miller, 25-47. Santa Barbara: Praeger, 2012.

"Citizen Entrepreneurship." In *Rebuilding Native Nations: Strategies for Governance and Development*, edited by Miriam Jorgensen, 197-222. Tucson: University of Arizona Press, 2007.

Welter, Friederike. "Contextualizing Entrepreneurship-Conceptual Challenges and Ways Forward." *Entrepreneurship Theory and Practice*: 165-84, 2010.

Peredo, Ana Maria, Robert B. Anderson, Craig S. Galbraith, Benson Honig, and Leo Paul Dana. "Towards A Theory Of Indigenous Entrepreneurship." *International Journal of Entrepreneurship and Small Business*: 1, 2004.

Harmsworth, Garth R., Marino Tahi. "Indigenous branding: Examples from Aotearoa-New Zealand." *2008 FIBEA-Fostering Indigenous Business & Entrepreneurship in the Americas Conference, Manaus, Brazil: April Conference Proceedings*, 2008.

Merskin, Debra. "Winnebagos, Cherokees, Apaches, And Dakotas: The Persistence Of Stereotyping Of American Indians In American Advertising Brands." *Howard Journal Of Communications*, 2001, 159-69.

Guest, Richard A. "Intellectual Property Rights and Native American Tribes." *American Indian Law Review*: 20:1, 111-139, 1995-1996.

Knowledge and Learning Center. Africa Region. World Bank. "Indigenous Knowledge for Development: A Framework for Action." 1998.

SPRING 2015
(Syllabus subject to change)

AIS 394
Entrepreneurship for American Indian Sustainability

CREDITS: 3

GRADE: Letter Grade

ROOM: Discovery Hall 281

OFFICE HOURS: By appointment

TIME: Wed. 4:30-7:15p.m.

INSTRUCTORS :

		Office	Phone	E-Mail
INSTRUCTOR	Dr. Fonda Walters	Discovery Hall 272	480.965.1306	fonda.walters@asu.edu
INSTRUCTOR	John Takamura	Design School AED 284	480.965.7171	john.takamura@asu.edu

I. COURSE DESCRIPTION

AIS 394, the second of the two courses, concentrates on developing a product/service idea, creating an entrepreneurial model and plan to implement the product/service in the context of an American Indian sustainable venture (profit and non-profit). The course begins with a review of the American Indian context established in the first class and additional focus on tribal economic development throughout the course. The innovation process executed during the semester and the resulting product/service ideas and choices. Students are also encouraged to embark on new venture ideas as well. Students are then introduced to all aspects of venture (profit and non-profit) and entrepreneurial model creation, including strategy, product/service development planning, marketing, operations, alliances, management, finance and investment. In parallel, teams continue refinement and, where possible, further prototyping of the idea they chose from the previous semester and/or creation of new high-impact, high-potential ideas. The course culminates in team presentations of the final product/service and envisioned entrepreneurial model. In addition to the presentation, teams submit updated prototypes and design/development documents, a written entrepreneurial plan, pro forma financials and an executive summary. Students also submit individual papers that reflect on their experience in the class.

II. COURSE OBJECTIVES

In this class students will:

- Explore the concept of entrepreneurship within an American Indian sustainable context.
- Learn a process for venture creation within an American Indian sustainable context.
- Practice the venture creation process within an American Indian sustainable context.

①

- Apply sustainability and entrepreneurship principles to plan the development of an innovative venture, whether for profit or non-profit implementation.

III. EDUCATIONAL OUTCOMES

Students will possess the knowledge, attitudes and skills to effectively:

- Understand the American Indian sustainable context as it ought to influence venture development and entrepreneurship.
- Be able to incorporate sustainability principles into their practice of entrepreneurship.
- Apply entrepreneurial processes to create a sustainability venture.
- Conceive, plan and propose a sustainability venture.
- Understand the principles of attracting investment.

IV. TEXT/REQUIRED READINGS

- Selected readings on American Indian sustainability and other class materials will be made available to students on Blackboard.

V. ROLE OF STUDENTS

Students assume responsibility for:

- Active class participation
- Class attendance
- Preparedness
- Completing all assignments on time

PLEASE NOTE: If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language, and you may need special assistance in lectures, reading, assignments, and/or testing, please contact the instructor.

ACADEMIC INTEGRITY

Graduate students are expected to adhere to the highest personal and professional standards. This link to the University Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>) is provided for your information. Any violation of ASU standards for academic integrity in written work, research, etc. will be processed through established campus protocol.

DISABILITY ACCOMMODATIONS

Qualified student with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required (www.asu.edu/studentsaffairs/ed/drc). Disability information is confidential.

VI. GRADING CRITERIA

Weighting toward Final Course Grade:

Class attendance, participation, teamwork, Peer Evaluation	20%	200 points
Group Entrepreneurship Exercises	20%	200
Group Final Deliverables	30%	300
Edson Proposal (Group or Individual)	20%	200
Individual Papers	<u>20%</u>	<u>100</u>
	100%	1,000

VII. STUDENT ASSIGNMENTS

Students will form into teams to develop refine/finalize an innovative product and/or a sustainability venture that can have a real sustainable development impact and added value to Native American communities and individuals. The entrepreneurial teams will develop venture plan deliverables, culminating with formal team presentations of the venture.

Group Team Work

Much of the work you do will be in the context of a team. The class will organize into teams and select an opportunity for which to develop an entrepreneurial model, plan and presentation over the course of the semester. You are expected to collaborate in-person and/or virtually using tools such as Skype, tokbok, VuRoom and GoogleDocs. You are welcome to use whatever other collaborative tools make sense to your team. We highly recommend that you attempt to have as many in-person meetings as you can. It's the best way to build a team and get work done; though it is equally important to learn to work virtually, so try to combine the two approaches.

The end goal of the team work is to develop a sound entrepreneurial model of opportunity the team has identified. The majority of the team work is focused on doing a set of one-page exercises that help you to think through the many aspects of the entrepreneurial model. These exercises are due each week by Wednesday midnight of the week in which they are assigned.

The aspects of the entrepreneurial model are then put into a few story forms: elevator speech, 12-minute presentation, executive summary and 5-year Proforma financials. All team members are expected to participate.

One word on stakeholder, especially customer, interviews: the greatest mistake entrepreneurs most often make in the development of new technology-based products and service is to not interact with the market, especially with customers. It is absolutely critical to this class that you "get out of the building" by doing real interviews with real potential customers. It will change the way you think about the entrepreneurial model you are developing. Interact with potential customers, partners, investors and other key stakeholders early and often. It is the key to success.

Group Entrepreneurship Exercises

The venture idea will be developed through a series of exercises. Throughout the class, students will be assigned these exercises to do in a group setting inside and outside of class. The exercises will help students develop skills in the processes of innovation and product/service creation.

Group Venture Deliverables

Each team will develop a venture plan to deliver the product/service to the market. Elements of the plan will include a definition of the opportunity, their solution, and resulting value generation and how they will build a venture to deliver their solution to the market. Plan elements will include management, operations, marketing, product development, projected financials, investment requirements, milestone plans and risk management. Teams will develop a 10- to 15-minute presentation of the venture concept, which they will present to the class. Teams will receive feedback for improving the concept and presentation from instructors, fellow students and, possibly, an invited panel of experts/individual experts. Teams will also submit a written Edson format proposal, pro forma financials, and an executive summary.

Team or Individual Edson Proposal

You will choose a venture idea (product or service) use that idea throughout the course. The format of the final individual project (due at the end of the semester) is the ASU Edson format. Please access the Edson website <http://studentventures.asu.edu/apply/criteria> for the requirements for a traditional Edson proposal. Your individual project will need to meet all of the requirements listed; and some sections you will write regarding future plans rather than things that you have already accomplished. Please note that the questions posed on this link are the questions I will be using to grade your project.

The following are steps and assignments related to your individual project. See the weekly outline for due dates of each part:

Individual Project Abstract:

- Reflect on the team exercise of Opportunity Identification and Analysis. Select an opportunity that appeals to you. Write an “elevator speech” about the opportunity and why you can uniquely address it. This will be the basis of your Edson proposal.

Edson Proposal Part 1: Business Concept and Strategy

- Does the venture fulfill a market need or create a new one?
- How will the venture solve the need/problem it seeks to address?
- How will the activities stated in the proposal lead to the advancement of the venture’s stated purpose?
- Is the concept proposal well-written, clear and consistent, and is it free of spelling and grammatical errors?

Edson Proposal Part 2: Marketing Strategy

- Does the proposal include mention of competitors and suggest potential alliance partners?
- Does the venture include a process for getting its products/services to the market?
- Does the proposal delineate and understanding of the market size and structure, and how much of the market the venture plans to capture?

Edson Proposal Part 3: Management Team and Qualifications

- Has the team approached industry/market experts or senior management/entrepreneurial or non-profit advisors to serve as mentors (from outside of the University)?

- Has the team made an effort to select members from different disciplines/colleges/majors?
- Have team members taken any entrepreneurial programs or training in advance of concept proposal submission (attending ASU courses or entrepreneurial training at SkySong or elsewhere)?

Edson Proposal Part 4: Budget & Uses of Capital

- Does the venture's budget reflect an understanding of the true costs of the proposed activities?
- Does the budget include cost-share (financial, human and other resources not paid for by Edson funds)?
- Does the budget reflect activities that can be carried out in one year? If not, is the longer timeframe justified?

Edson Proposal Part 5: Potential for return on investment (financial or social impact)

- Does the venture plan include funding from potential partners, investors, and/or revenue from customers?
- If the venture is successful, explain what the financial and/or social impact will be?
- Does the venture plan to obtain non-Edson funding (e.g. grants from foundations, government (SBIR/STTR program), and how would it factor into the overall budget?

Edson Proposal Final: FINAL PROJECT PROPOSAL

- Complete all remaining sections (management team, sustainability and anything else you find helpful and valuable to your proposal) and make any necessary updates to previous sections. Should be 7 – 10 pages in length
- Have someone proofread your document for grammar, spelling, and general flow of writing!

Individual Papers

Each student will write two papers, 1) TBD and 2) Final Reflections (paper reflecting on lessons learned at the end of the semester). Each paper will be 3 to 5-pages in length, 12 font, 1 inch margins.

Quiz

Tentative

VIII. COURSE OUTLINE AND REQUIRED READINGS

Session/ Week (Week of)	Topic Area	Readings (DUE DAY OF CLASS)	Assignments (DUE ON DAY INDICATED)
1 (01/14) 2a	Beginnings: <ul style="list-style-type: none"> • Intro to First Innovations • Intro to Economic Development from an Indigenous Perspective (Dr. Fonda Walters) -Preview of next class topics		Introductions
2 (01/21) 2a 2c	<ul style="list-style-type: none"> • Sustainability concepts: A Holistic perspective • Federal policies impacting Indigenous tribal communities (Dr. Fonda Walters) <ul style="list-style-type: none"> • Systems Thinking • Opportunity Identification • Opportunity: Evaluation & Selection (Prof. John Takamura)	Miller, R. (2012) Chapters 3	
3 (01/28) 2a 2c	-Tribal Citizen Entrepreneurship (Dr. Fonda Walters) -Introduction to Strategy, Business Modeling & Planning (Dr. Fonda Walters)	Cornell S. & M. Jorgensen. "Citizen Entrepreneurship," in Jorgensen, M. (ed.) <i>Rebuilding Native Nations</i> , 2007. Miller, R. (2012) Chapter 7	<u>In-Class Assignments:</u> <ul style="list-style-type: none"> • Opportunity Exercise (in-class) • Opportunity, Evaluation & Selection (in-class) • Due in BB by next class.
4 (02/4) 2a 2b 2c	-Indigenous Entrepreneurship -Contextualizing Entrepreneurship (Dr. Fonda Walters) -Intro. to Developing Products and Services (Dr. Fonda Walters)	Welter, F. "Contextualizing Entrepreneurship- Conceptual Challenges and Ways Forward." (2011) Peredo, A. et. al "Toward a theory of Indigenous Entrepreneurship." (2004)	<u>In-Class Assignments:</u> <ul style="list-style-type: none"> • Elevator Pitch • Sunflower • Due in BB by next class

2a
2b

2b
2c

2b
2c

Session/ Week (Week of)	Topic Area	Readings (DUE DAY OF CLASS)	Assignments (DUE ON DAY INDICATED)
5 (02/11)	-Developing Products and Services: <ul style="list-style-type: none">• Intro to R&D• Technology Roadmapping (Dr. Fonda Walters) -TechShop tour – Chandler (<i>tentative</i>)		<u>In-class assignments:</u> <ul style="list-style-type: none">• Technology Roadmap• Need-Feature-Value Map• Value Network• Product Data Sheet <ul style="list-style-type: none">• Due in BB by next class
6 (02/18)	-Intro Market Strategy: <ul style="list-style-type: none">• Value Networks• Product Data Sheet (Dr. Fonda Walters) -Market Strategy: Dimensional Competitive Analysis (Dr. Fonda Walters)	Harmsworth (2008), Merskin (2001), Guest (1995-1996), Knowledge and Learning Center, Africa Region, World Bank, (1998)	<ul style="list-style-type: none">• Business Concept/Strategy (Edson Part 1) <ul style="list-style-type: none">• DUE IN BB BY 11:59PM ON TODAY
7 (02/25)	-Role of Marketing, Branding in an American Indian Context -Customer Interviews (Prof. John Takamura) -Sales Function <ul style="list-style-type: none">• Designing the Sales Pipeline• Getting off the Beach (Dr. Fonda Walters)		<ul style="list-style-type: none">• Customer Interviews• Dimensional Competitive Analysis <ul style="list-style-type: none">• DUE IN BB BY 11:59PM TODAY

2a
2b
2c

Session/ Week (Week of)	Topic Area	Readings (DUE DAY OF CLASS)	Assignments (DUE ON DAY INDICATED)
8 (03/04)	-Indigenous Centered Design -Venture Storytelling & Storyboarding (Prof. John Takamura) Building the Business: <ul style="list-style-type: none"> • Operations & Team • 1- yr Plan • 5-yr Plan (Dr. Fonda Walters)		<ul style="list-style-type: none"> • Value Proposition Storyboard • Designing the Sales Pipeline • Getting off the Beach • Marketing Strategy (Edson Part 2) • DUE IN BB BY 11:59PM TODAY
9 (03/11)	SPRING BREAK – NO CLASS ASSIGNMENTS ARE STILL DUE THIS WEDNESDAY!		<ul style="list-style-type: none"> • Management (Edson Part 3) • 1-yr Plan • 5-yr Plan • DUE IN BB BY 11:59PM TODAY
10 (03/18)	Entrepreneurial Finance and Funding: <ul style="list-style-type: none"> • Cash Flow • Bootstrapping • FFF, Angels, Venture Capital, Tribal Investment (Mr. Dan O’Neill- <i>invited</i>) • Proforma Financials & Usage of Funds • Funding Plan (Mr. Dan O’Neill- <i>invited</i>) 		<ul style="list-style-type: none"> • Budget/Finance (Edson Part 4) • Return on Investment Potential (Edson Part 5) • DUE IN BB BY 11:59PM TODAY
11 (03/25)	Challenges of economic development & individual entrepreneurship within the Navajo Nation (Ms. Jessica M. Stago, American Indian Entrepreneurship Consultant) <i>invited</i>		<ul style="list-style-type: none"> • Proforma Financials & Usage of Funds • Funding Plan • EDSON FINAL PROPOSAL DUE • DUE IN BB BY 11:59PM TODAY
(04/1)	ASU EDSON PROPOSAL DUE TO http://studentventures.asu.edu/apply/criteria		

2b

2a

Session/ Week (Week of)	Topic Area	Readings (DUE DAY OF CLASS)	Assignments (DUE ON DAY INDICATED)
2a 2c 12 (04/01)	American Indian CEO Story, Innovation & Tribal Enterprise (Ms. Anna Lee – Pima Awards) <i>invited</i>		<ul style="list-style-type: none"> Peer Evaluation <ul style="list-style-type: none"> DUE IN BB BY 11:59PM TODAY
2a 2c 13 (04/08)	The Venture Story: Speaking to the Tribal Community (Dr. Fonda Walters) Creating Effective Presentations & Presence (Prof. John Takamura)		<ul style="list-style-type: none"> Final Proforma Financials <ul style="list-style-type: none"> DUE IN BB BY 11:59PM TODAY
2a 14 (04/15)	Dry Run Team Presentations (Students)		<ul style="list-style-type: none"> Final Executive Summary <ul style="list-style-type: none"> DUE IN BB BY 11:59PM TODAY
2a 15 (04/22)	Dry Run Team Presentations (Students)		<ul style="list-style-type: none"> Paper: Final Reflections <ul style="list-style-type: none"> DUE IN BB BY 11:59PM TODAY
2a 16 (04/29)	Final Team Presentations (Students)		<ul style="list-style-type: none"> Final Team Presentation COMPLETE ON-LINE COURSE EVALUATIONS

Inventory of Assignments

Individual	Team
<ul style="list-style-type: none"> • Papers (100 total) (50 pts each): <ul style="list-style-type: none"> ○ TBD ○ Final Reflections • Edson Proposal (TEAM OR INDIVIDUAL) (200 pts total) (25 pts each; except where noted): <ul style="list-style-type: none"> ○ Part 1 ○ Part 2 ○ Part 3 ○ Part 4 ○ Part 5 ○ Final (75 pts) • Peer Evaluation • Quiz (tentative) 	<ul style="list-style-type: none"> • Team Exercises (200 pts. Total) (10pts ea.; except where noted*) <ul style="list-style-type: none"> ○ Opportunity ○ Oppor, Eval & Selection (initial idea) ○ Elevator Pitch ○ Sunflower ○ Value Proposition ○ Storyboard ○ Technology Roadmap ○ Need-Feature-Value Map ○ Value Network Model ○ Product Data Sheet ○ Customer Interviews ○ Dimensional Competitive Analysis ○ Designing the Sales Pipeline ○ Getting Off The Beach ○ 1-yr Plan (20pts*) ○ 5-yr Strategic Plan (20pts*) ○ Proforma Financials & Usage of Funds ○ Funding plan • Final Deliverables (300 total): <ul style="list-style-type: none"> ○ Executive Summary } (150 pts) ○ Proforma Financials } ○ Final Presentation (150pts)

Reservation "Capitalism"

**Economic Development
in Indian Country**



Robert J. Miller

NATIVE AMERICA: YESTERDAY AND TODAY
Bruce E. Johansen, Series Editor

 **PRAEGER**

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REBUILDING NATIVE NATIONS

Strategies for Governance and Development

EDITED BY Miriam Jorgensen

FOREWORD BY Oren Lyons

AFTERWORD BY Satsan (Herb George)

The University of Arizona Press
Tucson

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ing-in-Publication Data
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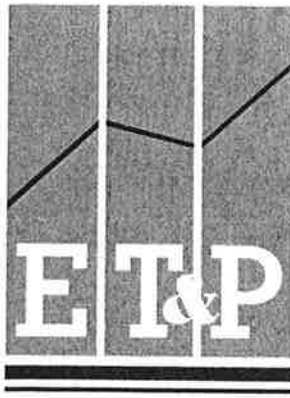
Citizen Entrepreneurship An Underutilized Development Resource

*Stephen Cornell, Miriam Jorgensen,
Ian Wilson Record, and Joan Timeche*

Economic activity on the lands of Native nations is diverse, ranging from natural resource extraction to hunting, from tourism-oriented business to multiple-tenant industrial parks. Often, the development strategies guiding this activity focus heavily on businesses owned and operated by the nation. Many American Indian tribes limit their strategic thinking to a narrow range of questions: What should *the nation* do economically? What businesses should *the nation* be in? What resources can *the nation* develop or bring onto the market?

Such strategies imagine the nation as the primary actor in reservation economic development. They imagine that reservation businesses typically will be owned by the tribe outright or by a tribally owned corporation, or at least that one of these will be the majority owner, perhaps with a joint venture partner. They assume that economic development will be sponsored and led by tribal government: the tribe or its development corporation will make the decisions; find, control, and invest the funds; own the businesses; employ the people; and receive and spend the revenues.

This focus on tribal government as primary economic actor is understandable. Native nations typically confront urgent needs for expanded economic activity on their lands. Unemployment usually is high, citizens' circumstances are difficult, and revenue is scarce. Tribal citizens elect their leaders, in part, to solve these problems. Who else are they going to turn to? And by directing most of its development funds for Indian Country through tribal governments, the federal government reinforces this attitude.¹



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Contextualizing Entrepreneurship— Conceptual Challenges and Ways Forward

Friederike Welter

This paper sets out to explore contexts for entrepreneurship, illustrating how a contextualized view of entrepreneurship contributes to our understanding of the phenomenon. There is growing recognition in entrepreneurship research that economic behavior can be better understood within its historical, temporal, institutional, spatial, and social contexts, as these contexts provide individuals with opportunities and set boundaries for their actions. Context can be an asset and a liability for the nature and extent of entrepreneurship, but entrepreneurship can also impact contexts. The paper argues that context is important for understanding when, how, and why entrepreneurship happens and who becomes involved. Exploring the multiplicity of contexts and their impact on entrepreneurship, it identifies challenges researchers face in contextualizing entrepreneurship theory and offers possible ways forward.

The Starting Point: Why Contextualize Entrepreneurship?

How can a contextualized view on entrepreneurship add to our knowledge of entrepreneurship? The call for considering context in entrepreneurship research is not new; and there is growing recognition that economic behavior can be better understood within its context(s) (Low & MacMillan, 1988), be that the social (Granovetter, 1985), spatial (Katz & Steyaert, 2004) or institutional (Polanyi, 1957) and societal¹ contexts (Weber, 1984). Gartner (1995, p. 70) prompts entrepreneurship research to acknowledge the context in which entrepreneurship takes place, as observers “have a tendency to underestimate the influence of external factors and overestimate the influence of internal or personal factors when making judgements about the behaviour of other individuals,” while Baumol (1990, p. 898) draws attention to the fact that the rules for entrepreneurship “do change dramatically from one time and place to another.”

Context simultaneously provides individuals with entrepreneurial opportunities and sets boundaries for their actions; in other words, individuals may experience it as

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1. I distinguish between societal and social. The former refers to the wider context of a society at macro level, while social refers to human relationships at micro level.

TOWARD A THEORY OF INDIGENOUS ENTREPRENEURSHIP

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Indigenous branding: Examples from Aotearoa-New Zealand

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ABSTRACT

We introduce the topic of indigenous Māori branding and provide selected examples from New Zealand (NZ). We briefly discuss the historical background and context for Māori branding in global markets, its potential role in expanding Māori economic development in NZ, and major issues such as cultural respect and intellectual property rights. We draw on findings from recently completed research 2003–2007, “Māori business branding: achieving competitive advantage in global markets (Waka Tohu)”. The Waka Tohu project found that Māori businesses mainly use branding to express and assert their own identity, values, knowledge, and cultural distinctiveness, and to tell their story to the world. This cultural distinctiveness may provide a competitive advantage in certain markets, particularly where it is based strongly on values, integrity and ethics.

1. INTRODUCTION

Māori cultural elements such as imagery, language, symbols, colours, designs, textures, methods, dance, music, and emotional and spiritual concepts have been inherent parts of Māori culture for centuries. Many of these elements are being increasingly used by Māori and non-Māori enterprises (e.g., companies, businesses, organisations) to express something unique in global markets, and businesses are increasingly capitalising on this cultural distinctiveness. Stafford (2007) defined Māori branding as “a unique cultural association of stories, images, names, and symbols which serves to differentiate competing products or services, and to provide both a physical and emotional trigger to create a relationship between consumers and the product, service, or enterprise” (p.7). There is an emergence of pride at being a successful Māori business in New Zealand (NZ) and branding has become a central way for expressing values and providing a unique statement of identity to the world (Wilson, 2005; Stafford, 2005; NZ Trade & Enterprise (NZTE), 2005a, b; Māori Language Commission, 2006). Selected examples of Māori business brands are given in section 2.3.

In global economies, nation and cultural brand distinctiveness is becoming a significant asset. Many recent articles in NZ (e.g., Wilson 2005; Panoho 2007) discuss the importance of Māori culture as an integral and unique part of NZ branding. Māori are therefore increasingly engaged in discussions on research, knowledge, business, economics, and markets. At the same time, Māori are deeply concerned about cultural misappropriation and insensitivity, ignorance of intellectual property rights, and believe that any branding of NZ through Māori imagery must take place only with their active agreement.

A project, “Māori business branding: achieving competitive advantage in global markets (Waka Tohu)”, was carried out between 2003 and 2007. The project considered the growing importance of branding in global markets and the body of evidence that suggested overseas markets were

Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Indians in American Advertising Brands

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Jeep Cherokee, Sue Bee Honey, and Crazy Horse Malt Liquor are all established brand names and trademarks that use representations of Native Americans to help sell their products. How stereotypes are created, and how pictorial metaphors used in advertising perpetuate these beliefs, is the focus of this study. McCracken's Meaning Transfer Model and Barthes's semiotic analysis serve as the framework of this study.

The findings, which are important to scholars and practitioners, posit that these images build upon longstanding assumptions about Native Americans by Whites and reinforce an ideology that has resulted in a consumer "blind spot" when it comes to recognizing this form of racism. This study contributes to the scarce literature on representations of American Indians in modern media, providing a framework for understanding why these images persist and why they are problematic.

KEYWORDS *Native Americans, American Indians, stereotypes, ideology, racism, advertising, branding*

From early childhood on, we have all learned about "Indianness" from textbooks, movies, television programs, cartoons, songs, commercials, fanciful paintings, and product logos.¹ Since the turn of the century, American Indian images, music, and names have been incorporated into many American advertising campaigns and product images. Whereas patent medicines of the past featured "coppery, feather-topped visage of the Indian" (Larson, 1937, p. 338), butter boxes of the present show the doe-eyed, buckskin-clad Indian "princess." These stereotypes are pervasive, but not necessarily consistent—varying over time and place from the "artificially idealistic" (noble savage) to present-day images of "mystical environmentalists or uneducated, alcoholic bingo-players confined to reservations" (Mihesuah, 1996, p. 9). Yet today a trip down the grocery store aisle still

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INDIGENOUS KNOWLEDGE FOR DEVELOPMENT
A FRAMEWORK FOR ACTION

November 4, 1998

Knowledge and Learning Center
Africa Region
World Bank

Indigenous Knowledge for Development

A Framework for Action

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