

History of American Indian Gaming

Course Design

2005-2006

Course Information

Organization	Eastern Arizona College
Division	Business
Course Number	GAM 106
Title	History of American Indian Gaming
Credits	3
Developed by	Dr. Stephen Cullen
Lecture/Lab Ratio	Lecture 3 hours/Lab 0 hours
Transfer Status	Non-Transferable
Activity Course	No
CIP Code	52.0901
Assessment Mode	Pre/Post Test (15 questions, 60 points)
Semester Taught	Offered Upon Request
GE Category	None
Separate Lab	No
Awareness Course	No
Intensive Writing Course	No

Prerequisites

None

Educational Value

The course is designed for students who wish to pursue a career in casino management or who wish to advancement their career in the growing service industry of gaming/casino. The course is also design to assist the student to gain an overview of the evolution of gaming.

Description

This course reviews the historical landmarks in the casino and gaming industry within the United States. It focuses primarily on the legalization of gaming in the southwestern United States. The course offers opportunity to examine the economic and employment impacts of gaming on local jurisdictions. Students will also review the current and future developments of gaming.

Textbooks

W. Dale Mason. *Indian Gaming, Tribal Sovereignty and American Politics*. Publisher: University of

Oklahoma Press. Year: June 1, 2000. Required

William Edaington & Judy Cornelious. *Indian Gaming & The Law*. Publisher: University of Nevada, Reno Bureau of Business. Year: May 1, 1998. Required

Supplies

Notebook

Pen/Pencil

Access to the World Wide Web

Competencies and Performance Standards

- 1. Develop an understanding and identify the conflicts over American Indian tribes' gambling operations, focusing on tribes in New Mexico and Oklahoma.**

Learning objectives

What you will learn as you master the competency:

- Trace the history and describe major court cases that impacted the development of Indian gaming.
- Review State compact Agreements and Indian Regulatory Act and describe their impact on Native American gaming.

Performance Standards

Student will demonstrate competence by:

- o Through cal discussion
- o Objective Test
- o Group discussion
- o Electronic research

Student performance will be successful when:

- o Outlines important historical dates in evolution of Indian gaming
- o Gain understanding the reasons for Indian gaming to gain support for tribes and other governmental entities.

- 2. Identify and outline historic Indian policy, states' rights arguments, and federalism.**

Learning objectives

What you will learn as you master the competency:

- Review State compact Agreements and Indian Regulatory Act and describe their impact on Native American gaming.

Performance Standards

Student will demonstrate competence by:

- o Through class discussion
- o Oral presentations

- o Research paper
- o Electronic research

Student performance will be successful when:

- o Identifying historic Indian policy
- o The rationale for the historic Indian policy
- o Compare and contrast the major components of the various tribal compacts

3. Develop an understanding of new strata of inter-governmental relations and concept of sovereignty with the United States federal system.

Learning objectives

What you will learn as you master the competency:

- a. Describe and explain the role of the federal government in Indian gaming.

Performance Standards

Student will demonstrate competence by:

- o Class discussion
- o Objective test
- o Oral presentation
- o Electronic research

Student performance will be successful when:

- o Gain insight as to new relationship between sovereign tribal nations and the federal government and system of accountability.

4. Identify pro-gaming activities and how Native American tribes act as both political entities and interest groups, while protecting their right to self-govern.

Learning objectives

What you will learn as you master the competency:

- a. Analyze the social, cultural, and economic impact of legalized gaming on tribal communities.
- b. Analyze how has Indian gaming impact Native American tribes in self governance

Performance Standards

Student will demonstrate competence by:

- o Class discussion
- o Research on the internet
- o Class Presentations
- o Objective tests

Student performance will be successful when:

- o Learner will understand the new responsibilities for tribal leadership relative to gaming
- o Learner will understand the evolution and continuing process of fiscal accountability

5. Acquire knowledge as to the importance of gaming to tribal economic and political life.

Learning objectives

What you will learn as you master the competency:

- a. Analyze the social, cultural, and economic impact of legalized gaming on tribal communities.
- b. Appreciate how gaming has had a positive impact on tribal communities throughout the southwestern United States.

Performance Standards

Student will demonstrate competence by:

- o Object tests
- o Electronic research
- o Review of industry journals and periodicals.

Student performance will be successful when:

- o Student examines economic impact of Indian gaming through a review of projects with various tribes in the Southwest and present his/her finding.
- o Student will analyze how gaming might have a long-term effective of Native Tribes throughout the southwestern United States.
- o Student identifies the what long-term positive impact is and in what areas must gaming revenue be allocated for long-term impact.

6. Based on a historical perspective, identify the new source of tribal-state conflicts of the twenty-first century.

Learning objectives

What you will learn as you master the competency:

- a. Review State compact Agreements and Indian Regulatory Act and describe their impact on Native American gaming.
- b. Describe and explain the role of the federal government in Indian gaming.
- c. Identify and describe potential current and future threats facing Indian gaming.
- d. Discuss the State of Arizona role and responsibility in gaming.
- e. Describe political and legal factors regulating gaming lands.

Performance Standards

Student will demonstrate competence by:

- o Identifying and listing major events in history and resulted in the development of Indian gaming.
- o Compare and contract major elements of State Compact agreements between Nevada, New Mexico, California, Oklahoma and Arizona.
- o Orally and in the written form, analyze the impact that legalized gaming has on the social and economic life of Native Americans.
- o Outline the current and future threats Indian gaming and how to remain proactive in terms of leadership.
- o Outline the role that the State of Arizona has with gaming.

- o Objective test
- o Electronic research
- o Research using gaming industry journals and other publications

Student performance will be successful when:

- o Student has completed all reading assignments
- o Student has completed group project
- o Student has given one presentation of a issue pertaining Native American gaming
- o Student has researched on the internet two topics, written a three page report on each topic, and submitted computer generated report to instructors

Types of Instruction

Lecture

Research

Group Projects

Class Presentations

Grading Information

Grading Scale

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	Below 60%