

COURSE REVISION

Northwest Indian College Curriculum Committee

COURSE INFORMATION BEFORE PROPOSED CHANGE

Course Subject Code and Number: POLS 225 Course Title: History of Federal Indian Policy

Rationale: The recent program revisions that incorporated the foundational requirements into all programs of study remove HIST 112 as a program requirement. The faculty who teach POLS 225 agree that CSOV 101, as a foundational requirement, is an appropriate replacement. The faculty support keeping ENGL 101 as a prerequisite.

PROPOSED REVISIONS TO THE COURSE – FILL IN CHANGES ONLY

Course Title (60 character maximum): _____

Short title if proposed title is over 25 characters: _____

Credits: _____

Course Catalog Description (50 word maximum): _____

Prerequisites, if any: CSOV 101 and ENGL 101

Form of Grading: A-F S/U

Course Type: Lecture only Lab only Lecture and lab Phys. Ed. Internship/Practicum

Allow course to be taught in separate modules? Yes No

Indicate number of credits for each module:

A credits B credits C credits D credits E credits F credits

Designed to meet the following general education and related requirements:

(Basic Skills) (Distribution) (Other) (NWIC)
 CS QS HP HT SS NS NSL TE NE NASD

Designed to meet the following program requirements:

NWIC Requirements Program Core Requirements Electives

Name(s) of the program(s) if the course satisfies program core requirements: _____

For the following type(s) of program (check all that apply):

Program of Study: BA BS AAS AST AAS-T ATA Certificate

Other Program Type: Award of Completion Training Program

Add course to the published NWIC catalog? Yes No

Required attachments: (Templates for required attachments are available on the Curriculum Committee web site.)

Course Outcomes Form Course Syllabus

Bernice Portervint

Proposed by (type name)

May 22, 2014

Date

APPROVAL SIGNATURES

Dean of Academics and Distance Learning – approved to present

Date

Curriculum Committee Chair – approved by Curriculum Committee

Date

Vice President for Instruction and Student Services – approved to implement

Date



Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at www.nwic.edu/faculty (follow the Assessment link)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically to Shidon Aflatooni at saflatooni@nwic.edu.

Last date this form was updated or edited	1/30/07
Course Number (e.g., ENGL 101)	POLS 225
Course Name (e.g., English Composition I)	History of Federal Indian Policy
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	<i>Bernice Portervint</i>
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>Documents of US Indian Policy by Francis Prucha</i>
	<i>Native American Testimony, by Peter Nabokov</i>

A. **NWIC outcomes:** From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen).

NWIC outcome # (e.g., “Written communication: 2a. write standard English”)	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Written communication: 2b. Write in a variety of text forms using various credible sources.	Students will use the course texts and other resources in the preparation of weekly assignment	The writing shows the student has thought about the material and related it to personal experience.
Oral communication: 3b. Apply interpersonal communication skills	Students will communicate in class with each other, and in response to information provided by the instructor regarding reading of documents	The oral communication will demonstrate that the student can apply governmental policies that have shaped Indian policies throughout the century.
Computer Skills: 4d. Use the internet for research	Homework for class discussion and final paper	The student will prepare bibliographic entries (using MLA style) for two online resources relevant to each of the writing assignments

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 8).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Summarize in essay form ten defining policies in federal Indian relations	Research and essay preparation	Final paper (with completion of all required parts)
Summarize and discuss information on how early federal Indian policy was formulated through the Articles of Confederation and the U.S. Constitution	Research and group activity	Class discussion (with completion of all required parts)
Compare and contrast the federal policies at the time Indians first encountered European explorers to late 19 th century	Research and group activity	Class discussion (with completion of all required parts)
Compare and contrast Twentieth century federal Indian policies to the current era of tribal self-determination	Research and group activity	Class discussion (with completion of all required parts)

C. Please list the NWIC outcomes and course outcomes from above on your syllabus.

D. Please assess the NWIC outcomes and course outcomes, which are listed above, in your classes.

I. COURSE INFORMATION

History of Federal Indian Policy

POLS 225 – OL

5 credits

II. TEACHER INFORMATION

Instructor: Donald McCluskey

Phone: (360) 255-4459

E-mail: dmcccluskey@nwic.edu

Address: NWIC
2522 Kwina Rd.
Bellingham, WA 98226

Please utilize the Message board provided to you on Moodle for any questions you may have pertaining to the course or completion of assignments, etc. You can also contact me by email with any questions you may have.

III. DESCRIPTION, GOAL, OBJECTIVES & OVERVIEW

Course Overview: This course provides an overview of governmental policies that have shaped Indian law, including European perspectives brought by the colonists, which influenced the formation of United States policy. It also includes an understanding of this history as viewed by native nations and their citizens.

Pre-requisites: CSOV 101, Engl 101, or permission of instructor

Course Objectives: Students will have an understanding of:

1. Pre-contact European concepts of “discovery” and “conquest” and how they influenced U.S. Indian policy;
2. How early federal Indian policy was formulated through the Articles of Confederation and the U.S. Constitution;
3. Federal policies at the time Indians first encountered European explorers to late nineteenth century dispossession;
4. Twentieth century federal Indian policies to the current era of tribal self-determination.

IV. COURSE TEXT

Books/Materials: Required

Documents of US Indian Policy by Francis Prucha

Supplemental Resource

Periodically I may post relevant readings that pertain to that week’s topic and may serve to aid you in better understanding the implications of the policy or historical event being discussed that week.

V. ASSIGNMENTS AND GRADING

Course Requirements:

An important note:

A great thing about online learning classes is that there is no set time that you have to be in class or do work. That is also one of the tougher aspects of independent learning courses. In order to succeed and to learn, find a time to do the readings and the assignments each week. After all, the end of the quarter is already a busy time, and you don't want to cram 11 weeks of work into 2 or 3 of them. Assignment deadlines will always be Sunday at midnight.

Faculty Discretionary Drop (FDD) If you do not turn in assignments within the first two weeks of class you may be considered a No Show and I have option/discretion of dropping you from the class. It's important that you make contact with me within the 1st week of enrolling in the class either by phone or email.

End of Quarter: All assignments must be turned in by 6/19/14 Please do not ask for an Incomplete the last week of classes. In order to receive an incomplete for a course, you must have completed at least 70% of the course work to date and entered into the incomplete agreement no later than the end of the 8th week of the quarter.

Statement on Academic Integrity and Personal Responsibility: All students are expected to complete the required assignments, and readings, as prescribed in this syllabus. It is further expected that work submitted for this class is the students' own work created expressly for the assignments in this course. Please refer to the NWIC catalog for a definition of Academic Dishonesty Policy.

Written Assignments: SEE BELOW CRITERIA.

Student assignments should reflect good writing skills, accuracy, an understanding of the material and your thoughts, comments and questions. Written assignments should be no more than two-three paragraphs, typed, double-spaced, with one-inch margins and appropriate footnotes. Place all verbatim material in quotation marks or use page numbers as a reference. (See NWIC policy on plagiarism.) If you have any questions about these assignments, please contact me. *Please see Writing Rubrics below*

Written Assignments: SEE BELOW CRITERIA.

Each weekly essay is worth 10 points in which there are ten of them for a possible total of 100 points for the quarter.

Writing Rubric

1 = not present, 2 = needs extensive revision,
3 = satisfactory, 4 = strong, 5 = outstanding

	1	2	3	4	5
Insights and ideas					
Awareness of major concepts, major models, or major issues.					
Integration of source materials					
Grammar and mechanics					
Comments/Final Grade					

VII. SCHEDULE

Week One

Topic: *Origins of the “Doctrine of Discovery”*

Reading Assignments:

Need to read *Prucha* Documents 1, 3, 6, 8, 13, 17, 19, 21, 29 and Preface pp. xi-xii and choose an essay question to answer.

Week Two

Topic: *Removal and Reservation Policies*

Assignments:

Need to read *Prucha* Documents 33, 34, 39, 40, 41, 42, 44 & 45, and complete weekly essay to week 2

Week Three

Topic: *Indians and the Bill of Rights in the U.S. Constitution*

Reading Assignments:

Need to read *Prucha* Documents 51, 54, 56, 58, 64, and complete weekly essay to week 3

Week Four

Topic: 1871 Indian Appropriation Act

Reading Assignments:

Need to read *Prucha* Documents 70, 71, 82, 83, 86, 91 and complete weekly essay to week 4

Week Five- Midterm given out

Topic: Allotment in Severalty

Reading Assignments:

Need to read *Prucha* Documents 95, 98, 100, 101, 102, 104, 106, 112, 124 and complete weekly essay to week 5

Week Six- Midterm due

Topic: Allotment in Severalty

Reading Assignment:

Need to read *Prucha* Documents 126, 128, 130, 134, 136, 137, 139, and complete weekly essay to week 6 and remember the ***midterm essay is due this week and has to be emailed to me directly***

MIDTERMS ARE DUE THIS WEEK!

Week Seven

Topic: Reading Assignments:

Need to read *Prucha* Documents 140, 141, 142, 143, 145, 146, 147, 148, 151 and complete weekly essay to week 7

Week Eight

Topic: The Indian Reorganization Act of 1934

Reading Assignments:

Need to read *Prucha* Documents 154, 155, 160, 162, 165, 166, 169, 171, 174, and complete weekly essay to week 8

Week Nine

Topic: “Government should get out of the Indian business” and “employment assistance” in the 1950s

Reading Assignments:

Need to read Prucha Documents 176, 180, 181, 182, 183, 184, 185, 186, 187 and complete weekly essay to week 9

Week Ten and Eleven

Topic: Federal policy of Indian self-determination

Need to read Prucha Documents 188, 189, 195, 200, 201, 204, 205, and complete weekly essay to week 10

Need to read Prucha Documents 207, 210, 211, 214, 215, 222, 224, 226, 231, 238 and begin work on the final essay questions.

Week Twelve

FINALS ARE DUE THIS WEEK!

Weekly Essay Assignments for POLS 225

For each weekly assignment, you will decide to respond to one or more of the questions posed for that given week. For example; in week one, you will choose to discuss, in writing, either question A), question B) or both.

Week 1

A. What principles did *George Washington* say should guide federal Indian policy? What did Washington see as the connection between federal Indian policy and the formation of new states in the West (Doc 1)? What interpretation(s) of U.S./Indian relations do you think the document represents (paternalistic, exploitative, etc.)?

B. To what extent do you think that the *Treaty of Hopewell* (Doc 6) reflects the ideas expressed by Washington and the Congress (Doc 1 & 3)? To what extent do you think it reflects the desires of the Cherokees? What interpretation(s) of U.S.- Indian relations do you think the document represents (paternalistic, exploitative, sovereign nations, etc.)?

Week 2

A. Why do you think Congress passed the Civilization Fund Act of 1819 (Doc 29)? What does the act suggest about American attitudes regarding Native Americans? Does it

represent a change from the past? What theme(s) or interpretation(s) of U.S./Indian relations do you think the document represents?

B. In the U.S. Constitution what does "*Indians not taxed*" mean from Article I, Section 2?

Week 3

A. What justification did Andrew Jackson give for removing Native Americans from the East to the West (Doc 41)? What policy interpretation or interpretations do you think best describes the removal policy as stated by Jackson?

B. According to the Supreme Court in "*Cherokee Nation v. Georgia of 1831*" (Doc 44) were Indian tribes to be considered foreign nations? What is meant by the phrase "domestic dependent nation"? Which interpretation(s) of federal Indian policy do you think the act best illustrates? Why?

C. According to the Supreme Court in "*Worcester v. Georgia of 1832*" (Doc 45), do state governments have jurisdiction over American Indian tribes? Do the tribes have sovereignty according to the ruling? Why was/is this decision important? Which interpretation(s) of federal Indian policy do you think the act best illustrates? Why?

Week 4

A. In "*Indian Commissioner Crawford on Indian Policy*" (Doc 51), what did Crawford say was necessary for Native Americans to become "civilized"?

B. What did the United States and several Plains Indians tribes make the *Treaty of Fort Laramie of 1851* (Doc 58)? What do you make of articles 1 & 7 in particular? Which interpretation(s) of federal Indian policy do you think the treaty best represents? Why?

C. According to "Indian Commissioner Dole on Reservation Policy" (Doc 64), what were some of the problems Native Americans on reservations were experiencing? How did Dole suggest that such problems could be addressed?

Week 5

A. What did the "*Major Crimes Act of 1885*" supposed to do (Doc 100)? What do you think this has to do with efforts to assimilate American Indians?

B. What did the "*General Allotment Act of 1887*" do (Doc 104)? What does it have to do with efforts to assimilate Native Americans? What did the act mean by the stipulation that allotments would be held "*in trust*" by the federal government for twenty-five years? How could an Indian become a U.S. citizen under this act, and why was such a provision included?

C. In the "*Lonewolf v. Hitchcock case of 1903*," what does "*plenary power*" mean (Doc 124)? How did the Supreme Court justify its argument that Congress had plenary power over the tribes and what did having such power allow Congress to do?

D. In the "*Indian Citizenship Act of 1924*", why do you think Congress passed this law? What do you think the law has to do with assimilation? Why do you think Congress included the last sentence; "*That the Granting of...*?"

Week 6

A. The "*Bursam Bill*" (Doc 136) sought to address a growing number of conflicts over the ownership of Pueblo Indian land grants in New Mexico. A series of conflicting legal decisions had raised serious questions as to whether lands traditionally held by the Pueblos had been transferred to non-Indians. How did the bill seek to resolve the dispute over land claims? Did the bill favor the Pueblos or the non-Indians? Or did the bill propose to treat both parties fairly? If there was favoritism, why do you think that such favoritism was shown? What interpretation(s) of U.S./Indian relations do you think the bill best illustrates? Why?

B. The "*Meriam Report of 1928*" (Doc 139) said *what* the United States should seek to in regard to American Indians? Did the report favor assimilation, either forced or voluntary, of Native Americans? What theme(s) do you think the report best illustrates? Why?

Week 7

A. According to the "*Indian Reorganization Act/Wheeler Howard Act of 1934*," (Doc 141) what were the key provisions of the IRA and do you think the IRA addressed the concerns raised by the Meriam Report? Why or why not?

B. According to the "*Indian Claims Commission*," (Doc 145) what was this commission and what was it intended to do? Under what circumstances could Native Americans file a claim? What limitations do you see in terms of what the Commission could or could not do? Why do you think Congress created the ICC? Do you think the commission's creation was an acknowledgement of tribal rights or a move toward assimilation?

C. What was "*Public Law 280*" (Doc 148) and what did it do and why do you think Congress passed it?

Week 8

A. According to the decision made in "*Williams v. Lee in 1959*," (Doc 154) did the state of Arizona have jurisdiction over the Navajo Reservation? Why do you think this case is important, and what interpretation of Indian policy do you think the case best illustrates?

B. In the "*Civil Rights Act of 1968*," (Doc 160) it stipulated that Native Americans living under tribal governments had certain individual rights that all tribal governments had to respect, such as freedom of religion. Critics have argued that the act limited tribal governments' powers because the federal government imposed its vision of what rights Indians should have and what tribal governments can and cannot do to tribal members. What do you think? Is it appropriate for the federal government to limit the extent of tribal sovereignty, even if such limitations are intended to protect the rights of individual Indians? On the other hand, in what way could this act be seen as enhancing tribal sovereignty? (Hint: Look at Title IV--Jurisdiction over criminal and civil actions).

C. In "*Presidents Nixon's Special Message*," (Doc 162) why did he state that termination was a bad policy? What sort of Indian policy did Nixon say should replace termination? What interpretation of Indian policy is most applicable to what Nixon said here? Why?

D. In the Boldt decision of "*U.S. v. Washington in 1974*," (Doc 169) why did Judge Boldt conclude that Native Americans were entitled to half of all the fish taken in a given year? What was Boldt's view of treaties and treaty rights? What interpretation of federal Indian policy do you think is most applicable to the Boldt decision? Why?

Week 9

A. In the "*Oliphant v. Suquamish Indian Tribe of 1978*," (Doc 180) the case against the Suquamish was argued by the Washington State Attorney General Slade Gorton. According to the Court, why did the ruling in "*Cherokee Nation v. Georgia*," (Doc 44) mean that tribes did not have criminal jurisdiction over non-Indians? Do you think the Court's ruling in "*Oliphant*" was correct? Why or why not? What interpretation of federal Indian policy do you think is most applicable to "*Oliphant v. Suquamish Indian Tribe*"? Why?

B. According to "*The Indian Child Welfare Act*" (Doc 187) what was wrong with the treatment of Indian children by public and private welfare agencies? How did the act seek to address the problem? What interpretation of federal Indian policy do you think the act best illustrates? Why?

Week 10

A. In "*California v. Cabazon Band of Mission Indians*," (Doc 201) why did the Supreme Court rule that California (where the Cabazon Indians have a small reservation) lacked jurisdiction over Indian gaming?

B. In "*Lyng v. Northwest Indian Cemetery Protective Association in 1988*," (Doc 204) involved a dispute between a group of California Indian nations and the federal government. To facilitate logging, the federal government had proposed to build a road through a section of national forest land that had traditionally been used by several California Indians for religious purposes. The Native Americans sued, arguing that the construction of the road would destroy their religion. A majority of the Supreme Court acknowledged that the construction of the road probably would have devastating consequences for the Indians. How did the Court justify its decision, especially given Congress's 1978 declaration that it was committed to protecting Native American religious freedom? Why did the three dissenting Justices say that the majority was wrong?

C. In the "*Native American Graves Protection and Repatriation Act*," (Doc 214) if a museum possesses the remains of Native Americans or Native American funerary objects (objects associated with funerals), what is that museum required to do? What does the

term "*repatriation*" mean in terms of this act? Why do you think the act was passed and why is it important? What interpretation of federal Indian policy do you think the act best illustrates? Why?

Midterm Essay Assignment:

The midterm assignment will be forthcoming and decided upon on an individual basis. Each student will have identified their topic by midterm through review of the materials, discussions with the instructor and fellow students, etc.

Final paper:

Your final paper will be an expanded upon and revised version of your mid-term. The criteria for your final assignment will be forthcoming.