

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

Follow the *Instructions for Completing the Course Outcomes Form*, which is available on the **NWIC Assessment Website** at <http://www.nwic.edu/assessment/course-outcomes>
 Please submit this form electronically to the chair of the Curriculum Committee

It is important to keep the following principles in mind when completing this form:

- Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form is to be created for each course.
- Regardless of the mode of learning or the location of a course, the **NWIC outcomes** and the **Course outcomes** must be the same for each course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please indicate the **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class (e.g., “IL: Essay”).

Last date this form was updated or edited	June 10, 2014
Course Number (e.g., ENGL 101)	POLS 225
Course Name (e.g., English Composition I)	History of Federal Indian Policy
List the names of all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Steve Pavlik
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	<i>The Great Father: The United States Government and the American Indian</i> (Abridged edition: 1986) by Francis Paul Prucha. ISBN 0-8032-8712-7.

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- **maximum of four**).

institutional outcome	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)
A student will be able to ... exhibit a sense of place	Lecture, discussion, papers	Summary papers, exams
demonstrate knowledge of what it means to be a people.	Lecture, discussion, papers	Summary papers, exams

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10).

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)

Evaluate how the concepts of “discovery” and “conquest” - as articulated in <i>Johnson v. McIntosh</i> - served to influence the development of Federal Indian American policy and law.	Lecture, discussion, papers	Summary papers, exams
Critique how the concept of “paternalism” shaped the formation of early federal Indian policy in the United States.	Lecture, discussion, papers	Summary papers, exams
Evaluate two periods in federal Indian policy that were designed to destroy tribalism and advance the idea of assimilation.	Lecture, discussion, papers	Summary papers, exams
Describe how early Indian policy contributed – both intentionally and unintentionally – toward a dependency by the tribes on the United States federal government.	Lecture, discussion, papers	Summary papers, exams
List several socio-economic and political trends that have served to influence federal court decisions and shape the evolution of federal Indian policy.	Lecture, discussion, papers	Summary papers, exams

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

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

COURSE SYLLABUS
POLS 225: History of Federal Indian Policy
Instructor: Steve Pavlik

Faculty Office Bld. 211
Office telephone: 360-392-4307
E-mail: spavlik@nwic.edu
Office hours: As posted.

Spring quarter, 2013
T/THU: 9:00- 11:20
Room: Kwina 112

Course description: Covers the governmental policies that have shaped Indian law since 1532. The History of Federal Indian Policy examines the historical and political developments that have shaped the formation of federal Indian policy and law to present time. Emphasis will be placed on the mainstream Euro thought processes that went into the formation of policy, and the Native response. Also examined will be the consequences of these policies on contemporary tribal societies (5 credit hours).

Prerequisites: CSOV 101 and ENGL 101

Learning Outcomes:

NWIC objectives: As a result of this course students will be able to:

1. exhibit a sense of place
2. demonstrate knowledge of what it means to be a people.

NESC objectives: As a result of this class the student will be able to:

1. Identify issues, concerns, and/or problems that need corrective and restorative action.
2. Demonstrate knowledge of Native American and other models of leadership.
3. Articulate the diversity in spirituality, culture, and language.

Course objectives:

As a result of this course students will be able to:

1. Evaluate how the concepts of “discovery” and “conquest” - as articulated in *Johnson v. McIntosh* - served to influence the development of Federal Indian American policy and law.
2. Critique how the concept of “paternalism” shaped the formation of early federal Indian policy in the United States.
3. Evaluate two periods in federal Indian policy that were designed to destroy tribalism and advance the idea of assimilation.
4. Describe how early Indian policy contributed – both intentionally and unintentionally – toward a dependency by the tribes on the United States federal government.
5. List several socio-economic and political trends that have served to influence federal court decisions and shape the evolution of federal Indian policy.

Required Textbook: *The Great Father: The United States Government and the American Indian* (Abridged edition: 1986) by Francis Paul Prucha. ISBN 0-8032-8712-7.

Warning: Many students find Prucha to be a “hard read” on several levels. To begin with he writes from what is a very definite Eurocentric position, that being “the inevitable march of western civilization across the American landscape.” You may – you should – disagree with many of his interpretations of history and policy. Prucha is, however, the single most commonly used text that is available for federal Indian policy. Even Vine Deloria, Jr. used it at the University of Arizona. Prucha is meticulous and comprehensive. There is nothing better out there at this time. In addition, you may find that you will have to read, re-read, and read again the chapters to thoroughly understand them. You are a college student, I expect you to do so.

Having said this, I use Prucha largely to *supplement* the lectures. Come to class, listen and take notes, and you will understand federal Indian policy.

Note: Other readings may be distributed in class.

Class Preparation and Policies: Students are expected to come to class prepared to work. Each student is expected to take and keep their lecture notes and other materials in one notebook or folder that will periodically be checked by the instructor. Class participation is also expected.

The use of cell phones, computers, and other electronic devices is strictly prohibited in class. Anyone violating this mandate will be considered in violation of the Northwest Indian College Code of Academic Integrity. You will need to take notes the old fashioned way – with pencil and paper.

Class attendance: “Eighty percent of success is simply showing up.” Woody Allen

One of the best indicators of academic success is good attendance. You are expected to attend every class and be on time. You are also expected to remain in class for the duration of class. I will take roll at the beginning of each class. If you are late, it is your responsibility to see me after class to insure that I have marked you as being present. If not, you will be considered absent. Students arriving more than twenty minutes late will be credited with an absence. Rare exceptions may be granted to the attendance rules upon the instructor’s approval.

Four unexcused tardies (more than 15 minutes late) will equal one absence.

Failure to attend class will also lower your grade. Students are allowed three unexcused absences without penalty. On the fourth unexcused absence, your final grade will be lowered one letter grade. On the fifth unexcused absence, your final grade will be lowered two letter grades. On the sixth unexcused absence, your final letter grade will be lowered three letter grades. This means that the best grade you can possibly earn with six unexcused absences is a “D.” On the seventh unexcused absence, you will automatically fail the course.

Course methodology: POLS 225 is primarily a lecture course. All quizzes and the final exam will be based on the lectures. All reading assignments are meant to supplement the lectures.

Assignments: Students are required to read all chapter assignments from Prucha. They are then required to write a two to three page *summary paper* – typed, double-spaced, using 12 point font – on each reading assignment – one, two, or sometimes three chapters. These summary papers should provide an *overview* of the reading (chapter). They should begin with a strong opening paragraph that generally describes what the reading is about, followed by subsequent paragraphs discussing what you believe to be the important points of the reading.

The summary papers are due at the end of the week which for they have been assigned (See deadlines listed below). Papers handed in up to two weeks late will be worth 50% of the original value. No papers will be accepted more than two weeks late.

Do not fall behind in the readings!

All students are strongly encouraged to read the excellent materials put together by Kathy MacKenzie designed to help you write classroom papers.

Please note: This final due date for all work – including the final exam is **Wednesday, June 12 @ 5:00**. No exceptions!

Special note to ITV students: Taking a course over ITV requires a special commitment and a sense of responsibility on the part of both the student and the instructor. Difficulties with the technological aspects of the process, and limitations in direct communication between student and instructor are just two of the challenges that we face. Still, ITV can be a great learning experience if we both hold up our respective end of the bargain. Your good and on-time attendance is absolutely critical for success over ITV. Also important is the respect that we show each other during class (Please do not get up and walk around or leave the room during class!). My responsibility is to keep you engaged in the learning process. Your responsibility is to remain engaged. This includes me asking you questions, and you contributing to the class discussion. I realize that this can be difficult, but we both need to make the special effort.

Quizzes and final exam: Bi-weekly multiple choice quizzes may be given. These quizzes will be based completely on the lectures. In addition, a comprehensive *take home* multiple choice final exam will also be given. This final exam is due **June 12**

Grading Procedures and Policy: The final grade will consist of the cumulated total of all points earned. Summary papers will comprise approximately 80% of your final grade, the final exam and attendance will comprise the other 20%. The following grading scale will be applied:

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

Students are reminded of the impact that unexcused absences will have on their final grade.

A final note on class work and grades: In addition to meeting the before mentioned deadlines, students are reminded that I do not give Incompletes – except in cases of documented medical emergencies in which all other institutional criteria has been met. All work must be handed in by the last day of class or by the date set by your instructor.

Class Calendar: Below you will find a list of the class lectures and the *approximate* day/week each will be given. You will notice that the lectures dates do not coincide with the chapter due dates in regard to content. The purpose of this is to have students read (and write their reflective papers) ahead of the lectures so that they will already be somewhat familiar with the topic being covered in the classroom.

Week One (April 2-4)	Introduction/Overview of Federal Indian Policy
Week Two (April 9-11)	Spanish origins of U.S. federal Indian policy
Week Three (April 16-18)	The English Colonial Era; the American Revolutionary War
Week Four (April 23-25)	Origins and development of American federal Indian policy; the Northwest Ordinance and the regulation of trade and commerce.
Week Five	Jacksonian Indian policy; the Marshall Trilogy

(April 30-May 2)	
Week Six (May 7-9)	Cherokee Indian removal and the “Trail of Tears;” Manifest Destiny; and the Civil War.
Week Seven (May 14-16)	The Western Indian wars; the Dawes Act
Week Eight (May 21-23)	The Christian Reform Movement; Indian Education; the Red Progressives, World War I, and Citizenship.
Week Nine (May 28-30)	John Collier and the Indian New Deal; World War II
Week Ten (June 4-6)	The Termination era, the Chicago Conference and the Origins of the Indian Civil Rights movement.
Week Eleven (June 11-13)	American Indian civil rights and Self-Determination Final Exam

Due Dates for Summary Papers

- _____ Chapter 1 – 4/12
(Revolutionary War)
- _____ Chapters 2,3 – 4/19
(Trade and Intercourse / Civilization and Education)
- _____ Chapters 4,5,6 – 4/26
(Indian Removal, Emigration of Tribes / Aftermath of Removal)
- _____ Chapters 7,8 – 5/3
(American Expansion / Developments in the West)
- _____ Chapters 9,10 – 5/10
(The Civil War, / The Peace Policy)
- _____ Chapters 11-12 - 5/17
(Military Challenge / Indian Reservations)
- _____ Chapters 13,14 – 5/24
(New Christian reformers / Reservations and Reform)
- _____ Chapters 15,16 - 5/31
(Severalty, Law, and Education/ The Indian Service)
- _____ Chapters 17,18,19 – 5/7
(The Indian Territory/ The Nation’s Wards/ Education and Health)
- _____ Chapters 20,21,22 – 5/7
(The Indian’s Land/ An Indian New Deal/ The Termination Era)
- _____ Chapters 23,24, 25 – 5/12
(A New day. Indian self-Determination/ Indians: America’s Unfinished Business)

Final word: This syllabus is meant to only be a general guide – a basic contract – and is not carved in stone. I – like the federal government which claims *plenary power* (total, complete, and absolute) over Indian tribes – reserve the right to makes changes, add to, or delete from this syllabus as the course progresses. Unlike the federal government, however, I will do so only in the spirit of justice and humanity, and will make every effort to inform you of any changes in a timely manner.