### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>6 and 10</th>
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</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>NAS</td>
</tr>
<tr>
<td>Course #</td>
<td>100</td>
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<tr>
<td>Course Title</td>
<td>Introduction to Native American Studies</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>David Beck</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>6097; <a href="mailto:dave.beck@mso.umt.edu">dave.beck@mso.umt.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Wade Davies</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Jerry Fetz</td>
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</tbody>
</table>

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This is a survey course to acquaint the student with Native American studies by a general overview of Indian history, culture, philosophy and religion. An examination of tribal core cultural values will provide the groundwork for this study. The course will cover these areas within the following thematic fields of study: governance, family, economy, education, environment, history and world view.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
Courses teach students how to: present ideas and information with a view to understanding the causes, development, and consequences of historical events; evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.

Indigenous and/or global courses will familiarize students with the values, histories, and institutions of two or more societies through the uses of comparative approaches.

Indigenous perspective courses address the longstanding tenure of a particular people in a particular geographical region, their histories, cultures, and ways of living as well as their interaction with other groups, indigenous and non-indigenous. Global perspective courses adopt a broad focus with respect to time, place, and subject matter and one that is transnational and/or multi-cultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.

In understanding Indian country, the course focuses in part on historical developments within specific tribal communities, across tribal communities topically, and from the perspective of U.S. policy history.

The broadly covers geographic regions that loosely define Native American cultural characteristics and then focus in on specific tribal groups as case studies.

When taught to a large group of students (250 or so with no teaching assistants) the instruction is done through lecture and reading assignments and evaluation of student knowledge is done by scantron. When taught in the honors college specific historiographic comparisons of two leading and seminal texts in the field precedes the geographic learning. In the small course students must articulate their knowledge of these issues through written assignments and oral presentations. In the larger groups this is done through lecture and examination.

Much of the course is devoted to understanding the historical and cultural foundations of Native America. These foundations are analyzed both on their own and in comparison to the American society and culture(s) that have come to define our world. The unique situation of American Indians as the first Americans is foundational to the analysis presented in class.
<table>
<thead>
<tr>
<th>V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: <a href="http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm">http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this perspective, a student will be able to:</td>
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<tr>
<td>1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;</td>
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<tr>
<td>2. evaluate texts or artifacts within their historical and/or cultural contexts;</td>
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<tr>
<td>3. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.</td>
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<tr>
<td>Course Objectives</td>
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<tr>
<td>1. The student will have a good general overview of the diversity of Native America</td>
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<tr>
<td>2. The student will have a basic understanding of historic, cultural, and legal issues which impact Native American communities and individuals in the United States</td>
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<tr>
<td>3. The student will have a basic understanding of the political and legal relationship between the Native American nations and the federal, state and local governments in the United States</td>
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<tr>
<td>4. The student will have a basic understanding of Native American world views and core cultural values</td>
</tr>
<tr>
<td>5. The student will develop analytical thinking skills</td>
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Upon completion of a course in this perspective, students will:

1. place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments;

2. demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives; and

3. analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

Global/Indigenous Perspective:

The focus of the course is to understand the place of U.S. indigenous peoples within the context of the modern United States. Students will become aware of inter-cultural similarities and differences between the diverse tribes in the state as well as between the various tribes and the United States. Rights and responsibilities are a focus of the course, comparing the types of rights defined as having primacy in U.S. American culture in comparative context with those of tribal cultures and communities. Our role as citizens is especially pertinent in the section of the course connecting present conditions with the historical context that created them.

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

See below

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*
Introduction to Native American Studies
NAS 100 Syllabus

Course description: This is a survey course to acquaint the student with Native American studies by a general overview of Indian history, culture, philosophy and religion. An examination of tribal core cultural values will provide the groundwork for this study. The course will cover these areas within the following thematic fields of study: governance, family, economy, education, environment, history and world view.

Course Objectives

6. The student will have a good general overview of Native America
7. The student will have a good understanding of the diversity of Native America
8. The student will have a basic understanding of historic, cultural, and legal issues which impact Native American communities and individuals in the United States
9. The student will have a basic understanding of the political/legal relationship between Native American nations and federal, state and local governments in the United States
10. The student will have a basic understanding of Native American world views and core cultural values

Required Readings

Champagne, Duane et al., *Native America: Portrait of the Peoples.* Visible Ink Press, 1993


Schedule

Week 1, January 30, February 1: Introduction, overview and purposes; Pre-Columbian Read Champagne 51-53

Week 2, February 6, 8: Northeast and Great Lakes Film February 8; Read Champagne 55-91
Week 3, February 13, 15: Latin America and Southwest
   Read Champagne 129-160

Week 4, February 20, 22: Northern Plains, Northwest Coast and the West
   Film February 22; Complete Welch; Read Champagne 161-214, 273-300

Week 5: February 27, March 1: California, Southeast, Alaska
   Read Champagne 301-330, 93-128, 215-236

Week 6, March 6, 8: Canada and Oklahoma
   Film March 8; Read Champagne 331-396, 237-272

Week 7, March 13, 15: Hawaii and Midterm
   Exam I: March 15 (Readings for Exam: Champagne 51-396 and Welch)

SPRING BREAK: March 19-23

Week 8, March 27, 29: Colonial Invasions
   Film March 29; Start Silko

Week 9, April 3, 5: Treaties and Removal; Forced Assimilation
   Continue reading Silko

Week 10, April 10, 12: Twentieth Century Policies
   Film April 12; Read Champagne 1-50

Week 11, April 17, 19: Religion
   Read Champagne 441-524

Week 12, April 24, 26: Environment
   Film April 26; Read Champagne 397-440

Week 13, May 1, 3: Literature and Arts; Health, Education and Families
   Complete Silko; Read Champagne 525-631, 665-700; review 632-664

Week 14, May 8, 10: Treaty Rights
   Film May 10; Read Champagne 701-740; Review 741-758

Week 15: Week of May 14: Final Exam Tuesday May 15 from 8-10 a.m.
Grading

There will be two scantron examinations, each worth 100 points. A = 200-180 points; B = 179-160; C = 159-140; D = 139-120; F = 119 or less

Please bring scantron sheets and pencils to the examinations
Introduction to Native American Studies  
NAS 100H, Section 80 Syllabus

Honors Course

Course description: This is a survey course to acquaint the student with Native American studies by a general overview of Indian history, culture, philosophy and religion. An examination of tribal core cultural values will provide the groundwork for this study. The course will cover these areas within the following thematic fields of study: governance, family, economy, education, environment, history and world view.

Course Objectives

11. The student will have a good general overview of the diversity of Native America
12. The student will have a basic understanding of historic, cultural, and legal issues which impact Native American communities and individuals in the United States
13. The student will have a basic understanding of the political and legal relationship between the Native American nations and the federal, state and local governments in the United States
14. The student will have a basic understanding of Native American world views and core cultural values
15. The student will develop oral and written communication and analytical thinking skills

Required Readings NOTE: You are expected to read the books before class discussion of them. The Hoxie book is intended to serve as a resource to fill you in on background material for information we discuss in class. Become familiar enough with it that you can use it as a reference to answer questions that arise. The encyclopedia may provide a jumping off point for the tribe you study, and provides additional information about the various topics of the course.


NAS 100 Syllabus


**Schedule**

Week 1, January 27, 29: Introductions and purposes: Historical misunderstandings and the place of Native American Studies in Academe; Historic Overview
   
   **Hoxie: “Savage, Savages, Savagism”**

Week 2, February 3, 5: Historic Overview
   
   **Calloway Through chapter 5 (p. 114)**
   
   **Geography quiz February 5**
Week 3, February 10, 12: Belief systems: before and after

Complete Calloway
Hoxie: “Religion,” “Missions and Missionaries”
Feb 13-15 Kyi-Yo basketball tournament volunteer opportunity

Week 4, February 17, 19: Native Americans and the Environment

Jennings through Chapter 5

Week 5: February 24, 26: Legal issues: the basis of tribal sovereignty

Complete Jennings

Week 6, March 2, 4: Group Presentations

Book review essay due March 4

Week 7, March 9, 11: Group Presentations

Week 8, March 16, 18: Regions

Midterm Exam March 18

Week 9, March 23, 25: Federal Policy Issues

Welch

March 30, April 1: SPRING BREAK!

Week 10, April 6, 8: Economic issues

Week 11, April 13, 15: Current Issues: Families and Education

Child

Week 12, April 20, 22: Current issues: Religious Issues

Hoxie: Religious Rights
April 23-25 Kyi-yo powwow volunteer opportunity

Week 13, April 27, 29: Current Issues: Treaty Rights

Term Paper due April 29
Whaley and Bresette
Hoxie: Fishing and Hunting Rights

Week 14, May 4, 6: Current Issues: Tribal Sovereignty

Week 15: Week of May 10: Final Examination
Assignments:

**Geography Quiz:** Identify reservations, tribes and tribal communities in Montana.

**Book Review:** Write a 3-4 page comparative essay on the Calloway book and Part I of the Jennings book. They both describe a similar time period in American history but present it very differently. Which one is correct in his interpretation? Which arguments are most persuasive? State a clear thesis and defend it with evidence from the two books.

**Presentations:** Each group will research a region and make a brief oral overview presentation to the class. Each individual will research a tribe or an Indian nation within that region and make an oral presentation discussing the tribe’s history, its world-view, its traditional economy, and current issues. Hand in an outline of each presentation and a bibliography of sources used. You must use at least 4 sources, no more than one of which can be an Internet source. Each group gets ½ a class period (40 minutes total).

**Term Paper Assignment:** From the tribe or Indian nation you presented on before the Midterm, select a topic of interest. Approve the topic with the instructor. Develop a thesis and a series of questions you will address, and write a 6-8 page paper addressing them. Be sure to include a bibliography and citations. 5 sources minimum, with no more than 1 from the Internet.

**Volunteer Opportunities:** Kyi-yo Native American Student Association needs volunteers for both its basketball tournament in February and its annual contest pow-wow in April. Missoula Indian Community needs volunteers for its annual community pow-wow in March. You can earn two points each for volunteering and receiving proper authorization from these events. Total 6 possible bonus points.

**Midterm and Final Exams** consist of both essay questions and short answer questions. Study questions and lists of terms will be distributed before examinations.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grading</th>
<th>90-100</th>
<th>A</th>
</tr>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>Geography Quiz</td>
<td>05</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>Book Review</td>
<td>10</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Presentations</td>
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<td>↓ 60</td>
<td>F</td>
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<tr>
<td>Midterm Exam</td>
<td>20</td>
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<tr>
<td>Term Paper</td>
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<td>Final Exam</td>
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<tr>
<td>Possible Bonus Points</td>
<td>06</td>
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**NOTE:** P/NP is not an option in Native American Studies Courses