I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>6 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>NAS</td>
</tr>
<tr>
<td>Course #</td>
<td>324</td>
</tr>
<tr>
<td>Course Title</td>
<td>Indians of Montana in the Reservation Era</td>
</tr>
<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

Please type / print name | Signature | Date
---|---|---
Instructor | David Beck |
Phone / Email | 6097: dave.beck@mso.umt.edu |
Program Chair | Wade Davies |
Dean | Jerry Fetz |

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

Examination of the history of Montana Indians since the establishment of the reservations, contemporary conditions, and issues among both reservation and non-reservation Indian communities in the state. Special attention is given to social and economic conditions, treaty rights, tribal sovereignty, and legal issues.

The course will provide the student with an understanding of the historical and contemporary basis of Indian communities in Montana through lecture, reading material, class presentations and discussions. Both continuity and change, and the forces guiding each, will be the focus of study.

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
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 multicultural/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.

Historical perspective: Analytical reading, writing, oral group presentations are all geared toward meeting this criteria. Students learn to think in a historical context and to articulate their understandings in writing and orally, as individuals and in a group context. Current events are analyzed in their historical context.

The focus of the course is geographic, topical and chronological. Montana’s seven reservation communities and the federally unrecognized Little Shell tribe. Policy history in common to the tribal groups is presented chronologically. Topical studies of resources, politics, and economics occurs at the end of the semester after students have a grasp of the historical and cultural basis of tribal communities in Montana. The study is ethnohistorical providing for both anthropological views of culture and historical views of community-based issues.

Students will learn historiography in order to analyze historical literature, although that will not be the focus of the course.

Indigenous/Global perspective. Students will become familiar with the values, histories and institutions of thirteen societies, the American society and Montana’s twelve tribal societies. They will study how the interrelationships developed between these various communities led to cooperation and conflict.

Tough the course begins in the reservation era, and is the second in a chronological set of courses on Montana’s Indians, it would be impossible to understand modern Indian country in Montana without knowing the meanings of longstanding relationships to the land as well as political rights that predate the European coming into this hemisphere.
V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

Upon completion of this perspective, a student will be able to:

1. **synthesize ideas and information** with a view to understanding the causes and consequences of historical developments and events;

2. **evaluate texts or artifacts** within their historical and/or cultural contexts;

3. **analyze human behavior, ideas, and institutions** within their respective historical and/or cultural contexts.

<table>
<thead>
<tr>
<th>Historical perspective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By course’s end, students should:</td>
</tr>
<tr>
<td>1) Understand historical and current issues and conditions of Montana Indian communities</td>
</tr>
<tr>
<td>2) Understand the geography of Indian country in Montana</td>
</tr>
<tr>
<td>3) Understand the impact of state, federal and local communities on Montana’s Indian communities</td>
</tr>
<tr>
<td>4) Exhibit good oral and written communication skills</td>
</tr>
<tr>
<td>5) Exhibit strong analytical thinking skills</td>
</tr>
</tbody>
</table>

This is accomplished through written and oral assignments and is evaluated by the professor and under strictly controlled parameters, in a small number of cases, peers. Assignments include reading analyses, research paper and essay style written examinations.
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 Montana’s indigenous peoples within the context of Modern Montana and more broadly 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.*
Indians of Montana Since the Reservation Era  
NAS 324, ANTH 324, HIST 354 Section 1 Syllabus

Course description: Examination of the history of Montana Indians since the establishment of the reservations, contemporary conditions, and issues among both reservation and non-reservation Indian communities in the state. Special attention is given to social and economic conditions, treaty rights, tribal sovereignty, and legal issues.

Course Objectives: The course will provide the student with an understanding of the historical and contemporary basis of Indian communities in Montana through lecture, reading material, class presentations and discussions. Both continuity and change, and the forces guiding each, will be the focus of study.

Learning Outcomes:

By course’s end, students should:

6) Understand historical and current issues and conditions of Montana Indian communities
7) Understand the geography of Indian country in Montana
8) Understand the impact of state, federal and local communities on Montana’s Indian communities
9) Exhibit good oral and written communication skills
10) Exhibit strong analytical thinking skills

Required Readings:


Whealdon, Bon I. I Will Be Meat for my Salish: The Federal Writers Project and the Buffalo of the Flathead Indian Reservation (Helena: Montana Historical Association). 2002)

**Weekly Schedule:**

Week 1, August 26, 28: Introduction

Week 2, September 2, 4: Social and Economic Conditions of Indians in Montana
   **September 4: Geography Quiz**

Week 3, September 9, 11: Flathead Reservation

Week 4, September 16, 18: Blackfeet Reservation
   **September 18: Dempsey analysis due**

Week 5, September 23, 25: Fort Peck Reservation
Week 6, September 30, October 2: Fort Belknap Reservation
Week 7, October 7, 9: Crow Reservation
   **October 9: Snell analysis due**

Week 8, October 14, 16: Northern Cheyenne Reservation
   **October 16: Midterm Examination**
Week 9, October 21, 23: Rocky Boys Reservation
   **October 23: Dusenberry analysis due**

Week 10, October 28, 30: Little Shell Chippewa Tribe

Week 11, November 4, 6: Urban Indian Communities
   **November 4: Election Day, No Class**
   **November 6: Welch analysis due**

Week 12, November 11, 13: Treaty Rights Issues

Week 13, November 18, 20: Education Issues

Week 14, November 25, 27, Natural Resources and Economic Development Issues
   **November 25: Whealdon analysis due**
   **November 27: No School: Thanksgiving recess**

Week 15, December 2, 4: Sovereignty Tribal Governance Issues
   **December 2: Term Paper Due**

Week 16, Week of December 8: *Final Examination*

**Graded Assignments:**
**Geography Quiz**: Identify reservations, tribes and tribal communities, and establishment of reservations.

**Book analyses**: 1-2 page (500 words maximum) Analysis of the reading assignment for Dempsey, Snell, Dusenberry, Welch and Whealdon books, based on questions assigned. 5 points each. Must be typed or computer generated, double spaced. Lowest score discarded, but you must complete all five. 2 points deducted for late paper.

**Group Presentation**: Each group will research the reservation or tribe assigned and make an oral overview presentation to the class, discussing the tribe’s history, its world-view, its government, and its traditional economy. The group determines how the assignment is divided. Each individual must hand in an outline of her/his presentation and an annotated 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 one class period.

**Term Paper**: Select a topic of interest relating to the tribe or reservation you studied for your group presentation. Approve the topic with the instructor. Develop a thesis and a series of questions you will address, and write a 7-10 page paper addressing them. Be sure to include a bibliography and citations. 5 sources minimum, all internet sources must be approved by instructor.

**Examinations** 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>
</tr>
</thead>
<tbody>
<tr>
<td>Geography Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Reading Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Midterm</td>
<td>15</td>
</tr>
<tr>
<td>Paper Assignment</td>
<td>15</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Exam</td>
<td>15</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>10</td>
</tr>
</tbody>
</table>

93-100: A  90-92: A-
87-89: B+  83-86: B  80-82: B-
77-79: C+  73-76: C  70-72: C-
67-69: D+  63-66: D  60-62: D-  **Final** 60: F

**NOTE**: CR/NCR is **not** an option in Native American Studies Courses

Please be familiar with the Student Conduct Code, part IV, and follow it.