### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VI: Historical and Cultural Studies/X: Indigenous and Global Perspectives</th>
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</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>NAS/HIS</td>
</tr>
<tr>
<td>Course #</td>
<td>318</td>
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<tr>
<td>Course Title</td>
<td>History of Indian Affairs from 1890</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<tr>
<td>Credits</td>
<td>3</td>
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### 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>
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<tbody>
<tr>
<td>Instructor</td>
<td>R. Clow</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td><a href="mailto:x2702clowrl@mso.umt.edu">x2702clowrl@mso.umt.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Wade Davies</td>
<td></td>
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<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
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### 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 class studies American Indian relations with the United States and different states. The course focuses on Indian policies enacted by non-Indian governments and examines the effects of these policies on tribal communities and tribal responses to these policies. The course is concerned with how these policies create underdevelopment and its associated results in tribal communities. It is foundational in that this course, as is true for 316 and 317, requires no prerequisites and can be taken without taking the other two history courses in the sequence. These are our only classes in NAS focusing exclusively on Native American History and, even though they are taken at the upper division level, are the first courses any student at UM can therefore take on this broad subject.

### 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)

This course meets the Group VI criteria in that it teaches students “how to present ideas and information with a view to understanding the causes, development, and consequences of historical events.”

This course also meets the Group X Indigenous and Global Perspectives in that the focus is on the many indigenous peoples of the United States and their interactions with each other and with multiple state and local governments.

It asks students to evaluate historical texts, including primary source material (e.g. the Hundley text listed below) and asks students to analyze and relate to multiple American and Native perspectives on historical events.

A great stress is placed on understanding the social and ethics/values and the contradictions that “well intended” policies often create in cultural different tribal communities such as poverty and underdevelopment.
It has a very broad chronological focus and deals with diverse tribes from throughout the United States as well as the different states that often seek to minimize and reduce tribal sovereignty. It includes discussions of both historical interpretation (historiography—including asking students to consider multiple historical interpretations of the same events) and ethnographic analysis of those events.

**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](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

This class meets the learning goals for Group VI in that it expects students to “synthesize ideas and information” and tests for this skill in both essay exam and paper assignments. Students are expected to meet the Group X learning goals in that they must demonstrate in exam essays and papers an understanding of the interdependence among (and conflicts between) various indigenous peoples, as well as among those entities who want to end tribalism. In assignments, students must demonstrate “an awareness of the diverse ways humans structure their lives; and social, political, and cultural lives”

The class asks students to evaluate one extended historical text (i.e. Hundley) and expects them to demonstrate an ability to explain the multiple causes of historical events, as well as to offer alternate courses of actions, various groups could have taken to alter outcomes. In doing so, they must show an ability to understand the historical situation and make logical conclusions based on those realities through the use of critical thinking. This also meets the third stated learning goal in the group criteria in that the must put themselves in the shoes of various actors with different cultures and motivations.

The course focuses on previous centuries, but students are asked to consider how the past events continue to affect modern Native American communities, including the legacies of land, resource and population loss and religious conversion efforts. We also stress the links between these past actions and modern U.S. federal Indian law, including in terms of the rights and responsibilities of citizenship.

**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)

NAS 466/History 466 (now 318)  R. Clow  
History of Indian Affairs from 1890  McG. 237  
Fall Semester, 2008  
Office 600 University  Hours, 12:00 - 1:00 Monday-Wednesday  

This is a one-semester course that examines the historical, legal development of United States policies of underdevelopment and colonialism.
toward tribal Americans both as individuals and members of tribal nations. This class will trace the development of the nation’s attitudes and policies from 1890 to present. The course will stress why the United States developed specific policies toward tribal Americans at specific times and will evaluate the effects of these policies on tribal Americans and their responses. This class will not only stress policy development, but will also examine tribal responses to this outside policy implementation and encroachment. This is important because tribal leaders have attempted to maintain their unique cultural, political, and territorial autonomies in the face of changing legal and ethical relations with the United States.

The course objectives are to have the students understand the relationship between tribal America and the United States and local governments, the history of tribal America in the last century, to think critically about the relationship between cultural different communities, and understand tribal groups dreams and aspirations. Student should also understand the contradiction between belief and reality.

Lecture Topics:

August
25 Introduction
27 Standing Bear v. Crook
29 The Cry for Citizenship

September
3 The Omaha Allotment Act of 1882
5 The General Allotment Act and Citizenship
6 Allotting and Leasing The Reservations
8 Forcing the Patents
10 Forcing the Patents
12 The Destruction of the Land Base
14 Logging the Reservations
15 Menominee Logging
17 Menominee Logging
19 The Progressive Era Conservation and Tribal Forests
22 Minnesota Chippewa Forests
24 The Irrigation Experiment and Water Rights
26 The Blackfeet Indian Irrigation Project
29 The San Carlos Apache Irrigation Project

October
1 Life Under Charles Burke
3 Apache Wage Labor
6 The New Reformers of the 1920s
8 Charles Rhoads and the Origin of Change
10 John Collier and the Indian New Deal
13 John Collier and the Indian New Deal
15 Eugene Little and the Rosebud New Deal
17 Dismantling the New Deal
20 Dismantling the New Deal
22 World War II
Attendance:

Attendance is not required for this class, but students will be held responsible for all material covered during class lectures. Students are also responsible for all assigned readings.

Grading:

The essays on the articles and lecture material will be the total grade. These take home examinations will be given throughout the semester. The ability to express one’s self is crucial in these take home examinations and this includes both writing and analysis. These should be at least five to six pages, virtually a small research paper, where you must pay close attention to detail, organization, and conclusion. Each essay will be a treated a small research paper. The use of additional sources will improve one’s grade. So too will critical thinking. Also, you must use complete citations of any form you choose, including endnotes, footnotes, MLA, or other. You must cite ideas, not just quotes. To do only the latter is unethical.

Research Paper:

All undergraduate students who want an A must write and all graduate students must also complete this assignment. Just doing the research paper does not insure an A for the class. This assignment requires that you must be able to express yourself clearly in writing, the same as other assignments; therefore standards will be high for the assignments submitted for this option. Graduate students will be required to complete this option.
Academic Honesty:

The University of Montana expects its students to be academically honest, particularly in regards to plagiarism. Plagiarism is taking someone else's ideas and thoughts and presenting them as one's own. Copyright laws are rigid as it concerns plagiarism, as is the University. Please refer to pages 21-22 of the current University catalog for more specific information regarding penalties for such action. Academic dishonesty in Native American Studies classes will result in a failing grade in the course and disciplinary action consistent with University policies.

Grading Option:

Grades in this class are traditional grades only.

Drop/Add Deadlines:

October 6, 2008 is the last day to drop classes without the fee.

Readings:

These readings are all available on JSTOR. Students will have to browse the reading list and determine what readings follow the lectures.


Larry Burt, “Western Tribes and Balance Sheets: Business Development Programs in the 1960s and 1970s,” The Western Historical Quarterly, Vol. 23,


*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.*