I. ASCRC General Education Form

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<th>Group</th>
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<tr>
<td>Dept/Program</td>
<td>NAS</td>
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<tr>
<td>Course #</td>
<td>400</td>
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</tbody>
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Course Title: Tribal Sovereignty
Prerequisite: None
Credits: 3

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office

| 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/GE_Preamble_final.htm

“An examination of tribal governments from a historical and political perspective. Particular attention is devoted to the issues of tribal sovereignty and tribal-state relations.” There are currently over 550 federally recognized American Indian nations with which the United States maintains government to government relations based on a sovereign status which is both inherent (i.e. pre-dates the coming of Europeans to this hemisphere) and treaty based. This course explores the legal, cultural, historic, and political foundations of American Indian sovereignty in the U.S. in order to develop an understanding of its meaning for the 21st century.

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
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.

Indigenous/Global perspective. Students will become familiar with the values, histories and institutions of tribal societies within the context of American federal law. They will learn the basis of the unique status of American Indians under the U.S. system of governance.

Students will become familiar with the meanings of longstanding relationships to the land, access to resources, as well as political rights that predate the Europeans 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](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm) |
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 U.S. and more broadly the world. 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. The rights of indigenous peoples across the globe are analyzed as well for comparative purposes. Rights and responsibilities are a focus of the course, especially in political terms so that students will understand the semi-sovereign status of American Indians within the United States, and the historical, cultural and political foundations of that status.

This course will provide the student with an understanding of tribal sovereignty, including the historical and modern nature of tribal government, impacts of European and American legal systems and thought, and political, economic and cultural developments. Students will also gain an understanding of the concept of sovereignty as it relates to the political, economic and social realms of American Indian societies. Students will be able to articulate these understandings in writing and orally.

**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.*
Native American Sovereignty
NAS 400 Syllabus

Course description: “An examination of tribal governments from a historical and political perspective. Particular attention is devoted to the issues of tribal sovereignty and tribal-state relations.” There are currently over 550 federally recognized American Indian nations with which the United States maintains government to government relations based on a sovereign status which is both inherent (i.e. pre-dates the coming of Europeans to this hemisphere) and treaty based. This course explores the legal, cultural, historic, and political foundations of American Indian sovereignty in the U.S. in order to develop an understanding of its meaning for the 21st century.

Course Objectives: This course will provide the student with an understanding of tribal sovereignty, including the historical and modern nature of tribal government, impacts of European and American legal systems and thought, and political, economic and cultural developments. Students will also gain an understanding of the concept of sovereignty as it relates to the political, economic and social realms of American Indian societies. Students will be able to articulate these understandings in writing and orally.

Readings—Books to Purchase:


Readings on ERES:


Schedule: Note: Students are expected to complete readings prior to class discussion.

**Historical:**
Week 1, August 29, 31

Week 2, September 5, 7
  Read Anaya, Chapter 1, Pevar Chapter 1-4

Week 3, September 12, 14

Week 4, September 19, 21
  Read Pevar Chapter 5-7

Week 5, September 26, 28
  Read Wilkins, Precis 1 due September 26

**Governance and Economics**
Week 6: October 3, 5
  *October 3, Exam I*

Week 7, October 10, 12
  Read Clark; *Precis 2 due October 10*

Week 8, October 17, 19
  Read Margold, Pevar chapter 8-12

Week 9, October 24, 26
  Trusteeship in Change Part I & II
  *Group 1 Presentation Oct 24, Group 2 Oct 26*

Week 10, October 31, November 2
  Trusteeship in Change Part III
  *Group 3 Presentation Oct 31*

Week 11, November 7, 9
  *November 9: Exam II*
Social/Cultural/World
Week 12, November 14, 16
Complete Pevar reading
Presentations 1-15

Week 13, November 21, 23
*November 23: Thanksgiving: no class*

Week 14, November 28, 30
Complete Anaya, *Precis 3 due November 28*
Presentations 16-30

Week 15, December 5, 7
Read Kipp
Presentations 16-30
*Term Paper Due December 5*

Final Exam: Thursday December 14, 10:10-12:10

Graded Assignments:
*Group Presentations*: For *Trusteeship in Change*, each student will work in a group to present part of the material to the rest of the class, and to lead discussion. All students must turn in typed or computer-generated outlines of the presentations.

*Precis/Book Analysis*: Each student will write 3 précis (1-2 pp.): on Wilkins, Clark and Anaya. This consists of a summary and analysis of the book.

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

*Term Paper*: Select a contemporary issue relating to American Indian sovereignty, conduct research, and write a 7-10 page paper on the topic. Develop a thesis and support it. Use a minimum of 5 sources, no more than one from the Internet. You will make an oral presentation to the class on your topic.

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<tr>
<th>Points</th>
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<tr>
<td>Exam I</td>
<td>15</td>
<td>93-100: A</td>
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<tr>
<td>Exam II</td>
<td>15</td>
<td>87-89: B+</td>
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<tr>
<td>Final Exam</td>
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<td>77-79: C+</td>
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<tr>
<td>Term Paper</td>
<td>20</td>
<td>67-69: D+</td>
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<tr>
<td>Group Presentations</td>
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<td>60: F</td>
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<td>Précis</td>
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<tr>
<td>Class Attendance</td>
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*NOTE*: P/NP is not an option in Native American Studies Courses

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