

**NORTHWEST INDIAN COLLEGE
NEZ PERCE DISTANCE LEARNING CENTER
COURSE SYLLABUS: HISTORY OF U.S. FEDERAL INDIAN POLICY**

Instructor: Christopher K. Riggs

Course #: Political Science 225

Term: Spring Quarter 2006

Office at Lewis-Clark State College: Spalding Hall, room 109

Office Hours at Lewis-Clark State College: 8:00AM–10:15AM Wed; noon-1:15PM Tues;
whenever you catch me in the office; by appointment

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and other documents relevant to the course.)

OVERVIEW

This course will examine the Indian policy of the United States from the late 18th to the early 21st century. Attention will be paid not simply to the creation of policy by federal officials, but also to the implementation and impact of policy and to Native American influences on policy.

PURPOSE/GOALS

By the end of the course, you should have a basic understanding of and ability to analyze federal policies regarding Native Americans.

A NOTE ON LANGUAGE

Terminology regarding the indigenous peoples of the Americas is often problematic. The term "Indian" is a misnomer that developed because Christopher Columbus mistakenly believed that his 1492 landfall had occurred in the East Indies instead of the Caribbean. The term "Native American" is useful but often produces confusion because it is also used to distinguish native-born Americans (regardless of their race) from immigrants. Many American Indians refer to themselves by their tribal or national affiliations (Arapaho, Comanche, Cherokee, and so on). Hence, when possible, I will use specific tribal designations. However, for the sake of convenience and because many people (including many Native people) use and understand the terms "American Indian" and "Native American," I will use these terms interchangeably.

COURSE FORMAT

The course format will consist of lecture and discussion sessions, supplemented by some audio-visual presentations (videos, etc.).

Please note that in preparation for discussions, you may be asked to write answers to a series of questions and to turn in your answers to me at the end of the session.

ATTENDANCE

I will not be taking a formal roll call. However, you are responsible for all material presented and discussed during all class sessions whether or not you are present. Also, attendance will be considered in regard to determining your participation grade (see below).

I request that you arrive to class on time and stay for the entire time; if you anticipate that you might be late or need to leave early, please let me know.

GRADING AND ASSIGNMENTS

The total number of points possible for this course is 450. Points are earned through the following assignments/activities.

Exams

There will be a midterm examination and a final examination. Each exam will be worth a total of 100 points. The exams are designed to assess your knowledge of basic factual material as well as the ability to analyze that material.

Short Papers

You will be asked to write four short (about one-half to one page each), typewritten reaction papers worth 25 points each. Each paper will be based on a document from the Prucha book or another document approved in advance by the instructor. The document CANNOT be one that is assigned for this class. You will summarize and analyze the document by discussing what interpretation(s) of Indian policy you think the document illustrates and why. For example, if you think the document shows that U.S. Indian policy was paternalistic, then explain why you have reached that conclusion. If you think a document illustrates more than one of the interpretations of policy, you are free to argue that, too.

You have the option of not doing one of the short papers. I will drop the lowest short paper grade if you do all four.

Longer Paper

You will be asked to write one longer paper (3-5 pages, typed). The paper will be worth 100 points. Your paper should be clearly written and follow a standard essay format. That is, there should be an introductory paragraph that clearly states your argument. The next several paragraphs (the body) provide evidence to support your argument. The final paragraph, the conclusion, restates your argument, summarizes your evidence, and ends with a general statement about your topic. Your choice of topics:

1. Select an Indian treaty listed in Charles Kappler's *Indian Affairs: Laws and Treaties*, Vol. II (Washington: Government Printing Office, 1904). A copy is available online at <http://digital.library.okstate.edu/kappler/Vol2/>. Your paper should provide some historical

context and should summarize and analyze. What tribe or tribes were involved? Why was the treaty being entered into? What were the treaty's purposes? What was the treaty's significance? Useful sources include Deloria and DeMaillie, *Documents of American Indian Diplomacy* (1999) and Prucha, *American Indian Treaties* (1994).

2. Develop a lesson plan designed to teach students about some aspect of United States Indian policy. Your plan should include the following:

- a. Grade Level (Is the plan meant for high school students, 1st graders, etc.);
- b. Lesson Objectives (What do you want the students to learn?)
- c. Content (What historical events, persons, ideas, issues, etc., will be covered? What materials will be used to explore the content?)
- d. Technology Utilized

3. Does the 1st Amendment protect American Indians' religious freedom? Has it ever protected Indians' religious freedom? Useful sources include chapter 6 of Deloria and Wilkins, *Tribes, Treaties, and Constitutional Tribulations* (1999) and the following documents in Prucha: 47, 78, 81, 85, 163, 183, 204, 210.

4. Write a paper on a topic of your choosing. The topic must address United States Indian policy in some fashion and be approved by the professor in advance

Participation

Participation is valued at 75 points. Among other things, participation involves reading assigned material to be discussed in class beforehand, active engagement in class discussions (listening and speaking), asking relevant questions, and good faith efforts to grapple with course material. Earning a high participation grade, of course, will require you to attend class regularly.

Late Penalty

Please also be aware that there will be a penalty of 5 points taken off for every day that a paper is late.

Extra Credit

There may be extra credit options available. The instructor must approve any extra credit project beforehand.

GRADING

I will grade using the following scale:

90-100% = A; 80-89 = B; 70-79 = C; 60-69 = D; 59% and below = F

MAKE UP EXAMS

I will permit make up exams only under special circumstances. Please let me know as soon as possible (preferably before the exam) about the situation that has caused you or will cause you to miss the exam so that a make up can be arranged.

CHEATING

Cheating (including plagiarism) is unacceptable. Anyone who I find to be engaged in cheating will receive an automatic F grade for the assignment and may receive an F grade for the course and be reported to the appropriate authorities.

SPECIAL ACCOMMODATIONS

Students with disabilities who need special accommodations are asked to please consult with me as soon as possible.

READINGS

There is one book for this course:

Prucha, Francis Paul. *Documents of United States Indian Policy*, 3d ed. (Lincoln: University of Nebraska Press, 1999).

Along with the material in the Prucha book, you may be asked to read some photocopied documents provided by the instructor. The reason for this is that the documents contained in the Prucha book are almost entirely the product of non-Indian governmental officials. The photocopied documents give greater voice to Native Americans and persons outside of the government.

Generally, you will be asked to read the assigned documents in the Prucha book before class, but will usually have a brief amount of class time to review the relevant photocopies.

PLEASE BRING THE PRUCHA BOOK AS WELL AS THE PHOTOCOPIED DOCUMENTS TO CLASS. YOU WILL NEED THEM TO EFFECTIVELY PARTICIPATE IN DISCUSSIONS.

TENTATIVE CLASS SCHEDULE

Below is a tentative schedule (with the emphasis on tentative!) of the topics we will address in class. I have indicated the relevant due dates.

Please note that the references to the readings for the Prucha book refer to the **document** numbers, not the page numbers.

Abbreviations: D = *Documents of United States Indian Policy*

Week of April 3

Introduction; Interpretations; Native Americans and the Early American Republic, 1780s-1820s

Readings: D: 1, 3, 6, 8, 13, 19, 29

Week of Apr 10

Cherokee Cases and Removal, 1820s-1830s

Readings: D: 40, 41, 42, 44, 45

APRIL 13: FIRST SHORT PAPER DUE

Week of Apr 17

Western Expansion and Origins of the Reservation System, 1830s-1880s

Readings: D: 51, 54, 56, 58, 64

APRIL 20: NO CLASS (WORK ON ASSIGNMENTS)

Week of Apr 24

Allotment and Assimilation, 1880s-1932

Readings: D: 61, 80, 81, 83, 87, 100, 101, 104, 108, 124, 137

APRIL 27: SECOND SHORT PAPER DUE

Week of May 1

Native American Persistence and the Indian New Deal, 1920s-1930s

Readings: D: 135, 136, 139, 141

MAY 4: MIDTERM EXAM

Week of May 8

World War II, Termination, and Relocation, 1940-1960

Readings: D: 145, 146, 147, 148, 151, 152

Week of May 15

Origins of Self-Determination, 1961-1975

Readings: D: 154, 157, 158, 159, 160, 162, 165, 174

MAY 18: THIRD SHORT PAPER DUE

Week of May 22

Contemporary Issues, 1975-present: Sovereignty/Treaty Rights/Backlash

Readings: D: 169, 178, 180, 182, 187, 189, 201, 207, 237

Week of May 29
Contemporary Issues, 1975-present: Religious Freedom
Readings: D: 183, 204, 210, 224, 226, 231

Week of June 5
Catch Up and Review

JUNE 6: LONGER PAPER DUE

JUNE 8: FOURTH SHORT PAPER DUE

JUNE 13: FINAL EXAM

ADDITIONAL DATES OF IMPORTANCE

APRIL 21: LAST DAY TO DROP A CLASS

APRIL 24: SUMMER GRADUATION APPLICATIONS DUE

MAY 6: LAST DAY TO WITHDRAW

MAY 26: MEMORIAL DAY

JUNE 16: COMMENCEMENT