History 410-60
History of U.S. Indian Policy

“The most effective way to destroy people is to deny and obliterate their own understanding of their history.” George Orwell

Professor: Dr. A. Canfield  
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Course Description
This course will examine United States government policies affecting American Indians from the 18th century to the present. Attention will be paid to the creation, implementation, and impact of government actions, as well as to the ways American Indians have influenced policy. We will examine the evolving relationship between American Indian nations and the federal government in areas such as political development, treaty rights, social and cultural changes, sovereignty, economic development, and the trust relationship.

Textbook
- Uneven Ground: American Indian Sovereignty and Federal Law, by David E. Wilkins and K. Tsianina Lomawaima
- Rights of Indians and Tribes, Stephen L. Pevar
- The Cherokee Cases: Two Landmark Federal Decisions in the Fight for Sovereignty, Jill Norgren
- Other readings, available on BlackBoard

Objectives
As a History course, History 410 will help you:
- Understand the historical development of federal policies and the political relationships between American Indian nations and federal and state governments.
- Explain how court decisions have helped shaped federal policy.
- Understand how different tribes have responded to the changing policies over the centuries.
- Use historical precedents to help identify and explain current issues facing Indian Country.
- Define key concepts in federal policy, such as sovereignty, assimilation, termination, removal, “discovery,” ownership, and plenary power.

More generally, as a Social Sciences class, the course will help you:
- Demonstrate knowledge of the theoretical and conceptual frameworks of History as a Social Science.
- Develop an understanding of yourself and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- Utilize Social Scientific approaches, such as research methods and inquiry, to examine the variety of perspectives about human experiences.
- Evaluate how reasoning, history, and culture informs and guides individual, civil, or global decisions.
- Understand and interpret similarities and differences among and between individuals, cultures, and societies through time.
- Write a clear, concise, and organized paper.
**Class structure**

This class is divided into 12 modules, organized by weekly themes. Our major “textbook” for the course is *Uneven Ground*, but most weeks will have additional readings, as well. Every module has a listed set of goals/objectives to clarify what students are expected to learn. Modules open on Sundays, and will stay open for two weeks. All of the assignments are due during the second week. While there is some overlap of modules being opened, the general thought is that students should not be working too far ahead or behind other students. This will help discussions. Please see the course calendar and the schedule within the syllabus for due dates of specific items.

Within each module, there is a mini-lecture (in written format) that will provide additional content or analysis to help you understand and interpret the readings. Sometimes the lectures will provide links to more information or to videos. Make sure that you read each lecture and click on the links. Each module has key terms (typically people, events, Supreme Court cases, and specific policies) listed out. Many of these ID terms will appear on the exams. For each module, students will participate in a discussion forum online. Participating in a discussion forum means that you will also read other students’ comments and engage in a conversation with them; you can't just post your own comment and get full points. Discussion forums are to be, as the name implies, discussions. There should be some give and take between students. See below and the discussion forum rubric for more specific details. In addition to the weekly discussions, there will be nine quizzes, three short Supreme Court briefs, an analytical book review, a midterm and final, and a longer research paper due.

**Course Requirements and Grading**

*Reading quizzes:* Because so much of this course is based on readings and the online discussions, I want to make sure that everyone has done the assigned reading and is well-grounded in context so they can participate fully. To help achieve this, students are required to take content quizzes over the readings in Modules 1-9, for nine quizzes total. The quizzes will be due on Wednesdays and are multiple-choice questions. Make sure that you look at what reading the quizzes will cover in each quiz description on BlackBoard. The quizzes are each worth 10 points, and I will drop your two lowest scores. Total points for quizzes, then, will be 70 (7 quizzes @ 10 points each). You can use your readings for each quiz. See the course schedule for dates for each of these.

*Discussion:* Most weeks will have an online discussion based on that week’s reading. I will provide short prompts to generate discussion, but the goal is that students bring up aspects of the reading that stood out to them. Students are required to write *at least* a one-paragraph response to the initial prompt. Make sure that you fully answer the question(s) posed, that you address all the readings assigned for the week, and that your post reflects a thoughtful consideration of the readings. Your posts need to display critical thinking and not just be a rehash of the readings. Discuss what they mean, not just what they say. Consider the significance, and the implications. In addition, to ensure that this truly is a “discussion,” I require that you also respond to what other students have posted. Your initial response is worth twenty points, and your responses to other students are worth an additional five additional points. There will be twelve discussion forums, worth twenty-five points each. I only require that students participate in discussions for nine of the twelve discussions. I can either drop your three lowest scores, or you can skip discussion forums for three weeks. You must post an initial response in a forum before you participate in discussion. You CANNOT just respond to other students’ posts for discussion points; if you have not posted your own initial response, I will not grade your responses to others. Discussion forums constitute 225 points (9 discussion forums @ 25 points each).

There is no hard and fast rule as to exactly how long your posts need to be or how many other students posts you need to respond to for full points, but a general rule of thumb is to aim for around 400 words for your initial response and respond to at least three other posts. Quality matters more than quantity, though, so keep this in mind. There is a rubric for how I will grade your posts on the course.
introduction page that deals with content, analysis, and etiquette for discussion forums. In your response to other students, you need to respond fully and not just type a quick, “I agree!” or “Great post!” Each discussion thread prompt will open with its corresponding module on Sunday and your responses will be due during the module’s second week. Your initial response is due on Monday of the second week, and your responses to other students’ posts are due on Thursday. The exception to this is for Module 2 because of the Labor Day holiday, when your initial response is due on Tuesday and your responses to others are due on Friday. I want these discussions to be student-led, so while I will provide individual feedback to each student when I grade your discussion, my participation in the discussions will be limited. I will try to only jump in if I see conversations getting de-railed or to provide more context or a different perspective.

**Additionally, you are required to respond to an introductory discussion forum. This response is worth five points and is due by noon on Friday, August 28. This will be used as enrollment verification for the course.**

**Analytical book review:** You will write an analytical book review of Jill Norgren’s *The Cherokee Cases*. This assignment is designed to improve your writing skills, your critical analysis skills, and your understanding of what are arguably the most important Supreme Court rulings regarding federal Indian policy. You will need to analyze critically the book for its argument(s), evidence, historical context, and contributions to the larger understanding of the topic of federal Indian policy. An analytical book review is NOT a summary of the book. Stay focused on the argument and the author’s success (or lack thereof) in proving it. This 3-5 page review is worth 100 points and is due on **September 24**. There are tips for writing book reviews under the “Assignment instructions” link.

**Supreme Court case briefs:** You will need to write **THREE** Supreme Court case briefs on landmark cases relating to federal Indian policy. Under the “Supreme Court case briefs” link, there is a list of ten of the more important cases from which to choose. At least **ONE** of your briefs needs to be on one of the following cases: *Johnson v. McIntosh* (1823), *Cherokee Nation v. Georgia* (1831), and *Worcester v. Georgia* (1832). There is an example of a case brief under the assignment link, as well as a template format to use for these. You must use this template. These briefs are each worth 50 points, for a total of 150 points. Each case has a different due date, relating to when it is discussed in the reading. These due dates are listed on the assignment page as well as in the course syllabus and calendar.

**Exams:** There will be two exams for this course: a midterm (covering material from Modules 1-5) and a final exam (Modules 6-12). A study guide for each exam will open two weeks before the exams open. The exams consist of two parts: historical identifications (worth 50 points) and a short essay response (worth 50 points). The ID terms and essay topics will come from lectures and the course readings. There will be a choice of eight identifications on the exam, from which you will choose five to write on. These identifications are worth 10 points each, for a total of 50 points. For these terms, you will need to know the who, what, when, where, and why associated with each, as well as the item’s historical significance. The significance is worth half of the points for each term. For examples of successful IDs, please see the link under the study guide section. The rest of the exam’s points comes from a short (4-6 paragraphs) essay. There will be three essay prompts on the exam; you will write on one. These exams are worth 100 points each, and are not cumulative. The midterm exam will open on October 11 and is due by **October 17**. The final exam will open December 6 and is due by **December 16**.

**Historic/Contemporary issues paper:** This paper is the major project for the course and is worth 200 points. This 8-10 page paper is a culmination of everything the class has read and discussed over the semester, and as such should incorporate information from class readings, discussions, and lectures. I expect outside research for this paper, as well, including other secondary sources (email me if you need title and author suggestions) and perhaps even primary sources (newspapers, treaties, government
documents, oral histories, etc.). Much of federal Indian policy still has direct implications for Indian nations and individuals today, as well as for non-natives. For these papers, students are required to research an individual Indian nation and a specific federal policy that has directly affected it. This might be a contemporary issue, such as fishing rights, or it might be more of a historic issue, such as irrigation rights during the allotment era. In your discussion of the tribe and the policy issue, you will need to provide a historical context. First, give an ethnographic overview of the tribe (its traditional homelands, gender roles, societal and political structure, etc.). Next, include a brief description of any treaties or executive orders as they related to reservations or removal. Then, discuss the policy you have chosen and give a researched and nuanced argument of how this policy affected and/or continues to affect the tribe. Include any relevant Supreme Court rulings, state laws, Congressional acts, and, most importantly, tribal responses (formal or informal). The strategies the tribe employed (political, legal, social, etc.) are key to understanding how policy has shaped not only the relationship between the United States and different Indian nations, but the nations themselves. A good place to start when looking for a topic is Indian Country Today (available for free online at [http://indiancountrytodaymedianetwork.com/](http://indiancountrytodaymedianetwork.com/)) or other newspapers (regional or national). For an ethnographic overview, you should begin your research with The Handbook of North American Indians (available in the reference section of most higher education libraries, call number E77.H25), but make sure you research other works done on the tribe. If you need help finding secondary sources for this, please let me know. Many tribes also have their own websites with relevant information, including ethnography, major events, treaties, and sometimes even the major issues they are facing today.

The following assignments are designed to ensure that students are completing their research in a timely fashion. You cannot skip any of these assignments and you cannot hand in a subsequent assignment without completing the one before it. This means that you cannot skip the topic proposal and head straight to the annotated bibliography assignment; you will simply have to go back and do the first assignment (although, with my late policy, this might mean receiving no actual points for the assignment). I will provide examples of the topic proposal and the annotated bibliography under the “Final research paper” link so you can see how to approach each of them. To submit the topic proposal, the annotated bibliography, the OPTIONAL rough draft, and the final research paper, click on the “Final research paper” link under Assignments.

First, you will need to hand in a topic proposal. This should be just a short, one-paragraph description of your topic. Be sure to address the policy you want to research, and what tribe(s) you think it affects. My objective is to help you focus your research a bit more at this point. When I grade this assignment, I will also provide you with research suggestions, including some sources. The goal of this assignment is to make sure that you are beginning to consider your research project early enough to fully complete all of your research. This proposal is due September 29, and is worth 10 points.

Next, you will hand in an annotated bibliography. In this assignment, you must clearly identify the tribe you are researching and the major policy issue (this is especially important if you have changed since the topic proposal). You need to include at least five out-of-class sources that will help you in your research. You will need to write one paragraph per source that sums up its contents, relates its main idea and/or argument, and describes how you believe you will use it for your paper (how it works as evidence for your argument). You can use primary sources and, in fact, I highly encourage using some as they will allow you to see how people of the historical time viewed the topic. Contact me before this assignment is due if you have questions on potential sources, or just need help in general. The goal of this assignment is to make sure that you have examined sources that will help you in your research and that you have begun considering your larger argument. This assignment is due on November 10 and is worth 40 points.
The secondary sources can be full-length books or scholarly/peer-reviewed articles. If you need assistance finding scholarly articles, please see either me or a reference librarian. For the primary documents, there are some collections within the library and numerous sources online. Make sure if you find a document online, you correctly cite where you got it from (so I can also access it), and that it is from a reputable source. If you are unsure, please come and see me. Just as a matter of clarification, Wikipedia is not a scholarly or peer-reviewed secondary source.

The next potential step is to hand in a rough draft of your paper. This is a recommendation, but not a requirement. If you choose to hand in a rough draft, it must be submitted no later than December 6. This is worth a bonus of 20 points, but again is not required.

Your final paper should use information from class discussions, lectures, course readings, and (primarily) outside research. It needs to be well-researched, demonstrate a firm grasp of the topic, make clear connections between the historical background and the issue, and contain relevant and accurate evidence. It is a formal paper and cannot include any first person references (I, we, me, us, our, etc.) or contractions. There are writing tips under the “Assignment instructions” link. This 8-10 page paper is due by Monday, December 14, by midnight. No late work will be accepted. This paper is worth 200 points.

Miscellaneous class information

Late assignments: Assignments are due on the day noted on the course calendar, although you can always submit early. Late work will be accepted, but will lose five points for each day late, including weekends. There is a two week window for late work. Meaning: if an assignment is due by September 2, I will not accept it after September 16.

Classroom Etiquette

Basic “rules of respect” will be observed at all times in this course. Some of the discussion prompts or responses might bring up sensitive subject matters in this class including, but not limited to, issues of race, ethnicity, class, gender, religion, and politics. Since ethics are open to multiple interpretations, disagreement is fine—but disagreements are to be grounded in interpretation with evidence. They must be targeted at ideas and they must be delivered respectfully. Personal attacks against individuals will not be tolerated. You can expect the same respect from me that I expect from you. Please see the rubric on discussion forum assessment for further details.

Disability Accommodations: Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Email: I recommend that you use the course email to contact me, but if that is not working for some reason, make sure you use my correct email (aecanfield@lcsc.edu). DO NOT just rely on the auto-complete feature; type it in fully yourself. I am not responsible for emails sent to an incorrect address. Do not delete any emails to me unless I have responded. I will always respond to let you know that I received your message. If I have not replied within two working days, assume that I did not get the email. You can also use the course email. I only check my work email during work hours (Monday-Friday, 8am-5pm), so don’t worry if you don’t get an immediate response from me to an email sent in the evening or on the weekend.

Also, when emailing me (or any professor), please be sure to use basic email etiquette. Always use a polite salutation at the beginning of your message. “Hey” or “Hey Prof” is not suitable. I am not your buddy; I am your professor. Use correct grammar and punctuation. Again, you are not sending a text message to a friend. Always proofread and spell check your message. Do not send an email until you
have used your resources wisely; always check the syllabus for clarification before asking when the next test is scheduled, for example. If you need to contact me, email is typically the best way to get the quickest reply. You can always call my office phone, as well.

**Academic Integrity:** Academic honesty is expected of all students. Instances of academic dishonesty will result in the failure of the class. Academic dishonesty includes plagiarism (the use of someone else’s *words or ideas* without acknowledgement), cheating on assignments or exams, multiple submissions, and assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. Violations of academic honesty will be reported to the appropriate school officials and the student will fail the course. No exceptions.

**Feedback:** Your quizzes will be graded as soon as you submit them; however, until the quiz closes, you will not be able to see correct answers. Once the quiz has closed, I will allow students to see all the correct answers. For discussion posts, you will receive feedback and grades within seven days; this means seven days following when responses to others students’ were due. For all other assignments, you will receive feedback and grades within two weeks (but my aim is closer to one week). If for some reason I am unable to meet these deadlines, I will announce it to the class. Barring any unforeseen emergencies, though, this shouldn’t be a problem.

**Course expectations:** In general, I expect college students to be self-directed and self-motivated learners. This is even more important in an online class. You need to successfully manage your time and keep on top of all assignments and due dates. Please take responsibility for your own learning. For this class, I expect you to be logged on at least two times a week and you should expect to spend between 9-12 hours per week on this course. The general rule of thumb for all college classes is that for every credit hour in class, you are also spending 3 hours outside of class. This means that for a 3-credit class, you are spending 3 hours/week in the class and 9 hours/week preparing for it (studying, reading, writing, etc.). The same expectation holds for this course. I want you to be successful, and am here to help you. If you need assistance, have any questions, or are struggling at any time, please contact me. Some weeks have heavy reading loads or more assignments due than others. I suggest looking at the course calendar at the beginning of the semester to chart out your time. Reminder: you do not need to take each quiz, participate in every discussion, or provide a Supreme Court case brief on all the cases. There may be some weeks that are assignment-heavy for other courses—keep this in mind when planning which quizzes, discussions, etc., you will do. Also keep in mind that working on your final research paper will take time at the end of the semester. Plan accordingly.

**Incomplete policy:** I understand that unforeseen circumstances can arise in students’ lives, making them unable to complete a course. You can request an Incomplete Grade (I) in certain circumstances, however, you will only have one semester to make up the work before the I turns into an F grade. To receive an incomplete, you need to meet with me to discuss the issues and options, and then make a “formal” request (an email is fine). You need to have completed at least 60% of the work for the course (including written assignments, participation, and attendance). Please see me as soon as you can if you believe you will need an incomplete. Pay attention to the dates in the syllabus for dropping courses and withdrawals, as well.

**Good dates to keep in mind:**
- Sept. 4: Last day to add classes or drop without “W” grade on transcript
- Sept. 7: Labor Day (campus closed)
- Oct. 23: Midterm grades posted to WarriorWeb
- Nov. 5: Last day to drop from classes or withdraw from college for the semester
- Nov. 23-27: Thanksgiving break
- Dec. 21: Final grades posted to WarriorWeb
Technical Support:
For help with Blackboard:
- Blackboard helpdesk: 208-792-2635 or blackboard@lcsc.edu
- Helpdesk hours: M-F from 8am-5pm, PST
- e-Learning website: http://www.lcsc.edu/e-learning/

For help with LCMail and WarriorWeb:
- IT Helpdesk: 208-792-2231 or helpdesk@lcsc.edu
- IT Helpdesk hours: M-F from 8am-12pm and 1pm-5pm
- IT Helpdesk website: http://www.lcsc.edu/it/for-students/

Academic Support Services:
- TRIO Academic Services: http://www.lcsc.edu/trio/current-trio-students/
- LCSC Library: http://www.lcsc.edu/library/

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A 920-1000 points
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B+ 880-889
B 820-879
B- 800-819
C+ 780-779
C 720-779
C- 700-719
D+ 680-699
D 600-679
F below 599

Additional LCSC information/Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).
Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Student Work
Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015

Course Schedule:

Introductory Module: Introduction to Indian law, policy, and terminology
Week of August 23-29
Readings:
- Lecture notes
- Wilkins and Lomawaima, Introduction
- Pevar, Chapters 1 and 2

Watch:

Due:
- Introduction post, August 28
Module 1: The “Discovery” Doctrine and Native Land Title  
Week of August 30-September 5  
Readings:  
• Lecture notes  
• Wilkins and Lomawaima, Chapter 1  
• You should begin reading Jill Norgren’s The Cherokee Cases (for Module 3)  
Due:  
• Initial post for Discussion 1, August 31  
• Quiz 1, September 2  
• Responses to other students’ discussion post 1, September 3  

***September 4 is the LAST day to drop class without a “W” grade on your transcript***

Module 2: The Federal Trust Responsibility  
Week of September 6-12  
Readings:  
• Lecture notes  
• Wilkins and Lomawaima, Chapter 2  
• Pevar, Chapter 3  
• BlackBoard reading: “Northwest Ordinance of 1787”  
• Continue reading Norgren’s The Cherokee Cases  
Due:  
• Initial post for Discussion 2, September 8  
• Quiz 2, September 9  
• Responses to other students’ discussion post 2, September 11

Module 3: The Marshall Trilogy: Early Supreme Court Rulings on Indian Land and Rights  
Weeks of September 13-19 and September 20-26  
Readings:  
• Lecture notes  
• Jill Norgren’s The Cherokee Cases  
• BlackBoard reading: “Indian Removal Act, 1830”  
Due:  
• Initial post for Discussion 3, September 14  
• Quiz 3, September 16  
• Responses to other students’ discussion post 3, September 17  
• Supreme Court brief on Johnson v. McIntosh (1823), Cherokee Nation v. Georgia (1831), and/or Worcester v. Georgia (1832) (remember: you only need to write on THREE Supreme Court cases over the course of the semester, but at least ONE of the briefs has to be on one of these three cases), September 18  
• Analytical book review of Norgren’s book, September 25

Module 4: A Shifting Relationship: Treaties and Plenary Power  
Week of September 27-October 3  
Readings:  
• Lecture notes  
• Wilkins and Lomawaima, Chapter 3  
• Pevar, Chapters 4, 5 (only pages 55-63), and 8
• BlackBoard reading: Nell Jessup Newton, “Federal Power over Indians: Its Sources, Scope, and Limitations”

Watch:
• Documentary, “Spearfishing,” available online at http://theways.org/story/spearfishing

Due:
• Initial post for Discussion 4, September 28
• Topic proposal for final research paper, September 29
• Quiz 4, September 30
• Responses to other students’ discussion post 4, October 1
• Supreme Court brief on United States v. Kagama, (1886) and/or Lone Wolf v. Hitchcock, (1903) (remember: you only need to write on THREE Supreme Court cases over the course of the semester), October 2

Module 5: Reserved Rights and Water Rights
Week of October 4-10
Readings:
• Lecture notes
• Wilkins and Lomawaima, Chapter 4
• Review Pevar, pages 46-48
• BlackBoard reading: “Abolition of Treaty Making, 1871”
• BlackBoard reading: Amy E. Canfield, “These Lands are Worthless Without Water: The Federal Government’s Divided Loyalties in Irrigating the Fort Hall Indian Reservation, 1902-1920”

Due:
• Initial post for Discussion 5, October 5
• Quiz 5, October 7
• Responses to other students’ discussion post 5, October 8
• Supreme Court brief on Winters v. United States, (1908) (remember: you only need to write on THREE Supreme Court cases over the course of the semester), October 9

Midterm Week
Week of October 11-17
Due:
• Midterm exam, October 17

Module 6: Implied Repeals: Allotment, Assimilation, and “Good Faith”
Week of October 18-24
Readings:
• Lecture notes
• Wilkins and Lomawaima, Chapter 5
• Pevar, Chapter 12

Due:
• Initial post for Discussion 6, October 19
• Quiz 6, October 21
• Responses to other students’ discussion post 6, October 22
• Supreme Court brief on Ex parte Crow Dog (1883), Elk v. Wilkins (1884), and/or Tee-Hit-Ton Indians v. United States, (1955) (remember: you only need to write on THREE Supreme Court cases over the course of the semester), October 23
Module 7: Policy Reversals: Reorganization and Termination
Week of October 25-31
Readings:
- Lecture notes
- Pevar, Chapter 6
- BlackBoard reading: “The Indian Reorganization Act (Wheeler-Howard Act),” 1934
- BlackBoard reading: “House Concurrent Resolution 108,” 1953 (Termination Act)
Due:
- Initial post for Discussion 7, October 26
- Quiz 7, October 28
- Responses to other students’ discussion post 7, October 29

Module 8: Continual Challenges: Tribal/State Relationships
Week of November 1-7
Readings:
- Lecture notes
- Wilkins and Lomawaima, Chapter 6
Due:
- Initial post for Discussion 8, November 2
- Quiz 8, November 4
- Responses to other students’ discussion post 8, November 5
- Supreme Court brief on Ward v. Race Horse (1896) (remember: you only need to write on THREE Supreme Court cases over the course of the semester), November 6

***November 5—Last day to withdraw from classes or college for the semester***

Module 9: Sovereign Immunity
Week of November 8-14
Readings:
- Lecture notes
- Wilkins and Lomawaima, chapter 7
Due:
- Initial post for Discussion 9, November 9
- Annotated bibliography for the final research paper, November 10
- Quiz 9, November 11
- Responses to other students’ discussion post 9, November 12
- Supreme Court brief on Santa Clara Pueblo v. Martinez (1978) (remember: you only need to write on THREE Supreme Court cases over the course of the semester), November 13

Module 10: Resistance and the Road to Self-Determination: Shifting Views
Week of November 15-21
Readings:
- Lecture notes
- Pevar, Chapters 14 and 16
- BlackBoard reading: “Indian Self-Determination and Education Assistance Act of 1975” (excerpts)
Due:
- Initial post for Discussion 10, November 16
- Response to other students’ discussion post 10, November 19
- Supreme Court brief on Oliphant v. Suquamish Indian Tribe (1978) (remember: you only need to write on THREE Supreme Court cases over the course of the semester), November 20

**Thanksgiving Break, Nov. 22-28**

Module 11: Religion and Policy: AIRFA and NAGPRA
Week of November 29-December 5
Readings:
- Lecture notes
- Pevar, pages 222-230 and 234-236
- BlackBoard reading: Orlan Svingen, “The Pawnee of Nebraska: Twice Removed”

Due:
- Initial post for Discussion 11, November 30
- Responses to other students’ discussion post 11, December 3
- Supreme Court brief on Lyng v. Northwest Indian Cemetery Protective Association (1988) (remember: you only need to write on THREE Supreme Court cases over the course of the semester), December 4

Module 12: Trust-Fund Violations and Settlement: The Cobell Case
Week of December 6-12
Readings:
- Lecture notes
- Pevar, pages 70-78

Due:
- Rough draft for final research paper (optional), December 6
- Initial post for Discussion 12, December 7
- Responses to other students’ discussion post 12, December 10

Final Exam week
Week of December 13-19
Due:
- Final research paper, Monday, December 14 (NO LATE PAPERS ACCEPTED)
- Final exam, Wednesday, December 16