

# General Education Course Proposal

**Proposed Course:** AAIS 50 Contemporary Life of the American Indian **Units** 3  
Prefix No. Title

**Department:** Africana & American Indian Studies **College/School:** Social Sciences

**GE Category (Indicate one category only):**

Foundation: A1 \_\_\_ A2 \_\_\_ A3 \_\_\_ B4 \_\_\_  
 Breadth: B1 \_\_\_ B2 \_\_\_ C1 \_\_\_ C2 \_\_\_ D  E \_\_\_  
 Integration: B \_\_\_ C \_\_\_ D \_\_\_ International/Multicultural \_\_\_



**Existing Course**  **Revised Course** \_\_\_ **New Course** \_\_\_

**Course Included in Current GE Program** \_\_\_

New courses require the Undergraduate Course Proposal form in addition to this form.  
 Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Current problems of American Indians and Arctic Natives resulting from culture conflict, acculturation, minority status, and governmental policy (Formerly AIS 50).

**Enrollment limit per section:** 40

**Expected number of sections per semester - Year 1** 1-2 **Year 3** 3-4

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

*[Signature]* 10/5/04  
 Department Chair Date

*Matthew Indian* 10/26/04  
 College/School Curriculum Committee Date

*Harry Wallon* 10/26/04  
 College/School Dean Date

*[Signature]* APR 1 2005  
 General Education Subcommittee Date

*[Signature]* APR 1 2005  
 Associate Provost Date

**Forward Original and TWELVE copies to:  
 Associate Provost for Academic Affairs, M/S TA 54**

## Attachment 2

### General Syllabus

#### Contemporary Life of the American Indian – AAIS 50

Instructor:	Name
Office:	Instructor's Office
Office Hours:	Instructor's office hours (minimum of five hours per week)
Phone/email:	Instructor's office phone and email address
Dept. Office:	McKee Fisk Building, Room 212
Dept. Phone:	(559) 278-2832
Units:	3 units

There are no prerequisites. This course requires no additional operating money beyond present levels or additional instructional equipment.

#### Catalog Description:

Current problems of American Indians and Arctic Natives resulting from conflict, acculturation, minority status, and governmental policy.

#### Common Objectives:

- Students will examine the historical and contemporary experiences of American Indians with regard to American national policies over several hundred years.
- Students will examine both the “noble savage” and “bloodthirsty barbarian” images of Indians and the shades of gray in between these polar images.
- Students will be acquainted with analytical concepts necessary to understand racism, internal colonialism, paternalism, oppression, and exploitation (especially by energy corporations).
- Students will have the opportunity to question and analyze why Americans know very little about Indians and accept negative images in the movies, television, books, and print media.
- Students will arrive at the conceptual understanding of tribalism as a cultural, social, and economic system so that they can analyze current issues with respect to culture, racism, myths, and ethnicity.
- Students will understand and be able to analyze the interaction between cultural identity and cultural continuity and the different ways tribal societies change but remain tribal in their values.

## Representative Texts:

(1) *Indian Country* by Peter Matthiessen. New York, NY. Penguin Books, 1992. Matthiessen's text explores the encroachment of whites on the sacred grounds of American Indians and discusses such tribes as the Miccosukee, Hopi, Cherokee, Mohawk, Urok, Karuk, Lakota, Chumsah, Paiute, Shoshone, Ute, and Navajo

(2) *Common Handouts*

- **Terminology/History Sheet**

- Victoria's Doctrine of Discovery
- Treaties
- Northwest Ordinance, 1790
- Trusteeship
- Sovereignty
- Bureau of Indian Affairs Indian
- Civilization Act, 1819
- Indian Removal Act, 1830
- Justice Marshall Decisions, 1928-1832
- Cherokee vs. Georgia Worcester
- Trail of Tears
- End of the Treaty Making Period, 1871
- Standing Bear
- 7 Major Crimes Act
- Ex Parte Crow Dog
- The Dawes Allotment Act, 1887
- Water Rights- Winters Doctrine, 1908
- Indian Citizenship Act, 1924
- The Bursam Bill, 1928
- The Meriam Report, 1928
- John Collier, 1934
- New Deal Indian Reorganization Act, 1934
- The Termination Act, 1953
- Relocation Act, 1953 P.L. 280
- Indian Claims Court
- Indian Education
- Colonel Henry Pratt and the Off-Reservation Boarding Schools
- The Johnson O'Malley Act, 1934
- Office of Economic Opportunity
- War on Poverty and Indian Reservations
- Rough Rock Demonstration School
- Indian Education Act, 1972
- Indian Self-Determination Act, 1975
- Indian Religious Freedom Act, 1978
- Fishing Rights U.S. vs. Winans
- Boldt Decision—Washington vs. Washington, 1978

- **“Nacirema”**
  - “Holy Mouth Man” (Dentist)
  - “Listener” (Psychiatrist)
  - Magic Potion (Medicine Cabinet)
  
- **Images**
  - Indian Giver
  - Cowboys and Indians
  - Chief
  - Pocohantas
  - Drunken Indian
  - Warpath
  - Warpaint
  - Noble Savage
  - Heathen
  - Backward
  - Extinct
  
- **Contributions**
  - Agricultural – corn, artichokes, tomatoes, many varieties of beans, potatoes, cranberries (48% of American crops)
  - Architectural Southwestern (Pueblo), Quonset huts
  - Irrigation
  - Mining
  - State/Place Names – road maps, rivers, streams
  - U.S. Constitution – separation of State sovereign powers and Federal Government

### Course Requirements

This course is a multi-disciplinary course which uses readings, terminology hand outs, videos, and case studies. Students learn the origins of international constitutional law regarding aborigines, American national policies over several hundred years.

#### Research Papers:

The research paper must have a literature review, a statement of the problem, an analysis of the problem, the purpose, the need, the effect, and the experience which brings together analytical understanding of the commonalities and differences between tribal perspectives and state/federal, individual and/corporate perspectives. Students will write a 5-6 page paper (1,000 words) on one of the following subjects which they must present in class. They are marked on their ability to write and present analytically on their chosen subject and ability to dialogue with students in class. In addition, each student is required to write a minimum of one-page critique of five other students' presentations.

### **Instructor Feedback on Writing Assignments:**

The research paper assignment will be handled in an iterative fashion (i.e. the instructor will provide written comments on the draft paper (due in week 12), and request revisions to be incorporated into the final written report. The final reports are due during the last two weeks of the semester when students are scheduled to present their research reports in class. In providing the iterative revision, the instructor will use the campus' General Education (GE) scoring guide for writing developed in 2002. The following website offers information about the GE scoring guide for writing:

[http://academicaffairs.csufresno.edu/undergrad\\_studies/document/Writing\\_Rubric\\_060602.doc](http://academicaffairs.csufresno.edu/undergrad_studies/document/Writing_Rubric_060602.doc)

### **Paper Topics:**

1. *Wounded Knee I and II.* Give an account of both, compare the historical impetus and outcome.
2. *Lenard Peltier and the Federal Courts.* Give an account of the events leading up to his arrest, analyze the trial and outcome.
3. *Indian Gaming, Tribal Sovereignty, P.L. 280.* Give an analysis of P.L. 280 and tribal sovereignty using Indian Gaming as an example.
4. *Lummi Aquaculture Project, Fishing Rights and Economic Development.* Analyze why this tribe has developed economically and others have not
5. *The Passamaquoddy of Maine and the Eastern Land Claims.* Analyze why this tribe was victorious over the Bureau of Indian Affairs while the California Tribes failed in their efforts to regain some of their traditional lands, even though both has never signed treaties of land cessation. Examine the economic development plans of the Passamaquoddy.
6. *Arizona vs. California and Indian Water Rights.* Analyze western water rights and Indian water rights. Give an account of this lawsuit and examine what tribal water rights continue to exist.
7. *The Aqua Caliente of Palm Spring, Taxation and Zoning.* Using this as a case study, examine the extent that P.L. 280 gives the right of California or its municipalities to control zoning tribal lands and taxing tribal economic activities.
8. *The Alaskan Native Claims Act.* Report on this act and analyze the congressional intent of incorporating Alaskan Native villages into profit making corporations. Analyze why some villages succeeded while others failed.
9. *The Indian Child Welfare Act.* Report and analyze this act as it pertains to foster care, adoptions, state adherence to the law, and state challenges to this law.
10. *Nuclear Waste and Indian Reservations.* Give an accounting of nuclear waste and the federal role in encouraging tribes to allow the reservations to be used for nuclear waste storage. Examine and analyze tribal responses.

**Class Films:**

- More Than Bows and Arrows; The Seminoles
- The Fourth World (Hopi)
- Trail of Tears (Cherokee) The Iroquois
- The G.O. Road (Tolowa – California)
- 47 Cents – The Dispossessed (Pit River – California)
- Four Corners (Navajo, Hopi)

**Exams:**

All students are required to take a midterm exam and a final exam.

**Grading Policy:**

Midterm .....	20 points
Presentation .....	25 points
Research Paper ... ..	25 points
5 Critiques .....	10 points
Final Exam .....	20 points
Total .....	100 points

**Final Grade:**

A .....	90 to 100 points
B .....	80 to 89 points
C .....	70 to 79 points
D .....	60 to 69 points
F .....	59 and below

**Course Topics:**

- ✓ Permanence vs. Progress. Economics and Land Use from Tribal Perspective
- ✓ Extended vs. Nuclear Family
- ✓ Charismatic Leadership vs. Majority Rule
- ✓ Power vs. Authority
- ✓ Consensus vs. Majority Vote
- ✓ Generosity vs. Aggrandizement
- ✓ Cyclical Relationships to Man & Environment vs. Pyramidal Relationship
- ✓ Cultural Politics and Racial Identity
- ✓ Traditions and Crisis in the Eastern Woodlands
- ✓ Federal/State & Municipal Encroachment on Indian Lands
- ✓ Native Response to Sovereignty

**Course Policies:**

- ✓ University policy regarding plagiarism/cheating
- ✓ Disruptive classroom behavior
- ✓ Students with disabilities
- ✓ Attendance, late-paper policy
- ✓ Final grade distribution
- ✓ Syllabus subject to change

### Attachment 3

## Contemporary Life of the American Indian -- AAIS 50

### Tentative Course Syllabus

INSTRUCTOR: Dr. Delores J. Huff  
TTH. 1245 - 1400  
FALL 2004  
UNITS: 3; NO PREREQUISITES

OFFICE: McF 212  
HRS: W 12:00 - 3:00; T/Th 2:00-3:00

#### COURSE DESCRIPTION:

This course introduces students to the current problems of American Indians and Arctic Natives resulting from conflict, acculturation, minority status, and governmental policy over hundreds of years.

#### LEARNING OUTCOMES:

- Students will examine the historical and contemporary experiences of American Indians with regard to American national policies over several hundred years.
- Students will examine both the “noble savage” and “bloodthirsty barbarian” images of Indians and the shades of gray in between these polar images.
- Students will be acquainted with analytical concepts necessary to understand racism, internal colonialism, paternalism, oppression, and exploitation (especially by energy corporations).
- Students will have the opportunity to question and analyze why Americans know very little about Indians and accept negative images in the movies, television, books, and print media.
- Students will arrive at the conceptual understanding of tribalism as a cultural, social, and economic system so that they can analyze current issues with respect to culture, racism, myths, and ethnicity.
- Students will understand and be able to analyze the interaction between cultural identity and cultural continuity and the different ways tribal societies change but remain tribal in their values.

#### REQUIRED TEXT:

*Indian Country* by Peter Matthiessen. New York, NY. Penguin Books, 1992.

#### COURSE REQUIREMENTS

This course is a multi-disciplinary course which uses readings, terminology hand outs, videos, and case studies. Students learn the origins of international constitutional law regarding aborigines, American national policies over several hundred years. Students are expected to come to class fully prepared to enter into the discussions of the reading.

### **Research Papers:**

Writing assignments must have a literature review, a statement of the problem, an analysis of the problem, the purpose, the need, the effect, and the experience which brings together analytical understanding of the commonalities and differences between tribal perspectives and state/federal, individual and/corporate perspectives. Students will write a 5-6 page paper (1,000 words) on one of the following subjects which they must present in class. They are marked on their ability to write and present analytically on their chosen subject and ability to dialogue with students in class.

Students are encouraged to form groups of not less than three, nor more than five in each group. Papers are to be presented to the class at the end of the semester. Students may not read their research paper in class as part or all of their presentation. Class presentations should make use of films, slides, or any other visual means of conveying your topic to the class. The presentation should take up half of the class time, with the other half open to dialogue between the class and the group. The group must prepare an outline for each member of the class for use as a study guide for the final exam.

### **Instructor Feedback on Writing Assignments:**

The research paper assignment will be handled in an iterative fashion (i.e. the instructor will provide written comments on the draft paper (due in week 12), and request revisions to be incorporated into the final written report. The final reports are due during the last two weeks of the semester when students are scheduled to present their research reports in class. In providing the iterative revision, the instructor will use the campus' General Education (GE) scoring guide for writing developed in 2002. The following website offers information about the GE scoring guide for writing:

[http://academicaffairs.csufresno.edu/undergrad\\_studies/document/Writing\\_Rubric\\_060602.doc](http://academicaffairs.csufresno.edu/undergrad_studies/document/Writing_Rubric_060602.doc)

### **Peer Critiques:**

Each student is required to write a minimum of one-page critique of five other student group presentations. The critiques should address three points: (1) the main idea of the presentation, (2) how the group supports the main idea, and (3) how well the group worked together to present a cohesive, fluid presentation.

### **Paper Topics:**

- Wounded Knee I and II.
- Leonard Peltier and the Federal Courts.
- Indian Gaming, Tribal Sovereignty, P.L. 280.
- Lummi Aquaculture Project, Fishing Rights and Economic Development.
- The Passamaquoddy of Maine and the Eastern Land Claims.
- Arizona vs. California and Indian Water Rights.
- The Aqua Caliente of Palm Spring, Taxation and Zoning.
- The Alaskan Native Claims Act.
- The Indian Child Welfare Act.
- Nuclear Waste and Indian Reservations.



**Class Films:**

- More Than Bows and Arrows
- Indian Country -- Seminole
- The Fourth World (Hopi)
- Trail of Tears (Cherokee)
- The Iroquois
- The Karuk
- Pine Ridge
- 47 Cents – The Dispossessed (Pit River – California)
- Four Corners (Navajo, Hopi)
- The Broken Rainbow

**Exams:**

All students are required to take a midterm exam and a final exam. The final exam will consist of questions from the presentations and outlines handed out in class.

**Grading Policy:**

Midterm .....	20 points
Presentation .....	25 points
Research Paper ... ..	25 points
5 Critiques.....	10 points
Final Exam .....	20 points
Total .....	100 points

**\*\*Extra Points:**

There is an opportunity to earn 10 extra points by attending and writing a critical analysis on any American Indian exhibit, or pow wow, unrelated to your research topic. The paper should be about 5 type-written pages long. Each report will earn up to 5 points.

**Final Grade:**

A .....	90 to 100 points
B .....	80 to 89 points
C .....	70 to 79 points
D .....	60 to 69 points
F .....	59 and below

**University Policies**

**Students With Disabilities:**

Anyone with a disability should inform the University and the instructor of such so that reasonable accommodations can be made for learning and evaluation. The office of Services for Students with Disabilities is located in Room 1049 of the Madden Library or you may call 278-2911.

### Cheating and Plagiarism:

It is the responsibility of each student to be familiar with the University's policy on cheating as defined in the current General Catalog. Cheating and plagiarism will not be tolerated. Examples of cheating include:

- ❖ Sharing information with another student during an exam;
- ❖ Making use of notes or other information sources during an exam;
- ❖ Submitting a paper previously written for another class;
- ❖ Submitting a paper partly or entirely written by someone else;
- ❖ Misrepresenting the authorship of any submitted work;
- ❖ Failure to attribute the source of information or quotations.

A student who cheats will be penalized with a failing grade for the assignment and the course. In addition, a Cheating/Plagiarism Report will be placed in the student's permanent academic record.

### CLASS SCHEDULE

Week 1	Introduction
Week 2	Readings: Introduction, pp. 1-13. Discussion Topic: The Perceptions of Non-Indians About Indians Lecture: Victoria – The Doctrine of Discovery <u>Film</u> : <i>More Than Bows and Arrows</i> , Part 1
Week 3	Readings: The Long River, pp. 17-39 Discussion Topic: Two Seminole Nations Lecture: Victoria – Treaty-Making Period, 1800-1830 <u>Film</u> : <i>More Than Bows and Arrows</i> , Part 2
Week 4	Readings: The Long River, pp. 40-63 Discussion Topic: Political and Tribal Views of Seminole Nations Lecture: Indian Removal Act, 1830 <u>Film</u> : <i>Indian Country—Seminole</i>
Week 5	Readings: Mesas, pp. 67-102 Discussion Topic: Tribal Govt. and Other Forms of Govt. <u>Film</u> : <i>The Fourth World</i>
Week 6	Readings: Lost Eloheh Land, pp. 105-126 Discussion Topic: The Media and the Cherokee Lecture: End of Treaty-Making, 1871 <u>Film</u> : <i>Trail of Tears</i>
Week 7	Readings: Akwesasne, pp. 129-163 Discussion Topic: Tribal Sovereignty Lecture: The Dawes Allotment Act <u>Film</u> : <i>The Iroquois</i>

- Week 8                      Readings: The High Country, pp. 167-199  
Discussion Topic: Conflict, Forest Service & Bureau of Indian Affairs  
Lecture: John Collier and the Indian Re-Organization Act, 1934  
Film: *The Karuk*
- Week 9                      Readings: The Black Hills, pp. 203-220  
Discussion Topic: Tribal Perspectives on Nuclear Energy  
Lecture: Student Research Groups Formed  
Film: *Pine Ridge*
- MID-TERM EXAMS
- Week 10                     Readings: At the Western Gate, pp. 223-237  
Discussion Topic: The 1960's and Resurgence of Indian Activism
- Week 11                     Readings: East of Mount Shasta  
Discussion Topic: U.S. Government and California Indian Treaties  
Lecture: Indian Activism  
Film: *47 Cents – The Dispossessed*
- Week 12                     Draft Reports of Research Papers Due**
- Week 12                     Readings: Great Basin; Four Corners, pp. 261-330  
Discussion Topic: Education, Energy and Tribal Govts.  
Lecture: Indian Education Act, 1973  
Film: *Four Corners*
- Week 13                     Readings: To Bi Mountain  
Discussion Topic: Tribal Perspectives on Nuclear Energy  
Lecture: Indian Self-Determination Act, 1975  
Film: *Broken Rainbow*
- Weeks 14-15                Student Group Presentations (Final research reports due at the day that students are scheduled to present their projects in class).**
- Week 16                     Recap, preparation for final exam and faculty consultation

**Final Exam:** date, time, place

**Special Note:**

This syllabus and schedule are subject to change in the event of extenuating circumstances.