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NASX 466X.01: History of Indian Affairs from 1890

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This is a one-semester course that examines the historical, legal, and economic development stories 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 polices 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. Students will want to know the password for ereserve, Mansfield Library, NASX466.

Lecture Topics:

August
26  Introduction
28  Standing Bear v. Crook
30  The Cry for Citizenship

September
4   The Omaha Allotment Act of 1882
6   The General Allotment Act and Citizenship
9   Allotting and Leasing The Reservations
11  Forcing the Patents
13  Forcing the Patents
16  The Destruction of the Land Base
18  Logging the Reservations
20  Menominee Logging
23  Menominee Logging
25  The Progressive Era Conservation and Tribal Forests
27  Minnesota Chippewa Forests
30  The Irrigation Experiment and Water Rights

October
2   The Blackfeet Indian Irrigation Project
4   The San Carlos Apache Irrigation Project
7   Life Under Charles Burke
9   Apache Wage Labor
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<tr>
<th>Date</th>
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<td>11</td>
<td>The New Reformers of the 1920s</td>
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<td>14</td>
<td>Charles Rhoads and the Origin of Change</td>
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<td>John Collier and the Indian New Deal</td>
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<td>18</td>
<td>John Collier and the Indian New Deal</td>
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<td>Eugene Little and the Rosebud New Deal</td>
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<td>23</td>
<td>Dismantling the New Deal</td>
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<td>25</td>
<td>Dismantling the New Deal</td>
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<td>28</td>
<td>World War II</td>
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<td>30</td>
<td>World War II</td>
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<td>November</td>
<td>Post-War Crisis at Home</td>
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<td>The Indian Claims Commission</td>
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<td>Tribal Rehabilitation and Relocation</td>
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<td>6</td>
<td>Termination Resolution, HCR 108</td>
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<td>The War on Poverty, OEO</td>
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<td>Menominee Termination and Restoration</td>
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<td>The Era of Self Determination</td>
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<td>20</td>
<td>What Went Wrong, What Went Right (Cigarettes)</td>
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<td>The New Resources Wars, Oil, Coal, and Water</td>
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<td>25</td>
<td>The New Resources Wars, Oil, Coal, and Water</td>
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<tr>
<td>December</td>
<td>The New Resources Wars, Oil, Coal, and Water</td>
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<td>2</td>
<td>1988, Gaming and the Loss of Sovereignty</td>
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<td>4</td>
<td>Tribal-State-Federal Relations At the 21 Century</td>
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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 included in your total grade. There will be a mid-term and a final take home examination will be given throughout the semester and will be placed on reserve. The ability to express one’s self is crucial in these take home examinations and this includes both writing and analysis. These will a small research paper, where you must pay close attention to detail, organization, and conclusion. There will be from two to three essays, and they may have several parts and questions. 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. The exams will be worth two thirds of your grade and the weekly reading assignments will be valued at one third of your grade. Your first readings will be due on September 6, 2013. There will be no readings due on the week of Thanksgiving break.
Graduate Students: Graduate students will have extra assignments as determined by the instructor.

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.

Readings:

Please read these articles online. There is no need to print these articles. When reading, take care to comprehend these readings as that will help you to earn high marks. These readings will be available on JSTOR and there have been placed ereserve in the Mansfield Library. Students will have to browse the reading list and determine what readings follow the lectures. Every Friday, the students will have to submit a one to two page essay on the readings for previous week stating the author’s theme or thesis and conclusions. Again all proper citations will be required.

Week 1


Week 2


Week 3


Merrill Edward Gates, “Land and Law as Agents in Educating Indians,” *The Independent ... Devoted to the; Nov 5, 1885; 37, 1927; American Periodicals Series Online* p. 6.

Week 4


**Week 5**


**Week 6**


Week 7


Week 8


Week 9


Week 10


Week 11


Week 12


Week 13


Week 15


Quoting, Paraphrasing, and Summarizing

This handout is intended to help you become more comfortable with the uses of and distinctions among quotations, paraphrases, and summaries. This handout compares and contrasts the three terms, gives some pointers, and includes a short excerpt that you can use to practice these skills.

What are the differences among quoting, paraphrasing, and summarizing?

These three ways of incorporating other writers’ work into your own writing differ according to the closeness of your writing to the source writing.

**Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

**Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

**Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to . . .

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing
- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Distance yourself from the original by quoting it in order to cue readers that the words are not your own
- Expand the breadth or depth of your writing