

Indigenous Studies

Curriculum Examples

September 2021



Indigenous Studies

This presentation features ProQuest databases that cover key areas of Indigenous studies such as the histories, experiences, writings, and policies relevant to Indigenous studies.



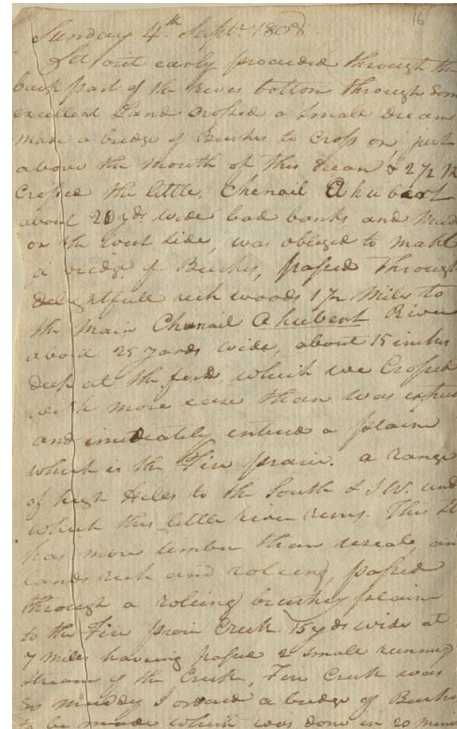
Databases covered:

- Early Encounters in North America: Peoples, Cultures, and the Environment
- North American Indian Drama
- North American Indian Drama: Second Edition
- North American Indian Thought and Culture
- Women and Social Movements in Modern Empires Since 1820
- History Vault: American Indians and the American West
- History Vault Module: American Politics and Society from Kennedy to Watergate: FBI Files on the American Indian Movement and Wounded Knee
- History Vault Module: Records of the National Council on Indian Opportunity, 1968-1974
- Indian Claims Insight

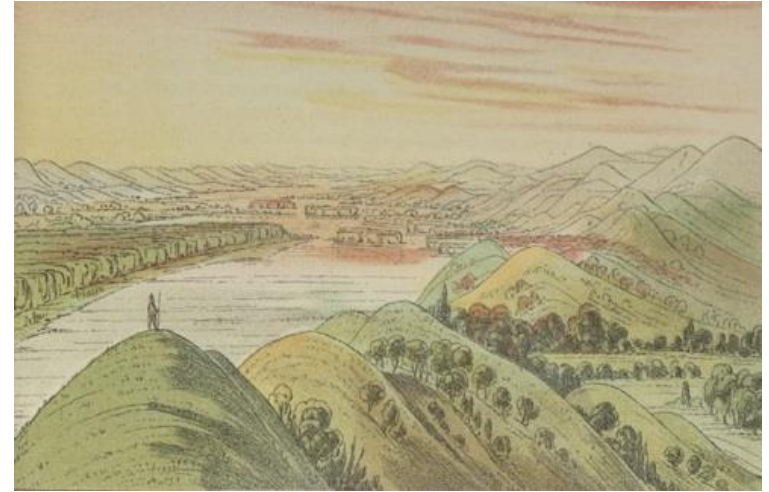


Early Encounters in North America: Peoples, Cultures, and the Environment

Painstakingly assembled from hundreds of sources, *Early Encounters in North America: Peoples, Cultures, and the Environment* documents the relationships among peoples in North America from **1534 to 1850**. The collection focuses on personal accounts and provides unique perspectives from all of the protagonists, including traders, enslaved people, missionaries, explorers, soldiers, native peoples, and officials, both men and women. The project brings coherence to a wide range of published and unpublished accounts, including **narratives, diaries, journals, and letters**.



Sunday 4th Sept 1808
Left early proceeded through the
best part of the river, bottom through some
excellent lands crossed a small stream
made a bed of banks to cross on path
above the mouth of the River & 2 1/2 M
Crossed the little, Chonail Ahu boat
about 20 yds wide had banks and mud
on the west side, was obliged to make
a bed of banks, passed through
beautiful rich woods 1/2 mile to
the main Chonail Ahu boat River
about 25 yards wide, about 15 inches
deep at the ford, which was crossed
with more ease than was expected
and immediately entered a plain
which is the Fire plain, a range
of high hills to the South & W. and
which this little river runs. This
has more timber than reveals on
lands rich and rolling, passed
through a rolling broken plain
to the Fire plain Creek 15 yds wide at
4 miles having passed a small running
stream of the Creek, Fire Creek was
20 yards wide & had a bed of banks
to be made which was done in 20 miles



Early Encounters in North America: Peoples, Cultures, and the Environment: Teaching Applications



AIS277: Encounters in Native America

In Encounters in Native America, students will explore the complex history of cross-cultural encounters between Native peoples and other groups in North America. This interactive, seminar-style course will guide students through an exploration of texts, images, and film to examine not merely the events of each encounter, but also the ways in which those encounters have been remembered, leading to radically different understandings of our shared past. Topics will include moments in political and military history, but also animal history, education, memory studies, the rise of the commercial press, and popular entertainment. Examining primary and secondary sources, prioritizing the work of Native historical actors and scholars, we will use the lenses of Traditional Ecological Knowledge, environmental history, Indigenous historical frameworks, and settler colonialism to center Native perspectives and dismantle Euro-American nationalist narratives about historical encounters and their legacies.



ENGL 3005: The Literature of New World Encounters

This course explores how literary, cultural, and historical works stage intersections and encounters between European settlers and Indigenous peoples. Christopher Columbus's epochal journey brought the Old World (Asia, Africa, Europe) into contact with the New World (the Americas), setting in motion the diffusion of plants, animals, peoples, and pathogens. Students will think about the economic, cultural, historical, and biological consequences of the European invasion and settlement of the Americas.



The Unsettling of the Red Continent: American Indian History to 1815

Once relegated to the margins of US history, American Indian histories have emerged as important narratives in their own right and as central components to the stories we tell about our own states, regions, and nation. For generations, American Indians have pushed their own priorities and been crucial historical actors in the making of the United States long before this nation came into existence. This course examines the histories of Indigenous peoples of North America from their perspective, up to 1815. During this period of time, many Indigenous North Americans saw a vast "unsettling" of their homelands as Europe expanded west across the Atlantic and fought over the control of this vast continent. Students will explore a range of topics, including the peopling of the Americas; pre-Columbian societies and civilizations; early encounters and exchanges with non-Natives; strategies American Indians used to confront expanding European, US, and Indigenous powers; and ways Indigenous North Americans engaged global markets, diplomacy, and competing empires. The course concludes with the War of 1812, which forever altered the socio-political composition of Native North America.

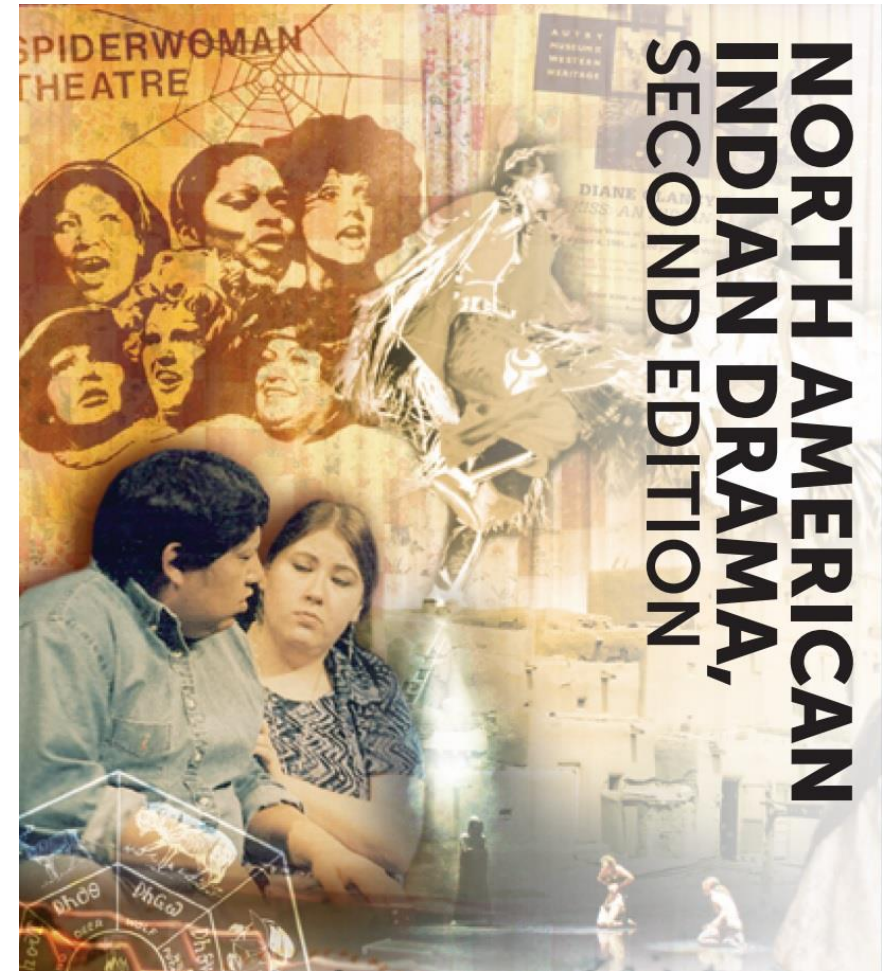
North American Indian Drama

North American Indian Drama contains **256 plays by 49 playwrights** representing the stories and creative energies of American Indian and First Nation playwrights of the **twentieth century**. More than half of the works are previously unpublished, and hard to find, representing groups such as Cherokee, Métis, Creek, Choctaw, Pembina Chippewa, Ojibway, Lenape, Comanche, Cree, Navajo, Rappahannock, Hawaiian/Samoan, and others. Together, the plays demonstrate Native theater's diversity of tribal traditions and approaches to drama—melding conventional dramatic form with ancient storytelling and ritual performance elements, experimenting with traditional ideas of time and narrative, or challenging Western dramatic structure.



North American Indian Drama: Second Edition

North American Indian Drama contains **244 plays by 48 playwrights** representing the stories and creative energies of American Indian and First Nation playwrights of the **twentieth century**. More than half of the works are previously unpublished, and hard to find, representing groups such as Cherokee, Métis, Creek, Choctaw, Pembina Chippewa, Ojibway, Lenape, Comanche, Cree, Navajo, Rappahannock, Hawaiian/Samoan, and others. Together, the plays demonstrate Native theater's diversity of tribal traditions and approaches to drama—melding conventional dramatic form with ancient storytelling and ritual performance elements, experimenting with traditional ideas of time and narrative, or challenging Western dramatic structure.



North American Indian Drama: Teaching Applications



THET 489A: 'INDIAN' PLAYS AND NATIVE AMERICAN DRAMA: Theatre History from 1800 to the Present

The stage “Indian” has long been a foundational figure for the imagining of America and Americans. From the Boston Tea Party to Rodgers and Hammerstein’s musical adaptation (Oklahoma!) of native playwright Lynn Riggs’s “Green Grow the Lilacs,” the specter of a colonized Indian-ness is the source from which the nation has birthed its own mythology. Representations of complex and multifaceted indigenous identity by Native American playwrights contest and exist in dialectical tension with this problematic representation. How have theatrical depictions of “Indians” and “Natives” shaped and complicated understandings of American-ness and Native-American-ness? Students in this course will engage with critical analytical literature about Native American drama and “Indian” plays, and will be introduced to a broad survey of dramatic literature ranging from the early 19th century through modern day stage writing.



TDHT 120: Indigenous Theatre and Performance
This theoretical and embodied course examines a selection of indigenous plays and performances (dance, hip-hop) and helps students develop the critical vocabulary and contextual knowledge necessary to productively engage with the political and artistic interventions performed by these works.



Indigenous Theatre and Performance Studies Theatre Studies 3209G

This course will provide students with an introduction to the dynamic work of Indigenous performance arts. Our course will consider how Indigenous theatre and performance builds upon rich histories and practices of embodied oral storytelling specific to distinct Indigenous nations across Turtle Island (North America). Drawing upon these rich histories and traditions, contemporary Indigenous artists often reinvent them in new forms including drama, performance art, and film. Engaging with a range of performance works created over the past several decades, this course will provide an understanding of the development of Indigenous theatre and performance and will consider Indigenous performance art’s vital role in addressing contemporary socio-political issues and contributing to Indigenous resurgence.

North American Indian Thought and Culture

North American Indian Thought and Culture brings together more than **100,000 pages**, many of which are **previously unpublished**, rare, or hard to find. The project integrates **autobiographies, biographies, Indian publications, oral histories, personal writings, photographs, drawings, and audio files** for the first time. The result is a comprehensive representation of historical events as told by the individuals who lived through them. The database is an essential resource for all those interested in serious scholarly research into the history of American Indians, Alaska Natives, and Canadian First Peoples.



North American Indian Thought and Culture: Teaching Applications



NATIVEAM 204 - Themes in Native American Studies: Authenticity and Representation

The American public increasingly wants to know that when they see a Native American the clothing/regalia is accurate, the person wearing it is authentically Native, and the encounter is not one of appropriation. But what do we mean by accurate, authentic, and appropriation? How can we be sure of what those concepts demand of Native and non-Native people? This course focuses on one piece of the long history of Native American representation in American popular culture: authenticity and its evidence. We will read cultural productions (e.g. images, literature, film, music, plays) that depict Native Americans in order to identify how these cultural objects explain and defend a particular notion of Native American-ness. Tracking the relationship among claims to authenticity, evidence proving those claims, and assumptions about suitable evidence we will seek to recognize the underlying logic in American ideas of Indianness. We will work to dissect this logic to ascertain its foundations, reveal its instability, and uncover its insecurities.



Indigenous Amer Epics

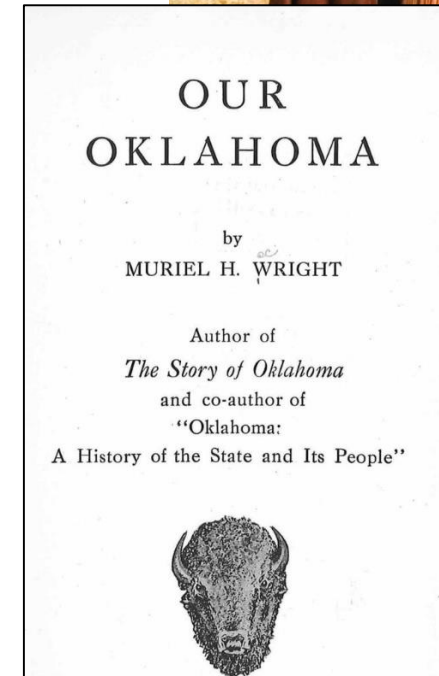
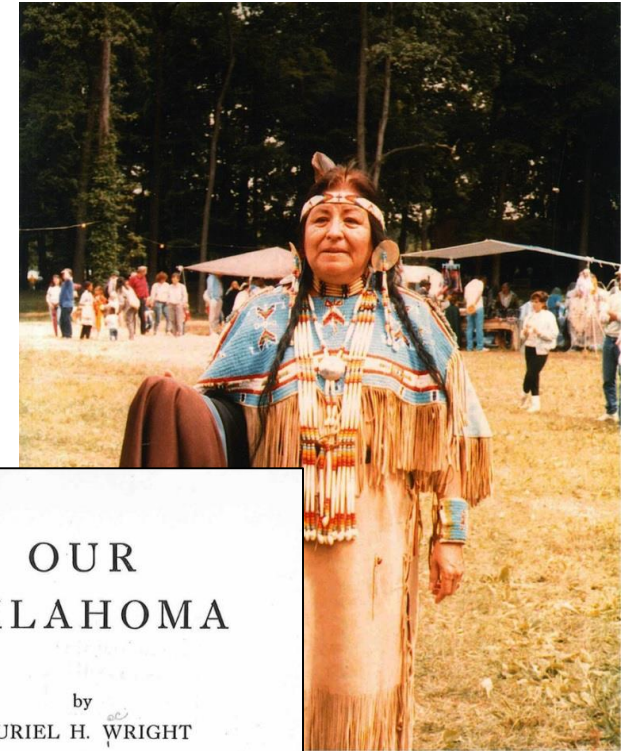
This course will delve deeply into Indigenous literatures of “Turtle Island,” or North America. The Kiché Maya Popol Wuj (Council Book), the Haudenosaunee (Iroquois) Great Law of Peace, the Wabanaki creation cycle, and Salish Coyote Stories are rooted in longstanding, complex oral narratives of emergence and transformation, which were recorded by Indigenous authors and scribes. These texts will enable us to consider how the temporal and spatial boundaries of America are both defined and extended by colonization, and disrupted by Indigenous texts and decolonial theory. We will close read these major epics as works of classical literature, narratives of tribal history, and living political constitutions, which embed ecological and cultural adaptation.

Women and Social Movements in Modern Empires Since 1820

Women and Social Movements in Modern Empires since 1820 explores prominent themes in world history since 1820: conquest, colonization, settlement, resistance, and post-coloniality, as told through women's voices. With a clear focus on bringing the voices of the colonized to the forefront, this highly-curated archive and database includes documents related to the Habsburg Empire, the Ottoman Empire, the British, French, Italian, Dutch, Russian, Japanese, and United States Empires, and settler societies in the United States, New Zealand and Australia.

Important Document Clusters for Indigenous Studies:

- Finding Mourning Dove's Authentic Voice, Colville Federated Tribes, 1915-1935, edited by Laurie Arnold
- Selma Sully Walker and Native Women's Leadership in Ohio, 1975-2011, edited by Lucy Eldersveld Murphy
- Women's Leadership in Pow Wow Ritual, 2008-2014, Salish, Blackfeet and Urban Idaho Falls, edited by Dee Garceau
- Women's Leadership in the Choctaw of Oklahoma, 1917-1963, edited by Daniel W. Rivers
- Women's Leadership in the Lumbee Tribe of North Carolina, 1954-1986, edited by Rose Stremmler et al.
- Women's Leadership in the Lummi Nation, 1880-1942, edited by Gregory Fields
- Women's Leadership in the Quapaw Tribe of Oklahoma, edited by Rowena McClinton
- Women's Leadership in Wendat/Wyandot/Wyandotte Tribes in Canada, 1985-1992, edited by Kathryn Labelle
- Women's Leadership through the Women's Basket Cooperative in Pokagon Band of Potawatomi, 1983-2000, edited by John N. Low



Women and Social Movements in Modern Empires Since 1820: Teaching Applications



INDG 471.3 — Indigenous Women: Feminism, Politics, and Resistance

This course explores issues relating to the historical and contemporary experiences of Indigenous women in northern North America. It examines themes including Indigenous understandings of gender and kinship; the history of settler colonial policy and the regulation of Indigenous women; the law and criminalization; labour and informal economies; politics and activism; and motherhood and child welfare. This course also considers Indigenous feminist analyses and its relationship to understanding Indigenous women's issues.



Indigenous Women and World Politics

Indigenous women are rarely considered actors in world politics. Yet from their positions of marginality, they are shaping politics in significant ways. This course interweaves feminist and Indigenous approaches to suggest the importance of Indigenous women's political contributions. It is an invitation not merely to recognize their achievements but also to understand why they matter to international relations.

This course tackles varied Indigenous contexts, ranging from pre-conquest gender relations to the 1994 Zapatista uprising. We will learn how Indigenous women played diplomatic roles and led armies into battle during colonial times. We will analyze the progressive erosion of their political and economic power, notably through the introduction of property rights, to understand the intersectional forms of racial, class, and gender violence. Course materials explore the linkages between sexuality and colonization, revealing how sexual violence was a tool of conquest, how gender norms were enforced and sexualities disciplined. In doing so, we will analyze indigenous women's relationship to feminism as well as their specific struggles for self-determination. We will illustrate the sophistication of their current activism in such cases as the Maya defense of collective intellectual property rights. As we follow their struggles from the Arctic to the Andes, we will understand how indigenous women articulate local, national, and international politics to challenge state sovereignty.

History Vault: American Indians and the American West: Teaching Applications



AMST 0192F Whose Land? Tracing History and Memory in the Native Northeast

This course explores local histories of the Native Northeast to introduce relationships between land, indigeneity, and settler colonialism. Students will learn about the Native peoples of present-day New England through readings of origin stories, historical documents, material culture, documentaries, poetry, mapping projects, and academic texts. We will consider the ways history is produced and reiterated in historical writing, popular narratives, and the land itself. Students will gain proficiency in decolonizing historical research methods and learn strategies for interpreting primary and secondary source documents in multiple short writing assignments, with opportunities for revision throughout the semester.

HIST 438B - American Indian History Since 1851

Examination of Indian peoples from 1851 to the present. Focuses on impact of Indian culture on Indian-white relations, allotment, reservation life, Indian Reorganization Act, Termination, struggle for civil rights, self-determination, and economic development (gaming).

HIST 469/569 INDIAN REMOVAL

This course focuses on the United States' project of eliminating (removing) Native Americans from the eastern half of the United States. This project is primarily associated with the Indian Removal Act of 1830, signed into law by Andrew Jackson, and subsequent "trails of tears" (the most famous of which is the Cherokees' Trail of Tears, 1838-1839). We will give significant attention to the Indian Removal Act and the removals of the 1830s, but the course will treat what the late anthropologist Patrick Wolfe termed settler colonialism's "logic of elimination" as a broader project, one that is foundational to the creation of the U.S. in 1776-1783 and that involved not only forcible relocation but war and other forms of dispossession. In addition to providing an analysis of the U.S. removal project and assessing its destructive impact on Native Americans, the course will also consider the perspectives and strategies of Indian nations at the time.

History Vault Module: American Politics and Society from Kennedy to Watergate: FBI Files on the American Indian Movement and Wounded Knee

FBI Files on the American Indian Movement and Wounded Knee brings together a large number of documents that chronicle the rise and fall of the **American Indian Movement (AIM)** from 1969 to 1979 as an organization of social protest, as well as the efforts of the Federal Bureau of Investigation (FBI) to gather information on the group and interdict its activities. The collection documents in detail the occupation of the village of **Wounded Knee**, South Dakota by AIM members from February to May 1973, as well as the response of the FBI and other law enforcement agencies, and the aftermath of the occupation.

Collection documents are primarily **FBI reports, memoranda, correspondence, and transcripts of meetings and interviews**, as well as an important paper prepared by the Department of Justice. In addition, the FBI accumulated a large collection of published documents from **newspapers and magazines** concerning the AIM occupation of Wounded Knee and the Bureau's responses. These publications, with sources around the world, were of intense interest to the Bureau, especially when they indicated Far Left or Communist support for AIM activities.

The collection's organization follows the FBI's separation of files on AIM's history as an organization from 1969 to 1979 (18,000 pages) from a discrete set of files on the 1973 occupation (8,000 pages). Individuals featured prominently in the collection include AIM leaders Dennis Banks, Russell Means, Clyde Bellecourt, Carter Camp, and Leonard Peltier; murdered Sioux Indian Raymond Yellow Thunder; murdered AIM members Anna Mae Aquash and Wesley Bad Heart Bull; murdered FBI agents Jack Coler and Ron Williams; Oglala Tribal President Richard Wilson; and Attorney General William Saxbe.

UNITED WAY OF THE ST. PAUL AREA

INFORMATION SHEET

UNITED WAY SUPPORT OF ST. PAUL AMERICAN INDIAN MOVEMENT

In 1973, the United Way of the St. Paul Area began funding the St. Paul American Indian Movement. The agency is funded on a "grant" basis rather than as a member agency, the difference being that United Way funds are granted for specific programs rather than for the total activities of the agency. Additionally, with grant agencies, continued funding is subject to annual review and re-consideration.

For 1974, the United Way of the St. Paul Area allocated money to the American Indian Movement to support four local programs, designed to broaden opportunities for the American Indian in housing, employment, youth and special needs. This allocation was made to help relieve some of the many problems faced by the American Indian moving into an urban environment. Adding to relocation problems, 50 percent or more Indian children do not complete high school, and an estimated 50 percent of adults are unemployed. In 1970, approximately 80 percent of the total Indian population were in their early twenties and below.

The relationship between the St. Paul American Indian Movement and the national organization and its activities has been an obvious source of concern to the United Way and to many members of the community. In this regard, the St. Paul American Indian Movement states that none of the money provided by the United Way or local foundations is spent on anything but specific St. Paul service programs. A citizens committee of the Human Resources Planning Council stated in its 1973 agency evaluation report that it was satisfied that the United Way allocation was being used for local service programs, and that there are no dues or fees to the national organization.

The Admissions and Allocations Committee of the United Way of the St. Paul Area has stated that local services of the St. Paul American Indian Movement were of sufficient value in addressing the problems of the urban Indian and made an allocation of \$19,750 for 1974 with the following condition:

"It should be clearly understood that the United Way money will be used only for direct services to clients within the area served by the United Way of the St. Paul Area."

The local social service and youth programs of the St. Paul American Indian Movement as delineated in the 1973 Human Resources Planning Council study area and the number of cases solved:

A. Housing (58)	ALL INFORMATION CONTAINED
B. Employment (97)	HEREIN IS UNCLASSIFIED
C. Welfare (42)	DATE 2-28-84 BY SP5 RDM/ML
D. Emergency Assistance: Food, clothing, etc. (45)	
E. Special Needs: Furniture, glasses, wheelchairs, etc. (12)	
F. Medical Assistance (11)	
G. Educational Assistance: Arrangements with boarding schools, tutoring, school material needs, resolution of student/teacher disputes (11)	
H. Youth Related Services: Drugs, alcohol, runaways, employment (40)	

Total cases (316)

Continued funding of the organization by the United Way of the St. Paul Area will be based on demonstrated direct social services to American Indians in the St. Paul area.

History Vault Module: American Politics and Society from Kennedy to Watergate: FBI Files on the American Indian Movement and Wounded Knee: Research Applications

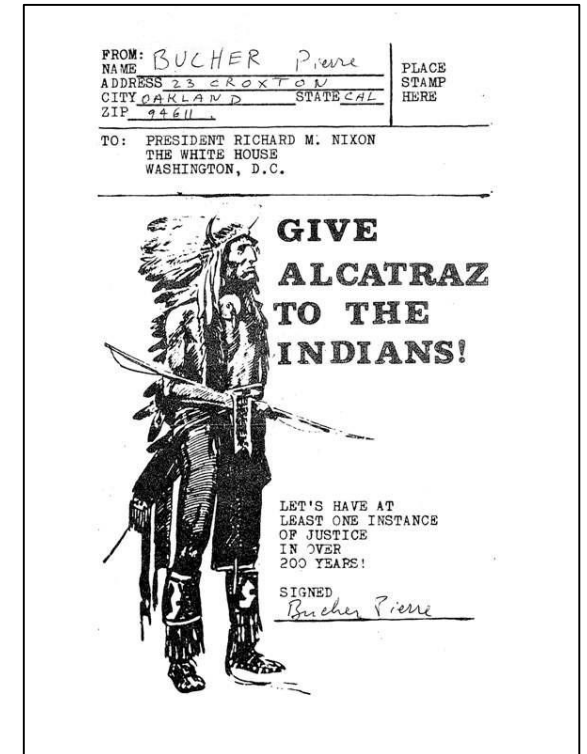
- Davis, Julie L. *Survival schools: The American Indian Movement and Community Education in the Twin Cities*. University of Minnesota Press, 2013.
- Estes, Nick. "Wounded Knee: Settler Colonial Property Regimes and Indigenous Liberation." *Capitalism, Nature, Socialism* Vol. 24 Iss. 3 (Sep 2013): 190-202.
- Kim, Seonghoon. "'We Have Always Had These Many Voices': Red Power Newspapers and a Community of Poetic Resistance." *American Indian Quarterly* Vol. 39 Iss. 3 (Summer 2015): 271-301.
- Legg, John R. "White Lies, Native Revisions: The Legacy of Violence in the American West." *Great Plains Quarterly* Vol. 39 Iss. 4 (Fall 2019): 331-340.
- Meyer, Craig A. "From Wounded Knee to Sacred Circles: Oglala Lakota Ethos as 'Haunt' and 'Wound.'" *Humanities* Vol. 8 Iss. 1 (2019).
- Roscigno, Vincent J; Cantzler, Julia Miller; Restifo, Salvatore J; Guetzkow, Joshua. "Legitimation, State Repression and the Sioux Massacre at Wounded Knee." *Mobilization: An International Journal* Vol. 20 Iss. 1 (March 2015): 17-40.
- Stern, Kenneth S; Wilkins, David E. "Loud Hawk: The United States Versus the American Indian Movement." *American Anthropologist* Vol. 97 Iss. 2 (June 1995): 396-397.
- Tani, Karen M. "States' Rights, Welfare Rights, and the 'Indian Problem': Negotiating Citizenship and Sovereignty, 1935-1954." *Law and History Review* Vol. 33 Iss. 1 (February 2015): 1-40.
- Voigt, Matthias André. "Between powerlessness and protest: Indigenous men and masculinities in the Twin Cities of Minneapolis/St. Paul and the emergence of the American Indian Movement." *Settler Colonial Studies* Vol. 11 Issue 2 (2021): 221-241.

History Vault Module: Records of the National Council on Indian Opportunity, 1968-1974

On March 6, 1968, President Lyndon B. Johnson signed Executive Order 11399, establishing the National Council on Indian Opportunity (NCIO). In a message to Congress, Johnson announced that "the time has come to focus our efforts on the plight of the American Indian." The major aim of the council, according to Johnson, was to allow Indians to gain "full participation in the life of modern America."

History Vault's Records of the National Council on Indian Opportunity, 1968-1974, documents the NCIO's activities to improve the lives of American Indians, as well as providing material on other Native American-related topics. Collection documents provide substantial materials on **federal government policy toward Indians** and the lives of reservation and non-reservation Indians. The types of documents in the collection include memoranda of meetings, proposals to federal agencies, government reports, correspondence with Indian leaders, newspaper clippings, periodical articles, and congressional legislation. Many folders focus on individual tribes or reservations.

This collection is spread across **five** parts. **Part 1** are the **occupation of Alcatraz Island**, site of the notorious prison, by American Indian activists from autumn 1969 to 1971; **health services for Indians**; and a **national conference on urban Indian problems**. **Part 2** focuses on **economic development, education, and housing**. **Part 3** focuses on the **Department of Labor manpower programs, employment, the National Congress of American Indians**, and the **Navajo Nation**. **Part 4** of the collection is more varied: it contains documents on Indian community and culture, including Indian civil rights and self-determination, **Minority Enterprise Small Business Investment Companies (MESBICs)**, state Indian commissions, health, Bureau of Indian Affairs technical assistance, **Indian lands and land claims**, water rights, **Indian activism and American Indian Movement (AIM)**, Indian treaties, natural resources, recreation areas, and wilderness areas. **Part 5** documents NCIO's activities to improve the lives of American Indians. It also includes documents on the **National Congress of American Indians (NCAI)**, the **National Tribal Chairmen's Association (NTCA)**, the **National Indian Education Association (NIEA)**, and the American Indian Movement (AIM).



History Vault Module: Records of the National Council on Indian Opportunity, 1968-1974



NAIS133 (cross-listed LALS133) Native Peoples and the Environment. Dr. Erickson.

The relationship between the activities of native peoples and the environment is a complex and contentious issue. One perspective argues that native peoples had little impact on the environments because of their low population densities, limited technology, and conservation ethic and worldview. At other extreme, biodiversity, and nature itself, is considered the product of a long history of human activities. This seminar will examine the myth of the ecologically noble savage, the myth of the pristine environment, the alliance between native peoples and green politics, and the contribution of native peoples to appropriate technology, sustainable development and conservation of biodiversity.



ISP 345. Indian Territory.

This course examines the cultural, social, economic, environmental, and political background of Indian Territory in what is now the state of Oklahoma. It surveys the diverse geographical regions, tribal cultures, the impact of the Indian Removal Act, assimilation, acculturation, westward expansion, the Civil war, boarding schools, the Dawes Act, the Curtis Act, and land runs on Territory residents. The course also treats post-Civil War violence, outlaws, and the role of tribal courts along with controversies over removals, Land Run celebrations, allotment scandals, and Osage oil murders.

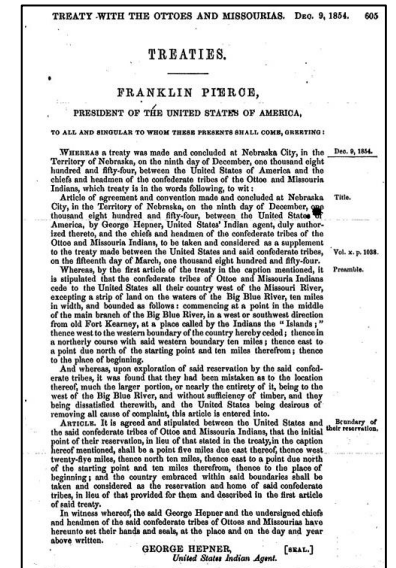
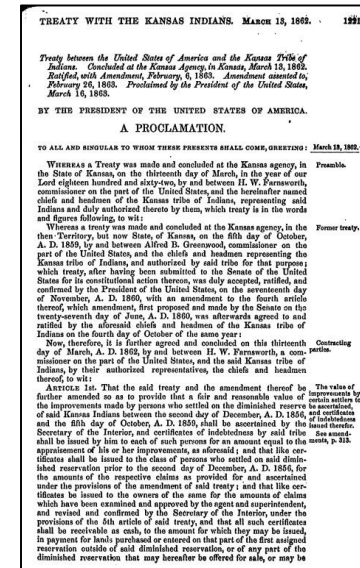
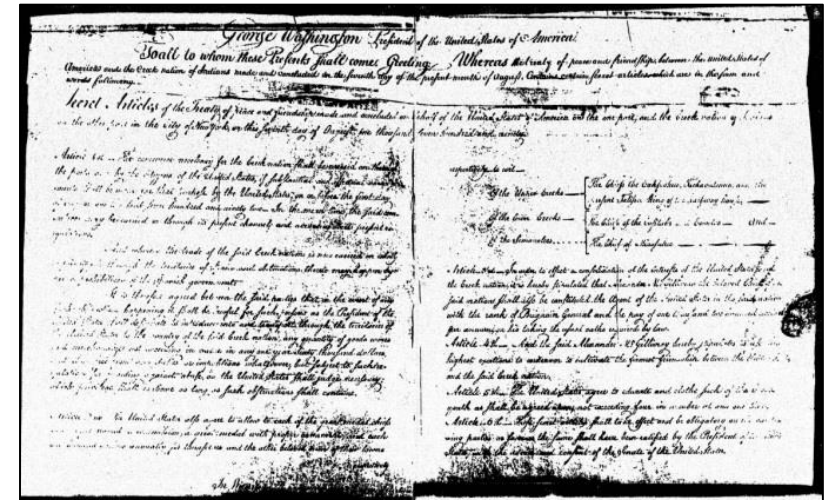
Indian Claims Insight

Unique compiled docket histories provide legal researchers with the ability to quickly search the full text of all content related to each Indian claim. The compilation includes not only **court documents**, but also cites **treaties**, related **congressional publications**, and **maps** to facilitate the ability of researchers to fully understand the specifics of each case without leaving the docket history page. The inclusion of histories for both **Court of Claims** and **Indian Claims Commissions** dockets allows researchers to easily grasp the changes in the Indian claims process throughout U.S. history up to the present time.

Compiled histories for Indian Nation/Tribes allow researchers interested in the history of a specific Indian Nation to view all related treaties, maps, and court documents, or drill down quickly to see content related to a specific geographic location, time, or federally recognized tribe. The compiled page makes it easy for users to trace the journeys of the Indians as U.S.

government Indian removal policies pushed them from their ancestral lands and forced them to relocate, as well as the determination of the tribes to gain standing in court to bring action against the U.S. Government to seek redress for inequities in the treaty process.

Our geographic indexing allows users to narrow their search to records related to specific States and Territories, which facilitates the ability of users to understand the location of Indian Nations/tribes at various points in time, and to understand how westward expansion of white settlers forced Indian tribes from divergent cultures to coexist in increasingly narrowed spaces.



Indian Claims Insight: Teaching Applications



POSC 278 - American Indian Treaties, Laws, and Indian Policies

This course is intended to provide a foundation of understanding of the treaties, laws, and public policies that directly relate to the history of Native Americans in North America. The first portion of the course will involve a study of public policies and tribal relations during the colonial period of North America: tribal traditional structure, the concepts of discovery and manifest destiny. The core of this course will begin with the three Supreme Court decisions of the 1830's that constitute the Marshall Trilogy and will include: federal trust responsibility as defined by the American Indians, what it means in relation to international law, and how it has been selectively applied to the native peoples. We will study the foundation of federal Indian law; removal, reservation, and treaty making; allotment and assimilation; Indian reorganization; and termination. Topics will include Indian self-determination, self-governance, Indian health, Indian education, and tribal economic development. We will discuss religious traditions and the transformation of American Indian tribes with the introduction of Christianity, which founded boarding schools to "civilize" Indian children.



NATAMST 100 | CCN: 22791: Native American Law

Historical background of the unique relationship between the United States government and Native American tribes, and examination of contemporary legislation, court cases, and federal, state, and local policies affecting Native American social, political, legal, and economic situations.



Federal Indian Law – LAW 204

This course examines the United States' policies and laws regarding tribal governments and individual Indians. Major topics include: the origin and scope of federal power over Indian affairs, tribal governmental powers, tribal court systems, tribal property rights, limitations on state powers, and civil and criminal jurisdiction in Indian Country.