### WINONA STATE UNIVERSITY
#### GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

**Course**: History 235

<table>
<thead>
<tr>
<th>Department Approval</th>
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<tbody>
<tr>
<td>Matthew Lindaman</td>
<td>2-21-12</td>
</tr>
<tr>
<td>Department Chair</td>
<td><a href="mailto:m.lindaman@winona.edu">m.lindaman@winona.edu</a></td>
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<thead>
<tr>
<th>Dean's Recommendation</th>
<th>Yes</th>
<th>No*</th>
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<tr>
<td>Dean of College</td>
<td>2-21-12</td>
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*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

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<thead>
<tr>
<th>GEPS Recommendation</th>
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<tr>
<th>General Education Program Director</th>
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<th>A2C2 Recommendation</th>
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<th>Chair of A2C2</th>
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<th>Faculty Senate Recommendation</th>
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<th>President of Faculty Senate</th>
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<th>Academic Vice President Recommendation</th>
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<th>Academic Vice President</th>
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Please forward to Registrar.

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<tr>
<th>Registrar</th>
<th>Date entered</th>
<th>Please notify department chair via e-mail that curricular change has been recorded.</th>
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</thead>
</table>

[Revised 7-13-11]
This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

I. The appropriate forms and the "Approval Form" have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.

- Completed

2a. The "Financial and Staffing Data Sheet" has been completed and is enclosed in this proposal, if applicable.

- Completed

2b. For departments that have claimed that "existing staff" would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.

- Completed

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.

- Completed 

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.

- Completed

5. The course name and number is listed for each prerequisite involved in this proposal.

- Completed

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.

- Completed

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.

- Completed

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.

- Completed

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.

- Completed

Department's A2C2 Representative or Alternate [Revised 9-05]
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department: History
Course No.: HIST 235
Course Name: History of the American Indian

Credits: 3

Prerequisites: none

CORE GOAL AREAS
- Goal 1: Communication
- Goal 3: Natural Science
- Goal 4: Mathematics/Logical Reasoning
- Goal 5: History and the Social and Behavioral Sciences

THEME GOAL AREAS
- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

Additional Requirement Categories:
- Intensive:
  1. Writing
  2. Oral Communication
  3. a. Mathematics/Statistics
     b. Critical Analysis

- Physical Development and Wellness

Provide information as specified in the previous directions.
Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:

Name (please print) Phone

[Revised 9-6-11]
C. OUTLINE OF MAJOR CONTENT AREAS

1. Before Columbus
   a. Indian society and culture pre-1492: the West Indies, Central, and South America
   b. Pre-1492 societies in North America

2. Indians and the European Invaders
   a. Indians and the Spanish
   b. Indians and the French and Dutch
   c. Indians and the English

3. Native American Responses to the Europeans
   a. Violent responses
   b. Non-violent responses

4. Native American Society by ca. 1750
   a. The Fur Trade and its impact
   b. The pressure of Christian Missionaries
   c. The impact of European disease

5. Indians and the Anglo Wars, 1757-1783
   a. The French-Indian War
   b. The American Revolution

6. Native Americans and the United States, 1783-1863
   a. Anglo expansion and Indian resistance
   b. Removal and the Trails of Tears
   c. The Second Seminole War
   d. Indians and the Civil War
   e. The U.S.-Dakota War of 1862

   a. The Fort Laramie Treaty
   b. The invasion of the Black Hills and the 1870's U.S.-Lakota War
   c. War in Southwest

8. Assimilation of Native Americans, 1880-1930
   a. The Dawes Act and allotment
   b. Indian boarding schools
   c. Christian Missionaries running rampant

   a. John Collier and the Indian New Deal, ca. 1932 to 1950
   b. Termination of Native Americans, ca. 1950-1970
   c. Native responses

10. A.I.M, Indian Liberation, and the Native American Renaissance, 1960's-present
    a. Origins and actions of A.I.M.
    b. Wounded Knee
    c. Indian Political Activism since A.I.M.
    d. Continuing challenges for the Indians of America
D. Learning Outcomes (General)

1. Develop an understanding of the ways in which change affects different groups in different ways (knowledge)
2. Enhance tolerance of diverse peoples and cultures (knowledge)
3. Understand the role of race/racial difference/racism in American history and culture (knowledge)
4. Identify various lenses from which to view the past and engage in the historical record, including but not limited to culture, diplomacy, environment, the arts, social institutions, religion, intellectual thought, race, gender, economics, and labor (knowledge)
5. Recognize and ask enduring and contemporary questions while engaging with the past (knowledge)
6. Articulate, verbally and in writing, an analysis of the historical record, using secondary and primary source material (skill)
7. Use higher order thinking skills, including identification of change over time, point of view, causality, and compare/contrast to engage with the historical records (skill)
8. Develop in students the understanding that history is actually an ongoing interpretive debate, and not a series of short, unambiguous (skill)

E. Learning Outcomes (Minnesota Transfer Curriculum): Goal 7: Human Diversity

Students will be able to:

1. Understand the development of and the changing meanings of group identities in the United States’ history and culture
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society
3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry
4. Describe and discuss the experience and contributions (political, social, economic, etc) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity

Application for: Category 6: The Humanities and the Fine Arts

Students will be able to:

A. Demonstrate awareness of the scope and variety of works in the arts and humanities
B. Understand those works as expressions of individual and human values within an historical and social context
C. Respond critically to works in the arts and humanities
D. Engage in the creative process or interpretive performance; and
E. Articulate an informed personal reaction to works in the arts and humanities

Assessment: This course may employ a variety of assessment methods, including, but not limited to, take home essay exams, multiple choice quizzes, oral presentations, and/or research papers. Contributions to in-class discussions and oral presentations may also be
used. History is a “subject of abundance,” providing numerous opportunities and materials in various media to work on the higher order thinking skills as outlined in the section on “general outcomes” above.

Learning Objectives:
A: Demonstrate awareness of the scope and variety of works in the arts and humanities
“Learning Opportunity”:
Students will be exposed to a “variety of works in the arts and humanities.” Students will be exposed to a great variety of art and humanistic creations, such as religion, of Native Americans, such as, for example: the Inca people’s art and religion in the 1400’s (before the arrival of Europeans to the “New World); North American Native Americans’ efforts to deal with Europeans by pro-actively incorporating various cultural and religious elements into their societies while keeping their cultural autonomy and distinctiveness; Native American cultural and humanistic revivalist movements designed to purify Indian culture by expunging European cultural elements, such as Christianity; and, more recently, the ability of Native Americans to reclaim their distinctive humanistic traditions, such as religious practices, that were broadly suppressed by Euro-Americans for much of the 19th and 20th Centuries through boarding schools and other anti-Indian practices sanctioned by the broader Euro-American society. Students will develop this awareness of the richness and evolution of Native American artistic and humanistic creation through a variety of materials, including lectures, films, secondary materials, and various primary sources.

“Assessment and Evaluation”:
Students’ understanding of the “variety of works in the arts and humanities” in the Native American experience can be assessed in a variety of ways. First, there will be periodic in-class quizzes on assigned readings that will require students to demonstrate knowledge of, say, the art and religion among the Andean people in the years before the arrival of the Spanish to what would become South America. Or, alternatively, students might be expected to enumerate, in a three page take home essay exam, the different artistic and humanistic creations of a cultural group such as the Cherokee people. Alternatively, students might be asked to discuss the relationship between religious beliefs and artistic practices such as among the Lakota people of the United States.

B. Understand those works as expressions of individual and human values within an historical and social context
“Learning Opportunity”:
The course, as a history course, meets, almost by definition, this goal of “understand[ing] .... works [of art] ... within an historical and social context.” All of the discussions of art and other works in the humanities, such as religion, will occur within an explicitly historically-specific, societal and tribal context, whether it is: the Inca people of South America in the 1400 to the 1700s, the Cherokee or Iroquois tribes of the eastern United States woodlands of the 18th and early 19th Century; the Anishanabe peoples of the upper Midwest region of the late 19th and early 20th Century, or the Lakota tribe of the plains area of the late 19th and 20th century.. As a result, students will have many rich opportunities to learn about, to analyze, to ponder and puzzle over, and to
make useful comparisons between different historical moments and tribal groups and the art and humanistic creations and practices associated with each.

"Assessment and Evaluation"
Students will demonstrate their competency in this goal area through various in-class quizzes that require students to make comparisons between different societies and the art/humanistic creations of each. For example, students might be asked to compare the art and humanistic creations of the Inca in the 1400s before the Spanish invaded and in the 1600s and 1700s following the Spanish conquest. Alternatively, students could be asked to write a three-page take-home essay in which they compare the arts and religion of the Inca to the Cherokee of the late 18th and early 19th Century United States. A third societal comparison could have students developing essays comparing the art and religion of the Cherokee in the late 18th Century, before they were heavily pressured to assimilate Euro-American culture practices, to their practices of the 1830s, after 30 or 40 years of selective cultural assimilation.

C. Respond critically to works in the arts and humanities
"Learning Opportunity":
The course will give students the opportunity to compare the effectiveness of particular genre of art at conveying artistry and meaning and producing an emotional impact. Students will be able to compare European notions of art to that of different native American cultural groups.

"Assessment and Evaluation":
In order to determine that students understand the way different artistic genre function, students might be divided into small groups in class discussion and each group required to explain how a particular genre of art, such as the visual arts, functions within a particular tribal culture, such as comparing the Inca vs. the Cherokee vs. the Lakota visual artistic systems, with the best presentations receiving a high grade for their efforts. Alternatively, students might be asked to write a 3-page take-home essay exam in which they compare two artistic genre—say, fictional writing vs. painting—and determine which most successfully conveys Native American culture as experienced in the 20th Century. Or, as another approach, students might be asked to compare the effectiveness of two genre within the same artistic medium, such as writing, by comparing fictional writing (for example, of Ignatia Broker, as indicated on the attached syllabus) to an autobiography (such as Leonard Crow Dog’s, as indicated on the attached syllabus).

D. Engage in the creative process or interpretive performance [not attempting to meet this criterion at this time.]

E. Articulate an informed personal reaction to works in the arts and humanities
"Learning Opportunity":
Students will have the opportunity to develop pro-actively their own personal reactions to particular humanistic creations, such as religious ceremonies or works of art, such as a painting or a novel, and then be expected to explain systematically why they responded to
the work of art as they did. The goal here is to get students to see that 1) it is great and vitally important for students to develop strong personal reactions to art but that 2) the reaction has to eventually go beyond the visceral “I thought it was cool” or “I thought it was weird” to a deliberate and systematic effort to explicate and explain why they responded as they did.

“Assessment and Evaluation”
Students will be evaluated on their ability to evaluate a work of art by essentially asking them to write a 3 page take home essay in which they explain, for example, why they thought the autobiography of Leonard Crow Dog was more/less powerful as a work of art than the fictional writings of Ignatia Broker. Or, they might be asked to simply explain what they thought of her (Broker’s) fictional writing and why it was or was not very effective. Or, they might be asked to explain their responses to various Lakota religious ceremonies as conveyed by Leonard Crow Dog.
Hello! Welcome!

Please Note: this syllabus contains much important information regarding this class. Please read through it as soon as you can and please do not lose it. You will be referring to it repeatedly throughout the semester.

History 235: History of the American Indian
Winona State University
Spring 2012
M,W,F: 12:00-12:50, Minne 240
Office: Minne 135
Email: jcampbell@winona.edu
457-2378
Office Hours: Tues and Thurs: 9-12; Wed and Fri: 3 – 5; and by appointment.

This course provides an introduction to the history of Native Americans. We start with the period before the arrival of the Europeans; we then will examine Natives’ interactions with the various European countries that colonized America. We will also look at how the lives of the native peoples changed as a result of their experiences with the Europeans in the time period before the American Revolution. Many additional issues will surface once reach the 19th and 20th Centuries: Indians’ ongoing struggles with the Euro-Americans in the antebellum period; removal of tribes west of the Mississippi; Indians’ involvement in the Civil War; the final military struggles in the West; governmental policy in the late 19th Century; the rise of the reservation system and allotment; efforts of Euro-Americans to “reform” Native Americans; the impact of the New Deal, World War II, and the Termination Policy on Indians; and the renaissance of Native Americans in the post WWII period, particularly with the rise of AIM and other politically and culturally active Native groups.

Themes that underlie these various topics that we will address include: European images of Native Americans, the changing nature of European domination of and racism towards American Indians, the ways in which Native Americans resisted such racism, domination, and oppression, and the changing nature of Indian cultures. Because Native American history and native America are composed of so many distinct tribal groups, we, of course, can not look at each one. Instead, we will emphasize the shared experiences while also stressing important variations and differences between tribes.

At the same time, it makes good sense for us, in the Upper Midwest/Plains region, to examine in greater detail tribal groups native to this region, such as the Anishinabe (Chippewa/Ojibwa), the Dakota, and, their western cousins, the Lakota. In addition to the geographical reason, we examine these Midwestern tribes so students can see and appreciate the fact that Indian people did not just encounter Euro-Americans as Indians but as members of distinct nations and also so students can learn how different that encounter could be, depending on where and when it occurred and the tribal culture that was involved.

The specific course requirements and expectations include the following:

1. Class participation and class attendance. This constitutes 25% of the final course grade. Attendance will be taken everyday. People with spotty attendance will obviously receive a low participation grade; people who have great attendance and who participated actively in class discussion will receive a very good grade in this category.

2. In class quizzes (announced ahead of time and unannounced), short paper assignments, etc. This constitutes 25% of the final course grade. As far as the quizzes, etc., go, aside from a bona fide, MAJOR LEAGUE reason for missing quizzes or turning in short papers late, there will be NO opportunities to make-up quizzes or to turn in short papers late. On the other hand, when I calculate your final course grades, I will automatically eliminate your lowest quiz/short paper grade; so, everyone gets one bad grade that will be ignored in the final calculation. (If you never use up your one “miss,” when figuring up your final grade, I will exclude your lowest quiz/short paper grade if this helps you.) Finally, if I assign optional short papers, and you do them, the grades you get on these optional papers will replace your lower grades on the quizzes/short papers (this assumes that you do considerably better on the optional papers than on those quizzes/short papers whose grades you would like to replace.).

3. Midterm exam constitutes 25%. Most likely a take-home essay exam.

4. Final exam constitutes 25%. Most likely a take-home essay exam.
Please note: the above breakdown for determining your final grade is meant to be used by me as a firm guideline. It becomes less firm, however, in those cases where a student has missed huge number of classes or has otherwise engaged in behavior that would not have been evidence of being a good class citizen. In those cases, your grade might be lowered, especially if you were on the border between, for example, a B and a C. Indeed, for any student in the border region, whether between F and D, C and D, C and B, or B and A, I will make my final decision based on the extent and quality of the student’s participation in class and overall class citizenship.

I use the following grading scale: A= 4 points, B= 3 points, C= 2 points, etc. For example, an A-/B+= 3.5 points.

Five books are required for the course. They are:

[IB] Ignatia Broker, Night Flying Woman: An Ojibway Narrative
[CR], Theda Purdue and Michael D. Green, eds., The Cherokee Removal: A Brief History with Documents, SECOND EDITION.

Some of these books will be on reserve at the circulation desk of Krueger Library. All are available for purchase in the bookstore.

1) Please Note: there is lots of reading, writing, and discussion in this course. Be warned and/or be excited.
2) Please Note: if you email me, please write as though you were writing a formal letter. Please do not use “text messaging” style. Poorly written emails will not be answered. Since I can get very busy, do not expect an immediate response.
3) Please Note: this syllabus contains much important information regarding this class. Please read through it as soon as you can and please do not lose it. You will be referring to it repeatedly throughout the semester. You are responsible for knowing what it says.
4) Please Note: no laptops are to be used in the class. If this is a significant hardship for you, please see me.
5) We have many days of discussion. Since I take discussion seriously, I expect you to also take it seriously. Part of taking it seriously is bringing the relevant book(s) to class when we have discussion. IF YOU FORGET YOUR BOOK(s), I WILL STRIKE YOUR NAME FROM THE ATTENDANCE SHEET FOR THAT DAY.
6) You are allowed to drink beverages in class—coffee, water, etc.—but please do so quietly; please refrain from eating, snacking, etc during class time.
7) Please note: you are not to use your cellular phone, blackberry, and other technological toys during class time. If I see you using them, I WILL ASK YOU TO LEAVE THE CLASS FOR THAT DAY AND FOR YOU TO RETHINK YOUR CONTINUED PRESENCE IN THIS CLASS.
8) You are responsible for knowing and following the Academic Integrity Policy of the Winona State University handbook, page 27. Students found violating this policy will be dealt with harshly in this class.

COURSE OUTLINE (SUBJECT TO REVISION AT ANY TIME, IN ANY MANNER!!)

1* 1/9 Introduction to the Class
2 1/11 LECTURE: Before Columbus;
   MINI DISCUSSION: TP, pages: ix-x, 1-6
3 1/13 Indians Before the Invaders
   DISCUSS: TP; pages 6-26
<table>
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<tr>
<td>1/16</td>
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<td>1/18</td>
<td>Indians and the European Invaders, I</td>
<td>DISCUSS: KA pages ix through 39</td>
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<td>Indians and the European Invaders, II</td>
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<td>Indians and the European Invaders, III</td>
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<td>Indians and the European Invaders, IV</td>
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<td>1/27</td>
<td>Indians and the European Invaders, V</td>
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<td>1/30</td>
<td>Indians and the European Invaders, VI</td>
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<tr>
<td>1/20</td>
<td>Indians and the European Invaders, II</td>
<td>DISCUSS: KA pages 103 through 191</td>
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<tr>
<td>1/23</td>
<td>Indians and the European Invaders, III</td>
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<td>Indians and the European Invaders, IV</td>
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<td>Indians and the European Invaders, V</td>
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<td>1/30</td>
<td>Indians and the European Invaders, VI</td>
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<td>1/31</td>
<td>Indian American struggles in the Northeast</td>
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<td>DISCUSS: TP pages 45-50, 51, 53-71, 81-90, 91-95</td>
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<td>LECTURE: Indian American struggles in the Northeast</td>
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<td>2/6</td>
<td>Indian American struggles in the Northeast</td>
<td>DISCUSS: KA pages 193 through 243 and TP pages 75-79 and 102-103 and 106-108</td>
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<td>2/8</td>
<td>LECTURE: Indian American struggles in the Northeast</td>
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<td>2/10</td>
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<td>2/13</td>
<td>LECTURE: Native Americans and the Anglo Wars, 1757-1783</td>
<td>(TP, pages 134-155)</td>
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<td>2/20</td>
<td>Indians and the Early National Period, II</td>
<td>DISCUSS: TP, pages 164-212</td>
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<td>2/22</td>
<td>LECTURE: Indian Removal and the Trail of Tears,</td>
<td>MINI-DISCUSSION: TP, pages 230-238</td>
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<td>2/24</td>
<td>Cherokee Removal and the Trail of Tears, II</td>
<td>DISCUSS: CR, pages vii-70</td>
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<td>Cherokee Removal and the Trail of Tears, IV</td>
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<td>3/7</td>
<td>Watch video on U.S.-Dakota War of 1862</td>
<td>DISCUSS: TP, pages 278-280</td>
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<td>3/10-3/18</td>
<td>Spring Break, no classes</td>
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<tr>
<td>3/19</td>
<td>LECTURE: The Americanization of Native Americans, I</td>
<td>DISCUSS: TP, chapter 12</td>
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<tr>
<td>3/21</td>
<td>The Anishanabe (Ojibway), I: DISCUSS: IB, pages ix-61</td>
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<td>The Anishanabe (Ojibway), I: DISCUSS: IB, pages ix-61</td>
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<tr>
<td>3/26</td>
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DISCUSS: TP, chapter 13
30 3/28 The Anishanabe, II: DISCUSS: IB, pages 62 to the end,
31 3/30 Watch AND DISCUSS Video on Indian Boarding Schools
32 4/2 The Americanization of Native Americans, III
DISCUSS: TP, chapter 14
33 4/4 The Lakota (Sioux), I
DISCUSS: CD, pages 1 through 62
34 4/6 University Student Break Day: No classes
35 4/9 LECTURE: Competing Federal Indian Policies, I
36 4/11 Competing Federal Indian Policies, II
DISCUSS: TP, pages 373-415
37 4/13 Work on reading
38 4/16 The Lakota, II
DISCUSS: CD, pages 63 through 158 and photographs after page 152.
39 4/18 Native American Activism, I
DISCUSS: CD, pages 159 to the end
40 4/20 LECTURE: Native American Political Activism Since the Mid-1960's, II
(TP, pages 415-421)
41 4/23 AIM and Native American Activism, III
DISCUSS: TP, pages 421-435
42 4/25 Watch and DISCUSS Video on the Western Shoshone
43 4/27 American Indians in the late 20th and early 21st Centuries
DISCUSS: TP, pages 435-450 and pages 454-473

For students who would like assistance with their papers—ie. making sure that they are well-written—I recommend that you take advantage of the English Department’s Writing Center located at 340 Minne. The staff will not write your papers but I am sure they will be glad to go over your papers, exam essays, etc. before you turn them in. You generally need to make appointments ahead of time.

Note: All elements of this syllabus can change throughout the semester, although I hope that any such changes will be infrequent and minor.