

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 04/08/15

4. Department/discipline: American Indian Studies

5. Department(s) endorsement(s): _____

(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Federal Laws and the American Indian

Abbreviated course title (25 characters or less): _____

7. Course Designator: AMIN

8. Course Level: 2001

9. Number of Credits: Lecture 3

Lab _____

10. Control Number (on site) 40

Control Number (online) _____

11. Catalog/Course description:

An initial examination of the history of the United States Government's (federal government's) relationship with American Indian people as reflected in federal laws. Issues and topics covered include American Indian tribal law & customs, the unique legal & political status of Indian people, sovereignty, treaties, U.S. Supreme Court case law, and federal statutes. The course will also cover the integration of tribal, state, and federal laws and the impact on tribal communities. Contemporary issues and recent court decisions and how they affect present day situations will also be explored. (Meets MnTC goal area 5)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Required Textbook-

Canby, Jr., William. (1988) American Indian Law in a Nutshell. St. Paul, MN: West Publishing Co.

Reserved Readings-

House Concurrent Resolution 108 of 1953.

LeGarde-Grover, L. (2002). The Vermilion Lake Indian School. Minnesota History, Wtr: 224-240.

Manders. J. (1991). In the Absence of the Sacred. San Francisco, CA: Sierra Club Books.

Oestreich Lurie, N. (2002). Wisconsin Indians. Madison, WI: Wisconsin Historical Society Press.

Additional Resources and course materials will be presented based on the needs of the

instructor and students.

Students must utilize the library for a research paper on topics related to the class. Video resources and guest speakers from the tribal community will be used to enhance the knowledge of students.

14. Course Content (Provide an outline of major topics covered in course)

- American Indian Traditional Forms of Governing
- Tribal Law & Customs
- Tribal Sovereignty & Treaties
- Unique Legal & Political Status of Indian People (Tribal/Federal Relationship)
- Federal Indian Policy Era
 - Pre-Contact "Traditional American Indian Governing Era" through
 - Present Day "Self Governance Era:"
- Jurisdictional Framework (Tribal, State, and Federal Jurisdiction)
- Tribal Court Systems
- American Indian Case Law Review (US Supreme Court Cases)
- Contemporary Tribal Government Systems

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies.

Course Learning Outcomes:

Upon completion of this course, the students will be able to:

1. Demonstrate an understanding of traditional forms of governing, tribal sovereignty & treaties. (A, B, D)
2. Demonstrate an understanding of federal Indian policy development, and American Indian rights. (A, B, D)
3. Demonstrate an understanding of the historical development of the unique legal & political status of American Indian people. (A, B, D)
4. Explain how American Indian's unique legal and political status relates to present day issues. (A, B, C, D)

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): 5

Goal 5: History/Social Behavior Science