

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

**03/19/19**

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 4/22/25
4. Department/discipline: American Indian Studies
5. Department(s) endorsement(s): Anishinaabeg Gikendaasowinan  
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Federal Laws and the American Indian  
Abbreviated course title for Transcripts (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) 25

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.

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

Prerequisite(s): None

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).

Instructor choice - Course materials based on the needs of the instructor and students.

Suggested Textbook:

Pevar, Stephen L. *The Rights of Indians and Tribes*. 5th ed., Oxford University Press, 2024.

Canby, William, Jr. *American Indian Law in a Nutshell*. 8th ed., West Academic Publishing, 2025.

Wilkins, David E. *American Indian Politics and the American Political System*. 4th ed., Rowman & Littlefield, 2017.

Suggested Readings:

House Concurrent Resolution 108 of 1953.

Grover, L. *The Vermilion Lake Indian School: From Assimilation to Termination*. Minnesota History, 2002Jan., p. [224]-240.

(<https://portal.usask.ca/record/32553>)

Mander, Jerry. *In the Absence of the Sacred: The Failure of Technology and the Survival of the Indian Nations*. Sierra Club books pbk. ed., Sierra Club Books, 1992.

Lurie, Nancy Oestreich. *Wisconsin Indians*. State Historical Society of Wisconsin, 1987. Press.

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

1. American Indian Traditional Forms of Governance
2. Tribal Law & Customs
3. Tribal Sovereignty & Treaties
4. Unique Legal & Political Status of Indian People (Tribal/Federal Relationship)
5. Federal Indian Policy Era
  - a. Pre-Contact "Traditional American Indian Governance Era" through
  - b. Present Day "Self Governance Era:"
6. Jurisdictional Framework (Tribal, State, and Federal Jurisdiction)
7. Local contemporary examples of the tribal, federal, state relationship (Legal battles in Minnesota and Wisconsin)
8. Tribal Court Systems
9. American Indian Case Law Review (US Supreme Court Cases)
10. Contemporary Tribal Government Systems

Students are encouraged to utilize the library for research on topics related to the class. Video resources and guest speakers from the tribal community will be used to enhance information in the class.

**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.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Demonstrate an understanding of traditional forms of governance, tribal sovereignty & treaties.	A, B, D	1, 2, 6, 7
2. Describe the historical development of U.S. federal American Indian policy.	A, B, D	2, 3, 5, 6, 7

3. Illustrate the unique legal rights of American Indian people.	A, B, D	1, 2, 4, 5, 6, 7
4. Explain how American Indian's unique legal and political status relates to present day issues.	A, B, C, D	2, 4, 5, 6, 7

### **WINHEC Cultural Standards:**

- 1. GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
- 3. ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
- 4. AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
- 5. DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
- 6. ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
- 7. ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 5

Goal Area 5: History and the Social and Behavioral Sciences

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

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

1. Demonstrate an understanding of traditional forms of governing, tribal sovereignty & treaties.
2. Demonstrate an understanding of federal Indian policy development, and American Indian rights.

3. Demonstrate an understanding of the historical development of the unique legal & political status of American Indian people.
4. Explain how American Indian's unique legal and political status relates to present day issues.

**03/19/19**