Eastern Illinois University  
New Course Proposal  
PLS 3653, American Indian Politics

Please check one:  

- [x] New course  
- [ ] Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** PLS 3653
2. **Title (may not exceed 30 characters, including spaces):** American Indian Politics
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (3-0-3)
5. **Term(s) to be offered:**  
   - [ ] Fall  
   - [x] Spring  
   - [ ] Summer  
   - [ ] On demand
6. **Initial term of offering:**  
   - [x] Fall  
   - [ ] Spring  
   - [ ] Summer  
   - [ ] Year: 2010
7. **Course description (not to exceed four lines):**  
   An introduction to the unique social/political position of American Indians in the United States federal system. Included in the discussion are images of native people, actors involved in the political game, political activism and interest group activity of tribal nations, gaming, and the politics of tribal recognition.
8. **Registration restrictions:**
   a. **Identify any equivalent courses:** There are no equivalent courses
   b. **Prerequisite(s):** None
   c. **Who can waive the prerequisite(s):** N/A
   d. **Co-requisites:** N/A
   e. **Repeat status:**  
      - [x] Course may not be repeated.
      - [ ] Course may be repeated to a maximum of __ hours or __ times.
   f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: N/A
   g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: N/A
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] cultural diversity
10. **Grading methods** (check all that apply):  
    - [x] Standard letter  
    - [ ] C/NC  
    - [ ] Audit  
    - [ ] ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:**  
    - [ ] lecture  
    - [ ] lab  
    - [ ] lecture/lab combined  
    - [ ] independent study/research  
    - [ ] internship  
    - [ ] performance  
    - [ ] practicum or clinical  
    - [ ] study abroad  
    - [x] other

   The course is offered in an asynchronous technology–delivered format.
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   
a. Students will discuss the social/legal position of tribal nations.
b. Students will identify key actors in American Indian Politics.
c. Students will critically analyze court rulings and congressional acts in historical context and in terms of modern socio-political impact.
d. Students will discuss key issues facing tribal nations today.
e. Students will evaluate the various methods employed by Indian nations as they attempt to sway policy in their direction.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Students will understand the social/legal position of tribal nations</th>
<th>Response papers</th>
<th>Weekly discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand key actors in American Indian Politics</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Students will critically analyze court rulings and congressional acts in historical context and in terms of modern socio-political impact</td>
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</tr>
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<td>Students will understand key issues facing tribal nations today</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Students will understand the various methods employed by Indian nations as they attempt to sway policy in their direction</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course:

   7 response papers = 210 points
   15 Weekly discussions = 150 points

   Grades assigned as follows: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement
      of the specified learning objectives: The technology will be used to support student achievement
      by allowing them to interact with one another and the instructor at times which are convenient for
      them. The technology will be used to assess student achievement by being the vehicle through
      which all student work is conducted.
   b. Describe how the integrity of student work will be assured: The integrity of student work will be
      assured through writing, writing, and more writing. Given that students often have signature writing
      styles or voices, having someone else submit a single assignment will certainly register with the
      instructor. It is unlikely that a substitute would sit in and take the entire course for another (or at
      least as unlikely as having a surrogate sit in on a regular course). Finally, all assignments are
      checked through on-line mechanisms for plagiarism.
   c. Describe provisions for and requirements of instructor-student and student-student
      interaction, including the kinds of technologies that will be used to support the interaction
      (e.g., e-mail, web-based discussions, computer conferences, etc.): Instructor-student and student-
      student interaction will be promoted through Email, web-based discussions, and feedback on
      individual assignments.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students
   enrolling for graduate credit. N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered,
   and describe how the course satisfies the criteria for the type of writing course identified. (See
   Appendix *) N/A

PART III: OUTLINE OF THE COURSE

The class will meet 2.5 hours per week for fifteen weeks broken down as follows:
Week One – Introduction to the course
Week Two – Overview of Indian people and Indian Country
Week Three – Indians as nations, not minorities
Week Four – Actors in Indian Politics
Week Five – History of Indian Policy
Week Six – Sovereignty and the idea of independence
Week Seven – Political Economy
Week Eight – Indian Political Participation
Week Nine – Indian Interest group activity and activism
Week Ten – Indians, images and the media
Week Eleven – Indigenous nations and the U.S. federal system
Week Twelve – Menominee Drums – case study
Week Thirteen – Menominee Drums – case study
Week Fourteen – Menominee Drums – case study
Week Fifteen – Current attempts to gain recognition vs. Menominee story.
The content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time
described above because this is the same amount of material that I would cover in a traditional course
and is similar to the content included in many similar courses across the country.
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   The course was originally designed to help fill a need that was established when EIU entered into an agreement to offer certain courses to American Indian students through NAES (Native American Education Services). The course will also be used as an elective by some students. After teaching a related course on Federal Indian Law, it became apparent that misunderstandings run rampant and that students could certainly benefit from such a course – especially in a state where the flagship institution field the “fighting illini.” In addition, the nature of the course lends itself to a fit within our overall curriculum in the American Politics section. Such an addition will offer students a broader range of perspectives when it comes to American politics.

   a. If the course or some sections of the course may be technology delivered, explain why.
      The course was originally developed as a special topics course that would meet the needs of students working through Native American Education Services as part of an agreement with EIU. The course has to be technology delivered because the bulk of these students are non-traditional students taking classes from afar. In addition, offering a technology delivered course provides an additional option for students as they further their studies.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   The 3000 level is in line with other topical courses in the major and is in line with where a similar course would be placed at other institutions.

3. If the course is similar to an existing course or courses, justify its development and offering.
   N/A

4. Impact on Program(s):
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. The course will be added as an option under the American Politics category

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Jeffrey. S. Ashley or other qualified faculty members.

2. Additional costs to students: none

3. Text and supplementary materials to be used (Include publication dates):

Students are also encouraged to incorporate outside sources such as Indian Country Today which are available on-line.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school: December 4, 2009

Date approved by the college curriculum committee: December 11, 2009

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: January 21, 2010

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).