PROPOSAL FOR A JUNIOR-SENIOR CLUSTER COURSE
(coversheet)
(the proposal coordinator may duplicate this sheet and distribute to faculty participants)
Please type:
Title of proposed course: Indian-White Relations

When will this course be offered?: Spring 1997(?)

Title of cluster: American Studies

Name of cluster proposal coordinator: Tom Biolsi

Please address the following matters in your narrative, keying your text to the corresponding item below:

A. COURSE DESCRIPTION (100 words or less).

B. COURSE DEVELOPMENT. Please indicate whether the course is based on an existing course (and if so, specify), or is a new course in development. If the course is a revision of an existing course, please explain what form the revision will take (this may be addressed under item C).

C. GENERAL EDUCATION GOALS. Please describe how your pedagogical goals for the course promote the goals of General Education as adopted by the Faculty Senate. Please review the relevant sections of the General Education Working Group Report, or the September 16, 1994, report of the General Education Committee (both documents are available in the Office of University Studies, 445 NH). Applicants are reminded that the junior-senior cluster courses are expected to focus on program goals related to Human Experience and to Ethical Issues and Social Responsibility, while continuing to build on Inquiry and Communication program goals. Course instructors should use active learning strategies and challenge students to display increasingly sophisticated research and communication abilities. Examples of strategies for each of the General Education program goals are listed in the General Education Working Group Report and in the General Education Committee report (also, please be advised that faculty development events bearing on these strategies will take place in the Winter and Spring, 1995 terms). Attention should also be given to how this course functions in tandem with other courses in the cluster in working toward curricular integration within the cluster.

D. COURSE OUTLINE. Please provide a detailed outline of the proposed course. This need not be a completed syllabus, but should include an outline of topics, a preliminary reading list, and the name(s) or instructor(s) committed to teaching the course during its first year.
A. COURSE DESCRIPTION
Existing catalog description:
A consideration of North American Indian peoples after conquest: problems of survival, social and cultural change, and adaptation, as well as changing governmental policies and popular conception of "the Indian."

B. COURSE DEVELOPMENT This course is on the books, but has not been taught regularly in the Anthropology Department. It could be transformed into a Gen Ed course with very little revision. In the past, the content has focussed heavily on multiple--and conflicting--interpretations of Native American history and federal laws pertaining to American Indians. This course, team-taught by a non-Indian anthropologist and a Native American (Rose Hill, PSU Ethnic Student Advisor) will be based on a service-learning model. Along with background reading in the historical and anthropological literatures on native peoples, students will conduct research on contemporary policy issues concerning native peoples in the metropolitan area. Among these are: federal legal recognition of tribes and individuals as Indian; fishing rights; health care; religious freedom issues.

C. GENERAL EDUCATION GOALS
1. Inquiry and Critical Thinking. Emphasis will be placed on the complexity of "reading" history and using that reading to address contemporary, concrete problems. History, of course, is not merely a sequence of events or a body of facts. Rather, meaningful history is a vision of the past (and the present) that identifies a pattern of change and/or continuity. Reading American Indian history with the concepts of colonialism and indigenous nationhood in the background will be a concrete exercise in making sense of historical material with a critical--but by no means unitary--conceptual apparatus. Ultimately students will deploy the concepts they develop in service-based practical research.

2. Communication. The course will be taught on the model of cooperative learning (the instructor is, as of Fall 1994, experimenting with this model in his Anthropology courses), and students will be formed into work groups that will do in-class writing exercises together. Groups will also make regular oral reports to the class at large. A major "white paper" applying theory to practical problems will be required as the principle product of student work.

3. Human Experience. Viewing American history and contemporary government policy from the point of view of Native Americans and Indian communities in and near Portland will flesh out the concepts of colonialism and native sovereignty. Students will have an opportunity to work directly with Native American people, and this will quickly allow students to see how the academic abstractions we started the course with have real human manifestations and consequences.
4. Ethical Issues and Social Responsibility. The emphasis on service learning will root this course in a concern with how American society can realistically and humanely address the situation of American Indians.

D. COURSE OUTLINE

Instructors: Tom Biolsi
Rose Hill

Week 1: Introduction: Indian "Tribes" as Surviving, Sovereign Nations.

Selected native groups will be traced from before contact, through the period of incorporation into American society, into the present. Native cultures will be examined as autonomous entities that have survived in resistance to the forces of assimilation, entities that have continuing legal and moral rights to political and cultural sovereignty.

Week 2: Colonialism and Racism.

The social structures and social forces that historically have undermined and continue to challenge native self-determination will be examined. These include policy, legal, and economic arrangements determined by forces and constituencies beyond the control of native peoples.

Week 3: The Unique Situation of Urban Indian People in America.

Urban Indian people ended up in cities because of the forces of assimilation imposed on Indian communities. The particular political, legal, and social problems of urban native peoples in the struggle for survival as native peoples will be examined.

Week 4. Policy Issues in Contemporary Indian Affairs.

The emphasis here will be on contemporary urban Indian issues.

Week 5. Site Visits.

Students will make site visits in order to develop projects for service learning. Among the possible sites in the metropolitan region are: the Bureau of Indian Affairs, the Indian Health Service, the Intertribal Fish Commission, the Native American Recovery Association.


Students, in teams, will conduct three weeks of service-based research on contemporary policy or problems. They will also write summaries of their findings as "white papers" that in the best case will be directly useful to Indian constituencies or organizations.

Week 10. Research Reports. Teams will make brief reports of their research projects, before turning in their "white papers."