Indians of Montana Since the Reservation Era  
NASX 354X Syllabus

Course description: Examination of the history of Montana Indians since the establishment of the reservations, contemporary conditions, and issues among both reservation and non-reservation Indian communities in the state. Special attention is given to social and economic conditions, treaty rights, tribal sovereignty, and legal issues.

Course Objectives: The course will provide the student with an understanding of the historical and contemporary basis of Indian communities in Montana through lecture, reading material, class presentations and discussions. Both continuity and change, and the forces guiding each, will be the focus of study.

Learning Outcomes:  
By course’s end, students should:
  1) Understand historical and current issues and conditions of Montana Indian communities
  2) Understand the geography of Indian country in Montana
  3) Understand the impact of state, federal and local communities on Montana’s Indian communities
  4) Exhibit good oral and written communication skills
  5) Exhibit strong analytical thinking skills

Required Readings:

Dempsey, Hugh A. The Amazing Death of Calf Shirt and Other Blackfoot Stories: Three Hundred Years of Blackfoot History (Norman: University of Oklahoma Press, 1994)


Whealdon, Bon I. I Will Be Meat for my Salish: The Federal Writers Project and the Buffalo of the Flathead Indian Reservation (Helena: Montana Historical Association). 2002)

Articles:


Weekly Schedule:

Week 1, August 20: Introduction

Week 2, August 25, 27: Social and Economic Conditions of Indians in Montana

**Geography Quiz**

Week 3, September 1, 3: Overview continued

**Thursday: Dempsey analysis due**

Week 4, September 8, 10: Flathead Reservation

**Thursday: Flathead Reservation**

Week 5, September 15, 17: Crow Reservation

**Tuesday: Crow Reservation**

**Thursday: Snell analysis due**

Week 6, September 22, 24: Blackfeet Reservation

**Tuesday: Blackfeet Reservation**

Week 7, September 29, October 1: Fort Peck Reservation

**Tuesday: Fort Peck Reservation**

**Thursday: Shields analysis due**

Week 8, October 6, 8: Rocky Boy Reservation

**Tuesday: Rocky Boy Reservation; Clatterbuck reading notes**

Week 9, October 13, 15: Fort Belknap Reservation

**Tuesday: Fort Belknap Reservation**

Week 10, October 20, 22: Northern Cheyenne

**Tuesday: Hill analysis due**

**Thursday: Northern Cheyenne Reservation**
Week 11, October 27, 29: Little Shell Chippewa Tribe
  Tuesday: Little Shell Tribe

Week 12, November 3, 5: Natural Resource Issues
  TUESDAY NO CLASS: ELECTION DAY: VOTE
  Thursday: Clow reading notes

Week 13, November 10, 12: Sovereignty/Tribal Governance Issues, Treaty Rights Issues
  Tuesday: Whealdon analysis due

Week 14, November 17: Education and Economic Development Issues

Week 15, Term Paper Due Noon Monday November 23

Graded Assignments:
  Geography Quiz: Identify reservations, tribes and tribal communities in Montana.
  Book analyses: 1-2 page (500 words maximum) Analysis of the reading assignment for Dempsey, Snell, Shields, Welch and Whealdon books, based on questions assigned. 5 points each. Must be typed or computer generated, double spaced. Lowest score above “F” discarded, but you must complete all five. Indicate word count on paper. 2 points deducted for late paper.
  Reading Notes: 2 pages of notes to help with discussion on readings
  Oral Presentation: Each student will research the reservation or tribe assigned and make a 20-30 minute oral overview presentation to the class, analyzing an important current issue in the tribal community. Each individual must hand in an outline of her/his presentation and an annotated bibliography of sources used. You must use at least 4 sources. All internet sources require permission of the instructor.
  Term Paper: Select a topic of interest relating to the tribe or reservation you studied for your group presentation. You MAY use the topic that you presented to the class. Get written approval of the topic via e-mail from the instructor. Develop a thesis and a series of questions you will address, and write a 7-10 page (1750-2500 word) paper addressing them. Be sure to include a bibliography and citations. 5 sources minimum, all internet sources must be approved by instructor.
Points | Grading
---|---
Geography Quiz | 10 | 93-100: A | 90-92: A-
Reading Summaries | 20 | 87-89: B+ | 83-86: B | 80-82: B-
Term Paper | 20 | 77-79: C+ | 73-76: C | 70-72: C-
Presentation | 10 | 67-69: D+ | 63-66: D | 60-62: D-
Reading Notes | 10 | ↓ 60: F
Class Participation | 30

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students must be familiar with the University of Montana Student Conduct Code: [http://www.umt.edu/vpsa/policies/student_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)

This course is accessible to and usable by otherwise qualified students with disabilities. To request reasonable program modifications, please consult with the instructor. Disability Services for Students will assist the instructor and student in the modification process. For more information, visit the Disability Services website at [www.umt.edu/disability](http://www.umt.edu/disability)

**UM has a Cultural and Ceremonial Leave Policy:** “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”

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