

New Undergraduate Course Proposal

Part I: Summary Information for College Records

1. Title of course: **Cherokee History, Politics and Culture**
2. Full course number (3 letters/3 digits): **HON 380**
3. Catalog description: **This course examines the history of the Cherokee nations before colonization through the present moment. It will focus on cultural, social, and political history to understand the contemporary issues that confront citizen Cherokees. Particular attention will be given sovereignty, citizenship, gender, and race.**
4. Semester credit hours: **3**
5. Instructional information:
 - a. Type of instruction: **seminar**
 - b. Location: **on campus**
 - c. Contact hours & number of class sessions per week: **150 minutes—meeting twice per week for 75 minutes**
 - d. Facilities: **computer**
 - e. Class size limit: **limited to Honors seminar class size as determined by the Honors Program**
6. Indicate frequency of course offering: **every other academic year**
7. Course designation: **LA and GE 5 DEISJ**
8. Will the course be cross-listed?: **no**
9. Prerequisite(s): **none**
10. Restrictions: **only Honors students may enroll**
11. Will this course be required in any of your department's program(s)? If so, which ones? Is it required in any programs leading to teacher certification?: **no**

Part II: In-Depth Narrative Justifying Recommendation by Department

1. Please describe the content of the course, its goals, representative texts and additional readings, required assignments, required oral presentations, the type and frequency of examinations and other methods of assessing student performance. **Please see attached syllabus. It answers all of these questions in detail.**
2. Explain the relation of this course to the department's overall goals, its other course offerings and its present programs. **This course will enhance the Honors Program's offerings by providing an in-depth focus on Native American history, politics, and culture through the lens of one Indigenous group: the Cherokees. It is also a course that fits into the GE 5 DEISJ designation.**
3. Describe how the course is to be staffed, giving the names and qualifications of regular faculty who will teach it. **Taught every other academic year by Meg Devlin who holds a PhD in History with a concentration in Native American History and research expertise in Cherokee history.**
4. Are there adequate resources to support this course? Describe the budgetary impact of the course,

including personnel, library, computer/equipment, laboratory, materials and supplies, and other anticipated expenses. **Yes. I have taught the course twice as a special topics course. We have all the materials we need to complete the course successfully with no extra expenses.**

5. Describe the department's plans for evaluating the merits of this course. **The course will be subject to the full review process of Honors Program as determined by said program.**
6. Attach a model syllabus showing information to be given to students on the first day of class. The syllabus should include (but is not limited to) the following: **Please see attached. NOTE: this syllabus was taught as a 393 and its title will reflect as much.**
 - a. Course title and number
 - b. Course catalog description
 - c. Course objectives/learning outcomes
 - d. Course overview, including a list of topics to be covered
 - e. Visual media to be used; texts and other readings, including the author(s), date of publication, title, publisher and ISBN
 - f. Technological requirements for successful performance
 - g. Grading mode (A-F or S/F) and methods, including a breakdown showing the percentage of the grade to be determined by each assignment, examination, etc.
 - h. Academic Integrity Statement
 - i. Attendance policy/participation
 - j. Statement on individuals with disabilities

Checklist and Submission Procedures

Be sure that the completed proposal includes all of the following:

- Cover sheet with all required signatures: (1) proposer, (2) chair of originating department, (3) chair(s) of department(s) impacted by the course, and (4) chair of appropriate School of Education department, if applicable.
- Narrative, with pages numbered, addressing all sections of the course proposal outline.
- GE III Narrative Supplement*, if proposed course is for General Education.
- Sample syllabus (See #6, above, for components.)

Please submit *one original* course proposal (cover sheet and narrative), along with an electronic copy, to your school's/college's associate dean or governing body.

Outline for GE 5 Narrative Supplement

Diversity: Equity, Inclusion & Social Justice

DEISJ 5 SLOs THAT WILL BE INCLUDED IF APPROVED AS HON 380 WITH DEISJ DESIGNATION:

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

CURRENT HON 393 COURSE SLOs

- Critically evaluate sources in Cherokee studies
- Engage in contemporary debates about Cherokee politics and culture
- Place the specific histories of the Cherokee nations and people in the larger context of US history

1. State how your course addresses all of the learning outcomes in its Knowledge & Skills area. For each learning outcome in the content area, state which of your course learning outcomes correspond to it.

In brief, this entire honors seminar is about the history, politics, and culture of Indigenous people; specifically the Cherokees (and occasionally adjacent Southeastern Native American nations). It is not a course that “includes” diversity it is *fundamentally about* indigeneity, tribal sovereignty, and settler colonialism. Moreover, beyond this explicit focus, my training not only in Native American history but also women’s history and WGSS means that nearly every topic we examine will have particular attention given to gender in addition to the more obvious race and citizenship. The course will also examine class in detail, as one of the many impacts of settler colonialism on Cherokee society was the introduction of capitalism and its hierarchies.

More specifically, please note how each Knowledge and Skills learning outcome corresponds to a course specific outcome as identified below:

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender = ***Critically evaluate sources in Cherokee studies***
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity = ***Place the specific histories of the Cherokee nations and people in the larger context of US history***
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action = ***Engage in contemporary debates about Cherokee politics and culture***

2. State briefly what materials, activities, and/or approaches you will use to help students achieve the Knowledge & Skills area's learning outcomes. What assignments or other means will you use to determine if students are meeting those learning outcomes? Examples include essays, oral presentations, tests, problem sets, performances, labs, observations, visual artifacts, and journals.

All of the course assignments are geared toward meeting the GE 5 DEISJ SLOs. In particular, the middle three assessments will do so:

Quarter-term assessment (20%): The quarter-term assessment will ask you to write about key terms and concepts from the first quarter of the class. It is a take-home assignment. This assignment is a traditional academic essay that engages the first DEISJ SLO.

Mid-term assessment (20%): The mid-term assessment will ask you to discuss key terms and concepts from the second quarter of the class. It is an oral assessment that will be conducted over individual meetings held in the Honors Center. This assignment is an oral assessment that engages the second DEISJ SLO.

Three-quarter-term assessment (20%): The three-quarter-term assessment will ask you to create content about key terms and concepts from the third quarter of the class. This assignment is a creative project that engages the third DEISJ SLO.

3. State how you will help students understand this course as part of a larger General Education curriculum. For example, early in the semester you might explain and have the class discuss how social science methods relate to and differ from those in the natural sciences and the arts. Students might briefly consider a common issue from the perspectives given by your class in comparison with other classes they are taking.

The course will certainly meet the GE 5 DEISJ focus as it is a course solely focused on the history and contemporary experience of people of color who are simultaneously political citizens of sovereign Indigenous nations. Moreover, the course will pull from scholars who straddle the humanities and social sciences. I will mark these distinctions for students as we study our sources.

4. If the course is being offered at the upper division, describe the prior experience the student is expected to bring to the course and how the course will build on that prior experience.

With hope, students will have enough of a background in US history, politics, and culture to understand the larger context for our Cherokee-specific focus.



HON 393-01: CHEROKEE HISTORY, POLITICS, AND CULTURE: PAST AND PRESENT

SPRING 2022

Course Details

This course examines the history of the Cherokee nations before colonization through the present moment. It will focus on cultural, social, and political history to understand the contemporary issues that confront citizen Cherokees. Particular attention will be given sovereignty, citizenship, gender, and race. The course will rely on academic texts, web resources, journalistic pieces, videos, and podcasts to investigate this past and present.

Credit Hours: 3

Class Days, Time, Location: 11:00 am-12:15 pm Tuesdays and Fridays in CHH Great Room

Course Modality:

- Fully seated
- Online components as necessary
- Brightspace for all course readings, assignments, and submissions
- Web Conference Platform: WebEx (for office hours, etc.)

Pre/Co-requisites:

N/A

Instructor Details

Instructor Name: Meg Devlin

Instructor Email: devlinm@newpaltz.edu

Office Location: JFT 916

Office Hours: By appointment via WebEx or campus office: Mondays, Tuesdays, Wednesdays, Fridays 9-5.

Student Learning Outcomes

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

- Critically evaluate sources in Cherokee studies.
- Engage in contemporary debates about Cherokee politics and culture.
- Place the specific histories of the Cherokee nations and people in the larger context of United States history.

DEISJ 5 SLOs

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

- Describe the political relationships between the United States and Cherokee nations.
[Note this fourth course SLO will be omitted in the new version of the course.]

Reading Materials

- Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700-1835* (1998)
- Theda Perdue and Michael D. Green, *The Cherokee Removal, A Brief History with Documents* (2005)
- Rose Stremlau, *Sustaining the Cherokee Family: Kinship and the Allotment of an Indigenous Nation* (2011)
- PDFs, documentaries, and podcasts as posted on Brightspace or linked in syllabus.

Attendance

Please be in touch with me regarding any course absences as soon as possible. Together we will negotiate how to access missed material and complete missing assignments.

Grading Information

Active Class Participation (10%): Participation is a significant part of your grade that extends beyond coming to class. My expectations for our meetings are that you will have read the material, thought about it, and prepared to engage in dynamic debate. I also ask that you treat one another and the ideas we share with respect. I encourage you to disagree with me and one another; however, I insist you do so with consideration for your peers and their perspectives.

Quarter-term assessment (20%): The quarter-term assessment will ask you to **write** about key terms and concepts from the first quarter of the class. It is a take-home assignment.

Mid-term assessment (20%): The mid-term assessment will ask you to **discuss** key terms and concepts from the second quarter of the class. It is an oral assessment that will be conducted over individual WebEx meetings.

Three-quarter-term assessment (20%): The three-quarter-term assessment will ask you to **create** content about key terms and concepts from the third quarter of the class. It is a take-home assignment.

End-of-term assignment (30%): The end-of-term assignment will ask you to consider the course in its entirety. You will write a 5-7-page double-spaced paper in response to questions that I provide you. This final paper requires no outside research. It will include both an analytical component (where you reflect on the material you have learned) and a personal component (where you reflect on how this material has informed your thinking). Assignment details to follow.



Grade Scale (by percentage)

<i>A</i>	<i>100.00 – 93.00</i>	<i>A-</i>	<i>92.9 – 90.00</i>
<i>B+</i>	<i>89.9 – 87.10</i>	<i>B</i>	<i>87.00 – 83.00</i>
<i>B-</i>	<i>82.9 – 80.00</i>	<i>C+</i>	<i>79.9 – 77.10</i>
<i>C</i>	<i>77.00 – 73.00</i>	<i>C-</i>	<i>72.9 – 70.00</i>
<i>D+</i>	<i>69.9 – 67.10</i>	<i>D</i>	<i>67.00 – 60.00</i>
<i>F</i>	<i>Below 60</i>		

Last Day to Withdraw without Grade Penalty

March 31.

Maintaining Public Health

To protect the health of everyone in this class, all students are required to wear a mask or other face covering while inside campus buildings. Your mask must adequately cover both your nose and mouth. This is in keeping with the College's fall 2021 policy of an on-campus, indoor mask requirement for everyone, including those who have been fully vaccinated. A student who comes to class without a mask will be required to obtain one before returning to class. A limited number of masks may be available at designated locations on campus. Any student who refuses to wear a mask or face covering may not enter the classroom nor participate in the class. There will be no exemptions or waivers of the 100% compliance mask policy. Continued refusal to wear a mask or face covering will be reported to the Student Conduct Office based on Student Conduct Code's "Non-Compliance with Official Requests" (which includes public health policy). Masks are for both your own and for others' safety and wellbeing – please remember our campus commitment to the "We Not Me" approach and take this simple step to protect yourself and others.

Students with temporary illnesses must work with professors and make arrangements to make up coursework.

If you are required to quarantine due to COVID-19 exposure, you may not come to class.

For more information about The Pledge and expectations, go to "**Protect New Paltz: A Pledge to Stop the Spread of COVID-19.**"



Campus Policies

Academic integrity policy statement

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz's **undergraduate** and **graduate academic integrity policies** are published in the respective catalogs. Sojourner Truth Library's website contains several excellent resources to help with **avoiding plagiarism**.

Reasonable accommodation of individuals with disabilities statement

Students needing classroom and/or testing accommodations related to a disability should contact the **Disability Resource Center** (Haggerty Administration Building, Room 205, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students' instructors with Accommodation Notifications verifying the need for accommodations. Specific questions about services and accommodations may be directed to Jean Vizvary, Director (**vizvaryj@newpaltz.edu**).

Veteran & Military Services statement

New Paltz's Office of Veteran & Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents (spouse or child, regardless of age) during their transition from military life to student life. Military-Affiliated students who need assistance while attending SUNY New Paltz may refer to **OVMS's website**; call 845-257-3120, -3124 or -3074; e-mail **np-vms@newpaltz.edu**; or stop by the Student Union, Room 100 South.

Computer and network policies statement

Users of New Paltz's computer resources and network facilities are required to comply with the **Acceptable Uses and Privacy Policy** and other **institutional policies** related to computer and internet access and usage.

Identity verification policy statement for online courses

New Paltz's **Online Identity Verification Policy** is designed to verify that students enrolled in our online courses and/or programs are the ones who take the courses, complete the programs, and receive the academic credit.

Title IX and related policy statement

Gender discrimination, sexual harassment, sexual assault, sexual violence, stalking, and power-imbalanced sexual/romantic relationships between faculty and students are strictly prohibited within the SUNY New Paltz community. We encourage students to report, confidentially discuss, or raise questions and concerns regarding potential violations. Reports can be made to the Title IX Office, the department chair and/or the dean of your school. The Office of Human Resources,



Diversity & Inclusion can provide more information on **Title IX reporting and support** as well as the College's **Consensual Relationships Policy**.

SEI

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during November 24 – December 8.

Summary of Topics Covered and Course Schedule

January 25: Course Introductions

January 28: Sovereignty

READ:

- Perdue, Prologue, Introduction, Chapter 1
- Invasion of America Map:
<https://www.arcgis.com/apps/webappviewer/index.html?id=eb6ca76e008543a89349ff2517db47e6>

February 1: History, 17th century—Settler-Colonialism

READ:

- Perdue, Chapter 2

February 4: History, 18th century—Gender Parity

READ:

- Perdue, Chapter 3 and 4

February 8: History, 19th century—Reciprocity

READ:

- Perdue, Chapter 5 and 6

February 11: History, 19th century—Culture Change and Continuity

READ:

- Perdue, Chapter 7 and Conclusion

February 15: History, 19th century—"Civilization" Policy

READ:

- Perdue and Green, Introduction and Chapter 1
- PBS American Experience, We Shall Remain, The Trail of Tears:
<https://ny.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears/>

February 18: History, 19th century—Removal

READ:

- Perdue and Green, Chapter 2
- **Due: Quarter-term Assessment**

February 22: History, 19th century—Removal continued

READ:

- Perdue and Green, Chapter 3

February 25: History, 19th century—Indian Country

READ:

- Perdue and Green, Chapter 4 and 5

March 1: History, 19th century—Federal Indian Policy

READ:

- Stremlau, Introduction and Chapters 1 and 2

March 4: History, 20th century—Allotment

READ:

- Stremlau, Chapters 3, 4, and 5

March 8: History, 20th century—Boarding Schools

READ:

- Stremlau, Chapters 6 and 7

March 11: History, 20th century—Land

READ:

- Stremlau, Chapter 8 and Conclusion

SPRING BREAK March 14-18

March 22: History, 20th century—Kinship

READ:

- Bb: Reed, "Family and Nation: Cherokee Orphan Care, 1835-1903"
- **Due: Mid-term Assessment appointments scheduled during this week**

March 25: History, 20th century—Race

READ:

- Bb: Sturm, "Race, Sovereignty, and Civil Rights"

March 29: History, 20th century—Blood

READ:

- Bb: Lambert, "How Grandma Kate Lost Her Cherokee Blood and What This Says about Race, Blood, and Belonging in Indian Country"

April 1: No Class, Instructor @ conference see Bb for assignment details.

April 4: History, 20th century—Governing a Sovereign Nation

READ:

- Bb: Mankiller, *A Chief and Her People*, "Dancing along the Edge of the Roof"

April 8: Contemporary Politics and Culture—Governing a Sovereign Nation (within a Nation)

READ:

- Cherokee Nation's Delegate to Congress:
<https://www.youtube.com/watch?v=mX2YDQWasgl>

April 12: Contemporary Politics and Culture—Activism

READ:

- Bb: Roberts, "When Black Lives Matter Meets Indian Country"

April 15— Contemporary Politics and Culture—Identity

READ:

- *This Land* Podcast by Rebeca Nagle Episodes [1](#) and [2](#)
- DNA versus citizenship: <https://www.vox.com/2018/10/16/17983250/elizabeth-warren-bar-application-american-indian-dna>

April 19— Contemporary Politics and Culture—Representation in Museums

READ:

- *This Land*, Episode [3](#)
- Cherokee National History Museum: <https://www.visitchokeenation.com/attractions/chokeee-national-history-museum>
- Smithsonian National Museum of the American Indian: <https://americanindian.si.edu/>
- Cherokee Museum: <https://mci.org/>

April 22— Contemporary Politics and Culture—Journalism

READ:

- The Cherokee One Feather: <https://www.theonefeather.com/>
- Cherokee Phoenix: <https://www.cherokeephoenix.org/>
- **Due: Three-quarter-term Assessment**

April 26— Contemporary Politics and Culture—Indigenous Archives

READ:

- *This Land*, Episodes [4](#) and [5](#)
- Archives: <http://www.cherokeeheritage.org/attractions/archives/>

April 29— Contemporary Politics and Culture—Economic Development

READ:

- *This Land*, Episode [6](#)
- Harrah's Cherokee Casino and Resort: <https://www.caesars.com/harrahs-chokeee>

May 3— Contemporary Politics and Culture—Self-Determination



READ:

- *This Land*, Episode [7](#)
- Think Tsalagi: <http://www.thinktsalagi.com/blog/2020/2/13/-cherokee-scholars-statement-on-sovereignty-and-identitynbsp>

May 6: Final Conversation and Review

READ:

- *This Land*, Episode [8](#)

Final Exam: Due via Brightspace by 12:15 pm on Tuesday, May 17