FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

• In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
• You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

GEOG change of minor form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   ____________________________ Date: 11-12-13

2. Signature of Academic Dean:
   ____________________________ Date: 11/15/13

3. Signature of Provost:
   ____________________________ Date: 11/15/14

4. Signature of Business Affairs (only for course fees):
   ____________________________ Date: __________________

☐ fee approved on _________
☐ BOT approval pending

5. Signature of Curriculum Committee Chair:
   ____________________________ Date: _________________

6. Signature of Budget Committee Chair (only for new programs):
   ____________________________ Date: _________________

7. Signature of Academic Planning Committee Chair (only for new programs):
   ____________________________ Date: _________________

8. Signature of Faculty Senate Secretary:
   ____________________________ Date: _________________

Date Approved by Faculty Senate: _________________
November 13, 2013

Dear Sir or Madam:

Please find attached the completed “minor form” to change the existing geography minor at the College of Charleston by adding one existing Political Science courses (POLI 331) to the minor. I have completed all sections. In section F, I list two of the relevant student learning outcomes for the minor in the left column and methods for assessing those outcomes in the two classes in the right column.

Please do not hesitate to contact me if you have any questions. I may be reached at 953-5864.

Sincerely,

[Signature]

Annette Watson
Assistant Professor
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.
Name: Annette Watson
Phone: 3-5864
Email: watsonam@cofc.edu
School: Department or Program: Political Science

Name and Acronym of Minor: Geography (GEOG); course acronym is POLI

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.
☐ Add a New Minor (complete all portions)
☐ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☑ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.
Number of Current Credit Hours (for existing minors): __18__
Number of Proposed Credit Hours (for new or changing minors): ____

Catalog year in which changes will take effect: FALL _2013_

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?
☐ Yes—Which major(s) or concentration(s)? ________
☒ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For

This form was last updated on 6/6/2013 and replaces all others.
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

The core requirement for the minor includes two courses:

POLI 104  World Regional Geography
GEOG 219  Reading the Lowcountry Landscape

Plus any one of the following:

POLI 305  Urbanization and Urban Geography
POLI 368  Political Geography
POLI 397  Environmental Geography

Students must also take 9 credit hours of electives

One elective must be drawn from the following list of geography courses:

POLI 331  Geography of Native Lands/Indian Law (this course needs to be added)

POLI 305  Urbanization and Urban Geography
POLI 306  Urban Policy
POLI 333  Suburbia: People, Places, and Politics
POLI 352  Geographies and Politics of the European Union
POLI 353  Geographies and Politics of Food
POLI 367  The Geography of International Conflict
POLI 368  Political Geography
POLI 397  Environmental Geography
GEOG 119  Special Topics in Geography
GEOG 301  Special Topics in Geography
GEOG 401  Reading and Independent Study in Geography

The remaining two electives can be selected from the list of geography courses above and/or these cognate courses:

POLI 340  Politics of Latin America
POLI 342  Politics of Africa
POLI 343  Politics of East Asia
POLI 344  Politics of the Middle East
E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

I am requesting that one course that I teach in the Political Science Department, POLI 331, which is titled “Geography of Native Lands/Indian Law” be listed/coded as counting towards the geography minor as an elective. This course advances an understanding of place and spatial analysis, from the perspective of the Indigenous peoples of the United States, which are critical to geography as a discipline. This course draws from geographical theory and journals, and is inherently concerned with the landscape and the way that people construct and use and make regulations and laws about that landscape.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Student should be able to analyze how human experiences are embedded in and shaped by place, as distinct from the concept of space.

This course specializes in how Native American cultures and tribes experience the places where they live, which includes the political experience of those places as well as the physical qualities of those places. Students are assessed via weekly written commentaries to readings, as well as through two exams, a media journal, and an annotated literature review focused on either a particular tribe or culture area, or on a particular issue.

2. Student should be able to explain the role that space plays in shaping societal conditions and outcomes for people (both as an a priori condition and as a process that is shaped by institutions).

The course shows students how cultural understandings of Native Americans by non-Natives (including the US legal system) have had deep impact on the politics they experience as a people, even to the point of the physical removal of tribes and individuals from their traditional territories. Native Americans have responded to their political experience in terms of the economies and politics that they evolve in the spaces where they live. Students are assessed via written commentaries, exams, a media journal, and an annotated literature review focused on either a particular tribe or culture area, or on a particular issue of relevance to tribes.

This form was last updated on 6/6/2013 and replaces all others.
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

The proposed change does not impact other programs in any substantial way, other than helping the geography minors get the courses they need to finish the program. The proposal is seeking to have a course already offered within the Political Science Department count towards the geography minor, which is also housed by the Political Science Department. Because many of the students who take this course are already POLI majors, and because POLI majors can count up to three of their classes in the geography minor towards the POLI major, there is no additional demand created on the POLI Department by implementing this change. I would be teaching this course anyway for the POLI major; the content is relevant for advancing understanding of geography so the classes should count towards the minor as well. It is possible that the courses will get a few additional enrollments, but there have always been a few seats available in them, so I would welcome additional students.

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None.

I. CHECKLIST.

☑️ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☑️ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

☑️ I have submitted one Signature Form that lists all of the different forms I am submitting.
GEOGRAPHY OF NATIVE LANDS
AND INDIAN LAW

POLI 331
Tuesdays/Thursdays 1:40-2:55 pm
Maybank 307

Instructor: Dr. Annette Watson
953-5864 (office)
WatsonAM@cofc.edu [this is the best way to reach me]
Office: Political Science Department, 114 Wentworth St., Room 207
Office hours: Wednesdays 10-12 and 2-3, or by appointment

COURSE DESCRIPTION:
This course examines the government-to-government relationships between Native American tribes and the United States’ federal and state governments. In studying this topic, we will draw on the fields of law, environmental geography, political science, Native Studies, ecological anthropology, and ethnohistory. We will explore the ways in which law-making produces cultures as much as our cultures produce law. We will hear about these relationships from the perspective of tribal peoples where the record permits, in both written and oral form. As the first peoples of North America, tribes developed distinctive economies and environmental philosophies; politically, they are not minorities, but nations in themselves. Although we will address a wide variety of political and economic issues faced by tribes and state/federal governments, we will primarily discuss natural resources and conflicts over environmental issues. Our focus will therefore be on historical and contemporary case studies of legal, political, and cultural conflicts over land and resource management, which will highlight indigenous knowledges of ecological systems and the distinctive political ideas that inform both historical and contemporary Native American life and politics.

Of interest to students pursuing careers in: law, politics, policy administration, environmental and natural resource management, geography, planning, GIS/mapping, teaching, journalism

LEARNING OUTCOMES:
Students will increase their skills in...
Critical thinking, reasoning; oral communication; written communication; legal/policy and geographic analysis; cross-cultural communication; environmental problem solving

Knowledge Gained
Recognize key cases that comprise the canon of Indian law
Outline Indigenous methods of governance and tribal law
Describe Indigenous knowledges of ecosystems
Assessment: commentaries; participation; mid-term; final

Comprehension Gained
Identify the cultural and political differences and similarities between US tribal peoples
Give examples of how law is made within a cultural context—and also how it makes culture
Assessment: commentaries; mid-term; final; class projects; participation
Application
Apply knowledge of cases in Indian Law to contemporary issues
Assessment: commentaries; class project

Analysis
Outline the tensions between federal and state policy with regard to tribes
Analyze issues in legal/environmental geography
Assessment: commentaries; mid-term; final; participation; class project

Synthesis
Summarize the contemporary creative political solutions to legal and ecological problems
Assessment: participation; final

Evaluate
Describe and defend solutions to legal and ecological problems
Assessment: commentaries; final

READINGS:

Use only this edition.


Other readings will be available in PDF form on OAKS, available through MyCharleston.

ASSIGNMENTS AND GRADING

In-class essay on your current knowledge of Native peoples [3%]
Commentaries/discussion Qs (20 out of 21 @1.5% each) [30%]
Exam [in-class essay and short answer] [25%]
Report on a tribe and its legal/political battle(s) [25%]
    Annotated bibliography
    Media journal of that tribe/region and the issue
    In-class progress reports
    3-page summary analysis
Final exam, take-home essays [10%]
Participation [7%]
CLASS POLICIES:

This class will often run like a seminar and be highly interactive, which means that your participation in class will be central to the success of the course (and also to how much you learn). This class is about active learning—you cannot passively sit in the back of the room and do well in this course. I will expect you to ask questions of me, of the readings, and I will expect you to engage with each others’ ideas in discussion. Although I understand that sometimes it can be difficult to speak out in class, everyone is expected to participate. If you really fear public speaking, participation also includes emailing me questions before class about terms or points of clarifications you’d like us to cover during class discussion, or even posting additional thoughts on the class’ OAKS discussion board or on the Geography at CofC facebook page. To succeed in this class you will need to critically evaluate ideas, question them, dispute them, or make them your own. Speak out!

Attendance is mandatory; you may request that your absence be excused only if you are required to participate in college-sponsored activities. If so, you must fill out the appropriate forms at 67 George St., or call Constance Nelson (953-3390). Notices I receive from the Absent Memo Office do not constitute excused absences unless they are for college sponsored activities, and if you want to receive an excused absence for illness, you must provide to me directly your evidence for that illness. You will be penalized for all unexcused absences, and are responsible for the work due that day.

This class is reading-oriented; you are expected to read approximately 75-90 pages per week—this amount is far less than the usual law course. Your grade distribution indicates that these readings and your responses (commentaries/questions) to them are important to achieving success in this course; commentaries need to be posted on the OAKS discussion board the evenings before class (Mondays and Wednesdays), and I mean by 11:59 p.m., so that others will have a chance to look at your comments/questions before class the next day. There is a separate instruction sheet posted on OAKS giving you pointers on how to write good commentaries and discussion questions.

General guidelines for grades:
A – achievement is outstanding relative to the level necessary to meet course requirement
B – achievement is significantly above the level necessary to meet course requirements.
C – achievement meets the course requirements in every respect.
D – achievement is worthy of credit even though it fails to meet fully the course requirements.
S/P – achievement is satisfactory which is equivalent to a C- or better.
F – achievement is inadequate and no credit will be given for the course.
I (Incomplete) – assigned due to extraordinary circumstances, e.g., hospitalization, which prevent the completion of work on time. Requires an agreement between student and instructor.
This course will use +/- grades, allocated as follows:

A  = 92% or above
A- = 91-90%
B+ = 89-88%
B  = 87-82%
B- = 81-80%
C+ = 79-78%
C  = 77-72%
C- = 71-70%
D+ = 69-68%
D  = 67-62%
D- = 61-60%
F  = below 59%

It is assumed that all students will act with academic integrity and will not engage in behavior such as plagiarism, academic dishonesty, misrepresentation, or cheating. Please refer to the college's policy on academic honesty. Plagiarism and other forms of academic dishonesty will result in an XF in the class. The entire purpose of this class is to acquire useful skills; to cheat is to lose the opportunity to improve these skills. Please refer to the campus honor code for questions about academic dishonesty. Plagiarism refers to the presentation of someone else's ideas, work, or words as your own, without attribution. If you use someone else's exact words, then you must use quotation marks in addition to a citation; simply naming the source is not enough. If you completely paraphrase someone else's ideas in your own words, then you still have to cite the source, but you do not have to use quotations. When in doubt, cite the source. If you have questions about whether you have provided adequate citation, consult the citation guide on the political science home page.

SUPPORT SERVICES:

Please take advantage of the College’s Center for Student Learning; they have walk-in labs for writing and speaking—two skills you will need to improve (and be graded on!) during this semester. The Center for Student Learning is located in the Addlestone Library (953-5635).

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
CLASS SCHEDULE:
Readings must be completed by the class time they are listed to be discussed. Additionally, you must complete a commentary on the readings due and post them to the OAKS discussion board the evening before (by 11:59 p.m.) they are to be discussed. You must do this 20 times, out of a possible 21 times (you can get a possible 1.5% for every commentary, worth up to 30% of your grade).

Look through others' commentaries before coming to class.

Aug 23: Introductions and in-class essay (worth 5% of your grade)

Aug 25th: Colonial and Environmental Histories in North America
Read:
   1) “Timeline of American Indian Peoples: All Nations and Regions,” from Wilkins and Stark, pgs xix-xxvi.
   2) Chapter 1 of Wilkins and Stark, pgs 1-32.

Aug 30th: Colonial and Environmental Histories in North America
Read:

Sept 1st: Colonial and Environmental Histories in North America
Read:
   1) Hackel, Steven. 2007. “Shifting Patterns of Land Use in Monterey, California, Before 1850,” in Li, editor, To Harvest To Hunt: pgs 57-64.
Sept 6th: Native Colonial Pasts and Colonial Presents
Read:

Sept 8th: Native Colonial Pasts and Colonial Presents
Be prepared to talk about what tribal issue/geographical area you would like to study.
Read:

Sept 13th: The Canon of Indian Law and “Plenary Power”
Read:
1) Wilkins and Stark, Chapter 5, “A History of Federal Indian Policy”

Sept 15th: The Canon of Indian Law and “Plenary Power”
Read:

Sept 20th: The Canon of Indian Law and “Plenary Power”
Read:

Sept 22nd: “Plenary Power”
Discussion of the canon continues.
Be prepared to discuss some of your media sources and topics you’ve been collecting for your project.
Preliminary bibliography (in list form) DUE
Sept 27th: Government-to-Government Relationships at the Federal and State Scale

Read:
1) Chapters 4 and 6 from Wilkins and Stark: “Actors in Indian Politics” and “Tribal Political Economy”

Sept 29th: Government-to-Government Relationships: at the Federal and State Scale

Read:
1) Selections from “States and Tribes: Building New Traditions”

Oct 4th: Governance and Indigenous Knowledges of Ecosystems in Conflict

Read:
1) Chapter 3 of Wilkins and Stark: “Indigenous Governments: Past, Present, and Future”

Oct 6th: Governance and Indigenous Knowledges of Ecosystems in Conflict

Read:
1) Chapter 3 from Indian Law Stories: Royster on “Water, Legal Rights, and Actual Consequences: The Story of Winters v. United States”

Oct 11th: Governance and Indigenous Knowledges of Ecosystems in Conflict

Read:
1) Chapter 7 of Indian Law Stories, Singer on “Erasing Indian Country: The Story of Tee-Hit-Ton Indians v. United States”

Oct 13th: Governance and Indigenous Knowledges of Ecosystems in Conflict

Discussion continues, and review for exam.
Be prepared to give a project update to the class.

Media Journal DUE

Oct 18: NO Class, Fall Break

Oct 20th: Exam: Short answer and essay, in-class
Oct 25th: Indigenous Peoples Working Within Western Governance Systems
Read:
1) Chapters 7 and 8 of Wilkins and Stark, “Indian Political Participation: Patriotism, Suffrage, and Partisanship” and “Indian Interest Group Activity and Activism”

Oct 27th: Indigenous Geographies
Read:
3) To Harvest, To Hunt: Mathewson on “California Indian Basketweavers and the Landscape”

Nov 1st: Indigenous Geographies
Read:

Nov 3rd: Indigenous Geographies
Discussion continues; begin readings due next week; be prepared to give a project update
Annotated Bibliography DUE

Nov 8th Indigenous Geographies
Read:
1) Chapter 4 from Keith Basso’s book, Wisdom Sits in Places: Landscape and Language Among the Western Apache, pgs 105-149.

Nov 10th Indigenous Geographies
Read:
Nov 15th: The Institution of Co-Management for Natural Resources
Read:
3) co-mgmt article TBA

Nov 17th: The Politics of Thanksgiving
Read:
1) Selections TBA

Nov 22nd-24th: NO Class, Thanksgiving [and work on the final reports for your project!]

Nov 29th: The Present and Possible Futures of American Indian Politics
Read:
1) Chapter 10 of Wilkins and Stark, “American Indian Politics”

December 1st: The Present and Possible Futures of American Indian Politics
Discussion continues…and ends.
Report DUE to be submitted on OAKS by 11:59 p.m. tonight.

Final Exam questions will be handed out TODAY; must be submitted to your OAKS Dropbox by Thursday, December 8, 3pm [at the close of your scheduled final exam].

Have a great winter break!