Course description:
In this course, we will examine the histories, laws, and policies that shape contemporary Native America, and we will consider their effects in a range of critical issues in Native communities including tribal sovereignty, land and subsistence rights, sexual violence, environmental justice, gaming, mascots, and the politics of cultural representations. Many of these issues emerge from enduring conflicts between the United States and indigenous nations, and they often generate intense controversies. As this course covers key social issues in the past and present, it will also introduce students to Native American studies scholarship in its historical, legal, political, and cultural dimensions.

Required readings:
• There are two required texts for this course: The State of the Native Nations (SNN on the schedule below) and D’Arcy McNickle, The Surrounded. Both are available at the UO bookstore.
• Other required readings are available electronically on the Blackboard site for this course. Essays published in books with titles listed on the schedule below are also on reserve in Knight Library.

Grading:
• One midterm and one take-home final exam
  40% of the final grade (20% each)
  Midterm: Wednesday, February 9 in class
  Take-home final: Distributed on the final day of class; due no later than Thursday, March 17 at 12:00 noon in 192J Esslinger (you may submit your exam early)

  The exams will be based on lectures and assigned readings, so take notes on both. No make-up exams will be given except in cases of extreme documented emergencies.

• Six quizzes
  20% of the final grade
  Quizzes are designed to ensure that you finish the readings in a timely manner and consider the issues they raise. Some quizzes will be given in class, and others will be take-home assignments. I will give at least seven quizzes, but only your six highest scores will count towards your grade. No make-up quizzes will be given.

• One short paper, at least 2 pages (500 words) in length
  10% of the final grade
  Due date: after week one but no later than the beginning of class on Wednesday, February 2

  In this paper, you will analyze a news story covered in a Native media outlet. Your discussion must describe the event and consider the broader issues it raises (e.g., conflicts over sovereignty, land rights, or other major issues we discuss in class). Be sure to indicate the
source and date of the story.

You will find a list of news outlets on the website http://facstaff.uww.edu/mohanp/nasa-currentevents.html. Of these, the most widely read are Indian Country Today and News from Indian Country. Sources not listed on this site include National Native News (www.nativenews.net), Reznet (www.reznetnews.org), Nunatsiaq News (www.nunatsiaq.com), and Koahnic Broadcast Corporation (www.knba.org).

•One dilemma paper, 4-5 pages (1,000-1,250 words) in length
  20% of the final grade
  Due date: Monday, February 28 at the beginning of class; no late papers will be accepted but you may submit your work early

This paper will focus on a controversial contemporary issue in Native America, which you will analyze in context of the legal, historical, and political concepts covered in class. I will provide a list of suggested topics, which we will debate in class, but you may focus on another relevant issue of your choice with my prior approval. We will discuss grading criteria well in advance of the due date.

•Participation
  10% of the final grade

You may earn participation points in two ways: regular, productive participation in class discussions and/or thoughtful postings on the Blackboard discussion site. Students who do not speak in class may earn full credit with four substantive postings, each at least a full paragraph or two in length. These postings can focus on your analysis of the assigned readings and/or engage other students’ comments on these materials. Each posting must relate to a topic covered that week in class, and only one posting per class period is permitted. From time to time, I may read from these postings in class to encourage discussion.

Other requirements and expectations:

•Punctual, regular attendance is mandatory for all students. After two absences, your final grade will drop one third of a letter (e.g., from B+ to B) for each subsequent absence. Students who miss more than five classes will not receive a passing grade in the course. Excessive tardiness will also affect your final grade. Exceptions will be made only in the case of extreme documented emergencies.
•Come to every class prepared, with required reading done and ready for discussion. Approach all assigned readings with a critical eye; learn the information they provide but also consider the perspectives of the writers. Do not expect consistency of opinion. I will sometimes assign readings from contradictory perspectives to encourage critical thinking and debate.
•Treat one another and different perspectives with respect. This is especially important because many of the subjects we will address are controversial and conflicting opinions are bound to emerge.
•Observe appropriate classroom etiquette. Activities that are inappropriate during classtime include (but are not limited to) conversing with other students except at times designated for discussion, reading, sending/receiving email or text messages, working on laptops, and walking in and out of class unnecessarily. Such behaviors are disrespectful and distracting to
the professor and other students. Those who engage in them may be asked to leave class and will receive a participation grade of zero without prior warning.

• Submit written work in hard copy only (no email submissions).

**Other policies:**

• The University policy regarding academic dishonesty (described in the Schedule of Classes) will be strictly enforced in this class. The penalty for plagiarism is a failing grade in the course. If you have questions about appropriate uses of others’ work, please see me.

• Students with special needs should notify both Disability Services and the professor at the beginning of the term.

• If class must be cancelled because of inclement weather or another emergency, you will be notified by email.
**Week One**
Jan. 3  Introduction: What is Native American Studies?

Jan. 5  U.S. Indian policy: treaties, land, sovereignty
- *State of the Native Nations (SNN)*, “Introduction,” pp. 1-14
- Deloria, “A Status Higher Than States,” in *The Nations Within*, pp. 1-15
- Wilkins, “A Tour of Indian Peoples and Indian Lands,” in *American Indian Politics and the American Political System*, pp. 15-43
- Begin reading McNickle, *The Surrounded*

**Week Two**
Jan. 10  Boarding schools
- *SNN* Ch. 11, “Education,” pp. 199-218
- Lomawaima, “American Indian Education,” in *A Companion to American Indian History*, pp. 422-40
- Continue reading McNickle, *The Surrounded*

Jan. 12  McNickle, *The Surrounded* (pp. 1-150)

**Week Three**
Jan. 17  NO CLASS (Martin Luther King, Jr. holiday)

Jan. 19  McNickle, *The Surrounded* (pp. 151-end)

**Week Four**
Jan. 24  Contemporary Native activism
- American Indian Movement, “20-Point Indian Manifesto”
- Indians of All Nations, “The Alcatraz Proclamation”

Jan. 26  NO CLASS

**Week Five**
Jan. 31  Fishing rights
- Film: *Lighting the Seventh Fire* (in class)
- The Institute for Natural Progress, “In Usual and Accustomed Places,” in *The State of Native America*, pp. 217-40
- Active, “Subsistence Is a Matter of Cultural Survival”

Feb. 2  Midterm review
*Last day to submit short paper*

**Week Six**
Feb. 7  Gaming
- *SNN* Ch. 8, “Gaming,” pp. 145-58
• Wilkinson, “Casino Lights and the Quandary of Indian Economic Progress,” in Blood Struggle, pp. 329-351

Feb. 9 Midterm

Week Seven
Feb. 14 Discussion of dilemma paper topics (readings TBA)
Feb. 16 Collecting/Displaying Native people; NAGPRA
• LaDuke, “Imperial Anthropology: The Ethics of Collecting,” in Recovering the Sacred, pp. 67-86
• Mihesuah, “American Indians, Anthropologists, Pothunters, and Repatriation,” in Repatriation Reader, pp. 95-105
• Deloria, “Anthropologists and Other Friends,” in Custer Died for Your Sins, pp. 78-100

Week Eight
Feb. 21 Sovereignty in Hawai’i
• Trask, “Hawaiians and Human Rights,” in From a Native Daughter, pp. 31-50
• SNN Ch. 20, “Native Hawaiians,” pp. 341-50
Feb. 23 Sovereignty in Alaska
• SNN Ch. 19, “Alaska Natives,” pp. 321-40
• R. Huhndorf and S. Huhndorf, “Alaska Native Politics Since the Alaska Native Claims Settlement Act”

Week Nine
Feb. 28 Sexual violence
Film clips: Christine Welsh, Finding Dawn (in class)
• Amnesty International, “Stolen Sisters” and “Maze of Injustice”
• Duthu, “Broken Justice in Indian Country”

Dilemma Paper Due

Mar. 2 Indian Mascots
Film clips: In Whose Honor? (in class)
• Harjo, “Just Good Sports”
• Pewewardy, “Playing Indian at Halftime”
• Cuniff, “Playing Against Controversy”

Week Ten
Mar. 7 Environmental justice
• Smith, “On Romanticism”
• Spieldoch, “Uranium Is in My Body,” in Contemporary Native American Cultural Issues, pp. 307-16
• LaDuke, “Salt, Water, Blood, and Coal,” in Recovering the Sacred, pp. 33-46
• SNN Ch. 10 “Environment,” pp. 177-96

Mar. 9 Distribute and discuss take-home final exam
Final exam: due no later than Thursday, March 17 at 12:00 noon in 192J ESS