ES 256: Introduction to Native American Studies
University of Oregon
CRN: 41483
Summer 2010 (June 21, 2010 – July 15, 2010)
MTWR 3:00 pm - 4:50pm, PLC 189

Instructor: Katie Rodgers
Office: McKenzie 350G
Email: krogers@uoregon.edu
Phone: 346-0906
Office Hours: Tuesdays and Thursdays, 2:00-2:50pm
Course website: https://blackboard.uoregon.edu/ and login using your email address

Reference:
Course Description:
In this course, we will examine the history of U.S. relations with indigenous people, including laws and policies that shape contemporary Native America. We will discuss the ways in which the political relationships between the U.S. and Native American nations have influenced Native American identities, education and cultural representation. We will also touch upon current issues in Native America, including gaming and other economic development as well as environmental concerns.

Required Reading:
All the reading for this class can be found on Blackboard. We will be reading many book chapters and scholarly articles. I have tried to supplement this more “academic” reading with some short stories, personal narratives and poetry. All the readings listed for a particular date should be read BEFORE coming to class.

Course Requirements:
Papers:
There are three 3-4 page papers assigned for this class, due at the beginning of Weeks 2, 3 and 4. More detailed paper assignments will be handed out and discussed during class. I will NOT accept any papers over email. Late papers will be docked a half letter grade per day.

Final Exam:
There will be a take-home final exam, due on Blackboard the last day of class. You will be given the exam question(s) sometime during the last week of class. There will be no make-up exams given without a valid excuse. In the case of illness, injury or death, I will need some sort of written documentation.

Reading Quizzes:
There will be 6 pop quizzes on the assigned readings throughout the course of the term. These will be administered during class and cannot be made up for any reason. Your lowest score will be dropped.
Attendance/Participation:
Attendance and participation is required. Attendance and participation is recorded on your Attendance and Participation Sheets. Each class I will pass back the Attendance and Participation Sheets for you to put your comments and questions on the back of the sheets. Please do not take these sheets with you. You will receive credit for attendance and participation ONLY by coming to class. THERE ARE NO MAKE-UPS for missed classes. Excused absences are ONLY given in cases of documented illness or other emergencies approved in writing PRIOR to class, except in the case of emergencies. Therefore, if you anticipate any scheduling conflicts with class, please let me know well in advance.

I also recognize that there are various levels and types of participation and ask that you give your full attention for the duration of the class period. If I find that you are more engaged with your cell phone, computer or classmate than the course material, I will reduce your participation grade.

Grading:
This course will consist of discussion, small group activities, films, reading quizzes, papers, and a final exam. The final grade will be broken down as follows:

- Paper 1: Identity 20%
- Paper 2: Activism 20%
- Paper 3: Film Critique 20%
- Final Exam 20%
- Reading Quizzes 10%
- Attendance/Participation 10%

Students with Disabilities:
If there are aspects of the instruction or design of this course that result in disability related barriers to your participation, please notify me as soon as possible. You may also wish to contact Disability Services: http://ds.uoregon.edu/DS_home.html.

Electronics:
Please turn off your cell phones, Blackberries, iPhones, or whatever other electronic devices you might have before class. Do NOT text during class. If I see your phone out during class, you will not receive participation points for the day. I strongly prefer that laptops NOT be used during class. You must see me personally if you would like to be exempted from this rule and you will be required to sit in the first two rows of the classroom.

Academic Honesty and Plagiarism:
All work submitted in this course must be your own. The use of sources (ideas, paraphrasing, or direct quotes) must be properly cited. Violations will be taken seriously and noted on student disciplinary records. You can access the University’s policy on student conduct here: http://studentlife.uoregon.edu/judicial/conduct/sai.htm.
Reading Schedule:

**Week One: History of US Relations with Native Nations**

June 21: Introductions: What is Native American Studies?

June 22: Contact and Colonization
Loewen, “The Truth About the First Thanksgiving”
Deloria, “Indians Today, The Real and the Unreal”
Deloria, “Missionaries and the Religious Vacuum”
Alexie, “The Trial of Thomas Builds-The-Fire”

June 23: US Indian Policy – Treaties, Removal, Sovereignty
Film: Your Land, My Land
Deloria, “Laws and Treaties”
Arnett, “Removal: Last Part”

June 24: US Indian Policy – Termination, Federal Recognition
Guest Speaker: Gordon Bettles, Klamath
Wilkinson, “Termination”
Clifford, “Identity in Mashpee”

**Week Two: Native American Identity and Activism**

June 28: History of Native American Education
Film: In the White Man’s Image
Noriega, “American Indian Education in the United States: Indoctrination for Subordination to Colonialism”
Erdrich, “Indian Boarding School: The Runaways”

**Paper #1 DUE: Identity in Mashpee Dilemma Paper**

June 29: Native American Identity and Activism
Deloria, “The Red and the Black”
Silko, “Tony’s Story”

June 30: Activism and Social Movements
Film: Incident at Oglala
Nagel, “Red Power: Reforging Identity and Culture”
Boyer, “Reflections of Alcatraz”
Baird-Olson, “Reflections of an AIM Activist: Has It All Been Worth It?”
Howe, “The Red Wars”
July 1: Treaty Rights
   Film: Lighting the 7th Fire
   The Institute for Natural Progress, “In Usual and Accustomed Places: Contemporary American Indian Fishing Rights Struggles”
   Active, “Why Subsistence is a Matter of Cultural Survival”

**Week Three: Cultural Representations of Native Americans**

July 5: NO CLASS

July 6: Representations of Native Americans in Media
   Strickland, “Tonto's Revenge, or, Who is that Seminole in the Sioux Warbonnet? The Cinematic Indian!”
   Howe, “Noble Savage Sees a Therapist”

**Paper #2 DUE: Activism Paper**

July 7: Representations of Native Americans in Film
   Film: Smoke Signals

July 8: Native American Mascots
   Film: In Whose Honor?
   Churchill, “Crimes Against Humanity”
   Howe, “Indian Mascot Encounters Prejudice (from real Indians)”

**Week Four: Contemporary Issues in Native America**

July 12: Education
   The Harvard Project on American Indian Economic Development “Education”
   Robert Lake (Medicine Grizzlybear), “An Indian Father’s Plea”
   Alexie, “An Indian Education”

**Paper #3 DUE: Film Critique Paper**

July 13: Economic Development and Gaming
   The Harvard Project on American Indian Economic Development, “Economic Development”
   The Harvard Project on American Indian Economic Development, “Gaming”
   Wilkinson, “Casino Lights and the Quandary of Indian Economic Progress”

July 14: Environment
   LaDuke, “What is Sacred?” and “Salt, Water, Blood and Coal”
   The Harvard Project on American Indian Economic Development, “Environment”
   Blockcolski, “Reservation Special”
   Film: Return of Navajo Boy

July 15: NO CLASS – **Final Exam DUE: Submit online**
Books Used:


