Course description:
In this course, we will examine the histories, laws, and policies that shape contemporary Native America, and we will discuss a range of critical issues in Native communities. Many of these issues are controversial and center on enduring conflicts between the U.S. and indigenous nations. The course will also introduce students to Native American studies scholarship in its historical, legal, political, and cultural dimensions.

Required readings:
• One required text, The State of the Native Nations (SNN on the schedule below), is available at the University of Oregon bookstore.
• Other required readings are available electronically on the Blackboard site for this course. Those in books with titles listed on the schedule below are also on reserve in Knight Library.

Grading:
• One midterm and one final exam
40% of the final grade (20% each)
Midterm: Tuesday, November 4 in class; Final: Monday, December 8 at 1:00

The exams will be based on lectures and assigned readings (take notes on both).

• Six quizzes
20% of the final grade
Quizzes are designed to ensure that you finish the readings in a timely manner and think about 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.

• Two short papers, each approximately two pages (500 words) in length
10% of the final grade (5% each)
Due dates: you will submit these papers on dates of your choice between weeks two and five of the term, but no papers will be accepted after the beginning of class on October 30.

In each of these papers, you will report on a news story or feature covered in a Native media outlet. Your discussion must describe the event and consider the broader issues it raises. Be sure to indicate the source and date of the story.

You will find a list of news outlets on the website http://facstaff.uoregon.edu/mohanp/nasa-currentevents.html. 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). If you plan to write about a story covered in a source not listed here, please see me first.
**One dilemma paper.** approximately four pages (1,000 words) in length
20% of the final grade
Due date: Thursday, November 20, at the beginning of class; **no late papers will be accepted**

This paper will focus on a relevant issue of your choice (including but not limited to topics covered in class), and it may develop one of your short papers or quiz assignments. Your paper must situate the issue in the context of broader concepts covered in class, and it must be based in part on your own research. I will provide a list of suggested topics and 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 one full paragraph 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.

**Other requirements and expectations:**
- Punctual, regular attendance is mandatory for all students. After two absences (excused or unexcused), your final grade will drop one third of a letter (e.g., from B+ to B) for each absence. Exceptions will be made only in the case of 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. In some weeks, I will assign readings from contradictory perspectives to catalyze critical thinking and debate.
- Treat each other 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 automatically and 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
Sept. 30 Introduction

Oct. 2 U.S. Indian policy: treaties, land, sovereignty
• State of the Native Nations (SNN), “Introduction,” pp. 1-14
• Wilkins, “A Tour of Indian Peoples and Indian Lands,” in American Indian Politics and the American Political System, pp. 15-43

Week Two
Oct. 7 Boarding schools
• SNN Ch. 11, “Education,” pp. 199-218
• Lomawaima, “American Indian Education,” in A Companion to American Indian History, pp. 422-40

Oct. 9 Contemporary Native activism

Week Three
Oct. 14 Fishing rights
• Film clips: 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
• John Active, “Subsistence Is a Matter of Cultural Survival”

Oct. 16 Gaming
• SNN Ch. 8, “Gaming,” pp. 145-58
• Wilkinson, “Casino Lights and the Quandary of Indian Economic Progress,” in Blood Struggle, pp. 329-351

Week Four
Oct. 21 Sovereignty in Alaska and Hawai‘i
• Trask, “Hawaiians and Human Rights,” in From a Native Daughter, pp. 31-50
• Berger, “Native Sovereignty in Alaska,” in Village Journey, pp. 138-54

Oct. 23 Tourism
• Trask, “Lovely Hula Hands,” in From a Native Daughter, pp. 179-200
• Lujan, “A Sociological View of Tourism in an American Indian Community”

Week Five
Oct. 28 Questions of representation
Film: Qallunaat! Why White People Are Funny (in class)

Oct. 30 Film discussion, midterm review
Last day to submit short papers
**Week Six**  
**Nov. 4**  **Midterm**

**Nov. 6**  Collecting/Displaying Native people  
- LaDuke, “Imperial Anthropology: The Ethics of Collecting,” in *Recovering the Sacred*, pp. 67-86  
- Deloria, “Anthropologists and Other Friends,” in *Custer Died for Your Sins*, pp. 78-100

**Week Seven**  
**Nov. 11**  Collecting/Repatriation/Kennewick man  
- Mihesuah, “American Indians, Anthropologists, Pothunters, and Repatriation,” in *Repatriation Reader*, pp. 95-105  
- Crawford, “(Re)Constructing Bodies,” in *Repatriation Reader*, pp. 211-36

**Nov. 13**  Indian Mascots  
Film clips: *In Whose Honor?* (in class)  
- Harjo, “Just Good Sports”  
- Pewewardy, “Playing Indian at Halftime”

**Week Eight**  
**Nov. 18**  Sexual violence  
Film: Christine Welch, *Finding Dawn* (in class)

**Nov. 20**  Film discussion  
- Amnesty International, “Stolen Sisters” and “Maze of Injustice” (summary reports)  
**Dilemma Paper Due**

**Week Nine**  
**Nov. 25**  Guest speaker: Gordon Bettles  
- LaDuke, “Klamath Land and Life,” in *Recovering the Sacred*, pp. 47-66

**Nov. 27**  No class (Thanksgiving holiday)

**Week Ten**  
**Dec. 2**  Environmental justice  
- Spieldoch, “Uranium Is in My Body,” in *Contemporary Native American Cultural Issues*, pp. 307-16  
- SNN Ch. 10 “Environment,” pp. 177-96

**Dec. 4**  Wrap up, final exam review

**Final exam: Monday, December 8 at 1:00**