**Contemporary Issues in Native America**  
Honors College 444H/CRN 16227  
Class times: T Th 2:00-3:20  
Classroom: 203 Chapman  
Professor Huhndorf  
Phone: 346-0902  
Office hours: T Th 11:30-12:30  
Office: 192J Esslinger

**Course description:**

This interdisciplinary course focuses on critical issues and controversies in contemporary Native America, especially as they relate to social justice, and it also serves as an advanced introduction to the field of Native American Studies. We will begin the term by examining the histories, laws, and policies that shape contemporary indigenous communities. Next, we will proceed to consider debates surrounding tribal sovereignty, land and subsistence rights, environmental justice, gaming, mascots, and the politics of cultural representations. Course requirements include independent research in which students will be free to investigate a range of topics across a wide disciplinary spectrum. Readings encompass academic essays as well as articles in mainstream and alternative media. In assigned readings and independent research, students will engage Native American issues in their historical, legal, political, and cultural dimensions and contexts.

The course will operate as a seminar with significant opportunities for discussion and debate, in some weeks about topics chosen by students. In order for this format to be effective, you must 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 frequently assign readings from contradictory perspectives to encourage critical thinking and debate.

**Required readings:**

- There is one required text for this course: *The State of the Native Nations* (SNN on the schedule below). It is 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**  
  50% of the final grade (25% each)  
  Midterm: Tuesday, November 2 in class  
  Take-home final: Distributed on the final day of class; due no later than Wednesday, December 8 at 12:00 noon in 174 Esslinger (but 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.
• **One short paper**, 2-3 pages (500-750 words) in length
10% of the final grade
Due date: after week one but no later than the beginning of class on Tuesday, October 26

In this paper, you will analyze a news story 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.nativeneews.net), Reznet (www.reznetnews.org), Nunatsiaq News (www.nunatsiaq.com), and Koahnic Broadcast Corporation (www.knba.org).

• **One research paper**, 6-8 pages (1,500-2,000 words) in length
30% of the final grade
Due date: Tuesday, November 23 at the beginning of class; **no late papers will be accepted** but you may submit your work early

This paper will focus on a contemporary controversy 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, 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 documented emergencies.

• 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
Sept. 28  Introduction: What is Native American Studies?

Sept. 30  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

Week Two
Oct. 5    Boarding schools
• SNN Ch. 11, “Education,” pp. 199-218
• Lomawaima, “American Indian Education,” in A Companion to American Indian History, pp. 422-40

Oct. 7    Boarding schools -- contemporary debates
• Harper, “Statement of Apology to Former Students of Indian Residential Schools”
• CBC News, “PM Cites ‘Sad Chapter’ in Apology for Residential Schools”
• “Natives Respond to Canadian Government’s Apology”
• Annett, “What Does Stephen Harper’s Residential Schools Apology Mean to Vancouver’s Harry Wilson?”
• Beech, “Apology to Native Peoples Long Overdue”
• Coulter, “‘No Thanks’ to U.S. Apology”

Week Three
Oct. 12   Contemporary Native activism
• American Indian Movement, “20-Point Indian Manifesto”
• Indians of All Nations, “The Alcatraz Proclamation”

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
• Active, “Subsistence Is a Matter of Cultural Survival”

Week Four
Oct. 19   Gaming
• SNN Ch. 8, “Gaming,” pp. 145-58
• Wilkinson, “Casino Lights and the Quandary of Indian Economic Progress,” in Blood Struggle, pp. 329-351
Oct. 21 Cascade Locks Casino
•Dubois, “Cascade Locks Gets Nod”
•Gorman, “The Columbia River Gorge: An Oregon Icon Is No Place for a Casino”
•“Letters: Proposed Cascade Locks Casino Divisive”

Week Five
Oct. 26 Midterm review
Collecting/Displaying Native people; NAGPRA
•LaDuke, “Imperial Anthropology” 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

Last day to submit short papers

Oct. 28 Film: Qallunaat! Why White People Are Funny (in class)
Assignment: visit UO Museum of Natural and Cultural History (1680 E. 15th) and Web gallery (http://natural-history.uoregon.edu/collections/web-galleries)
Meet in 204 Chapman with Professor HoSang’s class

Week Six
Nov. 2 Midterm

Nov. 4 Discussion of film and museum
•McMaster, “Museums and the Native Voice”
Meet in 204 Chapman with Professor HoSang’s class

Week Seven
Nov. 9 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
•Johnson, “Hawaiian Sovereignty: Which Path Should Be Taken?”
•Conklin, “Why All America Should Oppose the Hawaiian Government Reorganization Bill”

Nov. 11 Discussion: stories in the news (readings TBA)

Week Eight
Nov. 16 Indian Mascots/Sports
Film clips: In Whose Honor? (in class)
•Harjo, “Just Good Sports”
•Pewewardy, “Playing Indian at Halftime”
•Cuniff, “Playing Against Controversy”
•Capriccioso, “’Redskins’ May Have Psychological Impact Beyond Native Americans”
Nov. 18 Mascots (cont.), Iroquois Lacrosse team

• "Iroquois Lacrosse Team Stranded in NYC over Passport Dispute"
• Alfonso, “UK Won’t Budge, So Iroquois Lacrosse Team Is Heading Home”
• Gross, “Iroquois Defend Nation, Identity Against Pressures”

Week Nine
Nov. 23 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

Research Paper Due

Nov. 25 No class (Thanksgiving holiday)

Week Ten
Nov. 30 Drilling in the Arctic National Wildlife Refuge (ANWR)

• SNN Ch. 19, “Alaska Natives,” pp. 321-40
• R. Huhndorf and S. Huhndorf, “Alaska Native Politics Since the Alaska Native Claims Settlement Act, 1971”
• de la Torre, “Alaska Natives Offer a Herd of Reasons to Block Oil Drilling,”
• Alaska Natives Support Development”
• ANWR Information Brief

Dec. 2 Discussion: stories in the news (readings TBA)
Distribute and discuss take-home final exam

Final exam: due no later than Wednesday, December 8 at 12:00 noon in 174 ESS