Course description: Some of the first films ever made were about American Indians, and Indians have continued to hold an important place in American cinematic history. Images of Indians from film and television have had an enormous impact on public perceptions of Native Americans, on Native American senses of identity, and on the relationship of Native governments to local and federal government entities. This class discusses the history of cinematic and other popular images of Indians with particular attention to control of production and the broader influences and impacts of these images, from the days before film to Cowboys and Aliens.

Grading:
Attendance and participation: 25%
Film analysis/responses (5 total, 1-2 pp each): 25%
Analysis paper (7-8 pages): 25%
Final exam: 25%

After each movie we view, you will complete a movie worksheet in class and write a 10-minute response/analysis. You will also write a longer analysis paper on an approved topic of your choosing. There will be a final exam for the class that will incorporate knowledge from the readings, films, and class discussions.

Attendance and participation: Class discussions will be central to the course, so your attendance and participation are vital. That means you must be here, and you must talk! And if you think I won’t mind if you fall asleep during a film now and then, you are in for a rude awakening (mwahahahaha). You are expected to be on time for the class and stay until the end of the class. Your grade will suffer if you are consistently late, asleep, absent, or not participating. Of course, it’s a film class, so it should be pretty easy to talk about the film you just watched in class. If you plan to use a laptop in class, you must sit in the front row.

Academic honesty is required at all points in your education. Acts of academic dishonesty will result in an F for the class and referral to the office of student conduct. Be particularly careful to avoid plagiarism by properly acknowledging all sources of information, including quotations, paraphrases, and ideas that are not your own. If you are unsure about what needs to be cited, err on the side of caution and/or speak to me about it. See http://www.libweb.uoregon.edu/guides/plagiarism/students/ for details.
For those of you with disabilities, please let me know what accommodations I can make that will help make this class equally accessible for you.

**Required text:**

Other readings on blackboard in PDF format

**Schedule:**

**Week 1:**
June 25: Introduction. In class: *Images of Indians*

June 26: In class: *Imagining Indians*

Read:

June 27: In class: *Nanook of the North*

Read:

June 28: In class: *Drums Along the Mohawk*

Read:

**Week 2:**
July 2: In class: *The Searchers*

Read:
July 3: In class: *Broken Arrow*  
**Read:**  

July 4: No class

July 5: In class: *Powwow Highway*, clips from *Little Big Man, Billy Jack*, and/or *One Flew Over the Cuckoo’s Nest*  
**Read:**  

Week 3:  
July 9: In class: *Pocahontas* (Disney), clips from *Avatar*  
**Read:**  
- Epic plotfail (blackboard)

July 10: In class: *Smoke Signals*  
**Read:**  

July 11: In class: *Grand Avenue*  
**Read:**  

July 12: In class: finish *Grand Avenue*  
**Read:**  
- Singer, 33-60.
Week 4:
July 16: In class: Atanarjuat
Read:

July 17: In class: finish Atanarjuat
Read:
bullet Singer, 61-99.

July 18: In class: Finding Dawn

July 19: Final exam in class

Papers due via SafeAssign by July 20 at 5:00pm

Papers should deal with some aspect of research and analysis on Natives and film and may not be based on movies we have watched in class. Suggestions for topics:
on one actor/filmmaker (Chris Eyre or Tantoo Cardinal, for example)
on one genre with 3 examples (children's films or horror films, for example)
on a book/movie/history translation (Last of the Mohicans or Black Robe, for example)
on one issue (native language use or Native sexual identities in films, for example)