Ethnic Studies 256: Introduction to Native Studies
Politics in Native America: Leave Your Talking Feather in the Tepee
CRN: 37006
TTR: 4-5:20
208 Deady Hall

Dr. Chris Finley
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818 E. 15th Ave Alder Building, Room 205
Office hours: Tuesday 2-4 and Thursday 12-2
and by appointment

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Outline of Course
This course is designed to give you an overview of Native American studies. We will discuss these topics as they relate to Native America and Native Americans: Repatriation, Termination, Removal, Sovereignty, Self-determination, Education, Spiritual appropriation, Conquest, Representations, and the Law.

Required Text
The readings for this course will be available on Blackboard.

Attendance Policy
This is a collaborative class that requires student participation and preparation for class. (You must do the readings for the course on the day they are assigned.) Students should not miss any class. If you know you are going to miss a class, please let me know at least a week in advance so you may turn in your work early. There are no excused absences. If you miss more than two classes for the quarter, your overall grade will be affected. Late work will not be accepted as a result of an absence. If you miss more than three classes, your overall grade for the course will drop by a full letter grade per absence after three absences. Six absences will result in failure for the course unless a very sound medical excuse is proffered in a timely fashion. (In the latter case, you may require additional make-up work.)

Grading Breakdown
Reading Summaries/Quizzes 40%
Participation 10%
Final 25%

Grading Scale*
100%-94% A 84%-86% B 74%-76% C 64%-66% D
90%-93% A- 80%-83% B- 70%-73% C- 60%-63% D-
87%-89% B+ 77%-79% C+ 67%-69% D+
*If you have an issue with your grade, you should first discuss it with your GTF. Please have a valid reason and a legitimate argument about your grading issue. (Your GTF may have specific policies for dealing with this issue.) If you two cannot resolve the issue, then you may come to me. Remember, your GTF or I can lower your grade as well as increase your grade if you decide to dispute your grade.
**Reading Summaries/Quizzes**
To ensure students read and work to understand the materials thoroughly, you will write a paragraph explaining the reading with the main argument of the reading and three supporting points the author uses to prove her position. Also, you need to conclude with two questions to generate class discussion or to clarify parts of the articles you did not understand. I will give quizzes if students do not participate in discussion or if it is clear that most students have not done the reading. (It is possible that there will be no quizzes.) Reading summaries and quizzes are worth forty-percent of your overall grade.

**Academic Misconduct**
The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [libweb.uoregon.edu/guides/plagiarism/students](http://libweb.uoregon.edu/guides/plagiarism/students).

**Late Work**
Papers and class assignments need to be turned in on time. But life does happen and interrupt the ability to finish work in a timely manner. If you do not turn in your assignment at the beginning of class, it is considered late. Emailing me your work during a class you are not attending does not count as turning in your assignment on time. *For every day your paper is late, it will be marked down a third of a letter grade.* (If you turn in a paper five minutes after class starts and you earned an A, it will become an A-.) If you do not turn in a paper a week after the deadline, it will receive a score of a zero.

**Students With Disabilities**
If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter outlining your approved accommodations. [Disability Services: disberv@uoregon.edu, 346-1155; http://ds.uoregon.edu/].

*Note: Some of the readings may change. I will notify you of these changes through Blackboard.*

**Schedule**
**Week 1**
April 2: Introductions and go over syllabus

April 4: Read Andrea Smith’s “Heteropatriarchy and the Three Pillars of White Supremacy”
Week 2
April 9: Read Anne McClintock’s “Lay of the Land: Genealogies of Imperialism” in *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*

April 11: Linda Tuhiwai Smith’s “Introduction”

Week 3
April 16: Shari Huhndorf’s “Nanook and His Contemporaries: Traveling with the Eskimos, 1897-1941”

April 18: Watch a Zacharias Kunuk’s film

Week 4
April 23: Read Noenoe Silva’s “Introduction” in *Aloha Betrayed: Native Hawaiian Resistance To American Colonialism*

April 25: Read Haunani-Kay Trask’s ‘‘Lovely Hula Hands:’ Corporate Tourism and the Prostitution of Hawaiian Culture”

Film screening: *Noho Hewa: The Wrongful Occupation of Hawai‘i*

Week 5
April 30: May 2: **Midterm Exam**

Week 6
May 7: Read Jennifer Nez Denetdale’s “Chairmen, Presidents, and Princesses: The Navajo Nation, Gender, and the Politics of Tradition”

May 9: Read Andrea Smith’s “Spiritual Appropriation as Sexual Violence” Chapter 6 in *Conquest*

Film screening of *White Shamans and Plastic Medicine Men* (1996) Dir. Terry Macy and Daniel Hart in class

Week 7
May 14: Read Andrea Smith’s “Boarding School Abuses and the Case for Reparations” Chapter 2 in *Conquest*

May 16: Read Jessica Yee’s “Introduction” in *Sex Ed and Youth: Colonization, Sexuality, and Communities of Color*

Week 8
May 21: Read Brian Klopotek’s “Introduction” to *Recognition Odysseys: Indigeneity, Race, and Federal Tribal Recognition Policy in Three Louisiana Indian Communities*
May 23: Read Andrea Smith’s “U.S. Empire and the War Against Native Sovereignty” Chapter 8 in *Conquest*

Film Screening of *Kanesatake: 270 Years Of Resistance* in class.

**Week 9**
May 28: Read Robert Warrior’s “Introduction: Reading Experience in Native Nonfiction” in *The People and the Word: Reading Native Nonfiction*

May 30: Read Ned Blackhawk’s “Introduction: The Indigenous Body In Pain” in *Violence Over the Land: Indians and Empires in the Early American West*

Film Screening of *In Whose Honor?* Directed by Jay Rosenstein in class.

**Week 10**
June 4: Brian Klopotek, Brenda Lintinger, and John Barbry’s “Ordinary and Extraordinary Trauma: Race, Indigeneity and Hurricane Katrina in Tunica-Biloxi History”

June 6: Final Exam Review

**Final Exam Wednesday June 12 at 1pm.**