Senior Readings Seminar in Native American Studies
Capstone Course Syllabus

Course Description: “Senior reading capstone course for the review of past and current literature on American Indians.” This is a senior/graduate readings seminar in Native American Studies designed to review past, present and future themes. By focusing on current, historical, anthropological, community-based, and literary writings, the course will enable students to read, analyze and discuss past, present and future issues and trends.

Purpose: This course serves as an analytical review of the coursework for the Native American Studies major. As such, students will show a firm grasp of issues and literature that has been the focus of study throughout their tenure as NAS majors. Some of the readings will be review, many will be new to the student, who must be able to articulate their meaning both orally and in written form. We will address several questions during the course of the semester, both directly and indirectly. What role does Native American studies play for people in and/or working in Native communities? What are the major issues in Indian communities – currently, historically, socially, culturally? What is the role of the individual within community/society? What is unique to Indian America?

Schedule:
Week 1 August 19: Overview: Allen, “Spies Like Us;” Shanley, “The Indians America Loves to Love;” Miller, “Native America Writes Back;” Smith, Decolonizing Methodologies (Introduction), Medicine, Learning, Part 1


Reports: Gould, Mismeasure of Man
         Tierney, Darkness in Eldorado


Reports: Schele and Freidel, Forest of Kings
         Johnston, The Manitous
\textbf{Reports:} Earling, *Perma Red*  
Yellow Robe, *Grandchildren*

\textbf{Reports:} Silva, *Aloha Betrayed*  
Hogue, *Metis and the Medicine Line*

\textbf{Reports:} LaDuke, *All Our Relations*  
Binnema, *Common and Contested Ground*

\textbf{Reports:} Braun, *Buffalo Inc.*  
Harmon, *Rich Indians*

\textbf{Reports:} Deloria, *The World We Used to Live In*  
LaPier, *Invisible Reality*

\textbf{Reports:} Wenger, *We Have a Religion*  
Mihesuah, *Repatriation Reader*

\textbf{Term Paper Topic abstract and list of sources due Thursday}

\textbf{Reports:} Theobald, *Reproduction on the Reservation*  
Hill, *Webs of Kinship*
Week 11 October 26: 
*Education*: Beck, “American Indian Higher Education;” Kipp, 
*Encouragement, Guidance, Insights*; Greymorning, “Going Beyond Words;” Ahtone and 

**Reports:**
- Cleary and Peacock, *Collected Wisdom*
- Szasz, *Education and the American Indian*

Week 12 November 2: 
*Federal Policy*: Carter, “U.S. Federal Indian Policy;” Rosenthal, 
“Indian Claims and the American Conscience;” Thompson, “The De Facto Termination 
of Alaska Native Sovereignty;” Treaty with the Blackfeet, 1855; Agreement with the 
Blackfeet

**Reports:**
- Cobb, *Native Activism*
- VanDevelder, *Coyote Warrior*

Week 13 November 9: 
*Sovereignty and Governance*: Miller, “Introduction;” Margold, 
“Solicitor’s Opinion;” Flies-Away, Garrow and Jorgensen, “Native Nation Courts;” 
*Honoring Nations*

**Reports:**
- Deer, *The Beginning and End of Rape*
- Allison, *Sovereignty for Survival*

Week 14 November 16: 
Languages;” Davies, “How Boarding School Basketball;” Hau'ofi, “Our Sea of Islands;” 
Medicine, *Learning*, Part 6

**Reports:**
- LaPier and Beck, *City Indian*
- Fisher, *Shadow Tribe*

**TERM PAPER DUE Thursday**

**Readings**

**Book to Purchase:**
Medicine, Beatrice. *Learning to be an Anthropologist and Remaining Native*. 

Past reports available under the Honoring Nations tab at http://hpaied.org/

**Books for Reports:**
Indian Self-Determination*. (New Haven, Yale University Press, 2015)
University Press, 2nd ed., 2004 (must use in law library)
Cleary, Linda Miller and Thomas D. Peacock. *Collected Wisdom, American Indian 


Articles:

Agreement with the Blackfeet


Beck, David R. M. “‘Collecting among the Menomini:’ Cultural Assault in Twentieth Century Wisconsin.” *American Indian Quarterly* 34:2 (Spring 2010): 157-93


*Bonnischen v. U.S.*, in the District Court for the District of Oregon, Opinion and Order, Civil no. 96-1481-JE


Cahill, Cathleen. Selection from *Federal Fathers and Mothers*

Canny, Nicholas P. “The Ideology of English Colonization: From Ireland to America.” *William and Mary Quarterly* 3rd series 30 (1973), 575-598.


Dempsey, Hugh. “Smallpox: Scourge of the Plains.”


Gone, Joseph P. “‘It Felt Like Violence: Indigenous Knowledge Traditions and the Postcolonial Ethics of Academic Inquiry and Community Engagement.” American Journal of Community Psychology


Hau’ofa, Epeli. “Our Sea of Islands.” In E. Waddell, V. Naidud and E. Hau’ofa, eds., A New Oceania: Rediscovering Our Sea of Islands. Suva: USP, 3-16.

Heavy Runner, Iris and Joanne Sebastian Morris, “Traditional Native Culture and Resilience;” paper from Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.

NAX 494 Syllabus/Fall 2020


Raibmon, Paige. Selection from Authentic Indians


Treaty With the Blackfeet, 1855

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Grading percentages
Discussion Papers: 20
Class Participation: 20
Book Presentations: 20
Book Reviews: 20
Abstract and bibliography for term paper: 5
Term Paper: 15

Assignments:
1) Discussion Papers: Each Tuesday beginning week 2 bring a 2-3 page typed single space (12 point font) list of questions and comments from the readings that you can use for discussion. These will be graded simply on a check or no check basis. Note: You may skip one article per week, but no more than one. If you are skipping from the Medicine book you may skip one chapter, NOT one full part. You must indicate in your notes which article you are skipping.
2) Class participation. Attend each class and participate in group discussion.
3) Book presentations: You will read four books from the Reports list and report to the class on these, as well as write a short review for each (see #4 for reviews). Presentations will be graded on content, organization, preparation, and delivery. 5 points each. You must make the presentation on the day assigned or you will receive a 0 for the assignment. If you must miss the assigned day, you may switch dates with someone else. If you fail to do so, you will receive a 0 for the assignment. No exceptions/no excuses/no makeups.
4) 4 book reviews. Write a summary and analysis of each of the four readings you signed up for/were assigned 3-4 pages (maximum 1000 words). 5 points each. Due in class on the day of the presentation. Bring copies for all of your classmates.
5) Term Paper: Select what you think is the most significant issue in Indian country today. Write a research paper on the topic showing a mastery of the literature relating to the topic you choose. You may use internet sources only with the approval of the instructor. Documentary research or field research are acceptable. 12-18 pages (3,000-4,500 words), typed, double spaced. Follow Dr. Dave’s Rules.
for Writing. Paper topic abstract and source list due March 14. Final paper due final Thursday of class.

NOTE: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the university. All students need to be familiar with the Student Conduct Code. The code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321 .

This course is accessible to and usable by otherwise qualified students with disabilities. To request reasonable program modifications, please consult with the instructor. Disability Services for Students will assist the instructor and student in the modification process. For more information, visit the Disability Services website at www.umt.edu/disability

UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”
http://catalog.umt.edu/academics/policies-procedures/