Spring 2-1-2019

NASX 494.01: Reading Seminar in Native American Studies

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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 January 10: Introductions and book assignments

Week 2 January 15, 17: 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

*Reports:*
Earling, *Perma Red*
Yellow Robe, *Grandchildren*


*Reports:*
Silva, *Aloha Betrayed*
Hogue, *Metis and the Medicine Line*


*Reports:*
LaDuke, *All Our Relations*
Binnema, *Common and Contested Ground*


*Reports:*
Braun, *Buffalo Inc.*
Harmon, *Rich Indians*


*Reports:*
Deloria, *The World We Used to Live In*
LaPier, *Invisible Reality*

**Term Paper Topic abstract and list of sources due Thursday**


*Reports:*
Wenger, *We Have a Religion*
Mihesuah, *Repatriation Reader*

Week 11 March 19, 21: *Gender and Family*: Mays “I can’t see em comin down my eyes;” Medicine, *Learning*, Part 3 and Part 5

*Reports:*
Deer, *The Beginning and End of Rape*
Hill, *Webs of Kinship*

Week of March 25-29: *Spring Break*
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Week 12 April 2, 4: Education: Beck, “American Indian Higher Education;” Kipp, Encouragement, Guidance, Insights; Greymorning, “Going Beyond Words,” Medicine, Learning, Part 2

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


Reports: Cobb, Native Activism
VanDevelder, Coyote Warrior


Reports: Anaya, Indigenous Peoples in International Law
Allison, Sovereignty for Survival


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

TERM PAPER DUE Thursday

Readings

Book to Purchase:


Books for Reports:


Articles:

Agreement with the Blackfeet


Beck, Abaki. *Ahwahsiin: (The Land/Where we get our Food): Traditional Foods and Contemporary Food Sovereignty on the Blackfeet Reservation*. (Saokio Heritage, Blackfeet Indian Reservation, 2017).


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


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.


Raibmon, Paige. Selection from Authentic Indians


Treaty With the Blackfeet, 1855


**Grading percentages**

Discussion Papers: 20

Class Participation: 20

Book Presentations: 20

Book Reviews: 20
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](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](http://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.”

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