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NASX 494.01: Reading Seminar in Native American Studies

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& by appointment

NASX 494
Spring 2019
3 Credits
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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

Week 3 January 22, 24: *Interpretation:* Rubin, “Indian Givers;” Dalton, “White Skin Privilege;” Gone, “It Felt Like Violence;” Beck, ““Collecting among the Menomini;”” Pasley, “Midget on Horseback”

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

Week 4 January 29, 31: *Traditional Societies:* Pascua, “Ozette;” Heavy Runner and Morris, “Traditional Native Culture and Resilience;” Davies, “Navajo Healing;” Barsh, “Ethnogenesis;” Keyser, “Cheval Bonnet”

Reports: Schele and Freidel, *Forest of Kings*
Johnston, *The Manitous*

Week 5 February 5, 7: *Oral Tradition/Literate Tradition*: Deloria, *Waterlily* Chapter 8; Northrup, Selections; Wilson, "Story Telling;" Finney, "With Myth;" Smith, "Oral Tradition"

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

Week 6 February 12, 14: *Invasion*: McNeil, "How the Potato;" White, "The Middle Ground;" Fussell, "Translating Maize into Corn;" Canny, "The Ideology of English Colonization;" Dempsey, "Small Pox"

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

Week 7 February 19, 21: *Ecology and Subsistence*: Walker and Doerfler, "Wild Rice;" Ruppert, "Buying Secrets;" Salish-Pend d'Oreille Culture Committee; Peacock and Turner, "Just Like a Garden;" LaPier, "Between Hay and Grass;" Beck, *Ahwahsiin*

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

Week 8 February 26, 28: *Economic Development*: Bonnin, "Oklahoma's Poor Rich Indians;" Cahill, Selection; Raibmon, Selection; Johnson, "Indian Casinos;" York, "Hobbema;" Bauer, "Working for Identity;" Booth, "If the Cattle Are Going to Die"

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

Week 9 March 5, 7: *Religion*: Dowd, "Thinking and Believing;" McLeary, "Ethnohistory of Pentecostalism;" Farr, "Troubled Bundles, Troubled Blackfeet;" Gross, "Bimaadiziwin;" Warren, "Wage Work in the Sacred Circle;" Clatterbuck, "Sweet Grass Mass"

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

Term Paper Topic abstract and list of sources due Thursday

Week 10 March 12, 14: *Religious Freedom*: Boxberger, "My Science Can Beat Up Your Science;" Huckleberry, "A Scientist's Perspective;" Hrdlička, "Directions for Collecting;" Deloria, "A Simple Question of Humanity;" Dumont, "The Politics of Scientific Objections to Repatriation;" *Bonnischen v. U.S.*; Wenger, "Indian Dance"

Reports: Wenger, *We Have a Religion*
Mihehuah, *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**

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*

Week 13 April 9, 11: *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 14 April 16, 18: *Sovereignty and Governance*: Miller, "Introduction;" Margold, "Solicitor's Opinion;" Flies-Away, Garrow and Jorgensen, "Native Nation Courts;" Clow, "The Anatomy of a Lakota Shooting;" *Honoring Nations*

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

Week 15 April 23, 25: *Identity*: Campbell, "The Lemhi Shoshoni;" Johnston, "Precious 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*.
Champaign: University of Illinois Press, 2001.

Honoring Nations 2015. Harvard Project on American Indian Economic Development.
Past reports available under the Honoring Nations tab at <http://hpaied.org/>

Books for Reports:

Allison, James Robert III, *Sovereignty for Survival: American Energy Development and Indian Self-Determination*, (New Haven, Yale University Press, 2015)

Anaya, S. James, *Indigenous Peoples in International Law*. New York: Oxford University Press, 2nd ed., 2004 (must use in law library)

Binnema, Theodore. *Common and Contested Ground: A Human and Environmental History of the Northwestern Plains*. Norman: University of Oklahoma Press, 2001.

Braun, Sebastian Felix. *Buffalo Inc.: American Indians and Economic Development*. Norman: University of Oklahoma Press, 2013.

Calloway, Colin. *New Worlds for All: Indians, Europeans and the Remaking of Early America*. Baltimore: Johns Hopkins Press, 1997

- Cleary, Linda Miller and Thomas D. Peacock. *Collected Wisdom, American Indian Education*. Boston: Allyn and Bacon, 1998.
- Cobb, Daniel. *Native Activism in Cold War America: The Struggle for Sovereignty*. Lawrence: University Press of Kansas, 2008.
- Deer, Sarah. *The Beginning and End of Rape: Confronting Sexual Violence in Native America*. Minneapolis: University Of Minnesota Press, 2015
- Deloria, Vine Jr. *The World We Used to Live In: Remembering the Powers of the Medicine Men*. Boulder: Fulcrum Publishing, 2006.
- Earling, Debra Magpie. *Perma Red*. New York: BlueHen Books, 2002.
- Fisher, Andrew H.. *Shadow Tribe: The Making of Columbia River Indian Identity*. Seattle: University of Washington Press, 2010.
- Gould, Stephen J., *The Mismeasure of Man*. New York, W. W. Norton & Co., 1981.
- Jennings, Francis. *The Invasion of America: Indians, Colonialism, and the Cant of Conquest*. New York: W. W. Norton & Co., 1976.
- Harmon, Alexandra, *Rich Indians* Chapel Hill: University of North Carolina Press, 2010.
- Hill, Christina Gish. *Webs of Kinship: Family in Northern Cheyenne Nationhood*. Norman: University of Oklahoma Press, 2017.
- Hogue, Michel, *Metis and the Medicine Line*. 2015
- Johnston, Basil H., *The Manitous*. St. Paul: Minnesota Historical Society Press, 2001.
- LaDuke, Winona. *All Our Relations: Native Struggles for Land and Life*. Boston: South End Press, 1999.
- LaPier, Rosalyn R. and David R.M Beck. *City Indian: Native American Activism in Chicago, 1893-1934*. Lincoln: University of Nebraska Press, 2015.
- Krech, Shepard III. *The Ecological Indian: Myth and History*. New York: W.W. Norton & Company, 1999.
- LaPier, Rosalyn, *Invisible Reality: Storytellers, Storytakers, and the Supernatural World of the Blackfeet*. Lincoln: University of Nebraska Press, 2017.
- Mihesuah, Devon A., ed., *Repatriation Reader: Who Owns American Indian Remains?* Lincoln: University of Nebraska Press, 2000.
- Schele, Linda and David A. Freidel: *A Forest of Kings: The Untold Story of the Ancient Maya*. New York: Morrow, 1992.
- Silva, Noenoe. *Aloha Betrayed: Native Hawaiian Resistance to American Colonialism*. Durham NC: Duke University Press, 2004.
- Szasz, Margaret Connell, *Education and the American Indian: The Road to Self-Determination Since 1928*. 3d edition. Albuquerque: University of New Mexico Press, 1999.
- Tierney, Patrick. *Darkness in El Dorado: How Scientists and Journalists Devastated the Amazon*. New York: Norton, 2000.
- VanDevelder, Paul. *Coyote Warrior : One Man, Three Tribes, and the Trial That Forged a Nation*. Little Brown: 2004.
- Wenger, Tisa. *We Have a Religion: The 1920s Pueblo Indian Dance Controversy and American Religious Freedom*. Chapel Hill: University of North Carolina Press, 2009
- Yellow Robe, William S. Jr. *Grandchildren of the Buffalo Soldiers and other untold stories: Five Plays*. Edited by Margo Lukens. Los Angeles: UCLA AIS: 2009

Articles:

Agreement with the Blackfeet

Allen, Charlotte. "Spies Like Us: When Sociologists Ignore Their Subjects," *Lingua Franca, The Review of Academic Life* (November, 1997), 31-39.

Barsh, Russel Lawrence. "Ethnogenesis and Ethnonationalism from Competing Treaty Claims." In Alexandra Harmon, ed., *The Power of Promise: Rethinking Indian Treaties in the Pacific Northwest*. Seattle: University of Washington Press, 2008, 215-43.

Bauer, William, "Working for Identity: Race, Ethnicity, and the Market Economy in Northern California, 1875-1936," Chapter 11 in Brian Hosmer and Colleen O'Neill, eds., *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century* (Boulder: University Press of Colorado, 2004), pp. 238-57.

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., "American Indian Higher Education Before 1974: From Colonization to Self-Determination." *The Australian Journal of Indigenous Education* 27:2 (December, 1999), 12-23.

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

Booth, Peter M. "'If the Cattle Are Going to Die, Let Them Die': Tohono O'odham and New Deal Conservation." Chapter 5 in Richmond L. Clow and Imre Sutton eds., *Trusteeship in Change: Toward Tribal Autonomy in Resource Management* (Boulder: University Press of Colorado, 2001), pp. 115-44.

Bonnin, Gertrude (Zitkala Sa), "Oklahoma's Poor Rich Indians, An orgy of Graft and Exploitation of the Five Civilized Tribes – Legalized Robbery," (Philadelphia: Indian Rights Association, 1924)

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

Boxberger, Daniel L. "My Science Can Beat Up Your Science: The Ancient One in Court." Paper presented at American Society for Ethnohistory, 17-21 October 2001.

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

Campbell, Gregory R. "The Lemhi Shoshoni: Ethnogenesis, Sociological Transformations, and the Construction of a Tribal Nation." *American Indian Quarterly* 25:4 (Fall 2001): 539-578.

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

Carter, Nancy Carol. "U.S. Federal Indian Policy: An Essay and Annotated Bibliography." *Legal Reference Services Quarterly* 30 (2011): 210-230.

Clatterbuck, Mark Stephen. "Sweet Grass Mass and Pow Wows for Jesus: Catholic and Pentecostal Missions on Rocky Boy's Reservation." *U.S. Catholic Historian* 27:1 (2009): 89-112.

- Clow, Richmond L., "The Anatomy of a Lakota Shooting: Crow Dog and Spotted Tail, 1879-1881." *South Dakota History* 28:4 (1998), 209-225.
- Dalton, Harlon L. "White Skin Privilege," in *Racial Healing* (New York: Doubleday, 1995), 105-116.
- Davies, Wade. "How Boarding School Basketball Became Indian Basketball." Chapter 17 in Elizabeth Delaney Hoffman, *American Indians and American Popular Culture* (Westport CT: Praeger, 2012), 263-78.
- Davies, Wade, "Navajo Healing and Western Medicine," Chapter 1, *Healing Ways: Navajo Health Care in the Twentieth Century*. Albuquerque: University of New Mexico Press, 2001.
- Deloria, Ella Cara, *Waterlily*. Lincoln: University of Nebraska Press, 1988. Chapter 8: 68-83.
- Deloria, Vine Jr., "A Simple Question of Humanity: The Moral Dimensions of the Reburial Issue." *NARF Legal Review* 14:4 (1989), 1-12.
- Dempsey, Hugh. "Smallpox: Scourge of the Plains."
- Dowd, Gregory Evans, "Thinking and Believing: Nativism and Unity in the Ages of Pontiac and Tecumseh." *American Indian Quarterly* 16:3 (1992) 309-335.
- Dumont, Clayton. "The Politics of Scientific Objections to Repatriation." *Wicazo Sa Review* (Spring 2003): 109-28.
- Farr, William E., "Troubled Bundles, Troubled Blackfeet, The Travail of Cultural and Religious Renewal," *Montana* 43:4 (Autumn, 1993), pp. 3-18.
- Finney, Ben. "With Myth as their Inspiration." Unpublished paper, Association for Anthropology in Oceania meeting, 2003.
- Flies-Away, Joseph Thomas, Carrie Garrow, and Miriam Jorgensen, "Native Nation Courts: Key Players in Nation Rebuilding." Chapter 5 in Miriam Jorgensen, ed., *Rebuilding Native Nations: Strategies for Governance and Development*. Tucson: University of Arizona Press, 2007. Pp. 115-45.
- Fussell, Betty, "Translating Maize into Corn: The Transformation of America's Native Grain." *Social Research* 66:1 (1999): 41-65.
- 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*
- Greymorning, Steve. "Going Beyond Words: The Arapaho Immersion Program," in Jon Reyhner, ed., *Teaching Indigenous Languages*. Flagstaff: Center for Excellence in Education, Northern Arizona University, 1997. Pp. 22-30.
- Gross, Lawrence W. "Bimaadiziwin, or the "Good Life," as a Unifying Concept of Anishinaabe Religion." *American Indian Culture and Research Journal* 26:1 (2002): 15-32.
- Hau'ofa, Epeli. "Our Sea of Islands." In E. Waddell, V. Naiud 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.
- Hrdlička, Aleš. "Directions for Collecting Information and Specimens for Physical Anthropology." Washington: Government Printing Office, 1904.

- Huckleberry, Gary. "A Scientist's Perspective on the Significance of the Ancient One (a.k.a. Kennewick Man)." Paper presented at American Society for Ethnohistory, 17-21 October 2001.
- Jarding, Liliias Jones. "Tribal-State Relations Involving Land and Resources in the Self-Determination Era." *Political Research Quarterly*, 57:2 (2004), 295-303.
- Johnson, Ronald N., "Indian Casinos: Another Tragedy of the Commons." Chapter 8, pp. 214-41 in Terry L. Anderson, Bruce L. Benson, and Thomas E. Flanagan, *Self-Determination: The Other Path for Native Americans*. Stanford CA: Stanford University Press, 2006.
- Johnston, Basil, "Precious Languages," *Turtle Quarterly* 5:2 (1993), 32-36.
- Keyser, James D. "Cheval Bonnet: A Crow Calling Card in the Blackfeet Homeland." *Ethnohistory* 65:1 (2018): 129-55.
- Kipp, Darrell R. *Encouragement, Guidance, Insights, and Lessons Learned for Native Language Activists Developing their own Tribal Language Programs*. Browning: Piegan Institute, 2000.
- LaPier, Rosalyn R. "'Between Hay and Grass:' A Brief Examination of Two Métis Communities in Central Montana in the 1880s." In William Furdell, ed., *Proceedings of the University of Great Falls International Conference on the Métis Peoples of Canada and the United States* (1996), pp. 105-20.
- Margold, Nathan. "Solicitor's Opinion," October 25, 1934, pp. 445-478 in *Opinions of the Solicitor of the Department of the Interior Relation to Indian Affairs, 1917-1914*, Vol. 1 (Washington: Government Printing Office, n.d.)
- Mays, Kyle T. "'I can't see em comin down my eyes/so I gotta make this post cry': Or, How Our Toxic Indigenous Masculinity is Stopping the Revolution." 18 October 2017. <http://nativeappropriations.com/2017/10/i-cant-see-em-comin-down-my-eyesso-i-gotta-make-this-post-cry-or-how-our-toxic-indigenous-masculinity-is-stopping-the-revolution.html>
- McLeary, Timothy P. "An Ethnohistory of Pentecostalism among the Crow Indians of Montana." *Wicazo Sa Review* 15:1 (Spring 2000): 117-35.
- McNeil, William H. "How the Potato Changed the World's History." *Social Research* 66:1 (1999)
- Miller, Mark Edwin. Introduction. *Claiming Tribal Identity: The Five Tribes and the Politics of Federal Acknowledgement* (Norman: University of Oklahoma Press, 2013): 3-27.
- Miller, Susan A. "Native America Writes Back: The Origin of the Indigenous Paradigm in Historiography." *Wicazo Sa Review* 23:2 (Fall 2008): 9-28
- Northrup, Jim, Selections from *Walking the Rez Road*: "Fritz and Butch," 49-52 and "Culture Clash," 99-103. Stillwater Mn: Voyageur Press, 1993.
- Pascua, Maria Parker. "Ozette, A Makah Village in 1491." *National Geographic* 180:4 (1991), 38-53.
- Pasley, Jeff. "Midget on Horseback." *Common Place* 9:1 (October 2008), 13 pp.
- Peacock, Sandra L. and Nancy J. Turner, "Just Like a Garden: Traditional Resource Management and Biodiversity Conservation on the Interior Plateau of British Columbia." Chapter 5 in Paul E. Minnis and Wayne J. Elisens, eds., *Biodiversity and Native America*. Norman: University of Oklahoma Press, 2002. Pp. 133-179.
- Raibmon, Paige. Selection from *Authentic Indians*

- Rosenthal, Harvey D., "Indian Claims and the American Conscience: A Brief History of the Indian Claims Commission." Chapter 2 in Imre Sutton, ed., *Irredeemable America: The Indians' Estate and Land Claims*. Albuquerque: University of New Mexico Press, 1985. Pp. 35-70.
- Rubin, Paul, "Indian Givers." *Phoenix New Times* (May 27, 2004)
- Ruppert, David, "Buying Secrets: Federal Government Procurement of Intellectual Cultural Property." Chapter 8 in Tom Greaves, ed., *Intellectual Property Rights for Indigenous Peoples: A Sourcebook*. Oklahoma City: Society for Applied Anthropology, 1994. Pp. 111-128.
- Salisbury, Neal. "Embracing Ambiguity: Native Peoples and Christianity in Seventeenth-Century North America." *Ethnohistory* 50:2 (2003), 247-259.
- Salish-Pend d'Oreille Culture Committee and Elders Cultural Advisory Council, Confederated Salish and Kootenai Tribes. *The Salish People and the Lewis and Clark Expedition*. University of Nebraska Press, Lincoln, 2005.
- Shanley, Kathryn. "The Indians America Loves to Love and Read, American Indian Identity and Cultural Appropriation." *American Indian Quarterly* 21:4 (1997), 675-702.
- Smith, Cathay Y. N. "Oral Tradition and the Kennewick Man.: *The Yale Law Journal Forum* (November 3, 2016): 216-31.
- Smith, Linda Tuhiwai, *Decolonizing Methodologies: Research and Indigenous Peoples*. New York: Zed Books, 1999. Introduction, pp. 1-18.
- Thompson, Benjamin W. "The De Facto Termination of Alaska Native Sovereignty: An Anomaly in an Era of Self-Determination." *American Indian Law Review* 24:2 (1999-2000), 421-454.
- Treaty With the Blackfeet, 1855
- Walker, Rachel Durkee and Jill Doerfler, "Wild Rice: The Minnesota Legislature, A Distinctive Crop, CMS, and Ojibwe Perspectives." *Hamline Law Review* 32 (2009): 499-527.
- Warren, Louis. "Wage Work in the Sacred Circle: The Ghost Dance as Modern Religion." *The Western Historical Quarterly* 46:2 (2015): 141-68.
- Wenger, Tisa. "Indian Dance and the Politics of Religious Freedom." *Journal of American Academy of Religion* 79:4 (December 2011): 850-78.
- White, Richard, "The Middle Ground." Chapter 2 in *The Middle Ground: Indians, empires and republics in the Great Lakes region, 1650-1815*. Cambridge: Cambridge University Press, 1991, 50-93.
- Wilson, Gilbert L., "Story Telling," Chapter 4 in *Waheenee, An Indian Girl's Story told by herself to Gilbert L. Wilson*. Lincoln: University of Nebraska Press, 1988, orig. 1921. Pp. 35-43.
- York, Geoffrey, "Hobbema: Oil and Suicide," Chapter 4 in *The Dispossessed: Life and Death in Canada*, Toronto: Little Brown and Company, 1992: 88-106.

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/VP/SA/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."

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