NASX 494.01: Senior Readings Seminar in Native American Studies: Capstone Course

David Beck

University of Montana - Missoula, david.beck@umontana.edu

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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 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: Introduction: Allen, “Spies Like Us;” Shanley, “The Indians America Loves to Love;” 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
NAS 494 Syllabus/Autumn 2013


Reports: Greymorning, A Will to Survive
         Calloway, New Worlds for All


Reports: Kreich, The Ecological Indian
         Binnema, Common and Contested Ground


Reports: Ambler, Breaking the Iron Bonds
         Harmon, Rich Indians


Reports: Deloria, The World We Used to Live In
         Tedlock, Popol Vuh

Term Paper Topic abstract and list of sources due


Reports: Gordon-McCutchan, The Taos Indians
         Miheusauh, Repatriation Reader

Week 10: Gender and Family: Miller, “Contemporary Tribal Codes and Gender Issues;” Medicine, Learning, Part 3 and Part 5

Reports: Perdue, Sifters
         Ackerman, A Necessary Balance

Week 11: 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*  
- Miller, *Invisible Indigenes*


**Reports:**  
- Deloria, *Indians in Unexpected Places*  
- Fisher, *Shadow Tribe*

**TERM PAPER DUE**

**Readings**

**Book to Purchase:**  

**Online Reading:**  

**Books for Reports:**


**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


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


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.”


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.


Treaty With the Blackfeet, 1855


**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 up to five articles, but no more than one in any given week. You must indicate in your notes when you are choosing to skip at article, and which one.

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.

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, typed, double spaced. Follow Dr. Dave’s Rules for Writing. Paper topic abstract and source list due March 21. Final paper due final Tuesday 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.