NASX 494.01: Senior Readings 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:


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


Reports: Krich, *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 March 21*


Reports: Gordon-McCutchan, *The Taos Indians*
Mihesuah, *Repatriation Reader*

April 2, 4: *Spring Break*

Week 10 April 9, 11: *Gender and Family*: Miller, “Contemporary Tribal Codes and Gender Issues;” Medicine, *Learning*, Part 3 and Part 5

Reports: Perdue, *Sifters*
Ackerman, *A Necessary Balance*

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


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

(Select and read four reports from the website)

**Reports:** Anaya, *Indigenous Peoples in International Law*
Miller, *Invisible Indigenes*


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

**TERM PAPER DUE Tuesday May 7**

**Readings**

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

**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


*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.”


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.


Jarding, Lilias Jones. “Tribal-State Relations Involving Land and Resources in the Self-

214-41 in Terry L. Anderson, Bruce L. Benson, and Thomas E. Flanagan, *Self-
Determination: The Other Path for Native Americans*. Stanford CA: Stanford


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

Solicitor of the Department of the Interior Relation to Indian Affairs, 1917-1914,

McLeary, Timothy P. “An Ethnohistory of Pentecostalism among the Crow Indians of

McNeil, William H. “How the Potato Changed the World’s History.” *Social Research*
66:1 (1999)

Miller, Bruce G. "Contemporary Tribal Codes and Gender Issues," *American Indian

Miller, Mark Edwin. Introduction. *Claiming Tribal Identity: The Five Tribes and the
Politics of Federal Acknowledgement* (Norman: University of Oklahoma Press,

Miller, Susan A. “Native America Writes Back: The Origin of the Indigenous Paradigm

Northrup, Jim, Selections from *Walking the Rez Road: “Fritz and Butch,”* 49-52 and

Pascua, Maria Parker. “Ozette, A Makah Village in 1491.” *National Geographic* 180:4

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

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


Cultural Property.” Chapter 8 in Tom Greaves, ed., *Intellectual Property Rights*


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](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).