

INDS 105/ENG 105
Introduction to American Indian Studies
Fall 2009

Instructor: N. Dragone

Office: Fenton 269

Office Hours: M & W 10:00 – 11:00 a.m.

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Course No.: INDS 105

Class Times : M, W, & F 12:00-12:50 pm

Location :

Course Description:

Introduction to American Indian Studies introduces students to the multi-disciplinary nature of American Indian Studies. The course is divided into three parts with each part emphasizing a different set of knowledges and approaches to the study of American Indian cultures. The first part of the course will examine the historical relationships between American Indians and the U.S. and Canadian Governments. Emphasis will be placed on changes in federal policies, and the importance of law in shaping American Indian geographies. Part two of the course examines the politics of “Indian Country,” the environment, changing Indian demographics, economic development, and international relations. Part three will focus on cultural politics and will examine Indian ethnic identity, representations of Indians in movies and literature, and Indian self-expression through literature and other expressive forms.

Course Texts:

- Deloria, Vine. *Behind the Trail of Broken Treaties An Indian Declaration of Independence*. Austin: University of Texas Press, 1994.
- Justice, Daniel Heath. *Our Fires Survive the Storm. A Cherokee Literary History*. Minneapolis & London: University of Minnesota Press, 2006.
- Mohawk, John. *Basic Call to Consciousness*. Summertown: Native Voices, 2005.
- Nelson, Melissa K., ed. *Original Instructions: Indigenous Teachings for a Sustainable Future*. Rochester: Bear & Company, 2008.
- Harris, Lauralee K. *Spoken Trees*. Mississauga: P3 Media, Inc., 2003.

Other Required Materials: STAPLER & STAPLES & Pens with Blue or Black Ink

Course Rationale.

INDS 105, like the majority of courses taught by the English Department, offers students from a wide range of majors, minors, and concentrations the chance to interact and integrate their professional goals with those of the specific course. This course expands the students’ understanding of Indigenous cultures and their accomplishments and challenges them to place themselves in the “other’s” experience, fulfilling the college’s goal of offering a multicultural and diverse education. This course also exposes students to the wide field of study approaches, including literature, tribal politics/law, history, and anthropology and film.

Course Requirements/Grading Policy:

Students will a pop-culture group collage project; in-class group discussions; group-facilitated class discussions; and a final group project. In addition students will complete a series of critical response papers, free-writes, quizzes, and in-class essay exams. Attendance is important as class and group participation are figured into the grade

Critical Response Papers	10%
Quizzes	10%
Free Writes	5%
Class Participation:	20%
Group Participation in Class:	10%
Pop Culture Group Presentation	15%
Indigenous Rights Group Project	10%
Final Group Poster/Storyboard Project	20%

Attendance/Late Arrivals:

Please be aware that unexcused absences will affect your final grade as class and group participation total 20% of your grade. Attendance will be taken daily with a roll sheet. It is your responsibility to sign in on the roll.

Accommodations for Disabled Students:

Any student who has a disability that may prevent him/her from fully participating in the class should contact the instructor immediately so that we can discuss accommodations that will allow your full participation.

Syllabus & Late Paper Policy:

The syllabus is subject to revision as dictated by the needs of the class. You are responsible for submitting essay/homework assignments on the scheduled dates. A letter grade will be subtracted for each day the paper is late.

ALL PAPERS – essays, homework, proposals and final semester papers, etc. – should be turned in by the deadline outlined in the syllabi. Late papers will be docked one letter grade for each day they are late. Unless otherwise instructed, all papers should be typed, double-spaced, Times-New Roman 10 or 12 point font.

*******Indigenous People's culture and identity are tied to their spiritual relationship to the land and the natural world. Throughout this semester we will be looking the this relationship as well as the importance of the following concepts with regards to this relationship: nationhood, peoplehood, citizenship, sovereignty, self-determination, peoples, minorities, development, technology and spirituality. As you see discussions of these concepts in your readings, you should take notes****.***

Lectures and Readings:

Course Topics and Reading Schedule

- Week 1: August 24 - 28
 - Course Introduction.
 - Homework due 8/26: Work on Pop Culture Collage.
 - Work on Pop Culture Collage in Class on 8/26.
 - Readings due Friday, 8/28: Read Rick Hill essay (-217); Kim Roppolo poem (10 pages); Richard Van Camp short story (pgs 37-47). [handouts]
 - Group discussion of readings, contextualized within exploration of how pop culture images shape American understandings of American Indians.
 - Readings due Monday, 8/31: *Sister Nations* (107-113, 134-35, 140-44); Katsi Cook essays “Women’s Dance” and “Women’s Thread;” and Eric Gansworth’s poem, “Song for a Snapping Turtle Rattle.” [handouts]

- Week 2: August 31 – Sept. 4
 - Indigenous Knowledge and Western Academic Knowledge; Class discussion of readings.
 - Readings due Wednesday, 9/2: Vine Deloria’s *Behind the Trail of Broken Treaties* (vii-xi; 1-42)
 - Doctrine of Discovery; Cherokee Nation Trilogy
 - Readings due Friday, 9/4: Vine Deloria’s *Behind the Trail of Broken Treaties* (43-84)
 - John Trudell, spokesman of AIM. Listen to J.T. D.N.A. in preparation for watching the documentary *Trudell*.
 - Readings due Wednesday, 9/9: Vine Deloria’s *Behind the Trail of Broken Treaties* (85-140)
Groups 1 & 2: Critical Response Paper – how do you feel the Doctrine of Discovery has impacted nationhood, sovereignty, and self-determination.
Groups 3 & 4: Critical Response Paper – how do you feel the Marshall Trilogy, specifically his “domestic dependent nations” policy impacted nationhood, sovereignty and self-determination.

- Week 3: Sept 7-11
 - Monday, 9/7: LABOR DAY, NO CLASS.
 - Wednesday, 9/9: Discuss and collect critical response papers. Begin watching “**Trudell.**”
 - Readings due Friday, 9/11: Vine Deloria’s *Behind the Trail of Broken Treaties* (141-160).
 - Finish watching “Trudell.”
 - Readings due Monday, 9/14: Tom Holm’s “Sovereignty and Peoplehood;” Bob Thomas’s “Getting to the Heart of the Matter” (13-26) [handouts]; and Vine Deloria’s *Behind the Trail of Broken Treaties* (161-186).

- Week 4: Sept 14-18
 - Groups to define “sovereignty,” “self-determination,” and “peoplehood.”
 - Readings due Wednesday, 9/16: Tom Holm’s *The Great Confusion of Indian Affairs* (1-49) [handout]
 - Groups present their definitions of “sovereignty,” “self-determination,” and “peoplehood.” Based on presentations, create class definitions.
 - Readings due Friday 9/18: Vine Deloria and Clifford Lytle’s *American Indians, American Justice* (1-57).
 - 19th Century American Indian Policy: re-cap Marshall Trilogy, then discuss – Grant’s Peace Policy; Reservation System; Boarding Schools; Crow Dog, the Major Crimes Act, and Kagama; Court of Indian Offenses; and Allotment and Blood Quantum.
 - Review for Monday 9/21: Vine Deloria’s *Behind the Trail of Broken Treaties* (161-186).

- Week 5: Sept. 21 - 25
 - Watch “**Where the Spirit Lives.**”
 - Homework for 9/23: Work on Pop Culture Collage.
 - Watch “**Where the Spirit Lives.**”
 - Readings due Friday 9/25: Vine Deloria’s *Behind the Trail of Broken Treaties* (187-228) Critical Response paper on readings also 9/25: How have IRA and other early 20th century Indian policies impacted “sovereignty,” “self-determination,” and “peoplehood.”
 - Finish watching “**Where the Spirit Lives**” and discussing the Boarding Schools. Discuss the Merriam Report and the Indian Citizenship Act; Indian Re-organization Act; Termination & Relocation; and, the Indian Claims Commission.
 - Homework due for 9/28, work on Pop Culture Collage.

- Week 6: Sept. 28 – Oct. 2
 - FALL BREAK 9/28-29/09
 - Watch, “**American Outrage**” (Dann Sisters)
 - Readings due Friday 10/2, Vine Deloria’s *Behind the Trail of Broken Treaties* (141-160).
 - Short in-class essay on Vine’s discussion of Treaties; work on Pop Culture projects in class.
 - Pop Culture Project Presentations begin on Monday, 10/5. Each group has 15-20 minutes. All Group Members must participate in the presentation.

- Week 7: Oct 5-9
 - Monday, 10/5: Groups 2 & 4 present Pop Culture projects.
 - Readings due 10/7: *Basic Call to Consciousness*: Intro and Pre-Amble (9-25)
 - Wednesday, 10/7: Groups 3 & 1 present Pop Culture Projects.
 - Readings due 10/9, *Basic Call to Consciousness*: Haudenosaunee to Deskaheh’s speech (26-54). Complete take-home reading quiz.
 - Discuss Haudenosaunee Creation, Thanksgiving Address.
 - Due Monday, 10/12: Critical Response paper to readings, class discussion on Thanksgiving Address as Indigenous Knowledge. Cite sources internally and on works cited in MLA Format.

- Week 8: Oct 12-16
 - Discuss Haudenosaunee Great Peace, System of Governance, and the Two-Row Wampum.
 - Readings due Wednesday, 10/14: *Basic Call to Consciousness* (80-91). Write a critical response paper on John Mohawk’s description of the “basic call to consciousness” and its relevance to modern technology, development, and the Natural World’s rights. Kim Anderson’s *A Recognition of Being* (98-153)
 - Wednesday, 10/14 Watch *Sewatokwa’ tshera’t, The Dish with One Spoon.*
 - Readings due 10/16: *Basic Call to Consciousness* (91-). Take-home reading quiz: Outline the legal history John Mohawk discusses in this section; also list and define, based on the readings, Haudenosaunee understandings of development, technology, sovereignty, self-determination and peoplehood.
 - Friday, 10/16 Finish watching *Sewatokwa’ tshera’t, The Dish with One Spoon* and complete film quiz.

- Week 9: Oct. 19-23
 - Group discussions of statements delivered by the Haudenosaunee Delegation to the 1977 NGO Conference. Identify the issues of importance.
 - Readings due Wednesday, 10/21: *Basic Call to Consciousness* (“Policies of Oppression”).
 - Wednesday, 10/21: Working with the three Haudenosaunee statements, develop an understanding of Indigenous views of “nationhood,” “peoplehood,” “sovereignty,” and “self-determination.”

- Readings due Friday, 10/23: *Basic Call to Consciousness* (“Our Strategy for Survival,” and “Afterword.”)
- Special Guest Speaker: **Dick Cain (Lakota)**
- Readings due Monday, 10/26: Daniel Heath Justice’s *Our Fires Survive the Storm* (“Notes on Terminology,” “Deep Roots,” “Beyond the Civilized Savage.”) Compare Justice’s discussion of peoplehood with Tom Holm’s and Bob Thomas’s discussions of same.
- Week 10: Oct. 26-30
 - Group and class discussion on Justice’s discussions of “peoplehood,” “nationhood,” “sovereignty,” and “self-determination.”
 - Readings due Wednesday, 10/28: Daniel Heath Justice’s *Our Fires Survive the Storm* (“Geographies of Removal,” and “The Trail Where We Cried.”)
 - Wednesday 10/28: Listen to Choctaw Storyteller Tim Tingle’s *Choctaw Trail of Tears*. Compare with Justice’s “The Trail Where We Cried” to discuss how federal policies reshaped Indigenous geographies.
 - Due Friday, 10/30. Begin Part I of Indigenous Rights Group Project (see hand-out for more information): Each student, based on readings, write a paragraph summarizing your group’s reading; a paragraph explaining peoplehood (refer to Holm, Thomas, and Justice); a definition of sovereignty; and, a definition of self-determination.
 - Group One: Re-Read Vine Deloria’s *Behind the Trail of Broken Treaties*, “the International Arena,” “Reinstituting the Treaty Process,” and “Afterward.”
 - Group 2: Re-Read *Basic Call to Consciousness*, “The Politics of Oppression in the Name of Democracy: Economic History of the Haudenosaunee.”
 - Group 3: Re-Read *Basic Call to Consciousness*, “The Obvious Fact of Our Continuing Existence: Legal History of the Haudenosaunee.”
 - Group 4: Re-Read *Basic Call to Consciousness*, “Spiritualism: The Highest Form of Political Consciousness. The Haudenosaunee Message to the World.”
 - Friday, 10/30: Part II of Indigenous Rights Group Project: Using homework assignments, each group is to write up their group’s collective: summary of their reading; definition of peoplehood; definitions of sovereignty and self-determination. Groups will present these projects to the class on Friday, 11/6.
 - Readings due Monday, 11/2: Melissa Cook’s *Original Instructions* (xxi-xxiv; 1-19, 27-35, 36-38, 42-47). Pay attention to the following terms: “Indigenous Knowledge,” “traditional ecological knowledge,” “prophecy,” “Original Instructions.”
- Week 11: Nov 2-6
 - Group and class discussions exploring “politics of Indian Country” through *Original Instructions* reference to economic and development rights; environmental rights (rights to life); and, natural world’s rights.
Readings due Monday, 11/4: Melissa Cook’s *Original Instructions* (22-27, 48-53, 154-167).
 - Wednesday, 11/4: Special Guest Speaker, **Flip White (Allegany Seneca)**
 - Readings due Friday, 11/6: Melissa Cook’s *Original Instructions* (54-74, 88-115, 126-136).
 - Friday, 11/6: Part II of the Indigenous Rights Group Project – Group presentations of group readings and definitions of peoplehood, sovereignty, and self-determination.
- Week 12: Nov. 9-13
 - In-class essay *Original Instructions*.
 - Homework due Wednesday, 11/11: Begin researching information the Intervention (Part II) of Group Project. See handout.
 - Group 1: Lubicon Cree.
 - Group 2: Navajo
 - Group 3: Great Sioux Nation
 - Group 4: Haudenosaunee, specifically Kahnasatake Mohawks (Oka)

- Wednesday, 11/11: Watch “**Naturally Native.**”
Homework: Research for Intervention portion of Group project.
- Friday, 11/13: Watch “**Naturally Native.**”
Homework: Research for Intervention portion of Group project.
- Week 13: Nov. 16-20
 - In-class group work. Begin drafting the “Intervention” your group will present during Part III of the Group Project. See handout on the project. Use readings from *Original Instructions* as well as your individual and/or group research on your nation to begin drafting “your Nation’s” intervention.
 - Due Wednesday, 11/18: Two copies of the group’s typed Intervention.
 - Wednesday, 11/18. Turn in one copy of the group Intervention. Each group will have 5-10 minutes to present their intervention to the rest of the class. The class will role-play as “judges” of an internationally-organized human and peoples’ rights tribunal, seated to hear the grievances of Indigenous Nations.
 - Readings due Monday, 11/30: Read the following pages in Lauralee K. Harris’s *Spoken Trees* (“Introduction,” 7-11; 61-77)
Write a critical response paper to the readings/paintings by contextualizing your response within Harris’s description of each series [see the introduction]). of Sacred Way Series,
 - Friday, 11/20 – Class cancelled so Groups can meet and work on final group projects. Take notes on group’s discussion. Notes will be collected on 11/30. All group members must sign these notes.
- Week 14: Nov. 23-27
 - THANKSGIVING BREAK
- Week 15: Nov. 30 – Dec. 4
 - Collect both critical response paper on Harris’s *Spoken Trees* and Signed Group Notes for group work completed 11/20 on final group project.
In-class group discussions of Lauralee Harris’s *Spoken Trees*.
 - Readings due Wednesday, 12/2: Lauralee Harris’s *Spoken Trees* (“A Deeper Look Inside.”). Write a critical response to these readings.
 - Group and class discussions of Harris’s *Spoken Trees*.
 - Bernadette Franklin’s presentation on her trip to NAJA. Indigenous self-expression through music.
 - Readings due Friday, 12/4: Lauralee Harris’s *Spoken Trees* (“Spoken Trees” series).
 - Group and class discussions of Harris’s *Spoken Trees*.
 - Homework: Work on final collage project.
- Week 16: Dec. 7-11
 - Watch, “**Medicine River.**”
 - Homework: Work on final collage projects.
 - Watch, “**Medicine River.**”
 - Homework: Work on final collage projects.
 - Britney Jimerson’s presentation on the “Thomas Indian School.”
- Final Exam, Monday 12/14
 - Group Presentations of Final Storyboard Projects.