Course Description

This class offers an introduction to the field of Native American and Indigenous Studies (NAIS), and its interdisciplinary approaches to the study of indigenous nations in the United States and around the world. Work in NAIS employs a range of critical perspectives to address histories of settler colonialism; the mistreatment and misrepresentation of indigenous peoples and cultures; and the crucial role of tribal nations in shaping contemporary global cultures. We will explore critical issues facing Native communities, including legal and cultural identities, revitalization, environmental racism, transnationalism, indigenous feminisms, gender and sexuality, and indigenous sovereignty.

In the process we will read scholarship that introduces us to different methods of studying these issues, and provide a solid historical basis in the history of Native North America and the global indigenous movement. We will draw on work in cultural studies, history, anthropology, settler colonial studies, and environmental studies to understand how scholars have tried to make sense of how the past, present, and future of indigenous communities in the United States and around the world.

Required Texts


Other readings will be made available on Blackboard. The books listed above are available for purchase at the Oberlin College Bookstore and as course reserves at the Mudd Center library.

Contact

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Office: 118 Rice Hall
Office hours: T – Th, 3 to 4.30 or by appointment
Telephone: (440) 775-5472

The easiest way to reach me is by email or by coming to my office hours. I check my email daily during weekdays and on Sundays. Please note that it may take up to 24 hours for me to respond to your email.
Learning Goals

- To explain how the relation between tribal nations and settler nations has shaped indigenous life in the past and in the present;
- To explain how different critical approaches within Native American and Indigenous Studies (NAIS) have explained social, historical, and cultural issues pertaining to Native American and indigenous peoples;
- To gain critical knowledge and effective use of key terms in NAIS, including nationalism, indigenism, transnationalism, settler colonialism, sovereignty, environmental racism, self-determination, and traditionalism;
- To explain key historical events and developments in the history of Native American and Indigenous peoples, including treaty-making, Indian removal, assimilation and allotment, termination, and the global indigenous movement;
- To increase interdisciplinary skills in researching and writing papers, to analyze primary and secondary sources related to Native North America and global indigenous people.

Accommodations

I am committed to designing a course in which all students can learn, and I am working to create inclusive learning environments. Please let me know if there are aspects of the instruction or design of this course that result in dis/ability-related barriers to your participation. You are also encouraged to contact Disability Services in Peters G-27/G-28.

Learning Community

It is important that everyone in this course help make our classroom a supportive learning community. Some of our discussions may broach controversial issues, or can trigger strong personal feelings. Our work in this class will thrive if we create a space where we all are allowed to explore new ideas, perhaps change our minds, and participate in honest yet respectful debate. Since everyone comes to this course with different sets of skills and knowledge, we may have differences of opinion at times—and it is not the aim of this course for us all to reach consensus. We do need to consider each other’s perspectives respectfully, however, and to sharpen our own skills and perspectives through dialogue and learning from each other.
Graded Assignments

I will provide more detailed instructions to these assignments during the semester. See page 7 for due dates.

Weekly responses
In these brief writing assignments you will have the opportunity to critically engage with the discussion topics and record your assessment of the course readings. You should upload 3 paragraphs to Blackboard that respond to one of the next day’s scheduled readings prior to arriving to that class (1 entry per week).

Primary source analysis
In this short (3 pp.) paper, students will practice skills in working with primary sources. After choosing a historical, visual, or literary text related to the course themes, students will situate this text in historical context and scholarly debate. This paper will practice skills in 1) succinctly giving relevant historical context, and 2) careful description of visual and textual details.

Midterm exam
The midterm exam will be in the form of a take-home exam. You will be asked to write two short midterm essays (4-5 pages in total) answering 2 questions from a group of 4, drawn from the first half of the course.

Anthology project
The final project for this class is a student-authored “anthology” around a particular case study, which brings primary (written or visual) sources, secondary sources, and theoretical materials into meaningful conversation. You will choose a theoretical, historical, or cultural issue that has interested you throughout the semester, and build a collection of texts and artifacts around this theme. The anthology will include a 4-page introduction laying out the theme, scope, and relevance—as well as brief introductions to each text, artifact, and/or author. In the second half of the course, I will ask you to submit a proposal that specifies your focus and which reflects the interdisciplinary methods of NAIS as related to your desired topic.

Course Policies

❖ Since this class depends on discussion and community learning, it is important that you attend every class. However, since the academic semester can be unpredictable, you will be allowed to have two unexcused absences—no questions asked. After that your final course grade will be marked down one-third point per absence (e.g. A to A-). In the case of serious extenuating circumstances that may lead to additional missed classes, you will have to consult with me.

❖ Please make sure to turn off and put away your cell phones. Laptops and tablets are allowed for consulting the readings. However, I recommend taking notes with pen and paper. If it becomes clear that laptops and tablets are used for other purposes, I will no longer allow them to be brought to class.

❖ Please arrive a few minutes early so that we can start our discussion on time.

❖ As group work and class discussions will be part of our meetings, it is important that you come to class prepared to discuss the readings. Please come see me to discuss strategies if you feel uncomfortable or unable to participate in class discussions.
Academic Integrity and Plagiarism
In your writings, you must fully and properly cite the ideas of others—regardless of whether you are using electronic, print, or other published materials. Incomplete or improper citations are also a form of plagiarism. If you are unfamiliar with proper citation formats, or have questions, please consult me, a reference librarian, a writing tutor, and/or a style manual. See the Oberlin Honor Code for more information: http://www.oberlin.edu/studentpolicies/honorcode/

Late Work
All papers and other class assignments need to be turned in on time. I understand that life can sometimes interfere with your work, but if you wish to request an extension, please email me forty-eight hours in advance. I will handle requests for an extension on an individual basis, but as a general rule, I will approve extensions in the case of illness or emergencies, but not because you have other work due at the same time. At my discretion, I will give an extension for a maximum of five days (meaning five 24-hour periods). After those five days I will ask you to hand in your work even if it is not yet finished. Please note that there will be no extensions for the final: for every day your final project is late, it will be marked down 5 points (on a 100-point scale).

Support
If you find yourself unable or struggling to finish the assigned readings, or to contribute to class discussions, please meet with me so that we can discuss some possible strategies going forward. Please reach out to me if you ever feel you need extra help, or if you would like to discuss the readings more fully, or if there is anything else that concerns you. I am available during my regularly scheduled office hours, as well as by appointment.

Writing Feedback
I am happy to provide feedback on drafts of your written work, ideas for your final projects, or simply your reading of the assigned texts. If you would like me to look at your draft writings, please send them to me at least four days before the paper is due. This will give us time for me to read it and for you to revise it if necessary.

Grading

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<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Artifact analysis</td>
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<tr>
<td>Responses portfolio</td>
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<tr>
<td>Midterm exam</td>
<td>30%</td>
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<tr>
<td>Final project</td>
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If you wish to dispute a grade, I request that you do so in writing, and carefully explain your justification. After writing, we will follow up in person during office hours. Disputes must be submitted to me at least twenty-fours in advance of an appointment. Please note that a dispute does not guarantee a better grade.
Week One: Introduction to NAIS

Tuesday 9/1
No assigned readings for today.

Thursday 9/3
- Deloria, “Anthropologists and Other Friends”
- Cook-Lynn, “Who Stole Native Studies?”

Week Two: Nation-to-Nation

Tuesday 9/8
- Deloria and Lytle, “American Indians in Historical Perspective”
- Lyons, X-Marks, Introduction

Thursday 9/10
- Case study: Removal in Western Ohio
  - Treaty of Fort Industry (1805)
  - PBS Documentary: Cherokee Removal
  - Online sources on removal, relocation, and “Chief Wahoo” controversy

Week Three: Representation and Self-Representation

Tuesday 9/15
- Smith, “On Romanticism”
- Huhnndorf, “Imagining America” [long text]

Thursday 9/17:
- Deloria, “Technology”
- Tahmahkera, “A White Man in Indian Country”

Week Four: The American Indian Movement and the Native American Renaissance

Tuesday 9/22
- Case study: the American Indian Movement
  - Indians of All Tribes, “Proclamation”
  - Richard Oakes Video
  - Clyde Warrior, “We Are not Free”
  - PBS Documentary – Wounded Knee
  - FBI report on the American Indian Movement (AIM)

Thursday 9/24
- Silko, poems from Ceremony
- Allen, “Special Problems Teaching Silko’s Ceremony”
- Treuer, “The Myth of Myth”

Week Five: Sovereignty and Tribal Nationalism Today

Tuesday 9/29
- Lyons, X-Marks, Ch. 1
- Blackboard Articles

Thursday 10/1
- Lyons, X-Marks, Ch. 2
- Blackboard Articles

Week Six: Indigenous Gender Studies

Tuesday 10/6
- Ramirez, “A Native Feminist Approach to Belonging”

Thursday 10/8
- Smith, “Anti-Rape Law in Native American Tribal Communities”
- Hokowhitu, “Producing Elite Indigenous Masculinities”

Week Seven: Queer Indigenous Studies (1)

Tuesday 10/13
- Library instruction for research project

Thursday 10/15
- Finley, “Decolonizing the Queer Native Body”
- Erai, “A Queer Caste: Mixing Race and Sexuality in New Zealand”

Fall Recess: Sat. 10/17 – Sun. 10/25
Week Eight: Queer Indigenous Studies (2) / Introducing Settler Colonialism

Tuesday October 27

• Driskill, “Cherokee Two-Spirit People Reimagining Nation”
• Case study: The Art of Kent Monkman

Thursday October 29

• Veracini, “Introducing Settler Colonial Studies”
• Wolfe, “Settler Colonialism and the Elimination of the Native” [Long text]

Week Nine: Settler Colonialism and the “Settlers of Color” Debate

Tuesday November 3

• Hoxie, “The Red Continent”
• Voiles, “Hot Spots: Justice, Power, and Gender in the Radioactive Present”

Thursday November 5

• Amadahy and Lawrence, “Indigenous Peoples and Black People in Canada: Settlers or Allies?”
• Trask, “Settlers of Color and ‘Immigrant’ Hegemony”

Week Ten: Transnational Indigenous Studies

Tuesday November 10

• Huhndorf, “Picture Revolution”
• Simpson, Mohawk Interruptus, ch. 1

Thursday November 12

• Morgenson, “Queer Settler Colonialism in Canada and Israel”
• Simpson, Mohawk Interruptus, ch. 2

Week Eleven: Transnational Indigenous Studies (2)

Tuesday November 17

• Simpson, Mohawk Interruptus, ch. 5
• Lyons, X-Marks, Ch. 3

Thursday November 19

• Lightfoot, “Settler-State Apologies to Indigenous People”
• Case Study: U.N. Declaration on the Rights of Indigenous Peoples
  o U.N. Declaration on the Rights of Indigenous Peoples
  o Champagne, “UNDRIP: Human, Civil, and Indigenous Rights”

Week Twelve: Public Scholarship & Native Studies (1)

Tuesday November 24

• Miles, Appendix 1, Introduction, Ch. 1

Thanksgiving Break: Thurs. 11/26-Sun. 11/29

Week Thirteen: Public Scholarship & Native Studies (2)

Tuesday December 1

• Miles, House on Diamond Hill, ch. 2 and 3

Thursday December 3

• Miles, House on Diamond Hill, ch. 4, 5, 6

Week Fourteen: Taking Stock and Looking Forward

Tuesday December 8

• Lyons, X-Marks, Ch. 4
• The White Earth Nation Constitution

Thursday December 10

• Reflections
Overview of Due Dates

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Weekly responses</td>
<td>Ongoing</td>
<td>8 AM*</td>
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<tr>
<td>Primary source analysis</td>
<td>25 September</td>
<td>5 PM</td>
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<tr>
<td>Midterm exam (take-home)</td>
<td>16 October</td>
<td>5 PM</td>
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<tr>
<td>Final project proposal</td>
<td>10 November</td>
<td>In class**</td>
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<tr>
<td>Final project</td>
<td>17 December</td>
<td>11 AM</td>
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* Beginning in week 3. Please submit your weekly response via Blackboard, by 8 AM on the day of class—either Tuesday or Thursday, depending on which you signed up for.

Image: Mural depicting a member of the Zapatista Army of National Liberation