

NAS 001, Introduction to Native American Studies

In Hemispheric Perspective

Fall 2016, Tuesday/Thursday, 12:10-1:30, Hunt Hall 100

Professor Liza Grandia

Teaching team	Email @ucdavis	Telephone or section times	Hart Hall location	Office hours
Prof. Grandia	emgrandia@	530-752-0357 http://www.signupgenius.com/go/5080f45a8aa2ca20-spring	2 nd Floor, #2419	After class for quick questions Tuesday: 2-4 pm, sign-up online
Ms. Jessa Rae Growing Thunder	jrgrowingthunder@	#1: W, 10:00 am (Olson 263) #8: T, 9:00 am (Wellman 127) #9: W, 9:00 am (Wellman 127)	3 rd Floor, #3333 or #3335	Wednesday 12:00-2:00 pm, unless otherwise arranged
Ms. Deserea Langely	drlangley@	#2: R, 9:00 am (Wellman 127) #3: T, 4:10 pm (Hart 1106) #6, R 8:00 am (Wellman 127)	3 rd Floor, #3333	Wednesdays 10:00-12:00
Mr. Anthony Burris	ahburris@	#4: F, 11:00 am (Wellman 101) #5: F, 9:00 am (Wellman 125) #7 T, 5:10 pm (Hart 1106)	3 rd Floor, #3333 or #3335	Tuesday, 3:00-5:00 pm

Course description:

As noted by the catalogue entry, "Introduction to Native American Studies" has an emphasis on basic concepts relating to Native American historical and political development. As a GE course of 4 units, it satisfies the following broad subject areas: Writing Experience; American Cultures, Governance & History, Social Sciences; Domestic Diversity; World Cultures.

The first part of the course explores key historical events shaping the lives of indigenous peoples of the Americas. The second half addresses key topics related to Native American land, sovereignty and environment. The course is hemispheric in scope under the assumption that native peoples from the Arctic to Tierra del Fuego share common experiences of colonial/neocolonial domination, as well as a long history of resistance. There are no pre-requisites for the course, except for being open-minded and curious about the content.

Course objectives:

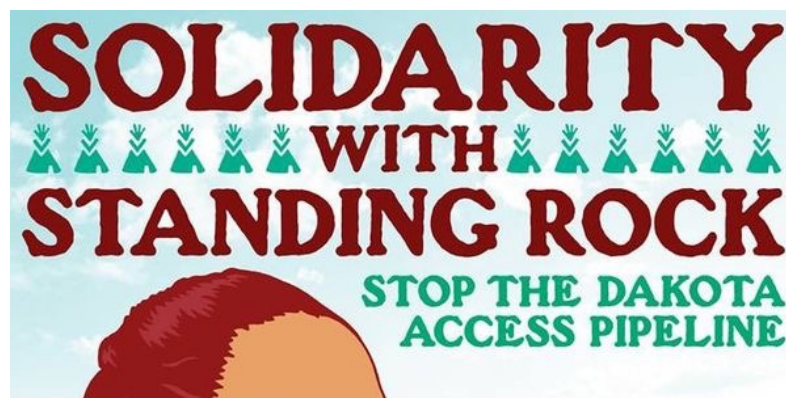
By the end of the quarter, students taking the course should be able to:

- Debunk stereotypes and misunderstandings about native peoples;
- Question "do-gooders" and understand the importance of research ethics and protocol;
- Discuss continuities and changes in the historical experiences of native peoples;
- Explain the importance of cultural diversity, indigenous worldviews, and native epistemologies;
- Define and give examples of key concepts like: sovereignty, pluralism, ethnocide, genocide, ethnocentrism, assimilation, customary law, allotment, sedentarization, commons, removal, progress, civilization, neocolonialism, etc.;
- Learn about past and present threats to indigenous territories and cultures;
- Explore historical and contemporary modes of resistance and revitalization;
- and more!

Weekly themes will cover topics and reading material from across North, Central, and South America. Students will also have an opportunity to apply their knowledge of course themes into research on a contemporary issue/place/group of their choice.

ALERT: As we start this class, representatives of more than 200 tribes, as well as international indigenous leaders have arrived to the Standing Rock Reservation to help stop the Dakota Access pipeline. History is unfolding before our eyes. We will be following these events closely. Additional newspaper and social media articles will be posted weekly. You are invited to join the class Facebook page and share updates there.

<https://www.facebook.com/groups/584087505063399/>



Course format:

There will be two 80-minute lectures (Tuesday and Thursday, 12:10-1:30) with the professor, plus a 50-minute discussion section with a TA per week. Lecture sessions will include occasional films and regular clips. Between lecture and sections, we will try to touch upon all the readings, but regardless of whether they are discussed, you are still responsible for having read it and may be tested on the material. As a rule of thumb, you should be spending an average 8-10 hours outside hours a week for this or any other 4-unit course. If you think NAS should be “easy,” please re-examine the stereotypes embedded in that assumption.

As an introductory class, attendance and participation is especially important. To do well, you must stay on top of the reading, so that you’ll be prepared to engage and discuss each week. You should have completed the assigned reading and post your weekly comment to your TA by Tuesday at noon. The professor and TAs will make periodic announcements of relevant campus or community events. You can earn up to 1 point extra credit on your final grade (10 points on the Smartsite scale) for writing up your thoughts and reflections on the event.

Required readings:

There are **two required books** at the campus bookstore — **note the abbreviations**.

μ Mihesuah, Devon A. 1996. *American Indians: Stereotypes & Realities*. Atlanta, Ga.: Clarity Press.

¶ Perdue, Theda, and Michael D. Green. 2010. *North American Indians: A Very Short Introduction*. New York: Oxford University Press.

§ Other required readings will be posted on my BOX drive.... or you can purchase a printed, bound copy of the reader at Davis Copy Maxx in downtown Davis (232 3rd Street). Unless you genuinely read better online, I strongly encourage you to get the print copy because people are generally still more attentive readers to paper.

<https://ucdavis.box.com/s/sbv7sr27o9zwez2k5miyfgcurrks2jw2> You can also find the link under “Resources.”

∞ Your professor or TA may post readings to Smartsite under “Recommended,” but you will only be responsible for the required reading material in the books and the packet for the exam.

For more information on the professor’s research and links to publications, see <http://nas.ucdavis.edu/faculty/liza-grandia>. More about NAS graduate students can be found here: <http://ucdnasgrads.weebly.com/students.html>.

Grade Breakdown:

We do not grade on a curve. Everyone should have an opportunity to make an A. Your TAs and professors work as team and employ checks to make sure grading rubrics are rigorous and fair across sections. Numeric calcifications will be translated into letter grades according to this scale.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-

Graded items	Medium	Per-cent	Poi-nts	Due
Get to know you form: Answer some basic questions about yourself and attach a photo, so we can learn your names and interests!	Smartsite	2%	20	September 30, 5 pm, Friday of the 2nd week
Map quiz: Know all the countries in the western hemisphere including major Caribbean islands.	in section	3%	30	The 3rd week of classes, between October 3-7 depending on when your section falls
Midterm: The mid-term exam (in class) will consist of multiple choice, short answer questions, and a selection of short essays	bring scantron	20%	200	Tuesday November 1 in class
Final: The final exam will cover only the second part of the course and will be similar in format to the midterm.	bring scantron	20%	200	Tuesday, December 6 at 10:30 am
Lecture manners: Through random rolls and observation, your lecture conduct will be assessed. We will check attendance a couple of unannounced times. You will be docked 10 points for any disruption.		2%	20	TBD
Section participation and attendance (see above) Sections begin the week of September 26.	n/a	8%	80	8 of 9 sections

Dakota pipeline update. With a classmate or by yourself, prepare a 5-10 minute update of the week's events at Standing Rock.	TAs will have sign-ups	1%	10	Sign up for a week in section.
Reading commentaries, weekly to be prior to your section (one half page, double-spaced). See below. These start the week of October 3.	Smartsite	7%	70	7 commentaries, due weekly, before noon Tuesday.
Thankstaking conversation. Bring up the history you learned from "Why Billington Survived" at your dinner. Describe the conversation.		1%	10	Due by noon the Sunday after Thanksgiving.
Writing assignment #1: After the week on stereotypes, you will write a short paper or a letter, 2-3 pages with extra research debunking a stereotype and layering in some reflexive comparison.	Smartsite	10%	100	October 14, 5 pm, uploaded to Assignments.
Writing assignment 2: You will research to write a letter or memo about a contemporary challenge or issue (6-8 pages double spaced plus bibliography, <u>hard copy</u>).	hard copy	25%	250	Tuesday, November 22 at the beginning of class
Office hours: Attend office hours of your TA or the professor. Have some kind of substantive interaction. "I showed up. I want my points." doesn't count.		1%	10	Office hours end Dec. 2. Plan ahead. We don't schedule extra office hours so that procrastinators get points.
TA discretionary: Up to one final point on your grade.		[1%]	[10]	Your TAs can recommend to round up your grade!
Extra credit: Attend a special event and write a half page (single spaced) summary of the event.		[1%]	[10]	Describe what happened and what you learned within one week of the event.
Total		100%	1000	

Reading commentaries. Starting the third week, you'll be posting a reflection or query on the readings to help you get ready for section discussion. These can be synthetic or focused on one particular reading. You'll probably reiterate what you said in live discussion (it's o.k. that the TA reads then hears it twice). Some weeks your TAs or the professor will suggest a specific writing topic; other weeks you will be describing, critiquing, and/or responding to the articles. You may want to engage deeply with one article and/or contextualize or compare it to the other articles. Or, you might make a connection with a current event or material from another course. You might relate a life experience that resonates with the reading. Consider this exercise as a way of helping you engage with the readings and come more prepared to discuss them. *Note: even if you miss section, you should write something on the readings.* Due Tuesday before class at noon.

Assignments #1 and #2. More detailed information about assignments will be provided verbally in class and posted to Smartsite a few weeks in advance of the due date. Both the professor and TAs can give you guidance on the assignments in office hours if you get started early. Due dates are strict. Late assignments will be marked down a letter point a day. The university locks our mailroom and neither the TAs nor the professor accept assignments by email, and so plan ahead! *Seriously we will delete emailed assignments! We are not your secretaries, nor your printing service.*

Participation: Attendance will be taken at every section. Sections start the second week of class (after September 26) for a total of 9 meetings. Life happens, so one section absence will be excused. That makes 8 sections that will be graded for participation. It's your responsibility to make sure the attendance is noted. If your TA is amenable and seats are available, you may make arrangements to attend another section, preferably taught by your same TA. You earn part of your participation grade from showing up on time and the other part by *participating*. You are also expected to visit office hours of a TA or the professor at least one during the quarter.

Lecture manners: Punctuality, participation, and a passion for learning will put you on the right path to the grade you want. Please be **on time** for class. If for some reason, you need to leave early, let me know before the lecture starts and sit by the door so you can exit quietly. A few times during the quarter we'll take roll and evaluate your listening skills. Any disruptive behavior at any time (surfing, sleeping, chatting, cell phone calls) will result in a 10-20 point loss (1-2 points of your final grade).

Other rules and suggestions:

- 1. Chemical sensitivities.** Let's keep neurotoxins out of the classroom! **You are kindly requested to refrain from wearing perfume/cologne or other cosmetic product with heavy synthetic odors**, including scented laundry products (detergents, softeners, dryer sheets). For sensitive and immune-compromised individuals (including the professor), these affect memory and ability to concentrate.

2. **Plagiarism** and cheating will not be tolerated. The teaching team will refer any cases of academic dishonesty to Student Judicial Affairs and you will receive a zero for the given assignment or test, likely resulting in a failing grade in the course. *Note: turning in the same work for two or more classes is a serious form of plagiarism.* For tips on avoiding other plagiarism problems, see: <http://cai.ucdavis.edu/aip.html>
3. **No cell phones**, texting or web surfing, please. This is distracting to people around you and people behind you in the lecture hall. If you are caught disrupting lecture in any way, you will lose your “lecture engagement” points.
4. **Make a friend.** If you miss class, ask a fellow classmate for notes or handouts.
5. **Emails:** Students are expected to read emails that are addressed to the class through the Smartsite listserv. The professor will never, ever look at the chat room, so please use this to ask your classmates questions not worth bothering Dr. Grandia. Ask your classmates or TAs first. Take advantage of space in class and sections to ask public questions. If you have a serious question, do ask! Someone else probably has the same question.
6. **Faculty email.** Working against digital distraction, I try to treat email like regular postal mail, checking it thoroughly only once a day and prioritizing messages by urgency and importance for no more than a 7-day turn around time. Please speak to me *in person* for any substantive questions either in office hours (see 1st page) or right after class for quick matters.
7. **Names.** In pedagogical contexts, I go by **Professor Grandia and/or Dr. Grandia**, in person and/or in writing. Let me know your name! Please remember to introduce yourself if you speak up in lecture (as I hope everyone will).
8. **Office hours.** TAs have open office hours. Prof. Grandia has online [sign-ups](#) by 15 minute increments. If you lose this link, it will be posted to Smartsite announcements or you can navigate to it from her departmental webpage, too. Bring a pencil and paper! And, please always feel free to ask her questions after class.
9. **Special needs or concerns.** Any student with documented special learning needs or concerns should speak with the professor during the first two weeks of the quarter about any accommodations needed. Gentle reminders near the exams are appreciated.
10. **Missed /early exams.** Note the date of exams on your calendar now and make travel plans accordingly. There will be no early exams. Make-up exams are significantly harder, as they have fewer choices.
11. **Slides.** To encourage better listening and note-taking, please know that my pedagogical policy is NOT to post lecture slides on Smartsite. No adversary, supervisor, boss, or any other figure of authority in your future professional life is going to take notes for you. One of the essential skills of college is learning to take dynamic, memorable notes. If you are having trouble doing so, I encourage you to ask questions, read online tips about note-taking, talk with me after class, raise your hand and ask me to repeat or request that I slow down, use the Chatroom to query other students, organize study groups, or whatever else you need to do to learn the material. All that said, I do post long quotes from each lecture on Smartsite under Resources.
12. **Illness/conflicting appointment.** Life happens. You have one excused section absence, no questions asked, so if you are contagiously ill, please stay home and get better.
13. **Technicalities.** Please turn in digital assignments in compatible software, Microsoft Word formats (.doc or .docx) or inline. The instructions will be clear on Smartsite. The 2nd paper is due in hard copy.
14. Any **revisions to the syllabus** that are announced in class will take precedence over this document. Any added or substituted material will always be posted to Smartsite (you won't need to purchase anything new).

Topics and readings

Remember, readings should be done by Tuesday at noon. To help plan your time and pace your reading, in bracket you'll find the page sum of the reading for the item or week. It averages to be 58 pages weekly.

Week 1, September 22: Course introduction - NAS, friends & allies [55]

§ UC Dedicates Historic Native American Garden [1]

§ Castillo, Eduard D. “California Indian History” [8]

∂ Dakota Access - “North Dakota Oil Pipeline Battle, Who’s Fighting and Why”

Recommended: Grandia, Liza. “Slow Ethnography”

***There are no sections until next week.**

Week 2, September 27 & 29 : Definitions and diversities [77]

μ Mihesuah, Chapters 1, 11, 19, 20, 21, 22, Appendix A [22]

§ Wearne, Definitions and Diversity, 13-28 [15]

§ Mann, Charles C. 2005. "Loaded Words." *1491: New Revelations of the Americas before Columbus*, pp. 367-72. [5]

§ Weaver, Indigenous Identity, What is It and Who Really Has it?, pp. 240-55 [15]

§ Lobo text excerpts: pp. 45-48 [4]

§ UN, State of the World's Indigenous Peoples, 1-7 & 10 [8]

§ Littlebear, Just Speak Your Language: pp. 90-92 [3]

§ Garriges, "Indigenous Farmworkers are Breaking New Ground" [5]

∂ Dakota Access - "From 280 Tribes, A Protest on the Plains"

*** Sections start this week, but weekly commentaries are not yet due. Your TA will explain more about the expectations for the weekly commentaries. Use the time instead this week to set up an active notetaking system for yourself. Highlighting puts you into a mode of passive reading. It's much better to take margin notes or parallel reading notes in your own words.**

*** Get to know you form due by Friday, September 30 at 5 pm.**

Week 3, October 4 & 6 : Stereotypes, racism, and ethnocentrism [60]

μ Mihesuah, Introduction, Chaps. 4, 7, 8, 9, 10, 12, 18, 23, 24, Afterword [43]

§ Young Man, Alfred, "Indians as Mascots," 99-105 [6]

§ Giago, Indian-Named Mascots, An Assault on Self Esteem, pp. 172-73 [6]

§ Lobo text, "The Only Good Indian," pp. 153-57 [5]

∂ Dakota Access - "An Environmental Activist Who Uses Comedy to Stop Pipelines"

∞ Recommended: Conklin, Beth. 1993. "Body Paint, Feathers and VCRs: Aesthetics and Authenticity in Amazonian Activism" [abridged version]. *American Ethnologist* 24(4):711-37. [19]

★ **Map quiz of the Americas in your sections this week.**

Week 4, October 11 & 13: European invasions [70]

¶ Perdue & Green, pp. xv-17. [19]

μ Mihesuah, Chapter 2 [4]

§ Stannard, David E. 1992. *American Holocaust*. New York: Oxford University Press, pp. 67-75 & 134-46. [19]

§ Galeano, Eduardo. 1973. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press, pp. 11-28. [17]

§ Grinde and Johansen, "Perceptions of America's Native Democracies, pp. 62-70 [8]

§ Mohawk, "Origins of Iroquois Political Thought," 70 [1]

§ Le Clerq, Chrestien. "A Mi'kmaq Responds to the French." [2]

∂ Dakota Access - "Dakota Access Pipeline Company Attacks Protesters With Dogs and Mace"

★ **Upload stereotyping reflection due Friday, October 14 by 5 pm.**

Week 5, October 18 & 20: North America, settler expansion [80]

β Perdue & Green, pp. 18-79. [62]

β Mihesuah, Chapter 6 [4]

§ Newcomb, "Five Hundred Years of Injustice," pp. 101-4 [3]

§ Wilkins, "A History of Federal Indian Policy": pp. 104-112 [7]

§ Talbot "Genocide of California Indians," pp. 140-44 [4]

∂ Dakota Access - "A History of the Indians Protesting the Dakota Access Pipeline"

Week 6, October 25 & 27: Assimilation, termination and contemporary issues [74]

¶ Perdue & Green, pp. 81-114. [34]

μ Mihesuah, Chapters 13, 14, 15, 16, 17 [16]

§ Boyer, "Reflections on Alcatraz," pp. 507-18 [8]

§ "Proclamation to the Great White Father" [1]

§ Torpy; Amnesty, "Native American Women and Coerced Sterilization," pp. or 169-79 [9]

§ Talbot, "Free Leonard Peltier," pp. 192-3 [2]

§ Mohawk, “Directions in Peoples Movements”; pp. 457-61 [5]

∂ Dakota Access - Dakota Pipeline Was Approved by Army Corps Over Objections of Three Federal Agencies

★ **Midterm coming up November 1.**

Week 7, November 1 & 3: Economics & reciprocity [39]

§ S; Cornell; Dias/Feustel pp. 346-63 [17]

§ Yocha Dehe, What is Sovereignty, [1]

§ Ferreira, “When 1+1 does =2,” pp. 453-63 [10]

§ Posey, Darrell, and et al. 2006. “Aspects of Traditional Knowledge and Worldview.” In *Paradigm Wars: Indigenous Peoples' Resistance to Globalization*, edited by J. Mander and V. Tauli-Corpuz. San Francisco: Sierra Club Books, pp. 23-32. [11]

∂ Dakota Access - TBD

★ **Letter topic, due by Friday November 4, 5 pm on Smartsite.**

Week 8, November 8 & 10: Biodiversity conservation and environmental justice [74]

§ Dowie, Mark. 2009. Conservation Refugees: The Hundred-Year Conflict between Global Conservation and Native Peoples, pp.15-22 [7]

§ Conklin, Beth and Laura Graham. 1995. “Shifting Middle Ground,” *American Anthropologist* 97(4):695-710. [15]

§ Chapin, Mac. 2004. A Challenge to Conservationists. *World Watch magazine* (November/December 2004). [15]

§ LaDuke “Indigenous Environmental Perspectives,” pp. 316-32 [12]

§ Angel, “Toxic Threat to Indian Land,” [15]

§ Earthtalk, “Reservations about Toxic Waste” [7]

§ Schertow, “Bitter Sweet or Toxic” [3]

∂ Dakota Access - TBD

***Friday is Veterans Day. If you have a Friday section, please attend another one.**

Week 9, November 15 & 17: Climate [22]

There is light reading, to give you time to be doing research for your letters, but you will have sections as normal! For sections, you will be sharing what you researched in sections.

§ Talbot, “Alaska Natives Struggle for Subsistence Rights” [7]

§ Nelson, “Eskimo Science” pp. 1-3 [3]

§ LaDuke “The Thunderbirds Versus the Black Snake” [12]

∂ Dakota Access - TBD

Week 10, November 22: Thankstaking [32]

§ Mann, “Why Billington Survived” *1491*, pp. 34-66

★ **Letter/memo due November 22 in hard copy at the beginning of class.**

***No sections this week due to the holiday, but you will be posting a commentary by Sunday noon about conversations with your family/reflections about Thanksgiving/Thankstaking.**

Week 11, November 29 and December 1: Resistance, revitalization, & social justice movements [55]

§ United Nations Declaration on the Rights of Indigenous People [11]

§ Caucus, Indigenous Peoples'. 2001. “Indigenous Peoples' Seattle Declaration.” In *Native American Voices*, pp. 544-47. [4]

§ Menotti, Victor. 2006. “How the World Trade Organization Diminishes Native Sovereignty.” In *Paradigm Wars*, pp. 59-69. [10]

§ EZLN. 1994, January 1: Today We Say Enough. [2]

§ Carlson, Laura. “Zapatista Communities Celebrate 20 years” [7]

§ OJEN-ROEJ. 2013. In Brief: Idle No More, A Civil Society Through Education and Dialogue. Ontario. [4]

§ “Witness to War Crimes [8]

§ UN to Investigate the Plight of Native Americans [2]

§ Barreiro, “Visions of Geneva,” pp. 470-3 [3]

§ Deere, “Closing Address,” pp. 493-4 [2]

∂ Dakota Access - TBD

★ **Final Tuesday, December 6, 2016 at 10:30 am.**