

AMERIND 102-01-- Intro to American Indian Studies

Tues/Thurs 3:45-5pm-- Hyer Hall 213

Instructor: Ms. C. Holly Denning

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Office: 420 Salisbury

Office Hours: after class or 2:30-3:30 MWR

Phone: 262-472-5777

Required Reading

Indian Nations of Wisconsin, Patty Loew (text rental)

Blood Struggle: The Rise of Modern Indian Nations, Charles Wilkinson (text rental)

Prison Writings: My Life is my Sundance, Leonard Peltier (for purchase)

Electronic reserves

Course Description:

The purpose of this course is to learn about the multiplicity of daily life experiences facing American Indians in contemporary U.S. society. Historical roots and current expressions of prejudice and discrimination--personal and institutional--will be explored. The course takes an interdisciplinary approach, while being framed by sociological inquiry. Personal and group experiences are connected to and shaped by social and historical contexts. We will learn to see how dominant social institutions, including the economy, politics, education, religion, and the media teach each generation patterns of inequality. Critical thinking skills will be applied to understanding social problems and relationships between social forces and individual perceptions. This introductory course will be fun, but also **be prepared for hard work**, as we learn ways to transform our perceptions, social relationships and structures through social movements and conscious awareness.

Objectives:

- Identify important historic and contemporary themes and concepts relative to North America's aboriginal peoples
- Discuss the development of these themes as they relate to current events in the U.S. and Canada
- Understand the divergent experience of Native peoples (tribal groups) in the U.S. today and historically and see power of pan-Indian movements to create change
- Understand the complex nature of the relationship among Native peoples and with North American governments
- Think critically about the historic and contemporary American Indian experience and interpret present day events in relation to their historical antecedents
- Learn alternative forms of decision-making and conflict resolution applying aboriginal models
- Learn to see the world from an alternative indigenous perspective based in sacred appreciation of nature as "all our relations"

Course Organization:

Lectures by the instructor will introduce material, concepts and historical grounding. Students will learn to listen respectfully and facilitate discussions using the ‘talking stick’ to share insights from journals on select topics from: readings, films and guest speakers. Two autobiographies will provide sources for comparison/contrast, by Leonard Peltier and Mary Crow Dog; each lends itself to discussion of many issues including, social movements, politics, poverty, criminal justice, violence against Indian women and spiritual questions and dilemmas.

An open-book “exam” will provide the first assessment tool. Comprised of objective questions, it provides an overview of the course material. Students will also keep an ongoing journal; entries and insights may lead to a longer research paper option. Concepts and theoretical perspectives provided in class should guide choice of topics. The other option is a final exam with objective and essay questions. Class discussion in small groups and as a whole will form the most significant learning mode. **Participation is essential to making this class a success.** Each individual brings a wealth of knowledge and experience—we can all learn together through sharing our respective insights.

Policies:

Reading the assignments before class is necessary for having engaging discussions.

I expect that you will read and understand this syllabus as our contract. Keep in touch with me by **e-mail and check D2L site for updates** if you miss class. I expect that a high level of respect will be adhered to in the classroom, both to the instructor and to fellow students. I will always honor your opinions--I encourage open-minded thinking. ALL are welcome in my classroom. No disparaging remarks will be tolerated against any group.

Grades:

The papers are an important part of the final grade--make sure to ask for writing help early! Class participation will also count in the final analysis, including various short extra credit assignments.

Open-book exam (e-reserve chapter)	10%	
Comparative Paper (Peltier/Crow Dog)	20%	
Journals (5 entries @ 10+ pages)	20%	
Research Paper or final exam	30%	
Participation (attendance, film reviews, circle discussions)	20%	
	100%	
		Grading Scale
		90%+=A 60-69%=D
		80-89%=B Below 60%=F
		70-79%=C

Important Dates

Last day to **add** a course: 1/26 (Late adds must have instructor, chair and dean’s approval)

Last day to **drop** a course **without a “W”** on record: 2/2 (or to change S/NC)

Last day to **drop with “W”**: 3/2

A NOTE FROM THE UNIVERSITY:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with

University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [WS Chapter 17].

Tentative Assignment Schedule (subject to change)

Readings

Activities/Assignments

WEEK 1: Introduction/ Medicine Wheel and Four Directions Symbolism

1/22-26

Read: handout by LaDuke, “What is Sacred?”

Journaling process and Reflection paper explained
Research guidelines or final exam options

WEEK 2: Spiral of History: Conquest, Political Policies and Social Change

1/29-2/2

Recurring patterns of dominance and resistance

**Read e-reserve, “Native Americans” (parts 1-3) Video: Ojibwe Part 1(overview)
“We Look in All Directions”**

WEEK 3: Into the Abyss

2/5-9

Read: *Blood Struggle*, Intro, ch. 1

**open-book exam
Journals Due**

WEEK 4: Deadening Years

2/12-16

Read: *Blood Struggle*, ch. 2

WEEK 5: Termination

2/19-23

Read: *Blood Struggle*, ch. 3

Group work on study guides

**Video: Ojibwe (education)
Journals due**

WEEK 6: Identity and Community

2/26-3/2

Read: *Blood Struggle*, chs. 4 and 5

Video: Alcatraz

WEEK 7: Divide and Conquer, Criminal in-Justice and AIM

3/5-9

Read Peltier, *Prison Writings*, Parts I-IV (thru pg. 120)

Video: Incident at Oglala

Journals due

WEEK 8: Red Power and the Good Red Road

3/12-16

Read Peltier, *Prison Writings*, Parts V-VII (finish)

WEEK 9: Aboriginal Justice

3/19-23

Journals Due

**Read: *Blood Struggle*, chs. 8, 9, 10
(177-191, 200-205), (214-220, 229-240), (241-243, 257-268)**

Spring Break

WEEK 10: Wisconsin Indian Nations

4/2-6

Comparative paper due

All read: Preface, chs. 1,2,5

WEEK 11: Ecological Crises/Activism/Survival

4/9-13

Video: Homeland-Native Action

Read LaDuke, "God Squirrels and the Universe" (e-reserve)

Journals Due

WEEK 12: Natural Resources and Mother Earth

4/9-13

Read: *Blood Struggle*, ch. 7

Video: Lighting the 7th Fire

WEEK 13: Revitalizing Reservations

4/23-27

Read: *Blood Struggle*, ch. 11

Final Journals Due

WEEK 14: Further Native Issues

4/30-5/4

***Blood Struggle*, chs. 13 (casinos), 14 (spirituality) Video: In Whose Honor (sports mascots)**

WEEK 15: Indigenous Worldview: thru a Holistic Lens

5/7-11

Video: Smoke Signals

Week 16: Exam Week

5/16 by 5pm -- Final Papers Due in 420 Salisbury or by D2L dropbox (preferred)

Final Exam -- Thursday May 17, 3:15-5:15

E-MAILED PAPERS NOT ACCEPTED