Instructor: John B. Mitchell  
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COURSE DESCRIPTION:

This is an introductory course (3 credit hours) that satisfies the University’s general education Social contexts and Institutions and Cultural Diversity and International perspectives requirements. It is a combination lecture and discussion course, requiring you to read and write critically, discuss, and examine issues and topics relating to history, cultural backgrounds, and contemporary experiences of Native American peoples.

This course is a survey course, which will cover many areas of past and present Native American topics but will only scratch the surface of each topic. You will be encouraged to think from a different perspective and may feel uncomfortable at times with the historical content of our topics.

COURSE GOALS AND OBJECTIVES

The student will:

1. Become familiar with the diverse cultural and political groups Indigenous to North America that are often considered under the terms “Indian,” “American Indians,” and “Native Americans.”

2. Become aware of the impact on tribal survival.

3. Become aware of the issues facing Native people today.

4. Develop an awareness of the similarities and differences of the
tribes.

5. Experience the diverse learning and teaching modalities exemplified in traditional Native teaching methodologies.

COURSE ORGANIZATION:

The course is a combined mini lecture-discussion course. Lectures and reading will provide the basic information on Native history, culture, philosophy, federal policies and current issues.

The general format for each day will consist of a presentation of the topic, reviewing PowerPoint slide presentations and the daily readings. Consistent on-line attendance is critical.

The course fulfills the general educations requirement for Social Contexts and Institutions and Cultural Diversity and International Perspectives. Additionally, it fulfills a required course for the minor in Native American Studies.

REQUIRED TEXTS:

Native American Voices
Lobo, Talbot & Morris  3rd Edition

*Used books (if available) are 25% less than the NEW price if available.*

Additional course reading will be available as needed and posted on Blackboard.

Readings from Native American Voices will be assigned and are expected to be read. Readings from the book are self-guided and discussions will be based on them.
COURSE REQUIREMENTS

All assignments are listed on Blackboard

Students will be assigned approximately one assignment per day.

This assignment
will be posted on Blackboard in the homework tab each day
and will be due at the date and time presented on Blackboard.

Research Essays: 3 of the 15 points papers will be totaled to equal 45
points and will count as a mid-term and final.

Miscellaneous assignments, details will be given on
Blackboard in the homework tab. Each assignment will be worth
Points (as stated on the assignment) unless otherwise mentioned.

10% Participation is mandatory and will count toward your grade.
This means opening handouts and PowerPoints as well as
submitting assignments on time.

Additional Notes

DO NOT add your homework at an attachment on Blackboard – ALWAYS
copy and paste it in the proper text box.
You CANNOT submit homework through email – it MUST be posted on
Blackboard in order to receive a grade.

Students MUST have a BlackBoard account to access the class folder
with handouts. The handouts will be posted using Adobe reader.
ASSIGNMENTS

Reading to be read on 7-16-18

From your book, read pages xiii-27.

Reading to be read on of 7-17-18

No written assignment for today but there is reading.

From your book pages 28-45

Due 7-18-18

Please write a 1/2 page auto-biography.

Where you from?

what are you doing here?

anything else....

Due 7-19-18


Reflect. The fundamental difference between academic Native American history and Native American history from the native perspective is the medium through which the history is interpreted. For the vast majority of native cultures, the primary means of transmitting and understanding history has been through the oral tradition; for academic historians, the primary way of transmitting and understanding history is through the written narrative. For many Native American people, whose voices and perspectives are rarely included in written histories, those histories are considered just another form of oppression and continued colonization.

A growing movement is taking shape within the field of Native American history, however, in which it is recognized that Native American history from the Native American perspective must be included in any solid research in which Native American nations appear. Scholars are recognizing that native language study can shed significant light on historical events, and oral history is being used in ways that suggest it is breaking away from the confines of being simply a "supplementary" source and is now being used in the main bodies of texts.
Using what you read in the book and what we talk(ed) about in class, tell me in 400 words or more, what this means to you and describe why it's important for U.S. history to include this type of history.

Due 7-20-18

Read the attachment “What Do We know?”

Answer the following questions;
  1. Explain in your own words, what “Conservation” means to Native Americans in general (not specific to any tribe).
  2. Benjamin Franklin used the Iroquoian concept of government. What key components did he utilize? You may have to look this up to find more information.
  3. Look up “code talkers” and provide more details as to what they did and who they were.

Due 7-21-18

Look at the Peoplehood Matrix by Tom Holm on the bottom of page 35. In 300 words, summarize what Tom is attempting to describe to his readers.

Read from your book pages 28-45

Due 7-22-18

In your book read pages 52-70. Focus a lot of attention on pages 62-70.

Also read the article that I've attached.

In a 400 word response, answer the following questions

1. Why is the topic of U.S. democracy and its link to a tribal democracy important or not important? Explain using examples from the readings.

2. Why should native American history seemly deemed unimportant and/or not necessary taught as it should be in middle and high school? This question really is more of a personal reflection or thought piece based on what you've read and now know about.
Due 7-24-18

In your book, read pages 95-112.

Read the Handout in the attached files menu. Answer the following questions

1. According to Jackson, what “advantages” would the U.S. gain from Indian removal? (4 or more sentences)

2. According to Jackson, how would Indians benefit from removal? (4 or more sentences)

3. In the third paragraph, Jackson says, “Toward the aborigines [Indians] of this country no one can indulge a more friendly feeling than myself…” Do you find this assertion convincing? Why or why not? (4 or more sentences)

4. Later on in the document, Jackson says that the fact that “once powerful race[s]” or Indians have been “exterminated” or “disappeared” is “[not] to be regretted”? Why does he say that Americans should not want “to see this continent restored to the condition in which it was found by our forefathers”? (4 or more sentences)

5. Why does Jackson claim that removal is a “fair exchange”? Why does he say that “many thousands of our own people [i.e., whites] would gladly embrace the opportunity of removing to the West on such conditions”? (4 or more sentences)

6. Why does Jackson claim that “the policy of the General Government toward the red man is not only liberal, but generous”? Do you agree with him? Why or why not? (4 or more sentences)

Due 7-25-18


And Then - Open and review the NAGPRA (in attachment)

And Then - Explore via the internet, the issue of NAGPRA within the Dakota Access Pipeline and write a one page reaction (not summary) to what issues/laws/ceremonial issues have been violated.
Due 7-27-18

From your book, read pages 159-165 & on pages 172-173 read Tim Giago's "Indian-Named Mascots: An Assault on Self-Esteem.

And then, skim the attached handout.

Answer the following the questions.

Sports symbols and society:

Discuss what a symbol is. (3-4 sentences)

Give examples of sports symbols (list at least 6 of them).

Discuss interpretation of these symbols from the following points of view:

Female athletes (3-4 sentences)

Male athletes (3-4 sentences)

Fans (3-4 sentences)

Sports Media (3-4 sentences)

and communities at large (3-4 sentences)

OR answer these questions.

Discuss what Indian sports mascots and symbols say about racial, cultural, and spiritual stereotyping of Native Americans (20 sentences or 4 paragraphs).

Identify at least four examples where these mascots and symbols represent or misrepresent the history and traditions of Native Americans (4 sentences). Discuss who can best relate the traditions of Native Americans (6 sentences). Explain why Who are the stake holders? (list 5)

Due 7-29-18

Google "United States Government - forced sterilization of Indian Women."

In 8-12 sentences, tell me what you've learned.
Due 7-30-18

Read from your book, pages 202 - 210

Match the following term with the definition.

Stereotypes and vocabulary often associated with Native Americans:

Squaw

Medicine Man

Indian Princess

Extinct

Noble Warrior

Savage

A. Native people were described as villains out to scalp, kill and rape white settlers. Some were even thought to be cannibals.
B. Stereotypical Native men were vicious and effective military leaders and hunters who fought to protect their people.
C. The European idea that Native tribes had a single chief who acted like a President, Prime Minister, or King at the top of a hierarchy and made all decisions on behalf of the group.
D. This term elevated the social status of Native women, and was used to rationalize the desire of white men for Native women.
E. Stereotypical Native women were characterized as simple servants who cooked, cleaned, and birthed children for the men.
F. A romantic representation of the non-violent, land-based, “old ways” style spirituality that Native people practiced, which civilization seeks to destroy.
G. Belief that Natives, like dinosaurs, eventually died off due to disease, famine, genocide, and the inability to survive evolutionary changes.

Write 4 sentences or more to tell me why these are stereotypes.
Due 8-1-18

There is a lot of talk about **Food Sovereignty** which is the right of peoples to healthy and culturally appropriate **food** produced through ecologically sound and sustainable methods, and their right to **define** their own **food** and agriculture systems.

Read pages 280 - 291 in your book.

http://www.indigenousfoodsystems.org/ - visit this site and explore it.

Answer the following questions

1. What does the term food sovereignty mean to you personally, to your family, to your community? (3-4 sentences)

2. Identify the importance of food sovereignty and local food-system control? (3-4 sentences)

3. Is food sovereignty a term used in your community? Why or why not? (3-4 sentences)

4. How have historical or current governmental or other external feeding programs helped native communities? (find an example, 3-4 sentences)

5. How have these same programs disrupted local foods and local food-system control? (find an example, 3-4 sentences)

6. Are there specific periods or points in history that began to disrupt or transform the local native's food system? (find an example, 3-4 sentences)

7. Had you previously thought about the topic of food sovereignty? What do you think the importance is for native communities as well as youself? (5-6 sentences)

Due 8-2-18

**Well this is it. The final assignment.**

Over the duration of this semester, we have explored many topics.

Tell me what was most shocking to you and why. (8 sentences min.)

What was the most interesting topic and why? (8 sentences min.)
What was the most depressing topic and why? (8 sentences min.)

What will you be the best thing you learned/took away by taking this class? (8 sentences min.)

**Minor in Native American Studies:** Students are encouraged to explore the possibility of adding a Minor in Native American Studies to their degree program. For additional information contact Dr. Darren Ranco Chair Native American Programs, Corbett Hall, 581-1417.

**University of Maine administrative policy statements**

**Academic honesty:**

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

**Students with disabilities:**

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

**Course schedule disclaimer (disruption clause):**

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.
Sexual violence policy:

Sexual discrimination reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell any of your teachers about sexual discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

Behaviors that can be “sexual discrimination” include sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct, and gender discrimination. Therefore, all of these behaviors must be reported.

Why do teachers have to report sexual discrimination?
The university can better support students in trouble if we know about what is happening. Reporting also helps us to identify patterns that might arise— for example, if more than one victim reports having been assaulted or harassed by the same individual.

What will happen to a student if a teacher reports?
An employee from the Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity will reach out to you and offer support, resources, and information. You will be invited to meet with the employee to discuss the situation and the various options available to you.

If you have requested confidentiality, the University will weigh your request that no action be taken against the institution’s obligation to provide a safe, nondiscriminatory environment for all students. If the University determines that it can maintain confidentiality, you must understand that the institution’s ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, may be limited. There are times when the University may not be able to honor a request for confidentiality because doing so would pose a risk to its ability to provide a safe, nondiscriminatory environment for everyone. If the University determines that it cannot maintain confidentiality, the University will advise you, prior to starting an investigation and, to the extent possible, will share information only with those responsible for handling the institution’s response.

The University is committed to the well-being of all students and will take steps to protect all involved from retaliation or harm.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/