Welcome to NAIS2300, the introductory course in the Native American and Indigenous Studies program. This course is designed to be a survey course that will introduce the student to different important subjects in and approaches to indigenous studies and to different professors in the indigenous studies program. While we will read a single book as a core text during the first half of the semester
(Custer Died for Your Sins), the chapters of that book will be thematic pointers toward other readings on each subject.

In the second half of the semester we will invite visitors from different disciplines in the Liberal Arts to speak to us about indigenous history, politics and law, literature, anthropology, archaeology, museum studies, and others. Each week will include a visiting lecture as well as an activity related to that week’s subject.

The course is organized into lecture/discussions on Tuesdays and activities/discussions on Thursdays. The lectures will cover course readings, but my style is conversational so I will always welcome interruptions and discussions. We always learn more by discussing things and asking questions than we will if I hand down “truth” from the front of the classroom. Activities will include movies, podcasts, visitors, field trips, and other things and will be announced during the course.

The core book (Custer Died...) is available from the bookstore. Others are on blackboard or the internet. Feel free to order the course book from on-line sources and also feel free to read additional materials that you think might be useful.

Finally, enjoy the course. Hopefully, you will find that Indigenous Studies is a gateway into thinking about the world from a different perspective or perspectives. Some people believe that indigenous people have different world-views from contemporary people. Yet others contend that “modernity” has created a loss of understanding and connection to the earth and its sentient beings, a sort of alienation from nature. If so, an important question might be how, and to what degree, we can recover what we have lost.

**Learning outcomes:**

1. The ability to critically read texts and analyze the social world around them using basic concepts and ideas derived from significant sociological thinkers drawn from the past and contemporary periods.

2. The ability to communicate effectively both orally and in writing; communication that is coherent, well-developed, and expressive of concepts, ideas, and themes derived from course materials.
3. The ability to express your thoughts orally and to lead discussion.

4. Knowledge of themes and perspectives relating to Native American and Indigenous thoughts and ways.

**Outline of course meetings**

**Jan 18 Week 1: Introduction**
*Reading:*
*Custer Died for Your Sins*, ch.1

**Jan 23, 25 Week 2: Treaties**
*Readings:*
*Custer Died for Your Sins*, chs.2 and 3

Jo Margaret Mano, “The Iroquois and New York State: Two Centuries of Broken Treaties and Map Lies”


**Jan 30, Feb.1 Week 3: Anthropologists**
*Readings:*
*Custer Died for Your Sins*, ch.4


Brukac on anthro and indigenous harm: https://today.uconn.edu/2011/08/the-impact-of-anthropology-on-native-american-culture/

Feb 6, 8 Week 4: Missionaries
Readings:
Custer Died for Your Sins, ch.5


Terrence McCoy, U.S. missionaries have long tried to convert the ‘unreached’ in the Amazon. Now Indigenous groups are fighting back,” *Washington Post*, Oct. 31, 2021

**Feb 13,15 Week 5: Leadership**

*Readings:*

*Custer Died for Your Sins*, ch.9


**Feb 20, 22 Week 6: Government agencies**

*Readings:*

*Custer Died for Your Sins*, ch. 6


**Feb 27, 29 Week 7: Civil rights**

*Readings:
Custer Died for Your Sins, ch.8


Mar 6 Week 8: Humor
Readings:
Custer Died for Your Sins, ch.7

Mar 8: First in-class exercise

Mar 13 – Spring Break (sessions after Spring Break are preliminary and subject to change)

Mar 20, 22 Week 9: Modernity – Prof. Olga Lauter
Readings:
Custer Died for Your Sins, ch.10

Francis Adyanga Akena, “Critical Analysis of the Production of Western Knowledge and Its Implications for Indigenous Knowledge and Decolonization,” Journal of Black Studies, Vol. 43, No. 6 (SEPTEMBER 2012), pp. 599-619

Mar 27 Week 10: Archaeology – Prof. David Carmichael

Apr 3 Week 11: Anthropology – Prof. Howard Campbell

Apr 10 Week 12: Literature – guest Prof. Robert Gunn

Apr 17 Week 13: Law and politics – guest Prof. Rebecca Reid

Apr 24 Week 14: Museums and representation – guest Director Daniel Carey-Whalen

April 26: Second in-class exercise

May 1 Week 15: Summary and loose ends
### Important dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan 17th</td>
<td>Spring classes begin</td>
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<tr>
<td>Jan 17th-20th</td>
<td>Late Registration (Fees are incurred)</td>
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<td>Feb 1st</td>
<td>Spring Census Day</td>
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<td>Note: This is the last day to register for classes. Payments are due by 5:00 pm.</td>
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<tr>
<td>Feb 13th</td>
<td>20\textsuperscript{th} Class Day</td>
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<td>Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.</td>
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<tr>
<td>Feb 17th</td>
<td>Graduation application deadline for degree conferral</td>
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<td>Mar 13th-17th</td>
<td>Spring Break</td>
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<td>Mar 30th</td>
<td>Spring Drop/Withdrawal Deadline</td>
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<td>Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.</td>
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<td>Mar 31st</td>
<td>Cesar Chavez Holiday - No classes</td>
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<td>Apr 7th</td>
<td>Spring Study Day</td>
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<td>Apr 14th</td>
<td>Deadline to submit candidates’ names for commencement program</td>
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<td>May 4th</td>
<td>Spring – Last day of classes</td>
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<td>May 5th</td>
<td>Dead day</td>
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<td>May 8-12th</td>
<td>Spring Final Exams</td>
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<tr>
<td>May 13-14th</td>
<td>Spring Commencement</td>
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<tr>
<td>May 17\textsuperscript{th}</td>
<td>Grades are Due</td>
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