

✓ Course was successfully updated.



Welcome to

## *Native American Politics (POS 4931)*

Instructor: Richard S. Conley, PhD

**Office:** 309 Anderson Hall

**Class meeting times:** Tuesdays, 1:55-2:45 pm (period 7); Thursdays, 1:55-3:50 pm (periods 7-8)

**Office hours:** Tuesdays, 9:00 am-10:30 am; 12:30 pm-1:30 pm

Thursdays, 9:00 am-10:30 am; 12:45 pm-1:45 pm

Email: [rconley@ufl.edu](mailto:rconley@ufl.edu) (<mailto:rconley@ufl.edu>) (do NOT use Canvas mail)

On this page you will find links to helpful course information and the Canvas platform.



- [Course Syllabus](#)  
(<https://ufl.instructure.com/courses/514643/assignments/syllabus>)

## Recommended Notification Settings

Under Settings

1. Verify ufl.edu email
2. Confirm Eastern Time zone settings
3. Edit display name if anonymity is preferred (note that this will be visible to other students, TAs and instructors)
4. Add additional contact methods if desired (phone for text alerts)

## Technical Help

In the event that you have technical difficulties with your course, please contact the [UF Computing Help Desk](#)   Course was successfully updated.

(<https://request.it.ufl.edu/>) or calling (352) 392-4357 - select option 1. The Help Desk is located on the ground floor of the Hub on the UF campus. If your technical difficulties will cause you to miss a due date, you MUST report the problem to the Help Desk and then email your instructor. Include the ticket number that you are given from the Help Desk in an e-mail to the instructor to explain the late assignment/quiz/test.

## Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/get-started/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

## How to use Canvas

- [Canvas Student Guide \(http://guides.instructure.com/s/2204/m/4212\)](http://guides.instructure.com/s/2204/m/4212)
- [Canvas Video Guides \(http://guides.instructure.com/s/2204/m/4210\)](http://guides.instructure.com/s/2204/m/4210)
- [Canvas Student Orientation \(https://training.instructure.com/courses/347469/\)](https://training.instructure.com/courses/347469/)

## IMPORTANT STUDENT WELLNESS RESOURCES:

*U Matter, We Care:*

If you are, or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Center:*

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.

*Sexual Assault Recovery Services (SARS)*

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>  (<http://www.police.ufl.edu/>)

## IMPORTANT ACADEMIC RESOURCES:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).  
<https://lss.at.ufl.edu/help.shtml>

Career Connections Center, Peitz Union, 302-1601. Career assistance and counseling.

<https://career.ufl.edu> ✓ Course was successfully updated.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.  
<http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> 

(<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>)

# Course Syllabus

 Edit

## POS 4931

### Native American Politics



Instructor: Richard S. Conley

Email: [rconley@ufl.edu](mailto:rconley@ufl.edu) (<mailto:rconley@ufl.edu>)

## Overview

This course surveys major historical and contemporary topics for an understanding of Native American politics and tribal governments, federal-tribal relations, and social, economic, and political challenges Native Americans confront within the U.S. constitutional structure. Readings, lectures, and films emphasize the impact of federal policies toward the nation's First Peoples over time, including controversies regarding public policies such as federal termination, relocation, education (boarding schools), health services, and violence towards Native American women, as well as matters of civil rights and civil liberties, tribal control and protection of natural resources and spiritual sites, and broader questions of issues of culture and sovereignty.

Readings average approximately 100-120 pages per week and are complemented by documentary films to enhance students' understanding of Native perspectives from "lived experiences."

**STUDENT LEARNING OUTCOMES.** At the end of the course, students will be able to:

- (1) Identify, describe, and explain the history and controversies surrounding federal policy towards Native Americans., including key turning points.

- (2) Analyze and evaluate critical questions relevant to Native Americans' place in the Constitution and larger political system, and the challenges to socio-economic development, territorial integrity and sovereignty, civil rights for Indigenous peoples, the protection of cultural traditions, and obstacles to formal acknowledgment of unrecognized tribes.
- (3) Evaluate the role of federal agencies in delivering services such as education, health care, and the protection of women against violence.
- (4) Appraise the history and rationale of Native American protest politics.
- (5) Synthesize scholarly literature to articulate an appreciation of the diversity in culture, history, and organization of Native nations.
- (6) Relate new ideas to diverse audiences unfamiliar with the situation of Native Americans in the political system historically and contemporaneously.
- (7) Articulate the importance of Indigenous Peoples' perspectives on their place in the political system and apply the knowledge in ways that enhance inclusion in thinking about American politics and minority participation.

### **Attendance and Absences**

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting.

Attendance in class is mandatory. Students are expected to complete all readings before the class and come prepared to discuss and critically analyze material.

Ten percent (ten points) of the total grade for the class will be based on attendance. I will randomly take attendance ten times during the semester. You will earn 10 points if you attend 9 or 10 of these sessions; 8 points if you attend 8 sessions; 6 points if you attend 7 sessions; 4 points if you attend 6 sessions; 2 points if you attend 5 sessions; zero points if you attend 4 sessions or less.

Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact the instructor as soon as conditions permit.

Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and they have not contacted the department to indicate their intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

### **Written Assignments**

Written assignments comprise 1) an analysis of a tribal government (7-10 pp., or 3,500-5,000 words, excluding bibliography); and, 2) a film analysis (10-12 pp., or 5,000-6,000 words, excluding bibliography) that integrates course material and outside sources to research a topic of student interest.

All written assignments are to be uploaded to Canvas **AND** must be turned in by hard copy in class on the due date. Late assignments are NOT accepted.

Written assignments are expected to be completed using proper English grammar, structure, and syntax. Written assignments should not contain spelling errors, incorrect use of pronouns, lack of capitalization of proper names/places, etc. Written assignments that have incorrect grammar, structure, syntax, and/or spelling errors will receive lower grades. See the specifics for each written assignment below.

### **In-Class Quizzes**




In-class quizzes will be given randomly throughout the semester to gauge students' comprehension of lectures and readings and will be graded. The quizzes will constitute 10 percent of the overall course grade. Each quiz will receive a point grade out of 100.

### **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class

lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>  (<https://gatorevals.aa.ufl.edu/students/>). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>  (<https://ufl.bluera.com/ufl/>). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>  (<https://gatorevals.aa.ufl.edu/public-results/>).

### Books/Readings

Dunbar-Ortiz, Roxanne . *An Indigenous Peoples' History of the United States*. Boston: Beacon Press, 2014. ISBN: 978-0-8070-5783-4.

Marshall III, Joseph M. *The Power of Four: Leadership Lessons of Crazy Horse*. New York: Sterling, 2009. ISBN: 978-1-4027-4881-3.

Select journal articles accessible through Canvas via ARES (Smathers Library).

## Course Grading Policies, Cell Phones & Laptops, and Academic Integrity

### Grades

For each assignment you will receive a numerical score, not a letter grade. Your final cumulative score will be translated into a letter grade according to the schedule below:

A 100% to 94%

A- < 94% to 90%

B+ < 90% to 87%

B < 87% to 84%

B- < 84% to 80%

C+ < 80% to 77%

C < 77% to 74%

C- < 74% to 70%

D+ < 70% to 67%

D < 67% to 64%

D- < 64% to 61%

E < 61% to 0%

Note: Individual extra-credit work is not allowed.

**Use of Cell Phones, Laptop Computers.** The use of cell phones is **PROHIBITED** in class. Laptops may only be used for note taking only. Playing on computers, text messaging, or doing work for other courses on cell phones/laptops is a **distraction to the instructor and to other students, and at fundamental odds with the educational mission of the course and the objectives of a university education.**

**ALL CELL PHONES MUST BE TURNED ON SILENT MODE AND STORED AWAY DURING CLASS.** Students who fail to comply with this policy will be asked to leave the class after warnings.

**Academic Integrity and Plagiarism:** Plagiarism (using someone else's ideas without giving him proper credit) is a serious offense. Students are expected to comply with the [University of Florida's Student Code of Conduct \(https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/\)](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)

[\(https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/\)](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) Questions should be directed to the Dean of Students Office, Judicial Affairs.

The written assignments for this class are to be **your own work**. Discussing your ideas or general approach with me, other students or faculty, revising your work in response to a colleague's criticism, or using words or ideas from a text or another source with proper attribution or referencing is acceptable, and is, in fact, an important aspect of intellectual discourse. Plagiarism and other forms of dishonesty, including cutting/pasting material and the failure to cite proper references, are unacceptable at all times. All uploaded assignments are subject to automatic review by Turnitin.com, and if you plagiarize **you will get caught**. The mandatory Plagiarism Quiz you must take is aimed at apprising you about what plagiarism is, and how to avoid it.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor



received unauthorized aid in doing this assignment.” The Honor Code <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/> (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this course.

Original thought, writing, and discussion is critical for core questions about our place in the natural world and for meaningful discussions about culture and nature. Please be thoughtful and meticulous in your citations. This video offers useful information for how to avoid plagiarism and cite appropriately.

<https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9>  
(<https://mediasite.video.ufl.edu/Mediasite/Play/adaa44500eaf460a84f238e6b9a558f9>)

Click here for the [Plagiarism Tutorial Page \(https://ufl.instructure.com/courses/514643/pages/avoiding-plagiarism\)](https://ufl.instructure.com/courses/514643/pages/avoiding-plagiarism).



(<https://ufl.instructure.com/courses/514643/pages/avoiding-plagiarism>)

## Readings and Lecture Schedule

### Thursday, 22 August

Course introduction

### Tuesday, 27 August – Settler Colonialism and Native Lands

Dunbar-Ortiz, (Introduction), Chapters 1-7.

### Thursday, 29 August – Settler Colonialism and Native Lands

Dunbar-Ortiz, Chapters 8-11.

### Tuesday, 3 September – Concepts of Native American Leadership

Marshall, *The Power of Four*, Chapters 1-4.

### Thursday, 5 September – Concepts of Native American Leadership

Marshall, *The Power of Four*, Chapters 5-7.

[Mohawk, John. "The Qualities of Leadership." \*Native Americas\* 19 \(December 2002\).](https://ufl.instructure.com/courses/514643/files/89095817?wrap=1)  
(<https://ufl.instructure.com/courses/514643/files/89095817?wrap=1>)

**Elton, Ron, and Nina Moore. "Recognizing Typology in Historical Native American Leadership: Implications for Contemporary Praxes." *Open Journal of Leadership* (2021).**  
(<https://ufl.instructure.com/courses/514643/files/89095810?wrap=1>)

### **Tuesday, 10 September – Indian Removal**

Thornton, Russell. "Cherokee Population Losses during the Trail of Tears: A New Perspective and a New Estimate." *Ethnohistory* 31, no. 4 (1984): 289-300.

Chandler, Prentice T. "Manifest Destiny and Competing Voices on the Eve of the Cherokee Removal." *Social Education* 75, no. 3 (2011): 153-157.

Cave, Alfred A. "Abuse of Power: Andrew Jackson and the Indian Removal Act of 1830." *Historian* 65, no. 3 (2003): 1330-1353.

### **Thursday, 12 September — Indian Removal & The Battle of Little Bighorn**

Hornsby, Sarah, and Robert S. McPherson. "'Enemies Like a Road Covered with Ice': The Utah Navajos' Experience during the Long Walk Period, 1858-1868." *American Indian Culture & Research Journal* 33, no. 2 (2009): 1-22.

Tohe, Laura. "Hwéeldi Bééháníih: Remembering the Long Walk." *Wicazo Sa Review* 22, no. 1 (2007): 77-82.

Stekler, Paul. "Custer and Crazy Horse Ride Again...and Again, and Again: Filmmaking and History at Little Bighorn." *Montana: The Magazine of Western History* 42, no. 4 (Autumn, 1992): 63-72.

Utley, Robert M. "Whose Shrine Is It? The Ideological Struggle for Custer Battlefield." *Montana: The Magazine of Western History* 42 (1992): 70-74.

### **Tuesday, 17 September —Critical History: The Dawes Act and Wounded Knee (1890)**

Lopezino, Drew, "'Good Indian': Charles Eastman and the Warrior as Civil Servant." *American Indian Quarterly* 27, no. 3/4 (2003): 727-757.

Carlson, David J., and Charles Eastman. "'Indian for a While': Charles Eastman's 'Indian Boyhood' and the Discourse of Allotment." *American Indian Quarterly* 25, no. 4 (2001): 604-625.

Film: *Bury My Heart at Wounded Knee*

### **Thursday, 19 September —The Dawes Act and Wounded Knee**

Carlson, Leonard A. "The Dawes Act and the Decline of Indian Farming." *The Journal of Economic History* 38, no. 1 (1978): 274-76.

Cotroneo, Ross. R., and Jack Dozier. "A Time of Disintegration: The Coeur D'Alene and the Dawes Act." *The Western Historical Quarterly* 5, no. 4 (1974): 405-19.

Berthrong, Donald J. "Legacies of the Dawes Act: Bureaucrats and Land Thieves at the Cheyenne-Arapaho Agencies of Oklahoma." *Arizona and the West* 21, no. 4 (1979): 335-54.

## **Tuesday, 24 September —Contemporary History of Native Governance and Tribal-Federal Relations**

Pommersheim, Frank. "At the Crossroads: A New and Unfortunate Paradigm of Tribal Sovereignty," *South Dakota Law Review* 55 (2010): 48-71.

## **Thursday, 26 September —The Indian Reorganization Act**

Washburn, Wilcomb E. "A Fifty-Year Perspective on the Indian Reorganization Act." *American Anthropologist* 86 (1984): 279-289.

Clow, Richmond L. "The Indian Reorganization Act and the Loss of Tribal Sovereignty: Constitutions on the Rosebud and Pine Ridge Reservations." *Great Plains Quarterly* 7, no. 2 (1987): 125-134.


Short video: "Rebuilding Indian Country, Department of the Interior, 1933"

[Rebuilding Indian Country - 1933](https://www.youtube.com/watch?v=zz5MaxXQv3U&list=PL6144AFA62E1FCCF1&index=5)  (<https://www.youtube.com/watch?v=zz5MaxXQv3U&list=PL6144AFA62E1FCCF1&index=5>)



<https://www.youtube.com/watch?v=zz5MaxXQv3U&list=PL6144AFA62E1FCCF1&index=5>

Short video, "Lakota Perspective on the Indian Reorganization Act"

<https://www.youtube.com/watch?v=zz5MaxXQv3> (Links to an external site.)   
([https://www.youtube.com/watch?v=zz5MaxXQv3%C2%A0\(Links%20to%20an%20external%20site.\)\)](https://www.youtube.com/watch?v=zz5MaxXQv3%C2%A0(Links%20to%20an%20external%20site.))))



[https://www.youtube.com/watch?v=zz5MaxXQv3%C2%A0\(Links%20to%20an%20external%20site.\)\)](https://www.youtube.com/watch?v=zz5MaxXQv3%C2%A0(Links%20to%20an%20external%20site.)))

## **Tuesday, 1 October –The Navajo (Diné) Codetalkers of World War II and Legacy**

Meadows, William. "Honoring Native American Code Talkers: The Road to the Code Talkers Recognition Act of 2008 (Public Law 110-420)." *American Indian Culture and Research Journal* 35, no. 3 (2011): 1-36.

Papich, Bill. "Honoring Navajo Code Talkers." *Native Peoples Magazine* 14, no. 4 (May/June 2001): 38-40.

Film: *True Whispers: The Story of the Navajo Code Talkers* (PBS).

### **Thursday, 3 October - Termination and Relocation, 1950s-1960s**

Koppes, Clayton R. "From New Deal to Termination: Liberalism and Indian Policy, 1933-1953." *The Pacific Historical Review*, Vol. 46, no. 4. (1977): 543-566.

Philip, Kenneth R. "Termination: A Legacy of the Indian New Deal." *Western Historical Quarterly*, Vol. 14, no. 2 (1983): 165-180.

Burt, Larry W. "Roots of the Native American Urban Experience: Relocation Policy in the 1950s." *American Indian Quarterly* 10, no. 2 (1986): 85-99.

Film: *Looking Toward Home: An Urban Indian Experience*.

### **Tuesday, 8 October – Education and Indian Boarding Schools**

Tsianina Lomawaima and Teresa L. McCarty, "When Tribal Sovereignty Challenges Democracy: American Indian Education and the Democratic Ideal." *American Educational Research Journal* 39, no. 2, Education and Democracy (Summer, 2002): 279-305.

Lajimodiere, Denise K. "American Indian Boarding Schools in the United States: A Brief History and Legacy." In *Indigenous peoples' access to justice, including truth and reconciliation processes*. 2014, pp. 255-261.

Film, *Our Spirits Don't Speak English: Indian Boarding School*.

### **Thursday, 10 October – Civil Rights and the American Indian Movement (AIM): Alcatraz**

Johnson, Troy. "The Occupation of Alcatraz Island: Roots of American Indian Activism." *Wicazo Sa Review* 10, no. 2 (1994): 63-79.

Film (recommended): *Indian Horse* (Canadian film for a comparative perspective)

Film: *Taking Alcatraz*.

### **Tuesday, 15 October – Civil Rights and the American Indian Movement (AIM)**


Vizenor, Gerald. "Dennis of Wounded Knee." *American Indian Quarterly* 7, no. 2 (1983): 51-65.

Film, *A Good Day to Die: Dennis Banks & the American Indian Movement*."

### **Thursday, 17 October – Civil Rights and the American Indian Movement (AIM)**

Roos, Philip D., et al. "The Impact of the American Indian Movement on the Pine Ridge Indian Reservation." *Phylon* 41, no. 1 (1980): 89-99.

**[Russell Means: On Being Indigenous and A.I.M.](https://www.youtube.com/watch?v=6mhqoEofHzg)**  (<https://www.youtube.com/watch?v=6mhqoEofHzg>)


**[Russell Means: Wounded Knee 1890 & 1973](https://www.youtube.com/watch?v=nVqXS3eGu-A)**  (<https://www.youtube.com/watch?v=nVqXS3eGu-A>)

**[The Siege of Wounded Knee, 1973](https://www.youtube.com/watch?v=DgKJ6UTRMJ4)**  (<https://www.youtube.com/watch?v=DgKJ6UTRMJ4>)

**Tuesday, 22 October – American Indian Movement (AIM): The Case of Leonard Peltier**

Hogan, Joseph C., III. “Guilty until Proven Innocent: Leonard Peltier and the Sublegal System.” *Boston College Law Review* Vol. 34, No. 4 (1993): 901-936.

**Thursday, 24 October – American Indian Movement (AIM): The Case of Leonard Peltier**

**[Film: Warrior: The Life of Leonard Peltier \(91 mins\)](https://www.youtube.com/watch?v=RsYAYf_2WQU)**  ([https://www.youtube.com/watch?v=RsYAYf\\_2WQU](https://www.youtube.com/watch?v=RsYAYf_2WQU))



[https://www.youtube.com/watch?v=RsYAYf\\_2WQU](https://www.youtube.com/watch?v=RsYAYf_2WQU)

**Tuesday, 29 October – The Bureau of Indian Affairs & Tribal Relations**

Lamber, Valerie, **[“The Big Black Box of Indian Country: The Bureau of Indian Affairs and the Federal-Indian Relationship.”](https://www.jstor.org/stable/2515444)** *American Indian Quarterly* 40, no. 4 (2016): 333-363

<https://ufl.instructure.com/courses/514643/files/88710417/download?wrap=1>.

**[Video, “Bureau of Indian Affairs,” Historian Donald Fixico, Arizona PBS.](https://www.youtube.com/watch?v=94SQ2MSdVjc)** 

<https://www.youtube.com/watch?v=94SQ2MSdVjc>



<https://www.youtube.com/watch?v=94SQ2MSdVjc>

**[Russell Means on the BIA and Tribal Governance \(congressional testimony\)](https://www.youtube.com/watch?v=QVYShOZkZGs)** 

<https://www.youtube.com/watch?v=QVYShOZkZGs>



<https://www.youtube.com/watch?v=QVYShOZkZGs>

**Thursday, 31 October – The Indian Health Care Service and Controversies**

Lawrence, Jane. “The Indian Health Service and the Sterilization of Native American Women.” *American Indian Quarterly* 24, no. 3 (2000): 400-419.

Film: *Don't Get Sick Before June: Indian Health Service*

## Tuesday, 5 November – COVID-19 and Indian Country

[Doshi, Sahir, Allison Jourdan, Kate Kelly, and Danyelle Solomon. "The COVID-19 Response in Indian Country: A Federal Failure." \*Center for American Progress\*, June 18, 2020](https://www.americanprogress.org/issues/green/reports/2020/06/18/486480/covid-19-response-indian-country/) [↗](https://www.americanprogress.org/issues/green/reports/2020/06/18/486480/covid-19-response-indian-country/)  
[\(https://www.americanprogress.org/issues/green/reports/2020/06/18/486480/covid-19-response-indian-country/\)](https://www.americanprogress.org/issues/green/reports/2020/06/18/486480/covid-19-response-indian-country/).

## Thursday, 7 November - Violence against Native Women

Firmin, Jeff. "Wind River and the New (Old) Action Movie." *Film International*, 16, no. 1 (March 2018): 83-88.

Film: *Wind River*.

## Tuesday, 12 November – Violence against Native Women

Reed, Cassity. "Are We There Yet: An Analysis of Violence against Native American Women and the Implementation of Special Criminal Domestic Violence Jurisdiction." *Journal of Race, Gender, and Poverty* 10, no 1. (2018-2019): 1-18.

Petillo, Jeana. "Domestic Violence in Indian Country: Improving the Federal Government's Response to this Grave Epidemic." *Connecticut Law Review*, Vol. 8, no. 5 (2013): 1841-1874.

## Thursday, 14 November – Native American Religious Freedom, Repatriation, and Sacred Site Protection

Sytsma, Mandy Suhr. "In the Light of Reverence and the Rhetoric of American Indian Religious Freedom: Negotiating Rights and Responsibilities in the Struggle to Protect Sacred Lands." *Wicazo Sa Review* 28, no. 2 (2013): 60-86.

Film: *In the Light of Reverence*.

[Part 1 - Devils Tower](https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=2#top) [↗](https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=2#top)  
[\(https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=2#top\)](https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=2#top)

[Part 2 - Hopi Land](https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=1#top) [↗](https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=1#top)  
[\(https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=1#top\)](https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=1#top)

[Part 3 - Mount Shasta](https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=4#top) [↗](https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=4#top)  
[\(https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=4#top\)](https://uf.catalog.fcla.edu/uf.jsp?ix=ti&st=In%20the%20light%20of%20reverence&V=D&S=1781584987246670&l=4#top)

## Tuesday, 19 November - Native American Religious Freedom, Repatriation, and Sacred Site Protection

Harjo, Suzan Shown. "American Indian Religious Freedom Act after Twenty-Five Years: An Introduction." *Wicazo Sa Review* 19, no. 2 (2004): 129-136.

Forbes-Boyte, Kari. "Fools Crow Versus Gullett: A Critical Analysis of the American Indian Religious Freedom Act." *Antipode* 31, no. 3 (1999): 304-323.

### **Thursday, 21 November – Native American Religious Freedom, Repatriation, and Sacred Site Protection: Devils Tower, Wyoming and the Black Hills**

Freeman, Eric. "Protecting Sacred Sites on Public Land: Religion and Alliances in the Mato Tipila–Devils Tower Litigation." *American Indian Quarterly* 31, no. 1 (2007): 1-22.

Jenkins, Mark. "Devil's Tower, Sacred Space." *Virginia Quarterly Review* 89, no. 1 (Winter 2013): 232-237.

Film: *O'oiye Wakan* (Sacred Lakota sites).

### **Tuesday, 3 December – The Dakota Access Pipeline (DAPL) and the Standing Rock Sioux**

Fredericks, Carla F., et al., "Indigenous Rights of Standing Rock: Federal Courts and Beyond." *Human Rights* 43, no. 4 (2017): 2-4.

Lowenstein, Jody D. "Standing Rock Sioux Tribe v. US Army Corps of Engineers." *Public Land and Resources Law Review* 0, Article 19 (case summaries).

<https://scholarship.law.umt.edu/plrlr/vol0/iss7/19>  <https://scholarship.law.umt.edu/plrlr/vol0/iss7/19>

Penn-Roco, Amber. "Standing Rock and the Erosion of Tribal Rights." *National Lawyers Guild Review* 73, no. 3 (2016): 176-179.

Estes, Nick. "Fighting for Our Lives: #NoDAPL in Historical Context." *Wicazo Sa Review* 32, no. 2 (2017): 115-122.

Film:

[Black Snake Killaz: A #NODAPL Story](https://www.youtube.com/watch?v=4dWeg_jHdK0)  [https://www.youtube.com/watch?v=4dWeg\\_jHdK0](https://www.youtube.com/watch?v=4dWeg_jHdK0)








[https://www.youtube.com/watch?v=4dWeg\\_jHdK0](https://www.youtube.com/watch?v=4dWeg_jHdK0)

**DEADLINES FOR ASSIGNMENTS (SCHEDULE)** 

<https://secure.flickr.com/photos/16698683@N00/15870725062>

## Course Summary:

Date	Details	Due
Fri Aug 30, 2024	 <a href="https://ufl.instructure.com/courses/514643/assignments/6173165">Plagiarism Quiz</a> ( <a href="https://ufl.instructure.com/courses/514643/assignments/6173165">https://ufl.instructure.com/courses/514643/assignments/6173165</a> )	due by 11:59pm
Fri Nov 1, 2024	 <a href="https://ufl.instructure.com/courses/514643/assignments/6173168">Tribal Government Analysis</a> ( <a href="https://ufl.instructure.com/courses/514643/assignments/6173168">https://ufl.instructure.com/courses/514643/assignments/6173168</a> )	due by 11:59pm
Fri Dec 6, 2024	 <a href="https://ufl.instructure.com/courses/514643/assignments/6173167">Film Analysis</a> ( <a href="https://ufl.instructure.com/courses/514643/assignments/6173167">https://ufl.instructure.com/courses/514643/assignments/6173167</a> )	due by 11:59pm
	 <a href="https://ufl.instructure.com/courses/514643/assignments/6173166">Attendance Grade</a> ( <a href="https://ufl.instructure.com/courses/514643/assignments/6173166">https://ufl.instructure.com/courses/514643/assignments/6173166</a> )	
	 <a href="https://ufl.instructure.com/courses/514643/assignments/6200920">Roll Call Attendance</a> ( <a href="https://ufl.instructure.com/courses/514643/assignments/6200920">https://ufl.instructure.com/courses/514643/assignments/6200920</a> )	