First Nations Studies
FNS 226 Intro FNS: First Nations Social Justice

Instructor:
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COURSE DESCRIPTION

This is an introductory course in First Nations Studies. The course is designed so that students will learn about American Indian Nations through an exploration of the Four Pillars of Learning in First Nations Studies: History, Sovereignty, Law & Policies, and Indigenous Philosophy.

The course explores the general distinctions between American Indian Nations in (what is now) the United States. We will briefly examine the traditional cultures and lifeways of the American Indian Nations as they existed prior to mass European invasion and influence. Moreover, we will examine the multiple factors that brought about the destruction and loss of these traditional ways over time. We will closely examine the ways in which EuroAmerican political, economic, legal, and social power facilitated the near genocide of American Indian Nations. The course will conclude with an exploration of the persistence of American Indian people in the U.S. today. Throughout the course we will discuss and dispel popular stereotypes regarding American Indian people and explore the how these stereotypes are harmful to Indian people. Whenever possible, we will focus our exploration of American Indians by drawing upon the Wisconsin American Indian Nations for specific examples and illustrations. These Nations include the Anishinabe (Ojibway), Menominee, Oneida, Hochungra (Winnebago), Mohican (Stockbridge Munsee), and Potawatomi. However, because this is an introductory course, our exploration of Wisconsin Indian Nations will be broad based.

COURSE LEARNING OBJECTIVES:

1) History - Pillar One
Students will demonstrate an understanding of the First Nations in the Traditional (or precontact) era including traditional culture, governance, and worldview.
Students understand how Euro-American colonization impacted Wisconsin First Nations in the contact and contemporary eras.
Students with demonstrate an understanding of how western power structures and social institutions, including law, social policy, religion, and education facilitated the domination of American Indian Nations in the U.S. in the Contact Era and Contemporary Era.

2) Sovereignty - Pillar Two
Students will demonstrate an understanding of sovereignty in the traditional era including personal sovereignty or the ethic of non-interference.
Students will compare and contrast traditional and contemporary First Nations governments.
Students will demonstrate an understanding of the erosion of sovereignty with colonization.
3) **Laws and Policies - Pillar Three**
Students will critically examine European laws and policies and the impact on First Nations in the Contact Era and Contemporary Era.

4) **Indigenous Philosophy - Pillar Four**
Students will demonstrate an understanding of indigenous worldview and indigenous philosophy and indigenous intellectualism. Students will critically examine their own cultural ideologies and world views in an exploration of the social construction of difference. Students will demonstrate an in depth understanding of stereotypes and evaluate the impact on First Nations people.

This is a writing emphasis course!

**Course Requirements:**

1. **Small Group Work and Group Participation.** Drawing from the tribal world and its emphasis on community and group learning, you will work with a self-select small group (of six members) throughout the semester. Throughout the semester you will meet and work on exercises and formal assignments with your fellow group members. There are two(2) formal group written assignments that you must complete with your small group. You will be given class time to work on these assignments. These assignments will be handed out when they are assigned. Each of the three assignments is worth 10 points or 20 points total. In addition to these assignments, everyone is required to participate equally in their group! Groups will be assigned discussion topics and tasks in class. This means you must come to class and to small group prepared to discuss the readings. Your in-class participation in your small group, is worth an additional 20 points.

2. **Written Assignments.** Drawing upon the readings and class discussions, you are to discuss your individual responses, thoughts, insights, etc. to the readings and class discussions. Four assignments are due throughout the semester and the questions are on the last page of this document. The assignments are intended to demonstrate your competence in the course readings and concepts. All assignments must be typed with correct grammar, course terminology, and spelling. The assignments are due in class, at the beginning of class. **NO late assignments will be accepted under any circumstance!** Please do not ask to turn in a late assignment. Each written assignment is worth 10 points or 40 total points toward your final grade.

3. **Final Course Project:**

A. Sovereignty Interview Project. Students in the class are required to conduct research project this semester where you will conduct interviews of your friends and family to learn their views regarding American Indian tribal sovereignty. This project is due at the end of the semester. The purpose of this interview project is to use encourage you to talk to others about their views about American Indian rights. In this project you will
interview people and analyze their responses, given the information you have learned in the course. After the midterm exam, you will receive a hand-out describing this project in detail. The final project is worth 100 points.

4. **Exams.** Take two group exams (a mid-term and a final) to demonstrate your competence in the readings, course concepts, class assignments, and class discussions. These are group examinations which means you work with your group and each group turns in one exam. All members of one group receive the same grade. Each group exam is worth 100 points.

5. **Class Participation & Engagement.** Students are required to come to class prepared and participate in classroom discussions. Individual participation will vary and includes answering and asking questions. Classroom engagement is also important and includes the extent to which you come to class prepared and are actively engaged in lectures and discussions. Your individual participation and engagement is worth 20 points.

ATTENDANCE POLICY: Class attendance is mandatory. You must attend all class periods. You are allowed 4 absences this semester. These absences include medical emergencies (with Dr. excuse), family emergency (death in family), flat tires, bad weather (unless class is cancelled). Each absence exceeding 4 will result in lowering your final grade one grade level for each absence. You should receive any missed work from one of your group mates or the instructor.

PLAGIARISM AND CHEATING: With the exception of group assignments, students are required to do their own work. Cheating, plagiarizing, and copying from other students will be handled in accordance with UWGB rules governing academic misconduct.

**Required Texts (Provided by SCHS):**


**Required E-Reserve Readings:**

Lyons, Oren. "The American Indian in the Past."

Pevar, Stephen. “American Indian Gaming.”


Ross, Rupert. “Rules of Traditional Times.”

Smith, Andrea. “Soul Wound.”

Wilson, Angela Cavendar. “Grandmother to Grandaughter: Generations..”

Optional Extra Credit: You are allowed to earn up to 10 maximum points of extra credit for this course. Extra credit ONLY for the following:

Oneida Nation Museum Visit: On your own. Located at W892 Co. Rd. EE. Call #869-2768 for museum hours and location. There is a nominal admission fee. Take the self-guided tour of the exhibits in and outside the museum. Write a 1 page typed reaction paper describing your experience. Worth 10 points.

Course Evaluation: 400 points possible for course:
Written Assignments: Group Exams:
#1: 10 points Mid-term: 100 points
#2: 10 points Final: 100 points
#3: 10 points
#4: 10 points
Total: 40 points

Group Written Assignments: Final Project: 100 points
#1: 10 points
#2: 10 points
Total: 20 points

In-Class Participation/Engagement: 20 points

In-class Small Group Participation: 20 points

UWGB Grading Scale:
400 - 378 points = A  100-95%
377 - 355 points = A/B  94-89%
354 - 330 points = B  88-83%
329 - 306 points = B/C  82-77%
305 - 282 points = C  76-71%
281 - 258 points = CD  70- 65%
257 - 234 points = D  64-59%
233 - 0 points = F  58% and below

**Tentative Course Topics and Reading Schedule**

***Guest speaker presentations will occasionally be substituted for weekly readings***

**Week 1:**
- Course Overview
- Course Introduction: *Do All Indians Live in Tipis?* DOALT (pgs. 2-11; 19-33)

**Week 2:**
- Small group formation
- Critical Thinking Task in Small Groups; E-reserve (Ross)

**Week 3:**
- Course Introduction
  - Jaimes (1-12; 22-53) **Group Assignment 1 Due**
- American Indian Nations Traditional History
  - DAILT(98-118, 152-165), Boatman (preface-28)

**Week 4:**
- Wisconsin Nations Traditional History
  - Loew (ix-23); Boatman (29-60); DOALT (43-59);
-Continued; Lyons (E-Reserve); DOALT (41-42); **Writing Assignment 1 Due**

**Week 5:**
- Discovery, Conquest and Treaty Making (1532-1828); Loew (40-83)
- Continued; DOALT (60-77)

**Week 6:**
- Early American Policy; Loew (84-99);
  - Deloria and Lytle (E-reserve) Jaimes (13-22) **Writing Assignment 2 Due**
- Columbus Day Task in Small Groups

**Week 7:**
- Removal and Relocation (1828-1887)**Group Assignment 2 Due**
  - Loew (100-end); Cavendar Wilson (E-reserve)
-Continued

**Week 8:**
- Field Trip for First Nations Social Justice Class
- Prepare for mid term exam
Week 9:
- Midterm Exam Small Group

Midterm exam Due in-class

Week 10:
- Allotment and Assimilation (1887-1928)
  Jaimes (371-402); DOALT (166-191, 217-218)
- Allotment and Assimilation (continued)
  In-class film: White Man's Image ; Assignment 3 Due

Week 11:
- Reorganization and Self-government (1928-1945); Jaimes (87-99)
- Termination and Restoration (1945-1961); Film "In the Wake of Nicolet
  Loew (24-39); Jaimes (139-188)

Week 12:
- Self-determination (1961-Present); Jaimes (267-290);
- Anishinabeg Treaty Rights
  Loew (54-83); Treaty Rights Guide (all); Jaimes (217-240)

Week 13:
- Treaty Rights (continued): DOALT (141-143)
- First Nations Women Writing Assignment 4 Due
  Jaimes (311-344); DOALT (120-151); Boatman (61-65); Poupart (E-reserve)

Week 14: April 27-29
- Casino Gaming; Pevar (E-reserve) Film “Canary Effect”; DOALT (15-18;128-140)
- Contemporary Land Struggles/Environmental Issues
  Jaimes (189-216; 241-266);

Week 15:
- Sovereignty today; In-class film “Stolen Water”; DOALT (202-end)
- Act 31 & Course Conclusions; (99-118); Final Project Due

Week 16: Work on Final Exam Project
Week 17: Course wrap up and
Final Exam Due 8:00 AM Friday, January 10

FNS 226 Intro to FNS: First Nations Studies Social Justice
Writing Assignments

Drawing upon the readings and class discussions, you are to discuss your individual
responses, thoughts, insights, etc. to the readings and class discussions. These
assignments are to be done on your own and not in small group. The assignments are
intended to demonstrate your individual understanding of competence in the course
readings and concepts. All assignments must be typed (double spaced), in essay format, with correct grammar, course terminology, and spelling. The assignments are worth 10 points each.

These assignments are due in class at the beginning of the class period. NO late assignments will be accepted under any circumstance!

Students are required to do their own work. Cheating, plagiarizing, and copying from other students will be handled in accordance with UWGB rules governing academic misconduct.

Assignment 1:
Using the Oren Lyons reading “The American Indian in the Past” on e-reserve, thoroughly discuss or define each of the following:

What is the Great Law of Peace? Why is the Great Law of Peace significant to the Haudenosaunee people? The Great Law defines the formal government of the Haudenosaunee. How is this formal government structured or organized? define the structure of the Haudenosaunee. Who is the Peacemaker and what role did he play in this process? (4 pages approximately)

Assignment 2:
Using the Deloria and Lytle reading “American Indians in Historical Perspective” on e-reserve AND the chapter “Key Indian Laws and Cases Churchill and Morris (in Jaimes), address each of the following.

Identify the names and dates of each of the six historical eras in American Indian policy. Within each of these eras, identify and explain the major policy or policies that characterize the era. Describe the impact these policies on American Indian people. In the conclusion, summarize your reaction(s) to learning about these policies and injustices. (5 pages approximately)

Assignment 3:
Using the Noriega chapter in the Jaimes book and the Smith reading “Soul Wound” on e-reserve, thoroughly address each of the following:
Identify and discuss the multiple ways European and American education was used to colonize American Indian nations. Be sure to link your answer to the course definition of colonization: "to secure political, economic, and social control over a people and their lands." In other words how did western education facilitate political control, economic control, and social control over American Indian Nations? What is your reaction to learning about how education was used to colonize American Indian children? (4 pages approximately)

Assignment 4:
Using the Jaimes and Loew readings AND the Treaty Rights Guide thoroughly address the following:

What are Anishinabeg (Chippewa or Ojibwe) "usufructuary rights?" What is the historical origin of these rights (or where do they originate)? What are some of the reasons so many non-Indians are opposed to these rights? What is your position on the assertion of these rights? What is your reaction to the protesting of these rights in Wisconsin that you saw in the class film Lighting the Seventh Fire? (Approximately 4 pages)