Introduction to American Indian Studies

Description, Goals, and Objectives
AIST 170 provides students with an overview of the major themes and trends in contemporary American Indian life in the United States. Topics for readings, discussions, lectures, and in-class activities include federal Indian policies, tribal resource management, self-determination issues, gender roles, Native American religious freedoms, tribal sovereignty, the struggle to maintain indigenous cultures, and the relationships linking American Indians with other First Nations/Fourth World peoples. The AIST 170 class will explore these issues from a variety of perspectives: local, regional, national, intra-tribal, inter-tribal, and pan-Indian. The course will emphasize viewing American Indians as members of distinct nations who may reside within the geographic boundaries of the United States, but may not consider themselves members of American political or social culture.

American Indian Studies 170 meets both the Cultural Diversity and the Area D-3 (Cultural and Social Institutions) requirements of the Chico State General Education curriculum. Thus, the course pays special attention to the impact of human behaviors on individuals and groups as it analyzes the individual and corporate responses of American Indian peoples to the transformation of their cultural and social institutions. It provides unique opportunities for exploring the nature of intra-cultural and cross-cultural relationships among Native nations and between Indian communities and non-Indians. Students enrolled in AIST 170 should expect a course designed to enrich their understanding of these uniquely American nations. This course is designed to help you develop your intellectual capabilities, to help you understand the forces and conditions shaping historic and contemporary American Indian experiences, and to help you make critically informed judgments about your own culture(s) and those of American Indians.

Required Reading Materials
The texts listed below are required for this course and are available at the campus bookstore; the reader is available at Mr. Kopy (119 Main Street, 896-1804).
AIST 170 Reader (Be sure that you have the correct reader BEFORE you leave the store.)
Peter Iverson, “We Are Still Here”: American Indians in the Twentieth Century
James Rawls, Chief Red Fox is Dead
Greg Sarris, Grand Avenue
Darryl Wilson, The Morning the Sun Went Down.

Course Requirements
The final grade for this class will be determined on the basis of the following components. To pass this course, you must complete all of the work assigned:
1. **Two in-class examinations** @100 points each. Exams will consist of multiple choice and essay questions. The examinations are scheduled for: **February 22** and **April 15**.
2. **A final examination** @200 points. This examination will combine cumulative and non-cumulative components. **Final Examination: May 20, 10-11:50 in our classroom**.
3. **Six homework assignments** worth 100 points total. **You may drop the lowest score**. Homework is due **in class** at the beginning of class on Fridays. The homework schedule follows the reading/lecture schedule. **There are no make-ups for missed homework assignments**.
4. **Six quizzes** worth 100 points total. **You may drop the lowest score.** These will be administered during the first fifteen minutes of class on Fridays. The quiz schedule follows the reading/lecture schedule. **There are no make-ups for missed quizzes.**

**Grading Standards**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>600-551</td>
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<tr>
<td>A-</td>
<td>550-530</td>
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<tr>
<td>B</td>
<td>508-481</td>
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<tr>
<td>B-</td>
<td>480-460</td>
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<tr>
<td>C</td>
<td>438-411</td>
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<tr>
<td>C-</td>
<td>410-390</td>
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<tr>
<td>D</td>
<td>386-351</td>
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<td>D+</td>
<td>389-369</td>
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<td>F</td>
<td>Below 350</td>
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<tr>
<td>B+</td>
<td>529-509</td>
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<tr>
<td>C+</td>
<td>459-439</td>
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**Extra Credit**

Extra credit may earn up to 20 points in extra credit during the semester. I will bring a file to class with information on activities that pertain to our class. Please feel free to add any information that you might come across. I'll accept extra credit every Monday in class. **All extra credit work must be handed in by May 10, 2013.** Extra credit points are earned by writing short (no more than 2 typed pages) discussion and/or response papers in conjunction with:

1. Attending or participating in public activities relating to Americans Indians (powwows, speakers, films, plays, gallery exhibits, and concerts all fall into this category).
2. Reviewing and critiquing documentaries, made-for-TV movies, and films that deal with American Indians and American Indian issues (e.g., Incident at Oglala, Thunderheart, Pocahontas, Powwow Highway, Smoke Signals, Little Big Man).
3. Following stories in the news (TV, newspaper, newsmagazine, Internet) that deal with American Indians and American Indian issues.
4. Investigate web sites related to American Indians and American Indian issues. Ask me for a brief list.

**General Class Statement**

As instructor, it is my job to make sure that this class is informative and enjoyable. Your responsibility is to prepare for class, show up on time, take notes, and participate in class discussions. To help create the best environment for all of us to do our respective "jobs" this semester, I've developed the following guidelines. If you believe that you cannot adhere to them, I **strongly encourage you to drop this class now.**

1. We--students and faculty--all contribute to the creation of a classroom atmosphere that encourages the free exchange of thoughts and ideas. To sustain this atmosphere for the duration of the semester, it is important that all members of the class are treated with dignity and respect.
2. **Turn off your cell phones when you come into class.**
3. **Newspaper reading, texting, listening to music, and prolonged conversations** (in person or on a cell phone) are rude and disruptive. Engage in these activities before or after class, but not during. **I will not hesitate to publicly call students on this behavior and will drop frequent offenders from the class roster.**
4. **Habitual late arrivals and early departures** are rude and disruptive. If you need to arrive late or leave early for a *bona fide* reason, please let me know. **I will not hesitate to publicly call students on this behavior and will drop frequent offenders from the class roster.**
5. **There are NO make-ups** for missed quizzes or homework assignments. Make-up examinations **may** be offered at my discretion. Please note that I am under no obligation whatsoever to offer make-up assignments or examinations.

6. **Incompletes and withdrawals** are given only under extraordinary circumstances. These do not include prolonged absences from class, poor grades going into the final, or the decision to ignore course requirements.

7. **Students with special needs and circumstances** are encouraged to contact Disability Support Services (DSS, x5959). I am happy to accommodate students through DSS, but cannot offer similar support or services independent of that center.

8. **Academic dishonesty** in any form will not be tolerated and will result in an “F” for the assignment and for the semester. Please refer to the Chico State Student Judicial Affairs website ([http://www.csuchico.edu/sjd/sja.shtml#Integrity](http://www.csuchico.edu/sjd/sja.shtml#Integrity)) for specifics on university policies and procedures.

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**Homework and Quiz Schedule**

<table>
<thead>
<tr>
<th>Homework Due Dates</th>
<th>Quiz Dates</th>
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<tbody>
<tr>
<td>February: 8</td>
<td>February: 15</td>
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<tr>
<td>March: 1, 15</td>
<td>March: 8, 29</td>
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<tr>
<td>April: 5, 19</td>
<td>April: 12, 26</td>
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<td>May: 3</td>
<td>May: 10</td>
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**Reading, Lecture, and Examination Schedule**

(Nb.: **Iverson** = “We Are Still Here”; **Rawls** = "Chief Red Fox"; **READER** = AIST 070 Reader; **Wilson** = **The Morning the Sun Went Down**; **Sarris** = Grand Avenue.)

We will spend the first segment of the semester tracing the California Indian experience throughout the American period. Our focus will be local and regional. It is considered good etiquette in "Indian Country" to know on whose land you stand. The history and culture of a community are easier to understand if you can identify their landscape.

**Week 1**

- Read: Section 1 in AIST 170 READER.
- 1/28 Course Introduction
- 1/30 California as Indian Country
- 2/1 Chico as Indian Country

**Week 2**

- Read: Section 2 in AIST 170 READER; Wilson, pp. 3-53.
- 2/4 Revisiting California Indians and the Gold Rush
- 2/6 The Exile Years
- 2/8 The Contemporary Political Status of California Indians
**Week 3**
Read: Section 3 in AIST 170 READER; Wilson, pp. 53-109
2/11 The Contemporary Economic Status of California Indians
2/13 California Indian Cultural Renaissance
2/15 Contesting Sacred Space in California

**Week 4**
Read: Wilson, pp. 109-173.
2/18 Indigenous Environmental Concerns in California
2/20 Examination Study Session
2/22 Examination 1

During the second segment of the semester we will turn our attention to the experiences of American Indian peoples and communities beyond California. As we move from the 1880s to the 1970s, this class will pay especial attention to the ways that American Indians, American policymakers, and the general public battled over the status and rights of Native peoples and Native nations.

**Week 5**
Read: Section 4 in AIST 170 READER and Iverson, Introduction.
2/25 The ABC’s of Sovereignty and Treaty Rights
2/27 The State of Nineteenth Century Native America
3/1 The Assault on Indian Tribalism: Privatizing the Land

**Week 6**
Read: Iverson, Chapter 1.
3/4 The Assault on Indian Tribalism: “Reforming” Politics
3/6 The Assault on Indian Tribalism: (Re)-Education
3/8 The Assault on Indian Tribalism: Promoting “Civilization”

**Week 7**
Read: Iverson, Chapter 2; Rawls, Chapter 1.
3/11 Native Responses: Religious and Political Resistance
3/13 Contesting Indian Resources: Water and Fish
3/15 Nadir: Indian Health Care and Assimilation

**Week 8**
Spring Break

**Week 9**
Read: Iverson, Chapter 3.
3/25 The Plight of the “Vanishing Indian”
3/27 The “Indian New Deal” and Modern Tribal Politics
3/29 Latter-day Warriors! American Indians and American Wars

**Week 10**
Read: Iverson, Chapter 4.
4/1 Cesar Chavez Day—No Class
4/3 Cowboys and …: American Indians and American Popular Culture
4/5 Post-war Federal Policies: Compensation
This last segment of the class follows American Indian peoples and their communities from the late 1960s to the present. This forty-year period saw American Indians continue to deal with many of the challenges of the past--sovereignty and identity--while facing new threats as Native peoples and their rights became an increasingly visible and important part of American life.