

Indigenous Peoples of North America

Instructor: Professor Elizabeth Camacho

Email: elizabeth.camacho@unt.edu

Office Hours: Mondays 2pm-4pm and Tuesdays 9am-11am

Office: Online only.

Professor Note

The structural design of the course and organization of the syllabus are due to the hard work of Dr. Adam Dunstan and Dr. Kimberly Wren, the professors of this course prior to me.

Course Introduction

“Native survivance is an active sense of presence over absence” - Gerald Vizenor

This course explores the cultural diversity, ways of life, history, and present-day realities of the indigenous peoples of North America – those peoples present on this continent prior to the arrival of Europeans. This course will be particularly geared towards overcoming persistent and incorrect stereotypes among non-indigenous Americans about indigenous peoples. Where mainstream media represents Native Americans as a monolithic whole, we will use ethnographic studies and indigenous scholarship to show how there is no homogenous group of “Native Americans”: rather, there are hundreds of indigenous nations in North America, and we will attempt to briefly survey this vast and rich cultural diversity. Furthermore, while indigenous peoples and colonial assaults against them are often thought of as belonging to history, we will show the continuing struggles of indigenous nations for sovereignty and survivance against colonialism. A final overarching topic will be who has the right to speak about indigenous peoples and if research, itself, is colonial.

The course consists of reading assignments, in-class lectures, exams, and several written assignments (more detail below). The lectures are intended to provide an overview of certain time periods, to supplement the readings with additional details about certain key thinkers, and to help illustrate some of the complex ideas in the readings. You are required to attend the lectures and complete the reading assignments on time. You should also take your time and do the readings very carefully—preferably taking notes as you read to make sure you are reading actively and grappling with the issues in the text. You must come to class on time and prepared to discuss the assigned reading.

Required Course Material

1. Steve Talbot, *Native Nations of North America: An Indigenous Perspective*. Pearson, 2015. (T)
2. All other readings will be linked on Canvas (C).

Learning Objectives

Students will:

1. Comprehend cultural diversity among North American indigenous populations, past and present, and discuss examples of specific indigenous cultures.
2. Apply scholarly theories, including the peoplehood matrix, to analyze contemporary indigenous issues.
3. Assess ideological and social factors leading to colonialism historically.
4. Analyze the continuing impacts of colonialism and social, economic, political, and cultural factors affecting present-day issues of sovereignty and survival for Native Americans.
5. Design a presentation on the traditional culture and contemporary situation of an indigenous nation.
6. Assess power dynamics, history, and issues of authority relative to anthropological research of Native Americans.

Assignments

Course Website: All course materials, readings, and any other resources necessary for this course will be available on Canvas. All assignments, discussions, and exams must be submitted on Canvas or to my UNT e-mail directly if you are having issues with Canvas. Please use your UNT e-mail ONLY to communicate with me or submit assignments. All due dates are on the course schedule.

Introduce Yourself Discussion: Please take time to introduce yourself to your classmates by telling us a little bit about your background. You will be expected to respond to at two classmates. See Canvas for details.

Discussion Board Posts/Response Posts: At the end of every week, you will complete discussion assignments which are directly related to the assigned readings. These assignments function as a space where we can discuss, analyze, or criticize the assigned readings. For each discussion assignment, you will have to write a response to a prompt that I provide, and you will have to post a response to two other students. All posts must cite the readings to receive full credit. Please refer to the discussion rubric on Canvas for all responses. Discussion assignments are worth 40 points. They will be due on Sundays at 11:59pm.

Peoplehood Paper: You will write a reflection paper on a specific Indigenous nation of your choice. For the reflection paper, you must: (1) describe the cultural, social, and political components of your nation; (2) identify a significant moment in your nation's history; (3) analyze the contemporary situation of your nation. Citations are required, and you must correctly cite eight scholarly sources. Additional information will be provided on Canvas. The peoplehood paper is worth 170 points.

Exercises: These are mandatory core assessment questions that assess communication, social

responsibility, critical thinking, and personal responsibility. They are **each worth 20 points**.

Exams: Throughout the course, you will complete three exams on Canvas (one exam per unit). The exams will consist of multiple choice, true/false, and extra credit questions. I will provide a study guide prior to the exam date to help you prepare.

NOTE: Assignments submitted after the due date are **not accepted**. It is your responsibility to keep up with the assignments and due dates. I will only allow you to make up an assignment if you have valid excuse or in case of an emergency. In such cases, you will have to provide documentation. If you find yourself falling behind or dealing with adverse circumstances, contact me ahead of the due date, and we may be able to arrange a more flexible deadline, but if you wait until after the due date to contact me, then the late work policy will remain in effect.

Grading Scale

900-1000 A / 800-899 B / 700-799 C / 600-690 D / 0-599 F

Grading Composition

| | |
|---------------------------------------|-------------|
| <i>Introduce Yourself Discussion</i> | 10 Points |
| <i>Discussion Assignments 12 x 40</i> | 480 points |
| <i>Exam 1</i> | 100 points |
| <i>Exam 2</i> | 100 points |
| <i>Exam 3</i> | 100 points |
| <i>Peoplehood Paper</i> | 170 points |
| <i>Exercise 1</i> | 20 points |
| <i>Exercise 2</i> | 20 points |
| Total | 1000 points |

Extra Credit Opportunities

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|---------------------------------|--|------------|
| Extra Credit Discussions 4 x 40 | | 160 points |
| Extra Credit Movie Quiz | | 60 points |
| Extra Credit Exam Questions | | TBD |

Course Policies

Withdrawal: If you are unable to complete this course, you must officially withdraw by the University-designated date (for a “W” with instructor approval). Withdrawing from a course is a formal procedure that YOU must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F”.

Extra Credit: Extra credit will be offered as discussion assignments, movie quiz, and exam questions throughout the semester.

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to

conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct to learn more. Review these sources for information regarding unacceptable and inappropriate behavior. Such behavior is not tolerated on UNT's campus and will not be tolerated in class. In this classroom, "acceptable student behavior" includes (but is not limited to) (1) being respectful of others' thoughts, opinions, experiences, and perspectives and (2) using the discussion board forums appropriately.

Contacting the Professor: I am available on Mondays from 2pm to 4pm and Tuesdays from 9am to 11am. I am also always available by appointment. You can contact me via email at elizabeth.camacho@unt.edu. All emails must be submitted from your UNT e-mail address. Please give me 24 hours to respond before you send a follow-up email during the week and give me 48 hours if you send an email on the weekend.

Late Work: Late work is not accepted, and you will receive a zero on any assignments submitted after the stated due date. I will only accept late work if you have a valid excuse or in case of an emergency. In such cases, you will have to provide documentation. If you cannot make a deadline because you are dealing with any adverse circumstances in your personal life, please contact me ahead of the due date, and we may be able to arrange a more flexible deadline, but if you wait until after the due date to contact me, then the late work policy will remain in effect.

Department Policy on Academic Integrity and Dishonesty: Academic dishonesty is the intentional or unintentional action by a student to engage in behavior in the academic setting including, but not limited to cheating, fabrication, facilitating academic misconduct, forgery, plagiarism, and sabotage. The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. First time student offenders who commit academic dishonesty will receive a zero on the assignment in which academic dishonesty was found. Students suspected of multiple academic dishonesty offenses will be provided the opportunity for a hearing; a guilty finding will merit an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited.

The Department of Anthropology expects its students to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the [American Anthropological Association's code of ethics](#): "In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify

evidence, or knowingly misrepresent information or its source”
(<http://ethics.americananthro.org/category/statement/>).

Students are encouraged to use the [UNT Writing Center](#). For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the [Department of Anthropology Writing Guide](#). For information on the University’s policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](#).

ADA Accommodations Statement: “The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website. You may also contact ODA by phone at (940) 565-4323.”

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004): The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Virtual Classroom Citizenship: The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Copyright: Some or all the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

Policy on Server Unavailability or Other Technical Issues: The University is committed to providing a reliable online course system to all users. In the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor may extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any

problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Attendance Policy: This course is entirely online. Visit the University of North Texas' Attendance Policy to learn more.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation: To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G). The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance: To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

A Note on the Syllabus and Schedule

Syllabus and schedule are subject to change at instructor discretion; please check email and

Canvas regularly for updates.

Course Schedule

| Weeks | Lesson | Readings/Videos | Assignments |
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| N/A | Unit 1 – Indigenous Research and its Theoretical Foundations | N/A | N/A |
| Week 1 | Lesson 1: Introduction to Indigenous Studies and the Political Imperatives of Indigenous Research | Talbot: Chapter 1 Canvas: (1) “Indigeneity” in <i>Native Studies Keywords</i> , p. 109-118. (2) “Sovereignty” in <i>Native Studies Keywords</i> , p. 3-17. (3) “Nation” in <i>Native Studies Keywords</i> , p. 157-167. (4) “Blood” in <i>Native Studies Keywords</i> , p. 199-208. | Introduce Yourself Discussion Discussion 1 |
| Week 2 | Lesson 2: Case Study: the Haudenosaunee Confederacy and Indigenous Assertions of Sovereignty | Talbot: Chapter 2 Canvas: (1) Miller, “American Indian sovereignty versus the United States,” p. 347-362. (2) Simpson, “The Sovereignty of Critique,” p. 685-691. (3) Lightfoot, “Decolonizing Self-Determination,” p. 277-287. | Discussion 2 |
| Week 3 Labor Day | Lesson 3: Settler Colonialism and the Ideologies of Elimination | Canvas: (1) Wolfe, “Settler Colonialism,” p. 387-409. (2) Mamdani, “Settler Colonialism: Then and Now,” p. 596-614. (3) “Decolonization,” in <i>Native Studies Keywords</i> , p. 301-308. (4) Kovach, <i>Indigenous Methodologies</i> , chapter 4, p. 75-93. | Discussion 3 |
| Week 4 | Lesson 4: Case Study: Settler Colonialism and the Making of the Pine Ridge Reservation | Talbot: p. 96-107. Canvas: (1) Biolsi, “The Birth of the Reservation,” p. 28-53. (2) Carwile, Race, Power, and Place,” p. 129-154. (3) The Reckoning: Native American Boarding Schools’ | Discussion 4 |

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| | | <p>Painful History Unearthed NBC News (Video)</p> <p>(4) Sec. Haaland on healing from the indoctrination, dehumanization at Indian boarding schools PBS (Video)</p> | |
| Week 5 | Lesson 5: Case Study: Blood Quantum, Citizenship Requirements, and the Politics of Indigenous Belonging | <p>Canvas:</p> <p>(1) Lussenden, “Blood Quantum and the Ever-Tightening Chokehold on Tribal Citizenship,” p. 286-320.</p> <p>(2) Roemer, “The Indian Child Welfare Act as Reproductive Justice,” p. 55-56; 94-116.</p> <p>(3) McKay, “Real Indians,” p. 12.25.</p> <p><u>Extra Credit:</u> Blood Memory: A Story of Removal and Return (2019)</p> | Exam 1 Extra Credit Discussion 1 Extra Credit Movie Quiz |
| N/A | Unit 2 – The Cultural Components of Indigenous Peoplehood | N/A | N/A |
| Week 6 | Lesson 6: Cultural Survivance and Language Revitalization | <p>Talbot: p. 167-169; 196-200.</p> <p>Canvas:</p> <p>(1) Holm, Pearson, and Chavis, “Peoplehood,” p. 7-24.</p> <p>(2) Meek, “Configuring Language(s) and Speakers,” p. 29-47.</p> <p>(3) Kelly and Russell, “Northern Arapaho Language Revitalization with Virtual Reality,” p. 60-17.</p> | Discussion 5 |
| Week 7 | Lesson 7: Reclaiming Land, Reclaiming Communities | <p>Talbot: p. 202-205; 212-218; 226-233.</p> <p>Canvas:</p> <p>(1) Atleo and Boron, “Land is Life”</p> <p>(2) Manning et al., “A Place to Belong.”</p> <p>(3) Nightingale and Richmond,</p> | Discussion 6 |

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| | | <p>"Reclaiming Land, Identity and Mental Wellness in Biigtigong Nishnaabeg Territory"</p> <p>(4) Miltenburg et al., "Where Creator Has My Feet, There I Will Be Responsible"</p> | |
| Week 8 | Lesson 8: Storytelling, Placemaking, and Kinship Ties | <p>Talbot: p. 235-242; 267-271. Canvas:</p> <p>(1) Alexander Innes, "Elder Brother as Theoretical Framework," p. 135-142.</p> <p>(2) Martinez, "Storying Traditions, Lessons and Lives."</p> <p>(3) Lilomaiava-Doktor, "Oral Traditions, Cultural Significance of Storytelling, and Samoan Understandings of Place or Fauna," p. 128-137; 139-143.</p> <p>(4) Jeringan and Roach, "Indigenous Virginia Digital Storytelling Project."</p> | Discussion 7 Extra Credit Discussion 2 |
| Week 9 | Lesson 9: Sacred Lifeways, Sacred Lands | <p>Talbot: p. 258-254. Canvas:</p> <p>(1) Wilson, "Respecting water," p. 516-527.</p> <p>(2) Horowitz, "Tatanga Ishtima hinkna Iyá Waká," p. 123-145.</p> <p>(3) Goldberg-Hiller and Silva, "The Botany of Emergence," p. 1-26.</p> <p>(4) How Native Hawaiians fought the US Navy, and won Vox (Video)</p> | Discussion 8 |
| Week 10 | Lesson 10: Indigenous Ceremony as Cultural Reproduction | <p>Talbot: p. 92-96. Canvas:</p> <p>(1) Copenace et al., "Auntie's Bundle," p. 189-202.</p> <p>(2) Lazarus, "Circulating Cassettes of Ceremony," p. 141-160.</p> <p>(3) Watson et al., "Indigenous Strength," p. 111-121.</p> | Exam 2 Discussion 9 |

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| | | (4) Daigle, "Awawanenitakik," p. 259-269. (5) Avalos, "A Veterans' Talking Circle," p. 92-195. | |
| N/A | Unit 3: The Political Components of Indigenous Peoplehood | N/A | N/A |
| Week 11 | Lesson 11: Political Economy of Tribal Governments and Reservations | Talbot: p. 107-121. Canvas: (1) Mauer, "Indian Country Poverty," p. 473-498. (2) A North Dakota Tribe Is Fighting to Vote, Here's Why It Matters NYT News (Video) (3) Indigenous Women Keep Going Missing in Montana VICE News (Video) (4) How the US poisoned Navajo Nation Vox (Video) (5) Living Without Water: Contamination Nation VICE News (Video) | Peoplehood Paper Extra Credit Discussion 3 |
| Week 12 | Lesson 12: Indigenous Entrepreneurship and Socioeconomic Empowerment | Canvas: (1) Adams, "Preamble to Trail of Broken Treaties." (2) Willmott, "Radical Entrepreneurs," p. 95-109. (3) Zimmer, "Building the Red Earth Nation," p. 106-133. (4) Bennett, "From state-initiated to Indigenous-driven infrastructure," p. 134-148. (5) NYT, "Native American Tribes Move to Make Real Estate a Force for Renewal." (6) Why Native Americans are buying back land that was stolen from them PBS (Video) (7) Native American tribes land buybacks start a commercial approach to social justice PBS (Video) | Discussion 10 |

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| Week 13 | Lesson 13: Resource Colonialism and Indigenous Environmental Justice | Talbot: p. 292-305. Canvas: (1) Gilio-Whataker, <i>As Long as Grass Grows</i> , ch. 2, ch. 4, ch. 8. (2) Disappearing Ice Is Threatening Native Alaskans' Way of Life After the Ice (PBS video) | Discussion 11 |
| Week 14 Thanksgiving | Lesson 14: Indigeneity in the Borderlands | Talbot: 357-366 Canvas: (1) Leza, <i>Divided Peoples</i> , introduction, ch. 2, ch.5. (2) The Tohono O'odham Nation Opposes a "Border Wall" Tohono O'odham Nation (Video) (3) At US-Mexico border, a tribal nation fights wall that would divide them PBS (Video) | Extra Credit Discussion 4 Exercise 1 + 2 |
| Week 15 | Lesson 15: Indigenous Research Ethics and the Political Stakes of Indigenous Inquiry | Canvas: (1) Kovach, <i>Indigenous Methodologies</i> , ch. 1-3. (2) Crazy Bull, "Cangleska Wakan," 117-141. | Discussion 12 |
| Week 16 | Lesson 16: Exam 3 | N/A | Exam 3 |

Note: Syllabus and schedule are subject to change at instructor discretion; please check email and Canvas regularly for updates.