
Term Information

Effective Term Spring 2024

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2145
Course Title Native American Politics
Transcript Abbreviation NATIVE AM POLS
Course Description Overview of the politics and governance of Native Americans. Topics include diversity of political structures designed by Indigenous peoples in North America, their dynamic relationships with the US federal government, the major historical events relevant to Native politics, and salient contemporary issues in Native American politics.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- GOAL 1: Analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
- ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- GOAL 2: Integrate to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future
- ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- GOAL 3: Explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
- ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- GOAL 4: Examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around
- ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
- ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Content Topic List

- 1. Who is Indigenous?
- 2. Pre-Colonial America
- 3. Colonialism and Conquest
- 4. US Federal Policies
- 5. Politics of Identity
- 6. Contemporary Governance
- 7. Environmental and Land Politics
- 8. Development and Security
- 9. Identity and Cultural Preservation

Sought Concurrence

Yes

Attachments

- Curriculum Map BA Poli Sci.pdf: Curriculum Map BA Poli Sci
(Other Supporting Documentation. Owner: Smith,Charles William)
- Curriculum Map BA World Pol.pdf: Curriculum Map BA World Pol
(Other Supporting Documentation. Owner: Smith,Charles William)
- Curriculum Map BS Poli Sci.pdf: Curriculum Map BS Poli Sci
(Other Supporting Documentation. Owner: Smith,Charles William)
- 2145_syllabus.docx: 2145 Syllabus
(Syllabus. Owner: Elliott-Dorans,Lauren Rae)
- 2145_elo_worksheet.docx: 2145 ELO Worksheet
(Other Supporting Documentation. Owner: Elliott-Dorans,Lauren Rae)
- History concurrence email.pdf: Concurrence History
(Concurrence. Owner: Smith,Charles William)
- Anthropology concurrence.pdf: Concurrence Anthropology
(Concurrence. Owner: Smith,Charles William)
- concurrence request list.pdf: Concurrence list
(List of Depts Concurrence Requested From. Owner: Smith,Charles William)
- English concurrence.pdf: Concurrence English
(Concurrence. Owner: Smith,Charles William)
- 4125 syllabus updated re panel feedback 19 Oct.docx: 4125 updated syllabus
(Syllabus. Owner: Smith,Charles William)

Comments

- updated syllabus per panel feedback email 10/19/23
could not delete earlier syllabus submitted by Elliot-Dorans *(by Smith,Charles William on 10/20/2023 12:55 PM)*
- Please see Subcommittee feedback email sent 10/19/2023. *(by Hilty,Michael on 10/19/2023 09:02 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	08/17/2023 02:45 PM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	08/17/2023 03:25 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/24/2023 05:02 PM	College Approval
Revision Requested	Hilty,Michael	10/19/2023 09:02 AM	ASCCAO Approval
Submitted	Smith,Charles William	10/20/2023 12:55 PM	Submitted for Approval
Approved	Caldeira,Gregory Anthony	10/21/2023 01:46 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/21/2023 02:44 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/21/2023 02:44 PM	ASCCAO Approval

Native American Politics
Political Science 2145

Dr. Amanda Lea Robinson
Associate Professor of Political Science
Derby 2080, 614-292-5210
Robinson.1012@osu.edu

Office hours sign-up:
www.amandalearobinson.com/teaching

Carmen site: **XXXXXX**

Spring 2024
Lecture Course, 2x per week: 1 hour and 20 minutes
Tuesdays & Thursdays, 2:20-3:40pm
[LOCATION]

Summary of Due Dates

Weekly Quizzes	Every Monday by 5pm
Film Analysis	Variable, 4/18 by 5pm at the latest
Constitutional Design Group Project	2/21 by 5pm
OSU Policy Proposal	3/22 by 5 pm
Public Outreach Final Project	4/30 by 5pm

Syllabus Contents

Summary of Due Dates	1
Course Description.....	3
General Education Goals and Expected Learning Outcomes.....	3
Course Texts	5
Assignments and Evaluation	6
Grading Scale	7
Course Schedule and Assigned Readings.....	8
Module 1: Studying Indigenous Politics	8
Week 1: Course Introduction.....	8
Week 2: Who is Indigenous?.....	8
Module 2: Pre-Colonial Indigenous Nations.....	9
Week 3: Pre-Colonial America.....	9
Week 4: Governance Structures I.....	9
Week 5: Governance Structures II.....	9
Week 6: Governance Structures III.....	9
Week 7: Group Project on Native Nations' Constitutions.....	9
Module 3: US-Native Relations	10
Week 8: Colonialism and Conquest.....	10
Week 9: US Federal Policies	10
Week 10: Politics of Identity	10
Module 4: Contemporary Native American Politics	11
Week 11: Contemporary Governance.....	11
Week 12: Environmental and Land Politics	11
Week 13: Development and Security	12
Week 14: Identity and Cultural Preservation.....	12
Resources and Policies	14
Attendance Policy.....	14
Contact with Your Instructor.....	14
Late Work Policy.....	14
Academic Misconduct.....	14
Disability Services.....	15
Health and Wellness.....	15
Religious Accommodations.....	16
Land Acknowledgement.....	16
Classroom Climate	16
Course Content Warning.....	17
Grievances and Problem Solving	17

Course Description

This course provides an advanced overview of the politics and governance of Native Americans. Successful students will leave the course with a better understanding of the diversity of political structures designed by Indigenous peoples in North America, their dynamic relationships with the US federal government, the major historical events relevant to Native politics, and salient contemporary issues in Native American politics.

The course is organized into four modules. The first sets the stage for the semester by covering key concepts and debates in the study of Indigenous peoples and their politics. The second module focuses on variation in governance structures and citizenship regimes among Native Americans prior to colonialism. While this will not be a comprehensive treatment of the full diversity of governance structures, it will provide a sense of commonalities and differences across Native nations. The third module considers the politics of Native Americans within the context of the United States, including land alienation and resettlement during the colonial and early post-independence period, US government policies and federal-tribal relations, and the political and social implications of political mobilization by Native Americans. The fourth and final module explores contemporary Native American governance systems and salient political issues, including the protection of natural resources and spiritual sites, economic development and security, and cultural preservation.

The course will prioritize student exposure to Native American perspectives and lived experiences through assigned readings, films, and other media produced by and about Indigenous people. Assignments take a “design-thinking” approach, a form of active learning in which students learn by applying concepts and theories from class to the design of politics and political systems and to public outreach.

General Education Goals and Expected Learning Outcomes

This course is designated as General Education (GE) theme course on Citizenship for a Just and Diverse World. As such, the course has four goals, which each have two associated expected learning outcomes. Course-specific learning goals related to each are briefly listed.

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

To meet these learning outcomes, students will engage in in-depth analysis of the politics and governance of Native Americans. Students will examine Native American politics through several angles, including: diversity in Native American governance structures, impacts of US federal policy on the Native American population, and contemporary Native American governance systems and political issues. This course extends beyond a foundations course in that students will be required to examine and synthesize primary texts and documents from an interdisciplinary background, and apply their knowledge in multiple domains, including: popular culture, university policy, Indigenous governance, and public outreach. This course prioritizes student exposure to Native American perspectives and lived experiences through assigned readings, films, and other media produced by and about Indigenous people. Assignments take a “design-thinking” approach, a form of active learning in which students learn by applying concepts and theories from class to the design of politics and political systems and public outreach.

Course Texts

We will read significant portions of the following texts. They are available for purchase at the OSU Barnes & Noble bookstore and many online book resellers. They are also available on reserve at Thompson Library (2-hour limits).

- Dunbar-Ortiz, Roxanne. 2014. *An Indigenous Peoples' History of the United States*. Beacon Press. ISBN: 978-0807057834. (\$12)
- Wilkins and Stark. 2018. *American Indian Politics and the American Political System*. 4th Edition. ISBN: 978-1442252653. (\$63)
- Wilson, James. 1998. *The Earth Shall Weep: A History of Native America*. New York, NY: Grove Press. ISBN: 978-0802136800. (\$11)
- Jorgensen, Miriam (editor). 2007. *Rebuilding Native Nations: Strategies for Governance and Development*. University of Arizona Press. ISBN: 978-0816524235. (\$13)
- Kauanui, J. Kehaulani. 2018. *Speaking of Indigenous Politics: Conversations with Activists, Scholars, and Tribal Leaders*. University of Minnesota Press. (Available as an e-book through OSU library). You may instead opt to listen to the archived audio files of the assigned interviews at <http://indigenouspolitics.site.wesleyan.edu>.

All other assigned readings will be available through the Carmen course site. Films can be accessed through OSU libraries and online film platforms.

Assignments and Evaluation

All course assignments are described in detail here. Due dates for each assignment are listed on the first page of this syllabus under Summary of Due Dates.

1. **Weekly Quizzes (30%)**

Students will complete a short, open-book quiz via Carmen at the end of each week to evaluate your ability to integrate and synthesize information from readings, lectures, and in-class activities.. They will also provide the opportunity for you to receive regular feedback on your mastery of course material. The quiz will include four questions (drawn from a larger bank) that will assess the student's understanding of that week's assigned readings, lectures, and in-class activities. The quiz will open at 9am on Friday and close at 5pm the same day. Students will have 15 minutes to complete the online quiz, and will have only one chance to do so, but may complete the quiz at any time while it is open. Each student's lowest two quiz scores will be dropped, and the overall quiz grade will be an average of the remaining quizzes.

2. **Film Analysis (10%)**

Each student must complete a 500-750 word analysis of one film during the course of the semester. Films are listed throughout the course schedule based on their thematic content. Students may choose any listed film and complete this assignment at any point in the semester. Film analyses will not be accepted after the last day of class. The written report, submitted via Carmen, must analyze the film in light of course materials rather than simply summarize the film. Potential questions that can be addressed in your report include, but are not limited to: What ideas or arguments from class are demonstrated in the film? How does the film challenge or contradict something you've learned in this course?

3. **Constitutional Design Group Project (15%)**

Students will work in groups of 5-6 (assigned by the instructor) to produce a written constitution for a specific Indigenous group (assigned by the instructor) with historical ties to Ohio or the broader Midwest. The constitution should reflect what we know about how governance was organized prior to European contact and colonialism. The constitution must cover citizenship criteria, rights and obligations of citizens, structure of the government, selection of leadership, and intergovernmental relations. The constitution should be 750-1000 words. The same grade will be given to all members of the group and students will submit a statement of contributions. The group-nature of this assignment provides students with an opportunity to learn how to manage collaboration and engage productively with those with different skill sets, perspectives, and values.

4. **OSU Policy Proposal (15%)**

Imagine that you are a consultant who has been hired by OSU to produce a comprehensive set of policies and initiatives related to Native Americans within Ohio, both currently and historically. Your task is to make a set of recommendations to university leadership that are clear, actionable, and well-justified. Your proposal should show an understanding of current university policies, and suggest changes based on actions recommended by Indigenous peoples and successful policies and practices at other institutions. You must also demonstrate an in-depth understanding of relevant historical and contemporary knowledge drawn from scholarly texts, both from the

assigned readings but also independent research. Proposals should be 750-1000 words and a style guide will be provided two weeks before the proposal is due.

5. Public Outreach Final Project (30%)

Pick a concept, framework, or idea that you have learned about in class this semester. Your goal is to create something to teach the general public (who did not take this class) about the concept you choose. You can use any medium you would like to teach this concept, except for a standard written essay. Be as creative as you would like. Some examples of mediums you might use – but are not limited to using – are podcasts, blog posts, memes, a series of TikToks, vlogs, video-based news segments, photo exhibit, animation, play, or non-essay forms of writing (e.g., poems). Use whatever you are interested in and/or have existing talents in. You may choose to work alone, or in a group of 2-3. Students working in pairs or groups of three will all receive the same grade and will be asked to submit a statement of contributions.

The project must be submitted digitally via Carmen (e.g., a video of your play or a series of photos from a public event). I expect submissions will vary widely based on how students choose to put together their lesson, but your project will be broadly graded on the following criteria:

- Demonstrates a thorough understanding of the concept or idea
- Articulates why the concept is important
- Incorporates concrete examples and information on indigenous groups
- Demonstrates intercultural competence and the ability to translate a course concept to a broad and diverse population using language that is accessible to non-experts
- Demonstrates effort
- Demonstrates thoughtfulness

Grading Scale

Letter grades correspond to the following percentages:

A: 93-100	B-: 80-82	D+: 67-69
A-: 90-92	C+: 77-79	D: 60-66
B+: 87-89	C: 73-76	E: <60
B: 83-86	C-: 70-72	

Course Schedule and Assigned Readings

Assigned readings, listed below by date, should be read prior to the class for which they are assigned.

Module 1: Studying Indigenous Politics

Week 1: Course Introduction

1/9: Studying Native American and Indigenous Politics

- Course syllabus
- Wilkins & Stark, pp. 1-19
- Shear, Sarah B., Ryan T. Knowles, Gregory J. Soden & Antonio J. Castro. 2015. "Manifesting Destiny: Re/presentations of Indigenous Peoples in K–12 U.S. History Standards." *Theory & Research in Social Education*, 43:1, 68-101.

1/11: What's in a Name?

- "Native American name controversy." Wikipedia.
https://en.wikipedia.org/wiki/Native_American_name_controversy
- Yellow Bird, Michael. 1999. "What We Want to Be Called: Indigenous Peoples' Perspectives on Racial and Ethnic Labels." *American Indian Quarterly* 23 (2): 1-21.
- Baker, Twyla, Wizipan Little Elk, Bryan Pollard, Margaret Yellow Bird. 2021. "How to Talk About Native Nations: A Guide." *Native Nations 101*.
<https://nativegov.org/news/how-to-talk-about-native-nations-a-guide/>

Week 2: Who is Indigenous?

Film: *By Blood* (2016)

1/16: Sovereignty and Group Determination

- Wilkins & Stark, pp. 22-33 and 55-70
- Tsosie, Rebecca A. 2001. "Land, Culture and Community: Envisioning Native American Sovereignty and National Identity in the 21st Century." *Hagar: International Social Science Review* 2 (2): 183-200.

1/18: Citizenship and Belonging

- Wilkins & Stark, p. 33-51
- Sturm, Circe. 2011. *Becoming Indian: The Struggle Over Cherokee Identity in the Twenty-first Century*. pp. 1-20.

Module 2: Pre-Colonial Indigenous Nations

Week 3: Pre-Colonial America

Film: *1491: The Untold Story of the Americas Before Columbus* (2017)

1/23: The Pristine Myth

- Wilson, pp. 16-40
- Bacon, Katie. 2020. "The Pristine Myth." *The Atlantic* March: 1-16.

1/25: Variation in Precolonial Governance

- Jorgensen, pp. 41-45
- Wilkins & Stark, pp. 73-79
- Dunbar-Ortiz, pp. 15-31

Week 4: Governance Structures I

1/30: Northeast

- Wilson, pp. 43-57

2/1: New York and Ohio

- Wilson, pp. 98-107

Week 5: Governance Structures II

2/6: Southeast

- Wilson, pp. 132-142

2/8: Southwest

- Wilson, pp. 173-188

Week 6: Governance Structures III

2/13: Far West

- Wilson, pp. 214-220

2/15: Great Plains

- Wilson, pp. 247-260

Week 7: Group Project on Native Nations' Constitutions

2/20: In-Class Group Work on Constitutions (2/21 5PM: Constitutional Design due)

2/22: In-Class Analyses of Constitutions

Module 3: US-Native Relations

Week 8: Colonialism and Conquest

Film: *Trail of Tears: Cherokee Legacy* (2006)

Film: *The Long Walk: Tears of the Navajo* (2009)

2/27: Settler Colonialism

- Dunbar-Ortiz, pp. 32-94

2/29: Removal and Reservations

- Wilkins & Stark, pp. 152-154
- Dunbar-Ortiz, pp. 95-161

Week 9: US Federal Policies

Film: *Bury My Heart at Wounded Knee* (2007)

Film: *Our Spirits Don't Speak English: Indian Boarding School* (2008)

Film: *Dawnland* (2018)

3/5: Allotment and Assimilation

- Dunbar-Ortiz, pp. 162-177
- Wilkins & Stark, pp. 155-156
- Wilson, pp. 289-329

3/7: New Deal and Termination

- Dunbar-Ortiz, pp. 178-236
- Wilkins & Stark, pp. 156-163

Week 10: Politics of Identity

Film: *Taking Alcatraz* (2015)

Film: *A Good Day to Die: Dennis Banks & the American Indian Movement* (2010)

Film: *Images of Indians: How Hollywood Stereotyped the Native American* (2003)

3/19: Pan-Indian Identity Mobilization

- Wilson & Stark, pp. 220-229
- Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review* 60 (6): 947-965.
- Jacobs, Michelle R. 2015. "Urban American Indian Identity: Negotiating Indianness in Northeast Ohio." *Qualitative Sociology* 38: 79-98.

3/21: Settler Identity and American Culture

- Davis-Delano, Laurel R., Jennifer J. Folsom, Virginia McLaurin, Arianne E. Eason, and Stephanie A. Fryberg. 2021. "Representations of Native Americans in U.S. Culture? A Case of Omissions and Commissions." *Social Science Journal*.
- Huhndorf, Shari M. 2001. *Going Native: Indians in the American Cultural Imagination*. pp. 1-18.

(3/22 5PM: OSU Policy Proposal due)

Module 4: Contemporary Native American Politics

Week 11: Contemporary Governance

3/26: Native Nation Governments

- Wilkins & Stark, pp. 79-102
- Dunbar-Ortiz, pp. 202-205
- National Congress of American Indians. 2020. "Tribal Nations & the United States: An Introduction." <https://ncai.org/about-tribes>
- Malerba, Lynn (Chief Mutawi Mutahash). "Mohegan Tribal Resistance and Leadership," in *Speaking of Indigenous Politics*, pp. 198-213. (or interview recording from 3/1/2011)

3/28: Governance Challenges

- Jorgensen, pp. 57-76
- Jorgensen, pp. 78-111

Week 12: Environmental and Land Politics

Film: *Homeland* (2005)

4/2: Environmental Protection

- Ross, Anne and Kathleen Pickering. 2002. "The Politics of Reintegrating Australian Aboriginal and American Indian Indigenous Knowledge into Resource Management: The Dynamics of Resource Appropriation and Cultural Revival." *Human Ecology* 30: 187–214.
- Blackman A, Veit P. 2018. "Titled Amazon Indigenous Communities Cut Forest Carbon Emissions." *Ecological Economics* 153: 56–67.

4/4: Land and Sacred Sites

- Dunbar-Ortiz, pp. 205-208
- Riding In, James, Cal Seciwa, Suzan Shown Harjo and Walter Echo-Hawk. 2004. "Protecting Native American Human Remains, Burial Grounds, and Sacred Places: Panel Discussion." *Wicazo Sa Review* 19 (2): 169-183.
- Estes, Nick. 2017. "Fighting for Our Lives: #NoDAPL in Historical Context." *Wicazo Sa Review* 32 (2): 115-122.

- Osorio, Jonathan Kamakawiwo'ole. "A Hawaiian Land Case Before the US Supreme Court," in *Speaking of Indigenous Politics*, pp. 255-261. (or interview recording from 2/17/2009)

Week 13: Development and Security

Film: *Wind River* (2017)

4/9: Economic Development

- Wilkins & Stark, pp. 165-194
- Jorgensen, pp. 3-33.
- Cattelino, Jessica. "Indian Gaming, Renewed Self-Governance, and Economic Strength," in *Speaking of Indigenous Politics*, pp. 65-77. (or interview recording from 10/13/2009)

4/11: Violence Against Women and Girls

- Wilkins and Stark, p. 5-8
- 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.
- Deer, Sarah. "Native Women and Sexual Violence," in *Speaking of Indigenous Politics*, pp. 87-107. (or interview recording from 5/7/2007)

Week 14: Identity and Cultural Preservation

Film: *We Still Live Here – As Nutayunean* (2010)

Film: *In the Light of Reverence* (2001)

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

Film: *What Was Ours* (2017)

4/16: Cultural Appropriation

- Wilkins & Stark, pp. 243-250
- Riley, Angela R. and Kristen A. Carpenter. 2016. "Owning Red: A Theory of Indian (Cultural) Appropriation." *Texas Law Review* 94: 859-931.
- Kolopenuk, Jessica. 2023. "The Pretendian Problem." *Canadian Journal of Political Science*: 1-6.

4/18: Restitution and Revival

- Corlett, J. A. 2001. "Reparations to Native Americans?" *War crimes and collective wrongdoing: A reader*, 236-269.
- Harjo, Suzan Shown "Twentieth Anniversary of the Native American Graves Protection and Repatriation Act," in *Speaking of Indigenous Politics*, pp. 146-156. (or interview recording from 11/16/2010)
- Low, John N. 2015. "Vessels for "Recollection" -- The Canoe Building Renaissance in the Great Lakes." *Material Culture*, 47(1), 1-31.

- Baird, Jesse Little Doe, “Reviving the Wampanoag Language,” in *Speaking of Indigenous Politics*, pp. 1-13. (or interview recording from 4/4/2009)

(4/30 5PM: Public Outreach Final Project due)

Resources and Policies

Attendance Policy

Class attendance is strongly encouraged but not required. The instructor will call attendance at the beginning of each class to track attendance, but this will not contribute to your course grade. If you need to miss class for any reason, I encourage you to arrange with a fellow student to obtain notes for the day. Any slides presented in class will be shared on the course Carmen page.

Please arrive on time for lectures and do not leave before the end of class. I prefer that you do not use cell phones during class time. If you must, please step out of the classroom so as not to disturb your classmates.

Contact with Your Instructor

If you would like to meet with me during office hours, please sign up for a 15-minute slot (or two, if need be) at <https://www.amandlearobinson.com/teaching>. Office hours will generally be held on Tuesday afternoons but may fall on different days some weeks. If you cannot make any of the available times, please email me directly to schedule an appointment.

Please include “PS 2145” in the subject line of any email concerning the course. I will typically respond to your email within one business day. Please do not email to ask questions that can be easily answered by referencing the syllabus or Carmen course site.

Late Work Policy

There is an automatic two-day grace period for all assignments. On time and/or early assessments are always encouraged, but you have two days after the scheduled due date to turn in your assignment with no questions asked. **After the two-day grace period, I will accept late work for half credit.** I encourage you to compare the syllabi for your courses at the beginning of the semester to see when you have heavy weeks and when you might need to take advantage of the two-day grace period. Requests for extensions must be submitted to me **48 hours in advance** of the assignment due date. I understand that things come up—if at any point completing your work on time seems impossible, please let me know so I can work with you!

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04), available at <https://trustees.osu.edu/bylaws-and-rules/code>, defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Health and Wellness

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:6142925766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:6142925766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

As we all learned during the Covid-19 pandemic, public health is a shared responsibility. Please do not attend class if you are feeling unwell.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Land Acknowledgement

The land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Classroom Climate

We will build a culture of mutual respect within the classroom. Respectful dialogue is engagement in honest, thoughtful, and reflexive conversation with the goal of understanding one another. By combining dialogic skills with active listening and an understanding of the diversity of experiences that shape our world, we strive to create conversational spaces where we can effectively communicate across differences and boundaries and learn from one another.

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse

perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Course Content Warning

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Grievances and Problem Solving

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Native American Politics
Political Science 2240

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In this course, students will engage in in-depth analysis of the politics and governance of Native Americans. Citizenship – defined as a status that links an individual to a larger political structure through a set of rights and obligations – is a central component of governance. Through the study of Native American polities and politics, students will learn about the variety of ways that citizenship can be structured and evolve over time.

Students will examine Native American politics through several angles, including: diversity in Native American governance structures, impacts of US federal policy on the Native American population, and contemporary Native American governance systems and political issues. This course extends beyond a foundations course in that students will be required to examine and synthesize primary texts and documents from an interdisciplinary background, and apply their knowledge in multiple domains, including: popular culture, university policy, Indigenous governance, and public outreach. This course prioritizes student exposure to Native American perspectives and lived experiences through assigned readings, films, and other media produced by and about Indigenous people. Assignments take a “design-thinking” approach, a form of active learning in which students learn by applying concepts and theories from class to the design of politics and political systems and public outreach.

General Theme Goals and ELOs:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking.

Relevant Course Activities & Assignments:

- The course will cover a number of dilemmas – both historical and contemporary – where significant disagreement exists over the correct course of action. Examples include disagreements about tribal belonging/citizenship, various policy decisions taken by the US federal government towards Native Americans, the appropriate form or degree of restitution owed to Native Americans, among others. Students will learn to engage critically with competing viewpoints and form an informed viewpoint of their own.
- Students will interact (read, watch, listen) with information in a variety of formats, which will require that they learn to critically assess and synthesize information across media types. Examples include a traditional textbook (Wilkins and Stark), popular works of history (Dunbar-Ortiz, Wilson), a text aimed at assisting Native nations in nation-building (Jorgensen), transcripts or audio files of interviews with important Native leaders (Kauanui), numerous films, and peer-reviewed journal articles.
- The film analysis assignment will require students to apply what they are learning in class to critically assess the content of a popular film.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Relevant Course Activities & Assignments:

- Students will deeply study the governance structures of different Native nations in the precolonial period (Module 1), something most of us never have the opportunity to do. Native American peoples and nations are often lumped together and treated as a single group, which erases the significant variation across nations. Students will the course with both a greater working knowledge of types of Native governance, as well as specific details about the governance of a large number of nations.
- Students will read original research alongside both a textbook and works produced for a popular audience, allowing them to learn how original research shapes and informs other forms of knowledge dissemination.
- Weekly quizzes (4 questions each, drawn from a larger question bank) will evaluate the students' ability to integrate and synthesize information from readings, lectures, and in-class activities.
- The OSU Policy Proposal and Constitutional Design assignments require students to demonstrate in-depth understanding of historical and contemporary knowledge drawn from scholarly texts, both from the assigned readings but also independent research.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

Relevant Course Activities & Assignments:

- Assigned readings and lectures will draw from a wide variety of disciplines, including political science, history, sociology, economics, Indigenous/Native American/Ethnic studies, and environmental studies, among others. As such, a variety of viewpoints and approaches to the study of citizenship among Native Americans will be presented.
- The course is open to all students without prerequisites. As a result, in-class discussion, small group work, and assignment collaboration will allow students from a variety of backgrounds to learn from one another.
- In-class activity during week 1: students will reflect on their past exposure to and engagement with Native Americans. Through a series of small-group discussions and class-wide reporting, we will work together to identify common themes and experiences and to generate potential explanations/drivers of both the commonalities and differences in students' experiences. This exercise will help students to connect their existing knowledge about the course topic to broader social, political, and historical forces.
- Students will translate and apply what they learn in the classroom to address "real world" issues in both the OSU Policy Proposal and the Public Outreach Final Project assignments.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Relevant Course Activities & Assignments:

- Weekly quizzes will incentivize regular reflection and integration of student learning, and they will provide more immediate and regular feedback on student learning than typical midterm exams.

- Design-based assignments, including the Constitutional Design Group Project, the OSU Policy Proposal, and the Public Outreach Final Project, allow students to draw on their own talents and backgrounds to apply their learning in a creative way.

Citizenship Theme Goals and ELOs

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Relevant Course Activities & Assignments:

- Citizenship is central to the course design, with a heavy emphasis on variation in how different Native nations define belonging (Module 1), variation in the rights and responsibilities of citizens across pre-colonial Native nations (Module 2), the complexities of dual citizenship in the US and Native nations (Module 3), and contemporary governance structures and their implications for citizenship (Module 4).
- The course readings and lectures will cover a variety of perspectives – across disciplines, scholars, and media types – on Native American citizenship. The course prioritizes Native American perspectives, and the diversity of viewpoints reinforces the fact that Native Americans are not a monolith.
- A focus on identity formation and change (Modules 1, 3, and 4) help connect the concept of citizenship to issues of identity and belonging.

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Relevant Course Activities & Assignments:

- The course will encourage collaboration between students through in-class small group work, in-class debates, and collaborative assignments (Constitutional Design Group Project and, optionally, the Public Outreach Final Project). This will provide an opportunity for students to learn how to manage collaboration and engage productively with those with different skill sets, perspectives, and values, a hallmark of good citizenship.
- Design-based assignments, including the Constitutional Design Group Project, the OSU Policy Proposal, and the Public Outreach Final Project, provide an opportunity for students to demonstrate their learning through practical applied outputs and to build skills for effective civic engagement outside the classroom.
- Students will leave this course much better informed about the historical and contemporary politics of Native Americans. This component of American history and politics is woefully undertaught in both primary and secondary schools. Possessing an appreciation of the governance structures and politics of this important population within the United States will equip students with better intercultural competence to engage with Native nations and their citizens within the borders of the US.

GOAL 4. Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Relevant Course Activities & Assignments:

- The assigned readings prioritize Native American authors and perspectives, providing students with first-hand accounts of Native American lived experiences. For example, *Speaking of Indigenous Politics: Conversations with Activists, Scholars, and Tribal Leaders* (and the original audio files of the interviews that it documents) provide in-depth but accessible access to the arguments and experiences of Native American leaders, citizens, scholars, and activists. In the course as a whole, the majority of assigned readings are authored by Native Americans. Students will be able to appreciate that there is not a monolithic Native American perspective, but ever evolving and contested understanding of what it means to be Native American and how Native peoples fit into the fabric of the United States.
- A focus on variation in citizenship and governance structures across Native nations both pre-colonially (Module 2) and in the contemporary era (Module 4) will demonstrate the

socially constructed nature of governance and citizenship, and how it interacts with social and economic factors.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Relevant Course Activities & Assignments:

- Module 1 on precolonial governance structures and the Wilson book will allow students to understand how decisions about citizenship and belonging, as well as institutions and policies, are shaped by economic and social realities. Through the study of a large variety of precolonial Native nations, we will identify the common challenges and goals that governance structures are designed to address, and the ways in which different types of polities achieve those goals.
- Module 4's focus on contemporary Native nations and their challenges will engage students to understand how these structures arose in response to past political structures (Module 2) and US Federal policies (Module 3). Together, these modules demonstrate both continuity and change in citizenship and governance.
- The OSU Policy Proposal assignment requires students to integrate both historical and contemporary understanding of the challenges facing Native Americans and highlights the importance of relying upon Indigenous voices to guide policies and initiatives.
- Students will gain an appreciation for how communities are able to successfully advocate for their rights and achieve social change by studying both the historical evolution of US federal policy towards Native Americans (Module 3) and contemporary political challenges and activism of Native Americans today (Module 4).