

Introduction to AIS
Sample Syllabus
Mondays and Wednesdays

INSTRUCTOR: Cynthia Vazquez

EMAIL:

OFFICE:

OFFICE HOURS:

Course Description

This course is a general introduction to the field of American Indian Studies (AIS) and Native American and Indigenous Studies (NAIS). The course will introduce students to the central questions and debates of AIS and NAIS on Native American histories and oral histories; comparative Indigeneities; questions of “discovery” and colonialism; the politics and representations of lands, massacres, and education; and questions of law, gender and sexuality. At the end of the quarter students will gain the foundational tools for thinking about Indigenous worldviews, themes on Indigenous cosmology, land, kinship, Indigenous migrations, and identity formation.

Note: This syllabus is subject to change; the syllabus of record is kept updated and posted on the course website on Canvas.

Course Goals:

At the end of the course, you will be able to:

- Identify key aspects in AIS and NAIS
- Define major turns in the field
- Gain an understanding of Indigenous frameworks grounded in land-based knowledges and decolonization
- Define and examine settler-colonialism and its effects on AIS and NAIS

Accommodations

Students with disabilities or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs during the first week of class. I will make necessary accommodations to guarantee full success and participation in the course.

E-mail

Please use your university e-mail address to communicate with me. Use e-mail for simple, logistical questions, and allow 24 hours for a reply if after 5pm. Please check your university e-mail daily. I will not discuss grade questions or concerns via email.

Discussion Ethics and Classroom Decorum

This class is intended for students interested in challenging commonly held understandings of race, gender, sexuality, class, and nation. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. Please engage one another in discussion with respect and consideration. Abusive and harsh language, intimidation, and/or personal attacks will not be tolerated. These norms are reflected in the XX Principles of Community that we are all expected to follow: XXX

Technology Policy

Please bring your laptops or tablets to class we will be using technology to research and conduct other class activities that require access to a laptop. In case you are unable to bring a laptop to class you can rent a laptop from the library.

Late/Incomplete Paper Policy

All papers, including drafts and revisions, must be turned in on time, unless you make special arrangements in advance of the due date. Final paper submitted after the deadline will be considered late and will have their grades lowered by a third of a letter grade (e.g., A to -A). The penalty will increase accordingly for each additional date late.

Assignments

Attendance and Participation	10%
Discussion Post Personal Introduction and Reflection	5%
Perusall Annotations	15%
Midterm	35%
Final Paper	35%

Attendance and Class Participation

Students may receive one unexcused absence during the quarter. After one excused absence your grade will be negatively affected. After two absences,

you will be deducted a third of your overall grade. It is recommended you drop the course if you have more than two unexcused absences.

Note: coming to class late (more than five minutes, more than twice) will also count as an absence. Falsifying or fabricating an excuse for missing class is a violation of academic integrity.

I will take attendance via short in-class written exercises. Students who register 100 percent will earn **2 extra points**.

Research shows that participation is important part of learning. Engaged students come prepared to class and are ready to participate. Participation is key to understanding the material. During class, I expect you to participate whether in group or in class.

At the end of each class you will turn in a film notes, a question, a quote, and an idea from the reading.

Discussion Post Personal Introduction and Reflection

Write a brief, 1-page document due at the end of week 1. The discussion post will be posted on Canvas under "Discussion." In the reflective introduction feel free to include one meme that visually describes you and how you feel at this historical moment in a discussion post. To receive full points, you must respond to a fellow classmate.

Perusall Annotations

All reading annotations will be conducted on Perusall via Canvas and your comments are due by midnight the night before class meets. To earn credit for doing the reading, students should offer approximately 100-200 words of annotations for each text.

You can write one long comment or several shorter ones. You must answer or respond to another student to receive full points. Missing more than 2 discussion notes will negatively affect your grade.

Midterm: At the end of week 5 an in-class midterm will be conducted.

Final Paper: A 4-5 pp. double-space, MLA format page paper will be due on Turnitin. The prompt will be available on Canvas at the end of week 5.

	Week 1-2 Introduction AIS and NAIS	Assignments Due
Monday	Introduction	
Wednesday	Champagne, Duane. "American Indian Studies Is for Everyone." <i>American Indian Quarterly</i>, vol. 20, no. 1, 1996, pp. 77–82. Indigenous Corporate Training. "Use These Culturally Offensive Phrases, Questions at Your Own Risk." 2015.	Perusal Annotations Discussion Note Due on Friday
Monday	Warrior, Robert. "2010 NAISA Presidential Address: Practicing Native American and Indigenous Studies." <i>Native American and Indigenous Studies</i>, vol. 1, no. 1, 2014, pp. 3-24. Youtube Video: Estes, Nicholas, "Indigenous Studies"	Perusal Annotations
Wednesday	Warrior, Robert. <i>Tribal Secrets: Recovering American Indian Intellectual Traditions</i>. University of Minnesota Press, 1995 (Selections). TED Talk: "Why Indigenous Knowledge Matters" by Dr. Leroy Little Bear Suggested: Vine Deloria Jr., <i>Custer Died for Your Sins: An Indian Manifesto</i> (Introduction & Chapter 1).	Perusal Annotations
	Week 3-4 Indigeneity	
Monday	<i>Indigeneity Introduction</i> in <i>Native Studies Keywords</i>, ed. Teves, Stephanie Nohelani, Andrea Smith, and Michelle H. Raheja. University of Arizona Press, 2015.	Perusal Annotations

	Warrior, Robert. "Indian." <i>Native Studies Keywords</i>, edited by Stephanie Nohelani Teves, Andrea Smith, and Michelle H. Raheja, University of Arizona Press, 2015. Short Youtube Video: What does it mean to be Indigenous?	
Wednesday	Mihesuah, Devon A. <i>Indigenous American Women: Decolonization, Empowerment, Activism</i>. University of Nebraska Press, 2003, (Selections). Podcast Episode: "All My Relations - What's in a Name?"	Perusall Annotations
Monday	Tallbear, Kimberly. <i>Native American DNA: Tribal Belonging and the False Promise of Genetic Science</i>. University of Minnesota Press, 2013, (selections) Film: What Does "Authentically" Indigenous Look Like? (PBS)	Perusall Annotations
Wednesday	Deloria, Philip J. <i>Playing Indian</i>. Yale University Press, 1998, (selections). Silko, Leslie Marmon. <i>Almanac of the Dead</i>. Penguin Books, 1991, (selections). Visual Culture: Gómez-Peña, Guillermo, Coco Fusco, and Paula Heredia, directors. The Couple in the Cage: Two Undiscovered Amerindians Visit the West. Third World Newsreel, 1993.	Perusall Annotations

	Luna, James. Take a Picture with a Real Indian. 2001, Performance.	
	Week 5-7 Settler-Colonialism/Decolonization	
Monday	Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." <i>Journal of Genocide Research</i> , vol. 8, no. 4, 2006, pp. 387-409.	Perusall Annotations
Wednesday	Tuck, Eve, and K. Wayne Yang. "Decolonization Is Not a Metaphor." <i>Decolonization: Indigeneity, Education & Society</i> , vol. 1, no. 1, 2012, pp. 1-40.	Perusall Annotations
Monday	Deer, Sarah. <i>The Beginning and End of Rape: Confronting Sexual Violence in Native America</i> . University of Minnesota Press, 2015, (selections). Ted Talk: Gustafson, Ried. Hetero-Patriarchy and Settler Colonialism. TEDxPortlandStateUniversity, 2021.	Perusall Annotations
Wednesday	Garba, Tapji, and Sara-Maria Sorentino. "Slavery Is a Metaphor: A Critical Commentary on Eve Tuck and K. Wayne Yang's 'Decolonization Is Not a Metaphor.'" <i>Critical Ethnic Studies</i> , vol. 1, no. 1, 2014, pp. 1-20. King, Tiffany Lethabo. <i>The Black Shoals: Offshore Formations of Black and Native Studies</i> . Duke University Press, 2019, (selections).	Perusall Annotations
Monday	Midterm in class	
Wednesday	Film: "Smoke Signals" (1998)	
	Spring Break Week 8	

	Week 9-10 Sovereignty and Nation Building	
Monday	Alfred, Taiaiake. "Sovereignty." <i>Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination</i>, edited by Joanne Barker, University of Nebraska Press, 2005, pp. 33-50. Youtube: Understanding Native American Sovereignty Series: The Legacies of Removal in Illinois	Perusall Annotations
Wednesday	Barker, Joanne. "Gender, Sovereignty, and the Discourse of Rights in Native Women's Activism." <i>Meridians</i>, vol. 7, no. 1, 2006, pp. 127-161. or Ramirez, Renya. "Race, Tribal Nation, and Gender: A Native Feminist Approach to Belonging." <i>American Quarterly</i>, vol. 60, no. 2, 2008, pp. 263-268.	Perusall Annotations
Monday	Fixico, Donald L. "Indian Thinking in a Linear World." <i>The American Indian Mind in a Linear World: American Indian Studies & Traditional Knowledge</i>, Routledge, 2003. Ted Talk: Etuaptmumk: Two-Eyed Seeing, Rebecca Thomas	Perusall Annotations
Wednesday	Simpson, Leanne Betasamosake. "Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation." <i>Decolonization: Indigeneity, Education & Society</i>, vol. 3, no. 3, 2014, pp. 1-25. Keyword: Teves, Stephanie Nohelani, Andrea Smith, and Michelle H. Raheja, editors. "Land." <i>Native Studies Keywords</i>, University of Arizona Press, 2015, pp. 59-70.	Perusall Annotations
	Week 11-12 Trans-Indigenous Borders	

Monday	Allen, Chadwick. <i>TransIndigenous: Methodologies for Global Native Literary Studies</i> . University of Minnesota Press, 2012, (selections).	Perusall Annotations
Wednesday	Muñoz, Marissa. "River as Lifeblood, River as Border." <i>Indigenous and Decolonizing Studies in Education</i> , edited by Linda Tuhiwai Smith, Eve Tuck, and K. Wayne Yang, Routledge, 2018.	Perusall Annotations
Monday	Leza, Christina. <i>Divided Peoples: Policy, Activism, and Indigenous Identities on the U.S.-Mexico Border</i> . University of Arizona Press, 2019, (selections).	Perusall Annotations
Wednesday	Hernández Castillo, R. Aída. <i>Histories and Stories from Chiapas: Border Identities in Southern Mexico</i> . University of Texas Press, 2001, (selections)	Perusall Annotations
	Week 13-14 Indigenous Storytelling and Education	
Monday	Miranda, Deborah A. <i>Bad Indians: A Tribal Memoir</i>. Heyday, 2013, pp. 1-37. Film: Rhymes for Young Ghouls (2013).	Perusall Annotations

Wednesday	Stewart-Ambo, Theresa. "The Future Is in the Past: How Land-Grab Universities Can Shape the Future of Higher Education." <i>Native American and Indigenous Studies</i>, vol. 8, no. 1, 2021, pp. 162-168. Website: landgrabu.org	Perusall Annotations
Monday	Lomawaima, K. Tsianina, and Teresa L. McCarty. <i>To Remain an Indian: Lessons in Democracy from a Century of Native American Education</i>. Teachers College Press, 2006, (selections). Davis, Jenny L. "Language Sits in Places." <i>Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance</i>, University of Arizona Press, 2018, pp. 100-127.	Perusall Annotations
Wednesday	Batz, Giovanni (K'iche' Maya). "The Ixil University and the Decolonization of Knowledge." <i>Indigenous and Decolonizing Studies in Education</i>, edited by Linda Tuhiwai Smith, Eve Tuck, and K. Wayne Yang, Routledge, 2019. Visit: https://schoolsforchiapas.org/advances/schools/la-escuelita/ Suggested: Autonomous Zapatista Education: The Little Schools of Below Written by Raúl Zibechi	Perusall Annotations
	Week 13-14 Week Indigenous Environmental Justice and Activism	

Monday	Voigt, Matthias Andre. "Warrior Women: Indigenous Women, Gender Relations, and Sexual Politics within the American Indian Movement and at Wounded Knee." <i>American Indian Culture and Research Journal</i> , vol. 46, no. 3, 2023, pp. 101-130.	Perusall Annotations
Wednesday	Thunder Hawk, Madonna. "Native Organizing Before the Non-Profit Industrial Complex." <i>The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex</i> , edited by INCITE! Women of Color Against Violence, South End Press, 2007, pp. 100-106.	Perusall Annotations
Monday	LaDuke, Winona. <i>All Our Relations: Native Struggles for Land and Life</i> . South End Press, 1999, (Chapter 1 and 2).	Perusall Annotations
Wednesday	Estes, Nick. <i>Our History Is the Future: Standing Rock versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance</i>. Verso, 2019, (Selections). Film: Denying Access: NoDAPL to NoNAPL Suggested: Chandni Desai (2021) Disrupting Settler-Colonial Capitalism: Indigenous Intifadas and Resurgent Solidarity from Turtle Island to Palestine, <i>Journal of Palestine Studies</i>, 50:2, (pp. 43-66).	Perusall Annotations
	Week 16-17 Indigenous Futurities	

Monday	Dillon, Grace. <i>Walking the Clouds: An Anthology of Indigenous Science Fiction</i>. University of Arizona Press, 2012, (selections). Skawenati's machimina Time Traveler™ (TED) *Initiative For Indigenous Futures: An Aboriginal Territories in Cyberspace Production (TED) Youtube: How Indigenous Futurism is Changing the Conversation	Perusall Annotations
Wednesday	Aikau, Hōkūlani K., Noelani Goodyear-Ka'ōpua, and Noenoe K. Silva. "The Practice of Kuleana: Reflections On Critical Indigenous Studies Through Trans-Indigenous Exchange." <i>American Indian Culture and Research Journal</i>, vol. 41, no. 3, 2017, pp. 35-52. Watch: Reservation Dogs Episode S2E4 Mabel	Perusall Annotations
Monday	The Red Nation. <i>The Red Deal: Indigenous Action to Save Our Earth</i>. Common Notions, 2021.	Perusall Annotations
Wednesday	Review	
Friday	Turn in final paper @ midnight via Canvas	