ES 256: Intro to Native American Studies
Fall 2020 - Remote

Instructor: Professor Jennifer R. O’Neal
CRN/Credits: 12602 | 4 credits | Remote
Office Hours: Wednesdays, 1:30PM-3:00PM (via Zoom)
Contact Info: joneal@uoregon* Phone: 541.346.8086
GE/Grader: Annie Reiva | anner@uoregon.edu

Territorial Acknowledgement
The University of Oregon and the City of Eugene are located on Kalapuya Ilili, the traditional Indigenous homelands and political territories of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were disposed of their Indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the University of Oregon, the state and to the world.

Course Description
Intro to Native studies uses interdisciplinary approaches to understand Native American lives and communities, examining Native American identities, practices, histories, cultures, and political statuses in context. From music and myth-busting to history, law, and literature, this class provides students with a fuller, more sophisticated understanding of contemporary and historical Native peoples of the United States. Central themes include indigeneity, sovereignty, race relations, culture and cultural change, settler colonialism, treaties, federal Indian/Alaska Native/Native Hawaiian policy, the “Indian Renaissance” of the last fifty years, death, trauma, survival, and official and unofficial discourses around Native identities. This class reflects the interdisciplinarity of the field of Native American Studies, drawing on history, anthropology, law, political science, literature, film and other media to produce holistic understandings of Native lives. This course serves as the foundational course for the Native American Studies minor and provides necessary foundations for students wishing to pursue more advanced courses across the disciplines.

Course Learning Objectives
Student successfully completing this course should:
1. Understand the basic principles of Indigenous political status, tribal sovereignty, settler colonialism, federal Indian policy, and treaty rights;
2. Acquire basic knowledge of Indigenous histories, literary production, environmental concerns, cultural concerns, activism, and resistance;
3. Be able to discuss the ways discourse about Indians relates to ideologies of colonial and racial relations;
4. Be able to express informed opinions about contemporary tribal political issues;
5. Be able to name the nine federal recognized tribes in Oregon.

Course Required Texts:
(available at UO Bookstore and from online retailers)
David Wilkins and Heidi Stark. American Indian Politics and the American Political System, 4th edition. (Available in both print and electronically via UO Bookstore)
Louise Erdrich. The Roundhouse.
Additional selected readings provided on Canvas.

*I’m cognizant of how it might be necessary for this term for you to use digital versions of the text, however I highly recommend that you get printed versions of the texts if possible or print out copies of any texts made available on Canvas. Research shows that focus, retention, comprehension, and synthesis of information increases substantially when people “read actively from printed materials.

Participation and Student Success
In a typical term, I expect that all students will attend class regularly, remain current with reading assignments, bring assigned text and writing materials to class, and make substantive contributions to in-class activities and discussions. Since this term this course will be delivered remotely this term, we will adopt a slightly different, more flexible and creative approach which looks something like this:

- Consistent attendance of Live Lectures and discussion sessions, as well as on discussion boards.
- Submission of “in-class” exercises via Canvas (where applicable)
- Vigorous and energetic engagement on quizzes and in discussion forums. (I and our grader will provide detailed individual and group feedback in both venues throughout the term.)
- Participation in individual/group quarterly “check-ins” with the instructor either during open “office hours” or individually scheduled appointments. These will take place via Zoom or phone calls, if your wifi is unstable or if you prefer a voice call.

Under these circumstances, the most important things you can do to ensure success this term is follow these core standards:
- Read the syllabus and weekly modules very carefully, ensure you are completely all weekly assignments and coordinate your responsibilities for the term accordingly.
- Make sure that you have access to all required course texts as soon as possible. Reach out to me immediately if you’re having difficulty securing any of the texts.
• Read the assigned texts actively and closely by taking detailed notes during your readings; highlighting, underlining and annotating important passages in the text: and working through some of the discussion questions posed in quizzes and in the short lectures.
• As you read the content and watch the lectures, make sure to take detailed notes and work through some of the discussion questions posed throughout.
• Remain current as possible with all readings and assignments. This will require all of us to be more disciplined and intentional with our time than usual, while also being flexible of the unique circumstances under which we’re all operating at the moment.
• Reach out and communicate any questions or concerns with me. I recommend checking your email and our course Canvas page at least once a day throughout the term.
• And, most importantly, please remember this term will be different and hard, both for you and for your instructors, but we are in this together. Not everything will run smoothly, we will have technological issues or other matters that don’t always go perfect, but that’s okay. The most important this is you remain engaged with the course content, that you seek ways to make this subject matter important in your life, and that you find joy in learning. That is my hope for you. This is a tough time for everyone, but let’s make this this term enjoyable together.

Course Weekly Modules:
This course is **conducted remotely via the Canvas interface**. The course is broken down in to ten weekly modules on different themes for each week that contain specific items for you to read, watch, or listen. Each day you should be completing the work for that specific day. It is crucial for you to complete the work and readings for each week to keep up in this condensed course.

NOTE: I prefer that we all work together at the same pace, so each week’s Module will be made available to you on Monday mornings by 8:00AM (PST). You **must complete all work for the previous week’s Module before you can move ahead to the next Module**.

Course Assignments, Deadlines, and Assessment:
This course offers a variety of mechanism by which your performance will be assessed; detailed instructions for all assignments can be found via the Assignments and Modules pages on Canvas.

**Engagement and Participation (10%)**
You will be graded on overall engagement and participation in the course which includes lectures, discussion boards, and discussion sections meetings. I realize that this term is unique and that you may be unable to attend everything, therefore this will also be graded at your overall general engagement with class materials and assignments. (See above, “Participation and Student Success”).
Discussion Boards: Posts and Responses (15%)
Each student is required to contribute to weekly reading discussion posts on the course Discussion Forum on Canvas throughout the term by the dates indicated on the syllabus. You will be randomly assigned to This is not a formal essay, but more of a stream of consciousness that connects themes and ideas explored that week, using examples from the texts and lectures. This assignment asks you to engage critically with the primary texts, essay, concepts, ideas, or problems and to respond to one of the discussion questions presented from the lectures, discussion section, or write about something else entirely. Posts should illustrate an engagement with the readings, attempting to relate the readings with the previous week or issues you would like to bring in from outside of class (ie. blogs, news, songs, etc.). Some of these core readings can be brand new to you, theoretical and difficult to understand, so use the discussion forum to work out an idea, solicit responses, and pose further questions. If your response appears rushed or unthoughtful, your points will be reduced.

Requirements: Posts should be a minimum of 250 words. This assignment is worth 10 points each week 5 points for the post and 5 points for the response to another student’s post).

Due: The discussion post is due at the end of each week on Thursday by 11:59PM and a response due by Sunday 11:59PM.

**Posts (DP): Discussants** will interrogate a specific passage, problem, question or formal element in the materials assigned for the week and mount well-organized, focused, critical analyses of 250-300 words driven by an explicitly articulated thesis and supported by textual evidence and explanation/interpretation of that evidence.

**Response (DR): Respondents** will submit incisive, thoughtful responses of 150-200 words to at least one discussion posts which productively challenges your colleagues to nuance their interpretations, complicate and strengthen a given line of inquiry, expand on their presentation and analysis of textual evidence, and shore up any holes or blindspots that might be present in their arguments.

Discussion Sections (15%)
In addition to the written discussion boards and responses you’ll be required to attend and participate in a weekly Discussion Section (via Zoom) at least 3 times throughout the term. These are scheduled for every Tuesday and Thursday at the end of class time from 1:00-1:30PM. You will be pre-assigned to these dates based on your assigned Discussion Group. Your assigned groups and dates will be posted in Canvas.

Quizzes (20%)
We will have weekly quizzes administered via Canvas throughout the term consisting of multiple choice, comprehension (who, what, when, where), and short analytic/interpretive (how/why) components. Successful performance on these quizzes will require that you give
careful attention both to the assigned readings and to the accompanying short context lectures. Each Quiz will be made available Friday mornings by 8:00AM and must be completed by Sundays by 11:59PM. Depending on the length of the quiz, you will have between 60-120 minutes to take the quiz.

**Creative and Analytical Assignments (20%)**
These three assignments are intended to provide opportunities throughout the term for students to explore Native American current events, films, and literature through creative and analytical analysis of news articles, social media, films, and literature. Specific details for each assignment will be provided on Canvas.

- Native Americans In the News Paper
- Film Review Reflection Paper
- The Roundhouse Reflection Paper

**Final Exam (20%)**
The final will be a combination of multiple choice, short answer, essay, and a free write. Essay will address the central questions and themes of the course surrounding tribal sovereignty, jurisdiction, culture, treaties, survivance, etc. The free write will be a creative exercise regarding lessons learned throughout the entirety of the term.

**GRADE POINT DISTRIBUTION**

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<th>Grade</th>
<th>Score Range</th>
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<td>F</td>
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<td>D-</td>
<td>59.6-63.5</td>
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<td>A+</td>
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**Course Guidelines and Policies**

**Course Content and Intellectual Discussions:**
I am committed to ensuring our time together is generative and engaging and that our "classroom" remains a respectful and open space for the exchange of diverse opinions, ideas, and perspectives. Disagreements are welcome, and can indeed lead to productive and informed discussions and debates, but disrespect or hostility of any kind will not be tolerated. Please work with me to establish this class as a mutually-supportive space for the expression of differing ideas, values, and beliefs.

**NOTE:** Due to the ongoing histories/experiences of settler-colonial violence, institutional and individual racism, dispossession, and genocide that frame both the colonization of the Americas and Indigenous responses to it, this course will openly engage these and related issues without censorship. The class content will require engagement with difficult language and situations; it is imperative that students are aware of how this content may affect themselves as well as others within the class and that each of us employ an ethics of care in
our speech, discussions and writing. **Please be respectful of your fellow classmates. If content makes engagement and participation difficult, please reach out to me to make alternative arrangements. Your care is of the utmost concern.**

**Class Communication:**
Get in the habit of checking your UO email and our course Canvas page regularly (ie. daily) as these platforms will be our primary means of communication until in-person classes resume. I highly suggest downloading the Canvas app to your phone so that you can receive important information and notifications.

**Instructor Communication:**
I prefer you contact me via Canvas messenger ONLY - please do not use my personal email unless absolutely necessary. I teach multiple courses and using Canvas helps to coordinate messages for these different courses. If you need to speak over the phone, my office phone is forwarded to my cell phone, however DO NOT send text messages to that number as they will not be received. Please be aware that I do not respond to emails sent after 5pm on weekdays; I similarly do not respond to email sent over the weekend until after 8am the following school business day. I will respond to Canvas messages within 24 hours on Monday-Fridays (48 hours over weekends).

**Conventions of Address:**
Please be courteous and professional in your communication to me. Speaking and communicating with a professor, instructor, or administrator, is different (at least initially) from speaking/texting with a friend, family member, or other familiar relation. In a professional, intellectual context like the University, it is conventional to refer to faculty, administrators, staff and GEs by their preferred titles (Doctor, Professor, Instructor, Coach, preferred gender/gender neutral titles, etc.) unless explicitly instructed otherwise. You should also get in the habit of including greetings, salutation, and language appropriate to such context in your communications. I will always respectfully refer to you according to your stated preferences and the appropriate context, I expect that you’ll reciprocate in kind to me and to your colleagues.

**Assignment Deadlines:**
The deadline for each assignment will be specified in the corresponding assignment overview in Canvas in the Assignments module. Assignments and other work are due before or on the dates specified in the syllabus. When submitting assignments, please be sure to **budget time for potential technical issues.**

**Late Assignments:**
Extensions or incompletes are only granted in the case of medical and personal emergency. However, I of course understand we are in a very different time, so if you need additional time please simply speak with me ahead of time. All requests for extensions must be communicated and coordinated with me as soon as possible. Extensions on assignments
must be granted and approved in advance of the assignment deadline. Late submissions are subject to a FIVE-point reduction per day. **Please do not wait until the end of the term to turn in missing assignments.**

**Assignment Format:**
All written assignments must be typed in 12-point-font, double-spaced, and have 1-inch margins. Please make sure to spell-check and proofread all papers for spelling and grammar. All assignments should include a “Works Cited” (including media examples), page numbers, and follow a style guide consistently for citations and references (e.g., APA or MLA). **Papers that have not been spell-checked or that do not include a “Works Cited” will be returned with the opportunity for you to re-submit your assignment with a late penalty.**

For a helpful style guide/writing reference, see [Purdue’s OWL](https://owl.purdue.edu). Assignments should be saved and submitted in .doc or .docx format, so I can provide feedback and comments in track changes.

**Accommodations:**
The University of Oregon seeks to provide equal access to its programs, services, and activities for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. The Accessible Education Center works to create and sustain physical, curricular, and informational environments that are informed by and responsive to the diverse characteristics and experiences of students with disabilities and variations of ability. Please let me know within the first two weeks of the term if you need assistance to fully participate in the course. Participation includes access to lectures, web-based information, in-class activities, and exams. The [Accessible Education Center](https://www.uoregon.edu/academic-affairs/accessible-education-center) is part of the Office of Academic Advising. Students can request an instructor notification letter that outlines possible accommodations and adjustments to class design that will enable better access. For additional assistance with access or disability-related questions or concerns, contact the Accessible Education Center at uoae@uoregon.edu. The Center will work with you and I will gladly make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Accessible Education Center.

**Other Important Information:**
The [University Student Conduct Code](https://www.uoregon.edu/academic-affairs/student-conduct) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available [here](https://www.uoregon.edu/academic-affairs/student-conduct/academic-misconduct/plagiarism).
Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.

OVERALL COURSE SCHEDULE

Note: Generally, each week we will follow the same schedule outlined below for this Remote Course, with slight weekly modifications. Items are subject to change based upon student and course needs throughout the term.

<table>
<thead>
<tr>
<th>Day</th>
<th>Daily Task, Class, or Assignment Due</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Weekly Overview Module Announcement</td>
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<tr>
<td></td>
<td>[Reading Day]</td>
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<tr>
<td>Tuesday</td>
<td>Live Lecture or Video (12:15PM-12:55PM)</td>
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<td>Discussion Section (1:00PM-1:30PM)</td>
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<tr>
<td>Wednesday</td>
<td>Office Hours via Zoom (1:30-3:00PM)</td>
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<tr>
<td>Thursday</td>
<td>Pre-recorded Lecture or Video (12:15PM-12:55PM)</td>
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<td></td>
<td>Discussion Section (1:00-1:30PM)</td>
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<td></td>
<td>DUE: Discussions Board Post</td>
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<tr>
<td>Friday</td>
<td>[Reading Day]</td>
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<tr>
<td>Saturday</td>
<td>DUE: Discussion Board Response</td>
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<tr>
<td>Sunday</td>
<td>DUE: Weekly Quiz or Assignment</td>
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DETAILED WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>Week/Session</th>
<th>Unit Details</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Native Studies 101, We Were Here First</td>
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<tr>
<td>T 9/29</td>
<td>LECTURE (LIVE): Welcome, Course Overview, and Foundations of Native American Studies</td>
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<tr>
<td></td>
<td>READ: Syllabus Module, Schedule (Canvas)</td>
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<td></td>
<td>REVIEW: Assignments Instructions</td>
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<td></td>
<td>Syllabus Quiz</td>
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<td></td>
<td>Welcome Discussion Post</td>
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<tr>
<td>H 10/1</td>
<td>LECTURE (LIVE): We Were Here First</td>
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<td>READ: Wilkins/Stark, Introduction (p. 1-21)</td>
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**Free Write Post**

**Sat 10/3**  
Discussion Response

**Sun 10/4**  
Week 1 Quiz

**Week 2  Mythbusting, Origins and Settler Colonialism**

**T 10/6**  
LECTURE (LIVE): Mythbusting and Origins  
READ: Wilkins/Stark: Ch. 1 “A Tour of Native Peoples and Native Lands,” (p. 22-54)  
Deloria: preface, Ch. 1 “Indians Today, the Real and the Unreal” (p. 1-27)

**Discussion Sections #1 and #2 [Zoom 1:00-1:30PM]**

**H 10/8**  
LECTURE (VIDEO): Settler Colonialism  
READ: Wilkins/Stark, Ch. 2 “Indigenous Peoples are Nations, Not Minorities (55-72)  
Patrick Wolfe, “Settler Colonialism and the Elimination of the Native”  
Deloria, Ch. 5 (101-124) [Optional]

**Discussion Sections #3 and #4 [Zoom 1:00-1:30PM]  
Discussion Post**

**Sat. 10/9**  
Discussion Response

**Sun. 10/11**  
Week 2 Quiz

**Week 3  Native Governments and US Indian Policy**

**M 10/12**  
**Indigenous Peoples Day**

**T 10/13**  
LECTURE (LIVE): Native Governments  
READ: Wilkins/Stark: Ch. 3 “Indigenous Governments” (73-106)

**Discussion Sections #5 and #6 [Zoom 1:00-1:30PM]**

**H 10/15**  
LECTURE (VIDEO): Treaties, Removals, and Land  
READ: Deloria, Ch. 2 “Laws and Treaties” (28-53)  
Wilkins/Stark: Ch. 5 “History of Federal Indian Policy” (149-164)  
WATCH: Broken Treaties Documentary

**Discussion Sections #7 and #8 [Zoom 1:00-1:30PM]  
Discussion Post**

**Sat. 10/17**  
Discussion Response
Week 3 Quiz

### Week 4
**Assimilation, Education and Stereotypes**

**T 10/20**
- **LECTURE (LIVE):** Assimilation and Federal Indian Education
- **WATCH:** “Unspoken: Native American Boarding Schools”
- **READ:** Wilkins/Stark, Ch. 5 (149-164)

**Discussion Sections #1 and #2 [Zoom 1:00-1:30PM]**

**H 10/22**
- **Breaking Down Stereotypes**
- **LECTURE (VIDEO):** Native American Mascots
- **WATCH:** “More Than A Word” or “In Whose Honor?”
- **READ:** Wilkins/Stark Ch. 9 (p. 243-262)
- **READ:** Joseph Gone, “Mental Health, Wellness, and the Quest for an Authentic American Indian Identity” (p. 55-76)

**Discussion Sections #3 and #4 [Zoom 1:00-1:30PM]**

**Discussion Post**

**Sat 10/24**
- **Discussion Response**

**Sun 10/25**
- **Natives in the News Assignment**

### Week 5
**Stereotypes cont’d and Termination**

**T 10/27**
- **LECTURE (LIVE):** Indians in Cinema
- **READ:** Phil Deloria, Indians in Unexpected Places (1-14, 225-240)
- **WATCH:** Smoke Signals

**Discussion Sections #5 and #6 [Zoom 1:00-1:30PM]**

**R 10/29**
- **LECTURE (VIDEO):** Termination and Federal Recognition
- **READ:** Deloria Ch. 3 “The Disastrous Policy of Termination” (54-77)
- **Wilkins/Stark: Ch. 4 “Actors in Native Politics” (107-148)

**Discussion Sections #7 and #8 [Zoom 1:00-1:30PM]**

**Discussion Post**

**S 11/1**
- **Film Review Assignment**

### Week 6
**Native American Activism Since Termination**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>T 11/3</td>
<td><strong>VOTE: ELECTION DAY</strong>&lt;br&gt;LECTURE (LIVE): American Indian Politics and Activism&lt;br&gt;READ: Wilkins/Stark, Ch. 7, “Indigenous Political Participation”; Ch. 8 “Native American Interest Groups and Activism” (p. 220-242)&lt;br&gt;READ: Deloria, Ch. 8 “The Red and the Black” (p. 168-196)&lt;br&gt;WATCH: “Alcatraz Is Not An Island” (Film)</td>
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<td>Sat 11/7</td>
<td>Discussion Response</td>
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<td>Sun 11/8</td>
<td>NO QUIZ - Read The Roundhouse</td>
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<td>Week 7 Native American Literature</td>
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<tr>
<td>T 11/10</td>
<td>Guest Lecture: Professor Brian Klopotek, Department Head - Indigenous, Race and Ethnic Studies.&lt;br&gt;READ: Erdrich, The Roundhouse (p. 1-83)</td>
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<tr>
<td>H 11/12</td>
<td>Guest Lecture: Native Studies Faculty (TBD)&lt;br&gt;READ: Erdrich, The Roundhouse (p. 83-148)&lt;br&gt;*The Roundhouse Paper Prompt Distributed</td>
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<tr>
<td>Sun 11/15</td>
<td>Week 7 Quiz</td>
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<td>Week 8 Native American Literature</td>
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<tr>
<td>T 11/17</td>
<td>LECTURE (LIVE): Check-ins and Book Discussion&lt;br&gt;READ: Erdrich, The Roundhouse (p. 149-240)</td>
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<tr>
<td>H 11/19</td>
<td>READ: Erdrich, The Roundhouse (p. 241-317)</td>
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### Discussion Post

**Sat. 11/21**  
**Discussion Response**

<table>
<thead>
<tr>
<th><strong>Week 9</strong></th>
<th><strong>Native American Environmental Activism</strong></th>
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<tr>
<td><strong>T 11/24</strong></td>
<td>LECTURE: Indian Environmental Activism</td>
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<td>Treaty Fishing Rights in the Northwest and Midwest</td>
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<td>WATCH: “You’re on Indian Land” (Film)</td>
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<td>WATCH: “Lighting the 7th Fire”</td>
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**The Roundhouse Reflection Paper**

**H 11/26**  
**NO CLASS – Ancestors Day**

<table>
<thead>
<tr>
<th><strong>Week 10</strong></th>
<th><strong>Economy: Traditions, Sovereignty and Gaming</strong></th>
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<tr>
<td><strong>T 12/1</strong></td>
<td>LECTURE (LIVE): Economy - Traditions, Sovereignty and Gaming</td>
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<td>READ: Wilkins/Stark, Ch. 6 and 10</td>
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<td></td>
<td>Deloria, Ch. 10 “Indians and Modern Society” (p. 225-242) (Optional)</td>
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**H 12/3**  
Flex - Study Day

### FINALS WEEK

**W Dec. 9**  
**Final Exam available at 8:00AM via Canvas**