I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>NAS</th>
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<tbody>
<tr>
<td>Course # (i.e. ANTH 455) or sequence</td>
<td>NAS 494</td>
</tr>
<tr>
<td>Course(s) Title</td>
<td>Capstone Reading Course</td>
</tr>
<tr>
<td>Description of the requirement if it is not a single course</td>
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</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>David Beck</td>
<td>2-3-09</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>6097/david.beck@umontana.edu</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Wade Davies</td>
<td></td>
</tr>
</tbody>
</table>

III Overview of the Course Purpose/Description

IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Identify what you think is the most important issue in Indian country today and write a 10-20 page paper on it showing a mastery of the topic and the literature.</th>
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<tbody>
<tr>
<td>Identify and pursue more sophisticated questions for academic inquiry</td>
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<tr>
<td>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>Turn in list of sources and outline in mid-term. Professor goes over this individually with each student to ensure a broad base for analysis.</td>
</tr>
<tr>
<td>Manage multiple perspectives as appropriate</td>
<td>Each week’s readings provide multiple perspectives on issues relating to Indian country, based on the structure of the NAS major. These are discussed in class and students learn to utilize and analyze sources critically. Students must learn to use sources that provide radically different perspectives.</td>
</tr>
<tr>
<td>Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline</td>
<td>Native American studies is multi-disciplinary. Students may focus more on historical or ethnohistorical or anthropological or literary methods based on their interests.</td>
</tr>
<tr>
<td>Use multiple drafts, revision, and editing in conducting inquiry and preparing written work</td>
<td>Yes</td>
</tr>
<tr>
<td>Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline</td>
<td>Again, NAS is multi-disciplinary. The professor asks the student to select a style and to stick to that style.</td>
</tr>
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</table>
Develop competence in information technology and digital literacy

This has obviously become an important part of the research. Students however must present to the professor the list of digital resources they are using so that if necessary, the student can learn what is and is not appropriate for his/her particular research.

**V. Writing Course Requirements Check list**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Yes ☐ No Capped at 20.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Yes ☐ No Yes, see syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Yes ☐ No Partially in syllabus. Dr. Dave’s rules for writing are handed out; oral explanation of expectations before and after papers handed in; individual meetings with students at student or professor request if student is not meeting standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Handout of rules for writing, criticism of their work so that they are expected to improve as the semester goes along. Deep discussion of types of sources available; critical reading of ca. 100 articles and 4 books each (26 books reported to class including critical analysis of sources)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Yes ☐ No Class discussion focuses on resources on a weekly basis. Lecture/discussion specifically related to research papers and book reviews also occurs.</td>
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</table>

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

**Formal Graded Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
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<tbody>
<tr>
<td>4 papers, 4 pages each (20% total): book review essays; research paper 10-20 pages, most critical topic in Indian country, as defined by student – analysis based on a variety of resources. Must show mastery of the issue and the</td>
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Senior Readings Seminar in Native American Studies

Capstone Course Syllabus

**Course Description:** “Senior reading capstone course for the review of past and current literature on American Indians.” This is a senior/graduate readings seminar in Native American Studies designed to review past, present and future themes. By focusing on current, historical, anthropological, community-based, and literary writings, the course will enable students to read and discuss past, present and future issues and trends.

**Purpose:** This course serves as an analytical review of the coursework for the Native American Studies major. As such, students will show a firm grasp of issues and literature that has been the focus of study throughout their tenure as NAS majors. Some of the readings will be review, many will be new to the student, who must be able to articulate their meaning both orally and in written form. We will address several questions during the course of the semester, both directly and indirectly. What role does Native American studies play for people in and/or working in Native communities? What are the major issues in Indian communities – currently, historically, socially, culturally? What is the role of the individual within community/society? What is unique to Indian America?

**Schedule:**


**Reports:** Gould, *Mismeasure of Man* (Laurie)
Tierney, *Darkness in Eldorado* (Marcie)

*Delgamuukw v. British Columbia*

**Reports:** Schel and Freidel, *Forest of Kings* (Mike)
Ortiz, *The Tewa World* (Tony)


**Reports:** Earling, *Perma Red* ($ Bill)
Yellow Robe, *Grandchildren* (Rebecca)


**Reports:** Greymorning, *A Will to Survive* (Randy)
Calloway, *New Worlds for All* (John)


**Reports:** Krech, *The Ecological Indian* (Randy)
Binnema, *Common and Contested Ground* (Mike)


**Reports:** Ambler, *Breaking the Iron Bonds* (Jason)
Clow and Sutton, *Trusteeship in Change* (John)


**Reports:** Johnston, *The Manitous* (Erik)
Deloria, *The World We Used to Live In* (Erik)

**Term Paper Topic summary and list of sources due March 17**


**Reports:** Gordon-McCutchan, *The Taos Indians* (Tony)
Mihesuah, *Repatriation Reader* (Brea)

March 31, April 2: *Spring Break*
Week 10 April 7, 9: *Gender and Family*: Miller, “Contemporary Tribal Codes and Gender Issues;” Medicine, *Learning*, Part 3 and Part 5

*Reports*: Perdue, *Sifters* (Trena)
Ackerman, *A Necessary Balance* ($ Bill)


*Reports*: Cleary and Peacock, *Collected Wisdom* (Laurie Smith)
Szasz, *Education and the American Indian* (Jason)

**Readings:**
- Cobb, *Native Activism* (Corenia)
- VanDevelder, *Coyote Warrior* (Trena)


**Readings:**
- Anaya, *Indigenous Peoples in International Law* (Marcie)
- Miller, *Invisible Indigenes* (Rebecca)


**Readings:**
- Deloria, *Indians in Unexpected Places* (Corenia)
- Harmon, *Indians in the Making* (Brea)

**Readings**

**Book to Purchase:**

**Book to Purchase:**

**Books on Reserve:**


Yellow Robe, William S. Jr. *Grandchildren of the Buffalo Soldiers*

**Articles on Reserve and Eres:**

Agreement with the Blackfeet


*Bonnischen v. U.S.*, in the District Court for the District of Oregon, Opinion and Order, Civil no. 96-1481-JE


Canny, Nicholas P. “The Ideology of English Colonization: From Ireland to America.” *William and Mary Quarterly* 3rd series 30 (1973), 575-598.


*Delgammuukw v. British Columbia* 1997. Supreme Court of Canada


Dempsey, Hugh. “Smallpox: Scourge of the Plains.”


Heavy Runner, Iris and Joanne Sebastian Morris, “Traditional Native Culture and Resilience;” paper from Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.


Treaty With the Blackfeet, 1855


Grading percentages
Discussion Papers: 20
Class Participation: 20
Book Presentations: 20
Book Reviews: 20
Term Paper: 20

Assignments:
1) Discussion Papers: Each Tuesday beginning week 2 bring a 2-3 page typed single space (12 point font) list of questions and comments from the readings that you can use for discussion. These will be graded simply on a check or no check basis.
2) Class participation. Attend each class and participate in group discussion
3) Book presentations: You will read four books from the Reports list and report to the class on these, as well as write a short review for each (see #4 for reviews). Presentations will be graded on content, organization, preparation, and delivery. 5 points each. You must make the presentation on the day assigned or you will receive a 0 for the assignment. If you must miss the assigned day, you may switch dates with someone else. If you fail to do so, you will receive a 0 for the assignment. No exceptions/no excuses/no makeups.
4) 4 book reviews. Write a summary and analysis of each of the four readings you signed up for/were assigned 3-4 pages (maximum 1000 words). 5 points each. Due in class on the day of the presentation.
5) Term Paper: Select what you think is the most significant issue in Indian country today. Write a research paper on the topic showing a mastery of the issue and the literature relating to the topic you choose. You may use internet sources only with the approval of the instructor. Documentary research or field research are acceptable. 10-15 pages, typed, double spaced. Follow Dr. Dave’s Rules for Writing. Paper topic summary and source list due March 15, 2007. Final paper due Tuesday, May 3, 2009.

NOTE: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the university. All students need to be familiar with the Student Conduct Code. The code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.