### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>X: Indigenous and Global Perspectives</th>
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<tr>
<td>Dept/Program</td>
<td>Anthropology/NAS</td>
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<tr>
<td>Course #</td>
<td>341</td>
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<tr>
<td>Course Title</td>
<td>Contemporary Issues of American Indians</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<td>Credits</td>
<td>3</td>
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### II. Endorsement/Approvals

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

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<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Neyooxet Greymorning</td>
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<tr>
<td>Phone / Email</td>
<td>X4409/neyooxet.greymorning@mso.umt.edu</td>
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<tr>
<td>Program Chair</td>
<td>John Douglas</td>
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<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
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### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

An examination of major issues that affect the contemporary experiences of American Indians.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

This perspective instills knowledge of diverse cultures in comparative and thematic frameworks. Students are encouraged to cultivate ways of thinking that foster an understanding of the complexities of indigenous cultures and global issues, past and present. Students will learn how geographically and culturally separate parts of the world are linked by various, multiple interactions. Indigenous studies focus upon “first peoples” and their descendants who derive their cultural communal identities from their long-standing and/or historical habitation of particular places. These courses foster an appreciation for indigenous peoples, their histories and cultures, and their struggles both to maintain their ways of life and gain equal positions in world spheres of power and change. Global studies investigate how societies and nations interact through human endeavor and/or natural processes. These courses encourage students to relate their knowledge of particular parts of the world, with their individual identities, to larger trends and issues that affect multiple societies and environments. These include regional, national, and even transnational cultural flows, as well as a multiplicity of environmental processes and economic relationships.

This course meets Group X - Indigenous and Global Perspectives criteria by acquainting students with contemporary Native American issues in North America, Canada and the United States. This will be accomplished through readings that examine historical roots that have contributed to how these issues developed temporally and regionally. From these readings discussions will then explore what approaches have resulted or might result in better political, social or economic conditions for American Indians. Students will examine a range of issues that include, but are not limited to, natural resource development on reservations, treaty rights, political issues that underlie language, culture and identity, neo-colonization through Indigenous biopiracy, and Indigenous cultural and intellectual property rights.
V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

1. place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments.

2. demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives; and

The learning goals for group X- Indigenous and Global Perspectives, are accomplished through the following objectives; 1) by helping students develop an understanding of the complexities of contemporary issues that impact North American Indigenous cultures from historical, economic and political levels, and 2) by helping students gain insight into how the pursuit and exploitation of economic developments have given rise to a number of issues faced by contemporary Indigenous North Americans, and attempts that have been made to try and address these issues.

3. analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

3) By the end of the course students will have examined, analyzed and gained an appreciation of Indigenous rights and the responsibilities of governments, citizens and Indigenous peoples to safeguard those rights.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

North America. This will be accomplished through readings that examine the historical roots that have contributed to how these issues developed. From these readings discussions will then explore whether alternative approaches might result in better political, social or economic conditions.
Course Objective: The course has two main objectives. 1. To help students develop an understanding of the complexities of contemporary issues that impact North American Indigenous cultures from historical, economic and political levels, and 2. To help students gain insight into developments that have given rise to a number of contemporary issues faced by Indigenous North Americans, and attempts that have been made to try and address these issues.

Class meeting times: Mondays 2:10 to 5:00 pm
Location: GBB room 226

Instructor
Notoniheihi Neyooxet Neniice'ooke
(Dr. Neyooxet Greymorning)
neyooxet.greymorning@mso.umt.edu

Contemporary Issues of American Indians:

Office: Social Sciences. Building, Room 221                      Office Hours: Mon. 10:30 - 12:00 & Tues. 1:30 – 3:00 or
Office Phone: 243-440                                            by appointment on Fridays between 10:30 – 12:00


II. The test & exam will be based on assigned readings, lectures, and videos. It is the student’s responsibility to keep up with the assigned readings, lectures and videos if the goal is to maximize the best potential for learning and test grades in this course. Students should assume that where lecture material and information from the text cross, such information will most likely show up on test or exam. Lectures will be presented on the premise that students have taken the initiative to read the assigned material and are bringing to class an inquisitive mind and a level of participation that will generate discussions.

III. Graded assignments:

A. Short Answer Test
This exam will consist of 4 short answers (5 pts ea.) and 5 Identifications (2 pts ea.) and is worth 30 points (15%).

B. Course Exam
This is a major exam and will consist of 10 multiple choice (1 point each), 5 Identifications (2 pts ea.), & 3 essays (10 pts. ea.)
The exam is worth 50 points or 25% of the term’s course work

C. Research Paper
The final research paper must fall between 1,600 - 2,300 words in length; anything less or more than this will result in a lowered grade. The paper must be properly referenced, with a properly written bibliography of no less than 6 references of which can only include 2 internet resources. Suggested topics for this paper can include but not necessarily be limited to; gaming, economic development, resource management, self-governance, cultural and intellectual property rights, or language and cultural maintenance. Students can combine two or more of these topics
in their paper. The final paper is due in class on December 1st. If the paper is turned in late 2 points will be deducted for each day late. The final paper is worth 100 points or 50% of the term’s course work.

D. Group Facilitated Discussions
Each group will facilitate class discussions during their designated week as indicated on by course guideline. During weeks 6, 8, 9, 12, 13, 14, 15 & 16 It will be the responsibility of the discussion groups to make sure that they have obtained, viewed and planned out the discussion for their respective videos before they facilitate any of the class discussions. Facilitated class discussions are worth 20 points or 10% of the term’s course work.

IV. Grading: This course can only be taken for a traditional grade, and cannot be taken for a grade of pass/ no pass.

A = 181 - 200      B = 161 - 180      C = 141 - 160      D = 129 – 140      F = 0 - 128

Academic Honesty: Under no circumstances should students represent another person's work or ideas as their own. To do this is to plagiarize and it is an intolerable offense in the academic community. Students who plagiarize will fail the assignment, and may fail the course. Students should also be advised that they should not submit the same paper for more than one course.
COURSE GUIDELINE: NAS 341, Contemporary Issues of American Indians

The weekly guideline that follows is offered to assist and guide students for class readings and discussions preparation. Students should realize that not being prepared for class or discussions will have an over-riding impact, which may cause some class topics to be condensed, for lack of discussion, altered, or switched. In addition to this, class discussions may alter due to discussions carrying-over to a subsequent day or in some cases discussions may carry over to the following week. Group facilitated discussions will occur on weeks 6 (v), 8 (v), 9 (v), 12, 13 (v), 14 (v), & 15 (v).

Week 1: Aug. 25 Introduction and Course Overview

Video Screening – around 3 pm: *Indian Country* (58 min)

On September 8th students should be prepared to 1) discuss examples of how the Bureau of Indian Affairs can be viewed as having played a major role in binding American Indians by what Ambler refers to as “three iron chains: paternalism, exploitation and dependency.” Students should also be prepared to talk about some of the statistics Ambler gives (pg. 5) on reservation life, and 2) to share thoughts on any of the many reasons why Indians would chose to stay on a reservation; plus 2nd group of discussion on topics 3 - 8

Week 2: Sept. 1, Labor Day No Class

Week 3: Sept. 8, The Cultural Significance of Reservations in Contemporary Society.


This class session is to provide additional material for further thought about why reservations were created. Be prepared to discuss the following:

1st class discussion: 1) How has the Bureau of Indian Affairs been viewed as having played a major role in binding American Indians by what Ambler refers to as “three iron chains: paternalism, exploitation and dependency”? 2) What can be said about the statistics Ambler gives (pg. 5) regarding reservation life? 3) Be prepared to share any thoughts on the many reasons why Indians would chose to stay on a reservation.

2nd class discussion: Since Nationhood the United States has grappled with what it has labeled as “the Indian problem.” For over two centuries, government attitudes have forged policies that have vacillated between acknowledging Indigenous independence and those that reflect a colonial control that consistently lead toward assimilation. Around 15 years ago, as Ambler points out, President Reagan stated “Americans had humored Indians by giving them reservations, where “primitive lifestyles” is the reason for their poverty (pg. 3). 1) What are your thoughts about the President making such a statement? Other things to discuss are 2) the role of treaties in Indian-government relations and 3) the argument that the treaties of old should be ignored because Indians have assimilated and do not represent the same culture as the Indians who signed the treaties, 4) the three US political initiatives, either policy or legal ruling, that had devastating impacts on Indian land, and rights. 5) What negative impacts resulted for Indians from these initiatives. 6) What were the two US policies that tried to take steps to correct the negative impact of these initiatives?
COURSE GUIDELINE: NAS 341, Contemporary Issues of American Indians (cont’d)

Week 4: Sept. 15 Resource Development and the Chain of Exploitation.


This class session will examine more closely some of the various acts, regardless of their being individual or governmental, that have clouded title and control over minerals and resources on Indigenous peoples lands. An example of one individuals act occurred in Montana on the Fort Belknap Reservation. When the Indian Agent rented rights to coal that was discovered on the reservation to white entrepreneur Charles Damon, Indians discovered that they had to buy the coal from Mr. Damon while he provided coal free to local white settlers. Another example is the action of Secretary of the Interior Albert B. Fall. 1) Students need to be prepared to discuss what Mr. Fall did, 2) the ethics of his actions. 3) What impact his action had both in the short and long term.

2nd class discussion Reading: *Breaking the Iron Bonds*, Kansas, University of Kansas Press, 1990, pp. 62-90 will focus on the period during and after the 1970s, a period many consider represented a turning point for what Ambler terms “the American Indian energy tribes.” This discussion should include answers to the following questions.

1) Who were the major resource developing companies?
2) What resource were these companies after?
3) Who were the people targeted and where did they live?
4) What eventually happened that revealed how this group of Indians were being exploited?
5) What, if any, actions resulted on the part of the Indians and others to challenge the development?
6) Who else found themselves to be aligned with Indian interests regarding the environment?
7) What two Native organizations were formed as a result of the energy tribes networking?

Week 5: Sept. 22 CERT Giving Birth to Indian Resource Management.


September 18 discussions will focus entirely on the formation and development of the Council of Energy Resource Tribes. Students will need to be able to discuss the following:

1) Why was CERT formed?
2) Who were the key players in its creation?
3) Who helped to bring CERT to national attention, and when did this happen?
4) Who served as CERT first chief economist and what was his vision for CERT. In addition to these discussions, students should also be prepared to discuss
5) The charges of CERT being unpatriotic,
6) Were these charges true?
7) How were these charges countered by CERT?
8) What was the soundness of the ways CERT attempted to face the challenges of the energy crisis that hit the country in the 70s and 80s.

Video Screening around 3:30-5:00 pm: Broken Rainbow (70 min)

Week 6: Sept. 29

(A) Sept. 29, Short answer & identification exam on material and readings from chapters 1 - 4 (weeks 1-5)

3:45 pm Group I will facilitate a discussion on Cert & video issues regarding involving how energy resources were handled

Students not present will be docked 2 points from their group presentation
COURSE GUIDELINE: NAS 341, Contemporary Issues of American Indians (cont’d)

Week 7: Oct. 6   Who’s Minding the Store? Dealing with the Management of Indian Royalties.


This week’s discussions will look at how a history of having land and resources either expropriated or exploited, led to the energy tribes assuming greater control over the business of their affairs. This is especially pertinent in lieu of Indigenous groups like the Blackfeet of Montana, who obtained as much as 90% of its total income from taxes and oil and gas royalties, and the Jicarilla Apache, who relied on revenues from oil and gas to pay for such essentials as its fire protection, police, schools, water and sanitation as well as a number of its social programs. 1) What was discovered during the summer of 1980? 2) What resource was being heisted? 3) What actions resulted from the thefts? 4) After the discovery which tribe offered assistance on how to handle theft? 5) Why did this tribe seem better able to deal with the problem of theft than the United States Geological Survey? What happened to Chuck Thomas and his wife as a result of his discovery? 6) What does this say about a political system that colonized Indigenous North America, on the basis of the colonized people being uncivilized, and maintained persistent efforts toward those peoples assuming the moral and ethical standards of the colonizers? 7) What was the purpose of the LACT. 8) Did the investigation support or dispel Chuck Thomas’ metaphor about the store? 9) What Federal Act was passed to try and correct the problem? In addition to this Act, 10) What did the Department of the Interior do to try and handle royalty accounts? 11) What was said about the Department’s efforts?

Week 8: Oct. 13   The Question of Treaty Rights


Video Screening 2:30 – 3:20: Lighting the 7th Fire (48)

3:45: Group 2 will facilitate a discussion on the video, students not present will be docked 2 points from their group presentation

Before Indigenous peoples agreed to terms and conditions of treaties, they consistently sought for the protection of certain rights. Among these rights include subsistence rights. Lighting the 7th Fire examines the emotionally charged issues that Indian peoples often face when they seek to claim this right. Class discussions will explore the issues underlying treaty and human rights more closely.

Week 9: Oct. 20, Human Rights Violations as Shapers of Dark Realities


Government boarding schools had one primary objective, to remove Indian children from their families, cultures, and homes in order to indoctrinate them to the manners of Anglo-European ways of living. For a vast majority of Indigenous children throughout North America, their first experiences of boarding schools were of being abused. This week’s reading examines the impact and scars that this has left on Indian communities. Students should be prepared to discuss possible causes that underlie these abuses. Discussions will also look at ways in which Indian communities have tried to cope with this dark reality.

Video Screening 2:20 – 3:10: Hollow Water (48 min)

3:45, Group 3 will facilitate an integrated discussion on chapters 2, 3 and the video, students not present will be docked 2 points from their group presentation

Week 10: Oct. 27, Searching for Balance at the Crossroads

This week’s class will examine how one Canadian First Nations community dealt with abuse. Discussions will look at the applicability of their approach and efforts as a possible model to deal with issues of different types of abuses, such as substance abuse as one example.

COURSE GUIDELINE: NAS 341, Contemporary Issues of American Indians (cont’d)

**Week 11: Nov. 3, A Healing Path Back to the Beginning**

**B. Course Exam** 2:20 – 3:30


The focus of the class topic after the exam will be to discuss positive ways that Indigenous communities are managing their affairs.

**Video Screening 4:20 – 5:00: White Shamans & Plastic Medicine Men**

**Week 12: Nov. 10, The Question of Identity**

1st Reading Discussion 2:20 – 3:30 pm: Greymorning, Stephen *A Will to Survive*, New York, McGraw-Hill Press, 2003. Chapters 3 & 5; **Group 4 will facilitate an integrated discussion on chapters 3 & 5 and video topic** Students not present will be docked 2 points from their group presentation

The Question of cultural identity is larger than most realize and has become a heated issue that may hold in the balance the very existence of Indigenous peoples. While an international debate has ensued for over a decade over who and how Indigenous people are to be defined, forces outside of Indigenous cultures have shaped Indigenous identity in ways that have opened it up to yet another area of appropriation. This week’s discussions will examine this very sensitive issue.


One of the results of placing importance on written history was people forgetting that this written form was rooted in the oral traditions of a person telling “his story.” As Eurocentric thinking placed more and more importance on the need to record his stories truth was given to the written record and the truth of oral traditions diminished in the process.

**Week 13: Nov. 17, Cultural Foundations**


The division between Canada and the United States is a line drawn on a map. This division ultimately resulted from a group of ambitious British citizens who successfully revolted against the controlling arm of the British government. What resulted was the birth of a new nation that split a continent and numerous Indigenous Nations. The focus of this
week will be on the contemporary issue of Indigenous philosophy and activism at the international level, and efforts to maintain the cultural integrity of Indigenous peoples.

**Video Screening 3:15 – 3:45: Eastern Tide**

*3:55 pm Group 5 will facilitate an integrated discussion on chapters 7 & 8 and video*

*Students not present will be docked 2 points from their group presentation*
COURSE GUIDELINE: NAS 341, Contemporary Issues of American Indians  (cont’d)

Week 14:  Nov. 24,  Culture and Language Survival


This week will explore the importance and link between language and culture. Discussions will focus on 1) the work being done in the area of language and cultural survival and 2) whether it is a necessary work.

Video Screening 2:20 – 2:40: *Our Life is Our Language* (20 min)
(C) Research Papers Due next week, November 30,

2:45 – 3:45, Group 6 will facilitate an integrated discussion on chapters 12, 13 & 14, and the video
Students not present will be docked 2 points from their group presentation


Week 15:  Nov. 30,  Biopiracy: Body Snatchers of the 21st century?

(C) Research Papers Due Today


When Indigenous people talk about the imperialism of being colonized, such discussions are not necessarily about the past. There is a new form of imperialism. In the past where land and resources had long been a focus of colonial powers, today’s world of neocolonialism the theft of Indigenous knowledge, spirituality, medicine and DNA can be identified. This class discussion will focus on understanding what is Indigenous knowledge, and what underlies issues of cultural appropriation.

During the 1990s an American pharmaceutical company gained patent rights to the genetic make up of an Aboriginal man in New Guinea. In the latter part of the same decade a Seattle businessman discovered that his family Doctor patented his genetic makeup. This week’s discussions will look at this new area of colonial “invasion” viewed as acts of “biopiracy.”

Video Screening 2:20 – 3:10, *Gene Hunters* (50 min)

3:20 pm; Group 7 will facilitate an integrated discussion on assigned readings and video topic
Students not present will be docked 2 points from their group presentation


Week 16:  Dec. 8-12   Finals Week