

## **LPS 135 (CRN 7345) Contemporary American Indian Law and Politics**

**Tuesdays/Thursdays 9:30 – 10:45**

**Howard Hall 309**

### **Professor Renee Ann Cramer**

This course examines contemporary issues in American Indian law and politics, among them: casino ownership, environmental stewardship, electoral politics, cultural protection and revitalization, tribal courts, and territorial sovereignty. In all of these cases, there are debates about the proper role for tribal people, tribal governments, federal and state entities, and the non-Indian public. In this course, we will focus on several arenas: tribal cultural spaces, tribal public representations, courtrooms and Congress, academia, and the media. We will attempt to understand the competing worldviews of those engaged in these dialogues about tribal sovereignty and survival, and the very real economic and political interests at stake in these debates. In some of these cases, the debate hasn't moved forward, and the issues lack acceptable resolution; in other cases, productive dialogue has created truly innovative solutions to seemingly intractable problems of poverty, powerlessness, and racism.

### ***Responsibilities of the Instructor***

As a professor, I bring knowledge and experience to the classroom, as well as a love and passion for the topic. I view my responsibilities to you, as a class, as four-fold. I will be accessible to students. I encourage you to see me during my office hours (and I will make reasonable accommodation if you cannot make my scheduled hours) – we can use that time to extend our discussion of topics beyond what was covered in the class period, answer questions you might have about the reading, or talk about careers related to the coursework (law, journalism, teaching, fiction writing, public service, etc.). I also encourage all students with documented disabilities to see me as soon as possible so that I can make reasonable accommodations for your differing abilities.

I have assigned readings that I find lively and informative, and I will bring to the class additional films, Internet activities, and assignments that will help focus the material and our study of it, as well as offer broader perspectives on the topics at hand. I will give the class ample opportunity to evaluate the effectiveness of these materials and make suggestions for change for future courses. I will also provide opportunities for evaluating my performance as a professor, and solicit suggestions for improvement. Third, I will provide detailed and clear instructions for the completion of the homework assignments and examinations, as well as detailed information on my grading standards. I will gladly discuss students' exams and grades with them. Finally, I will come to class prepared, awake, and enthusiastic; I will respect the thoughtful contributions of all class-members, and encourage an atmosphere of collegial sharing and conversation.

### ***Responsibilities of the Students***

Students, similarly, have four areas of responsibility. Please come to class prepared (having done the reading far enough in advance to think about it), and ready to participate by answering and asking questions, offering opinions, and bringing in relevant outside materials for class discussion. Please act respectfully towards each other and the professor, and operate in this classroom with compassion and curiosity.

Second, you will complete each homework assignment on time, and turn in typed, legible pages. An assignment is considered late at the end of the class period for which it was due; for every day an assignment is late (weekends count), it will lose 10 points. Third, and related, you absolutely must carefully attribute all quotations, paraphrases, or summarization of others' scholarship -- if you are unclear about what constitutes plagiarism, please see me, and refer to the statements on plagiarism and cheating located in the Drake University course catalog. Please do your own work. I expect honesty and diligence in this regard: **students who cheat or plagiarize will fail the assignment (earning a 0 on it); at my discretion, they may fail the course, and be referred for disciplinary action by the Associate Dean of Arts and Sciences.**

Finally, you are expected to use outstanding etiquette in class: be on time, and refrain from leaving early. I understand that many of you have tight schedules and are eating on the run -- feel free to bring food and drink to class; however, I will not tolerate phones, or the use of computers for surfing the web. **If electronic communication devices distract me, or others in class, I will simply ask you to leave.** I'm absolutely serious about this.

### ***Policy on Absences and Withdrawals***

This is a seminar course - your full, prepared, and enthusiastic participation is expected. Students who must miss a class period are responsible for getting notes. It is not my responsibility to provide notes for missed classes, or review missed material. Students who have long-term, unanticipated medical or familial disruptions are responsible for making arrangements with the professor. Additionally, those students who will miss class or a homework assignment due date because of a religious observance must provide me with a written notice anticipating that fact within the first three weeks of the semester,

The University policy on Withdrawals applies. Please refer to the current Drake University class schedule/catalog for detailed information and deadlines regarding drop/add/withdrawal policies.

### ***Grading***

Your grade in this course will be based on two synthesis papers reflecting on the readings, an in-class mid-term an in-class final, and your participation.

### ***Synthesis Papers***

I will provide prompts and rubrics for two papers asking you to synthesize the reading you are doing. These papers should be between 4 and 12 pages long, and refer to the texts we and class discussion. They are worth 100 points each.

### ***Mid-Term and Final Exams***

There will be an in-class mid-term exam in October, consisting of terms and essays, worth 100 possible points. Our in-class final will take place on December 11<sup>th</sup>. It will be worth a total of 200 possible points.

### ***Participation***

This is a class will operate as a seminar: you will learn from the readings, certainly, and from me -- but also from each other. I expect every one to be prepared when they come to class, and to share their preparation with each other in respectful dialogue. You will be able to earn up to 100 "participation points" in this class. Some of these points will be based on your in-class work; you

earn them primarily by being actively engaged in the material we cover this semester. Active and productive engagement will earn participation points; if you are consistently and obviously unprepared to participate in class discussion, your participation score will suffer. I encourage you to bring relevant and useful information to class; when you do, I will grant you participation credit. As well, some of the things that would usually be “extra credit” will, in this class, count as “participation” in the course. These include your attendance at relevant lectures, exhibits, rallies, and other events, as well as screening films, voting, and other activities. Opportunities for earning participation credit in this way will be posted frequently on Black Board.

*Summary of Assignments and Due Dates*

Synthesis Paper 1	100 pts poss	October 2
Mid-Term	100 pts poss	October 10
Synthesis Paper 2	100 pts poss	November 13
Final	200 pts poss	December 11
Participation	100 pts poss	On-going

**Required Readings**

Joanne Barker. 2011. *Native Acts: Law, Recognition, and Cultural Authenticity*. Chapel Hill: Duke University Press.

Jessica R. Cattelino. 2008. *High Stakes: Florida Seminole Gaming and Sovereignty*. Duke University Press.

Renee A. Cramer. 2006. *Cash, Color, and Colonialism: The Politics of Tribal Acknowledgment*. University of Oklahoma Press.

The Kino-nda-niimi Collective. 2014. *The Winter We Danced*. Kino-nda-niimi Collective.

Audra Simpson. 2014. *Mohawk Interruptus*. Chapel Hill: Duke University Press.

David Treuer. 2012. *Rez Life*. New York City: Atlantic Monthly.

Additional readings, as assigned below, and found on BlackBoard.

**Course Outline**

**Tuesday, August 26**

**Welcome and Introductions**

**I. Who Are Indians?**

**Lived Experiences**

**Thursday, August 28**

**Rez Life**

Have read:

Treur 1 – 20

Wilkins xvi-xxi, 15 – 44 (on BlackBoard)

**Tuesday, September 2**

Have read: Treur 21 – 161

**Thursday, September 4**

Have read: Treur 162 – 256

**Tuesday, September 9**

Have read: Treur 257 - 319

**Thursday, September 11**

Have read: **Urban Life**  
Harvard Project 351 – 366 (on BlackBoard)

**Tuesday, September 16**

Have read: **Campus Life**  
Perry “From Ethnocide to Ethnoviolence,” and “There’s Just Places ya’ Don’t Wanna Go” (on BlackBoard)

NPR Story on Native College experiences (link on BlackBoard)

**Thursday, September 18**

Have read: **The Sporting Life**  
pond cummings and Harper, “Wide Right” (on BlackBoard)

Freng and Willis-Esqueda, “A Question of Honor” (on BlackBoard)

Fryberg, Markus, Oyserman, and Stone, “Of Warrior Chiefs and Indian Princesses” (on BlackBoard)

Cultural Appropriations (on BlackBoard)

**Tuesday, September 23**

Have read: **The Gaming Life**  
Cattelino ix – 58

Spilde (on BlackBoard)

**Thursday, September 25**

Have read: Cattelino 59 - 124

**Tuesday, September 30**

Have read: Cattelino 125 - 206

**Thursday, October 2**

No additional readings  
Please bring: **Review for Mid-Term**  
Synthesis Paper #1

<b>Tuesday, October 7</b>	<b>Mid-Term Exam</b>
<b>II. Who Are Indians?</b>	<b>The Nation-State's Project</b>
<b>Thursday, October 9</b>	
Have read:	Cramer xi - 36
<b>Tuesday, October 14</b>	<b>No Class: Fall Break</b>
<b>Thursday, October 16</b>	
Have read:	Cramer 36 - 103
<b>Tuesday, October 21</b>	
Have read:	Cramer 103 - 168
<b>Thursday, October 23</b>	
Have read:	Barker 1 - 80
<b>Tuesday, October 28</b>	
Have read:	Barker 81 - 188
<b>Thursday, October 30</b>	
Have read:	Barker 189 - 228
<b>Tuesday, November 4</b>	
Have read:	Simpson 1 – 37; 195 – 200
<b>Thursday, November 6</b>	
Have read:	Simpson 37 - 94
<b>Tuesday, November 11</b>	
Have read:	Simpson 95 – 146
<b>Thursday, November 13</b>	
Have read:	Simpson 147 – 194
Please bring:	Synthesis Paper #2
<b>III. Who Are Indians?</b>	<b>Law, Politics and Society</b>
<b>Tuesday, November 18</b>	<b>Law</b>
Have read:	Yazzie (on BlackBoard)
	Duthu (on BlackBoard)
<b>Thursday, November 20</b>	<b>Politics</b>
Have read:	McDonald (on BlackBoard)
	Wilkins (on BlackBoard)
<b>Tuesday, November 25</b>	

