

# Native American History

HIS 4376-001

Monday-Wednesday-Friday, 9:05-10:00 AM

BUS 258

3 Credit Hours

Dr. Colin Snider

BUS 267

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Office Hours:

Monday, 10:00-11:00 AM

Wednesday, 12:00-1:00 PM

Thursday, 4:00-5:00 PM

Or by appointment

A study of the native peoples, cultures, and societies of North and South America from comparative local and global perspectives.

## Course Description

This course looks at the histories, societies, and cultures of native peoples of North and South America from a comparative perspective across millennia. We will explore in depth the experiences of native peoples across time and space, from pre-contact cultures and peoples to native lives under Spanish, Portuguese, French, and English colonialism, from struggles against nation states in the nineteenth century to transnational movements of the twenty-first century, from Alaska to the Tierra del Fuego. The course will provide a comparative understanding of the indigenous peoples of the Americas to simultaneously explore the cultural diversity of the Americas' original settlers even while understanding the ways indigenous peoples have shaped and been shaped by historical processes. By focusing on the First Peoples of the Americas through primary sources, secondary monographs, film, music, and other materials, this course will provide a transnational perspective of historical change from indigenous viewpoints and perspectives.

## Course Objectives

The class is designed to introduce students to oft-overlooked histories of peoples in South and North America – indigenous peoples. A focus on indigenous cultures and societies in the Americas will thus simultaneously introduce students to new topics and aspects of history in the Americas, even while also challenging dominant narratives that have focused on historical processes from the viewpoint of European colonizers and their descendants. Given this original focus and lens, this course is designed:

- To understand the heterogeneity of indigenous societies throughout the Americas, and to be able to trace both differences and similarities in indigenous struggles and issues throughout the hemisphere.
- To introduce students to the origin of the term “Indian,” its use and mis-use through history, and how the term is tied to processes of subjugation and

political struggle under both colonial and national systems of domination.

- To challenge students' understandings of more traditional historical narratives and to consider more complex ideas pertinent to the social and political matrix of indigenous lives, including agency, culture, and power.

In this process, in the course of the semester students should be able to gain the abilities:

- To be able to compare and contrast varying indigenous cultures and societies both South and North America throughout the pre-Contact period.
- To be able to compare and contrast the wide range of indigenous experiences under Spanish, Portuguese, French, and English colonization between the sixteenth and eighteenth centuries.
- To examine the effects of the modern nation states on indigenous cultures and societies in the nineteenth and twentieth centuries.

More generally, from a methodological perspective, this course is designed:

- To help students develop and refine their ability to closely read and analyze primary sources.
- To help students develop and refine their ability to critically analyze and synthesize secondary sources.
- To help students understand how to work with non-written sources, including (but not limited to) artwork, ceramics, textiles, oral testimonies, and other cultural artifacts.

### **Texts and Readings**

This course relies on a mixture of primary and secondary sources in order to get students to understand World history as the people lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. Textbooks will be available in the bookstore, and are mandatory reading. Books marked with an asterisk are also available on Kindle. Required texts are:

León-Portilla, Miguel. *Broken Spears: The Aztec Account of the Conquest of Mexico*. Second Edition. Trans. by Lysander Kemp. Boston: Beacon Press, 2006.

(ISBN: 978-080705500X)

Rugeley, Terry, ed. *Maya Wars: Ethnographic Accounts from Nineteenth-Century Yucatan*. Norman, OK: University of Oklahoma Press, 2001.

(ISBN: 978-0806133553)

Calloway, Colin G., ed. *Our Hearts Fell to the Ground: Plains Indians Views of How the West Was Lost*. New York: Bedford St. Martin's, 1996.

(ISBN: 978-0312133542)

Hoxie, Frederick E. *Talking Back to Civilization: Indian Voices from the Progressive Era*. New York: Bedford St. Martin's, 2001.

(ISBN: 978-0312103859)

Harjo, Joy. *Crazy Brave: A Memoir*. New York: W. W. Norton & Company, 2013.

(ISBN: 978-0393345438)

Kelman, Ari. *A Misplaced Massacre: Struggling Over the Memory of Sand Creek*.

Cambridge, MA: Harvard University Press, 2013.

(ISBN: 978-0674045859)

In addition to the required published works listed above, students will also regularly have excerpts from key works made available on Canvas. Be sure to check the weekly reading assignments and do *all* of the assigned readings for the week.

### **Course Requirements**

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts. **Therefore, student attendance *and participation* are required.** We will periodically engage in broad conversation on documents to understand and analyze historical processes and lived experiences of indigenous peoples throughout the hemisphere.

Students who have **more than six unexcused absences** will receive a **zero** for their participation; there will be **no exceptions** to this policy. It is the professor's prerogative to determine whether or not an absence can be excused, and **all excused** absences must be properly documented. Given the centrality of reading, analyzing, and discussing primary sources, attendance and participation will make up a full ten percent (10%) of students' final grades. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course.

Additionally, this course is **reading-intensive**. In order to understand the diversity of indigenous peoples' pasts, it is essential to read a wide range of primary sources. This course has no textbook; it will instead rely on a variety of primary source readings. As a result, students are expected to read anywhere from 150-300 pages a week. Readings are due on the first day of class each week. Discussions sections between students and the professor will be a weekly feature of the course, and so they must complete the assigned readings outside of the classroom. In addition to assigned books, students will read a significant number of primary sources available on Canvas on a near-weekly basis, and we will be discussing these readings in class every week. These primary readings and discussions will provide students an opportunity to experience and think about history the way historians in any number of fields do, something that is essential for all budding historians. These readings and discussions will both give the students a chance to directly think about historical processes and the historical record on their own terms, as well as helping them to develop their analytical skills. **In the event students do not do *all* of the readings for an assigned week, the professor reserves the right to assign pop quizzes.**

Writing is an essential part of historical study and analysis, and of the liberal arts tradition of education more generally; as a result, students will be given a number of writing assignments. The first of these are a series of **eight** primary source comparative analyses based upon the weekly readings. These are relatively short assignments, in which students will analyze and compare three primary documents from that week's reading. The form for these comparative analyses is available on blackboard. Students are welcome to pick which sources they analyze from a chapter in the week they turn in the analyses. Collectively, these primary source analyses are worth 10% of the student's final grade. Unless otherwise noted, these analyses are **always due on Wednesday of the assigned week**.

In addition to these very short assignments, students will write longer assignments based on original research. For this assignment, students will have two options on their writing assignments:

- The first option is to write **one** 5,000-word research essay, due on the Monday of the final week of the semester (April 23). This paper will be an analytical paper that provides original analysis by using primary sources both from within class (those made available on Canvas and the books we will be reading in class and primary sources that students themselves find) along with outside primary materials as necessary. Students may also select a topic that relies entirely upon outside research, based on their own interests. This paper will be due during the final week of the semester, and will be worth 40% of the student's total final grade.
- The second option is to write **two** 2,500-word research essays. As with the longer paper [Option 1], these essays will provide original analysis by using primary sources both from within class (those made available on Canvas and the books we will be reading in class and primary sources that students themselves find) along with outside primary materials as necessary. Students may also select a topic that relies entirely upon outside research, based on their own interests. Each of these papers will be worth 20% of the student's final grade, for a total of 40% of the final grade when combined. The first of these essays will be due in Week 8 on the Monday (March 5) before Spring Break, and the second will be due on the final Monday (April 23) of the semester.

Finally, students will also be given two exams through the course of the semester, in the form of a midterm exam and a final exam. Each exam will be worth another 20% of the final grade. In the event a student misses the first exam for an emergency, it is **the professor's prerogative** whether or not to permit the unexcused student to take a make-up exam. Make-up exams will be given at 8AM on **the final Monday** of the semester; there will be **no exceptions** to this date and time.

## Grades

As outlined above, the grades will be determined in the following manner:

Paper Assignment	40%
Mid-Term Exam:	20%
Final Exam:	20%
Attendance & Participation:	10%
Primary Source Analyses	10%
<b>TOTAL:</b>	<b>100%</b>

The grading scale will be the standard grading scale: A (90-100), B (80-89), C (70-79), D (60-69), and F (<60)

### **Classroom Etiquette**

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you do not want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.
- **Put away your cell phones:** Yes, in this time, it is very easy to become compulsive about checking phones. However, you are here to learn; excepting in the case of an emergency, please do not take out your phones, answer your phones, send text messages in class, play games on your phone, or otherwise use your phone as a distraction, as it is both distracting to yourself and your colleagues and disrespectful to all in the classroom (including yourself). If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.
- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

### **Attendance and Makeup Policy**

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and for every two unexcused absences, a student's **final** grade will drop by a full letter (10% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused and an assignment possibly made up. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide

documentation in order for an absence to be excused, and it remains the professor's prerogative to determine what is or is not an excusable absence. Students also must put forth every effort to submit their assignments on time. Each day an assignment is late will result in a reduction of one-letter grade from the assignment. Assignments more than one week late will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

### **Syllabus Notice**

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

**UT Tyler Honor Code** Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Academic Integrity**

**Student Standards of Academic Conduct** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

*i. "Cheating"* includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

*ii. "Plagiarism"* includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

*iii. "Collusion"* includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

*iv. All written work that is submitted will be subject to review by plagiarism software.*

### **UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Grade Replacement/Forgiveness and Census Date Policies** Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census

Date)

- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course

### **Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

**Student Absence due to Religious Observance** Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester. (Revised 05/17)

**Student Absence for University-Sponsored Events and Activities** If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation** Everyone is required to exit the building when a fire alarm

goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**UT Tyler a Tobacco-Free University** All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free)

**Campus Carry** We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

# Course Outline

## **Week 1 - Introduction: Names, Origins, and Other Debates**

Monday, January 15: Martin Luther King, Jr. Day - NO CLASS

Wednesday, January 17: Introduction - "Native American," "Indigenous," or "Indian"?

Friday, January 19: Origins - But According to Whom? Debates and the Historical Record

## **Week 2 - Early Indigenous Peoples: South America and Mesoamerica**

*Readings: Week 2 Selected South American and Mesoamerican Indigenous Origin Stories [Available on Canvas]*

Monday, January 22: "Wandering Peoples"? The Non-Sedentary and Semi-Sedentary Indigenous Peoples of South America and the Caribbean

Wednesday, January 24: American Empires - The Sedentary Civilizations of South America and Mesoamerica

### **Primary Sources Comparative Analysis Opportunity #1**

Friday, January 26: Native Understandings of the World and Beyond (I)

## **Week 3 - Early Indigenous Peoples: North America**

*Readings: Week 3 Selected North American Indigenous Stories [Available on Canvas]*

Monday, January 29: The Native Peoples and Cultures of North America (I)

Wednesday, January 31: The Native Peoples and Cultures of North America (II)

### **Primary Sources Comparative Analysis Opportunity #2**

Friday, February 2: Native Understandings of the World and Beyond (II)

## **Week 4 - Contact: Indigenous Peoples and Europeans, 1492-1534**

*Readings: León-Portillo, Broken Spears*

Monday, February 5: Early Contact - 1492-1519

Wednesday, February 7: The Complexities of "Conquest" - 1519-1534

Friday, February 9: Early Challenges to European Conquest

## **Week 5 - Struggle, Adaptation, Suffering: Native Peoples in the Early Colonial Era**

*Readings: Week 5 Selected Primary Sources [Available on Canvas]*

Monday, February 12: Who "Colonizes" Whom? Indigenous Experiences in the Sixteenth Century

Wednesday, February 14: Holiness and Heresy - Religion and Indigenous Experiences

### **Primary Sources Comparative Analysis Opportunity #3**

Friday, February 16: Mixed Experiences, Mixed Responses

## **Week 6 - Indigenous Experiences in Colonial Societies in the Seventeenth and Eighteenth Centuries**

*Readings: Week 6 Selected Primary Sources [Available on Canvas]*

Monday, February 19: Violence, Adaptation, Flight - Indigenous Reactions to European

Encroachment

Wednesday, February 21: Transformations in Indigenous Cultures in the Colonial Age

**Primary Sources Comparative Analysis Opportunity #4**

Friday, February 23: Diverse Peoples, Diverse Experiences, Diverse (Re)Actions

**Week 7 – Shifting Geopolitics, Shifting Experiences: Indigenous Life in the Eighteenth Century**

*Readings: Week 7 Selected Primary Sources [Available on Canvas]*

Monday, February 26: Indigenous Peoples in an Increasingly Globalized Setting

Wednesday, February 28: Freedom for Whom? Indigenous People in the Age of Independence

**Primary Sources Comparative Analysis Opportunity #5**

Friday, March 2: Revolution, but What Kind? Native Peoples and Revolutionary Violence

**Week 8 – The Problems of Nation: Indigenous Peoples and Post-Independence Society in the Americas**

*Readings: Rugeley, Maya Wars*

Monday, March 5: Native Peoples and the New Nation-States

**Short Paper #1 Due**

Wednesday, March 7: Challenging New Nations from Indigenous Perspectives

**Primary Sources Comparative Analysis Opportunity #6**

Friday, March 9: Midterm Exam [TBA]

Week 9 – SPRING BREAK – NO CLASS

**Week 10 – Indigenous Society and The Violence of the Nation: 1830s-1890s**

*Readings: Calloway, Our Hearts Fell to the Ground*

Monday, March 19: “Nits Make Lice”: Indigenous Peoples and Genocide in the Nineteenth Century

Wednesday, March 21: “Once I Moved About Like the Wind”: Survival in the Face of National Extermination Efforts

**Primary Sources Comparative Analysis Opportunity #7**

Friday, March 23: “My Heart Grows Sad”: Indigenous Perspectives in the Age of Nation

**Week 11 – New Deals, Old Attitudes**

*Readings: Hoxie, Talking Back to Civilization*

Monday, March 26: Cultural Genocide, Cultural Survival – Indigenous Struggles at the Dawn of the Early 20<sup>th</sup> Century

Wednesday, March 28: New Deals, Old Deals – Transformations of the Twentieth Century

**Primary Sources Comparative Analysis Opportunity #8**

Friday, March 30: “Talking Back to Civilization”: Indigenous Voices in the Twentieth

## Century

### **Week 12 – Speaking to the State: Indigenous Agency in the Face of State Expansion, 1930s-1960s**

*Readings: Joy Harjo, Crazy Brave, Week 12 Selected Primary Sources [Available on Canvas]*

Monday, April 2: New Deals, Old Attitudes towards Power – Indigenous Issues in the 1930s-1940s

Wednesday, April 4: New Power in the Age of Civil Rights – Indigenous Organizing and Mobilization in the 1950s-1960s

#### **Primary Sources Comparative Analysis Opportunity #9**

Friday, April 6: Truth to (Red) Power: Indigenous Activism in the 1960s

### **Week 13 – A New Era of Activism: Indigenous Peoples in the Americas, 1960s-1970s**

*Readings: Week 13 Selected Primary Sources [Available on Canvas]*

Monday, April 9: “You Are on Indian Land” – Indigenous Organization and Mobilization in the 1960s-1980s

Wednesday, April 11: Activism and Leftism in Latin American Indigenous Movements

#### **Primary Sources Comparative Analysis Opportunity #10**

Friday, April 13: Shared Struggles, Differing Contexts

### **Week 14 – Redefining Native Struggles at the End of the Twentieth Century**

*Readings: Kelman, A Misplaced Massacre*

Monday, April 16: Transformations in Indigenous Societies in the Late Twentieth Century

Wednesday, April 18: Nation, Citizenship, and the Ongoing Fight for Rights

Friday, April 20: Who Speaks for Whom?

### **Week 15 – Old Issues, New Activism: Indigenous Peoples in the 21<sup>st</sup> Century**

*Readings: Week 15 Primary Source Readings [Available on Canvas]*

Monday, April 23: Citizenship and Rights in the Twenty-First Century

#### **Short Paper #2/Long Paper Due**

Wednesday, April 25: Challenges and Gains in the Twenty-First Century

#### **Primary Sources Comparative Analysis Opportunity #11**

Friday, April 27: The More Things Change...

**FINAL EXAM – Friday, May 4, 8:00-10:00 AM**