



Syllabus: POS 226 1- Tohono O'odham Nation Government

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of changes as they occur.

Course Information

Course Prefix/Number: POS 226 1	Credit Hours: 3
Semester: Spring 2019	Course Title: Tohono O'odham Nation Government
Class Days/Times: T TR 5:30 – 6:45pm	Room: Main 504

Instructor Information:	Phone/Voice Mail: 520.465.1150
Name: Reva “Mariah” ShieldChief	E-mail: rshieldchief@tocc.edu or chupitit@msn.com
	Office location & Office hours: BY APPOINTMENT ONLY!!!

Course Description:

This course examines the development of Tohono O'odham government, both pre and post 1934. It includes the cultural, legal and political basis of Tohono O'odham government, the structures and functions of the Tohono O'odham Nation powers, and its services, fiscal changes, and administrative growth. It also addresses political relations, developments, and transitions related to state and federal governments, and highlights major contributions of Tohono O'odham leaders.

Course Objectives:

During this course students will ...

- examine** pre-colonial O'odham life, governance, village systems, and land base.
- explore** the relationships between Tohono O'odham villages/political systems and Spanish colonialism, the relationships between the Mexican government, and finally the American government through treaties, land acquisition(s), and policy.
- generally understand** the historical significance of overall US government policy in relation to Tribal Nations specifically as it pertains to the the Tohono O'odham Nation.
- Utilize** book(s), website(s), journal, and/or newspaper articles (printed or online), Congressional Acts, Executive Orders, and (particularly) (particular) Supreme Court law cases, et. al.
- exercise & utilize critical thinking** to recognize patterns applicable to topics discussed in class.

Student Learning Outcomes (SLOs) :

After completion of the course students will be able to

- determine** the progressive general state of Tohono O'odham Nation Sovereignty up until 1980.
- discern** patterns influencing the progression of Tohono O'odham Nation history and, especially, government.
- apply and support** arguments in regard to related patterns of policy and history that illuminate the Tohono O'odham Nation government experience..

Course Structure:

PARTICIPATION via class forum discussions ARE A PART OF YOUR GRADE

This class is an ONLINE course that encourages interactive discussion amongst students (and Instructor). I expect students to keep abreast of the reading enabling active participation in formal assigned, and informal, forum discussions. Questions, respectful and open debate are encouraged!!! As the primary manner in which I will be monitoring your understanding of the material will be through RCAs and/or short video commentary, *I will not know if the information I am providing is unclear if you choose not to ask questions. By the time I am aware that students are struggling it is AFTER s/he has take the midterm and/or final.* Students will be asked to provide one outside source, corresponding to a specific topic, to the class forum wherein students will discuss the source, the content of the information, and it's applicability to Tohono O'odham Nation governance and/or sovereignty (see Grading & Assignments)..

Texts and Materials:

Adams, Michael S., & Blaine Sr., Peter, Papagos and Politics, **Entire book** ~on reserve

★ Deloria Jr., Vine & Wilkins, David E., Tribes, Treaties, & Constitutional Tribulations, pp 32-57 ~in bookstore

★ Erickson, Winston P., Sharing the Desert ~in bookstore

Fixico, Donald L., Termination and Relocation, pp 111-133 & pp 135-157 ~on reserve

★ Schaffer, John P., Of Earth & Little Rain ~in bookstore

Deloria Jr., Vine, God Is Red pp 4 – 24 ~on reserve

Any additional web addresses, articles, (newspaper, websites, journal), lectures or speeches, videos or movies will be assigned to students as they arise...

Extra sources may be assigned. I will provide internet links and try to arrange for printed versions to be on reserve in the library.

Evaluation and Grading & Assignments:

ATTENDANCE WILL BE APPLIED TO YOUR FINAL GRADE!!!

I have read & understand.

1. **Midterm** **7 March 2019** (25pts) ~will cover information up until 26 Feb. 2019

2. **Final** **9 May 2019** (40pts) ~will cover the entire semester

3. **5 page analytical paper w/bibliography**, for outside sources (25pts) MLA or CMS

<http://www.collegescholarships.org/mla-apa-cms-styles.htm> ~as a reference for either style

<http://www.owl.english.purdue.edu/owl/> ~predominately MLA

a. 5 CREDIBLE sources

b. The paper style you choose will determine your overall paper format

c. Clear thesis statement w/ at least 3 points of support

MUST have a clear view point that is supported by your research

9 May 2019 11:59pm

4. **Reading Comprehension Assignments (RCAs, 2pts x 5 = 10pts)***note *OFTEN* otherwise designated

a. PAY ATTENTION TO INSTRUCTIONS REGARDING ASSIGNMENT LENGTHS!

b. One typed page (or paragraph-depending upon length of section) per reading assigned

c. Arial Narrow or Times New Roman font

d. Double spaced

e. 1" left and right margins, 1 inch top and bottom margins



Upper left corner—Name, date, Course & Reading Assignment

Indent to start regular text

INITIAL

Himdag Cultural Component: Tohono O'odham traditions and cultural beliefs will be discussed as relevant course topics, and only as appropriate to Tohono O'odham Nation cultural standards of sharing information as determined by the Himdag Committee.

-identity

-**Tohono O'odham** (and other Tribal Nations when applicable) **concepts of land, language, sacred history and ceremonial life** and how those concepts determine the implementation of economic development, education, the border, and patriotism.

-**T-Wohocudadag** provides balance, strengthens us and helps us respect ourselves, other people and cultures. 1. Things in our lives (e.g., nature, people, the environment, animals) keep us in balance. Everything is here for a reason, to learn from, to care for and to respect.

-**T-Pi:k Elida**-Out Deepest Respect We, at **Tohono O'odham Kekel Ha-Mascamakud** believe that **T-Pi:k Elida** is a deep sense of respect for the land, your surroundings, the people, things upon the land, and also for your own self and your life. This includes valuing the people and the culture.

Policies and expectations:

If you do not submit an assignment on the day it is due it is your responsibility to contact me. **I will NOT chase you down.** Email is an excellent way to accomplish that goal. **Late Assignments are at the discretion of the Instructor.**

Participation is mandatory! The content of this course needs life. The opinions, beliefs, and understanding of the information shared are

dependent upon SHARING. It is also the expectation that students will be respectful of the views and opinions of others. I encourage healthy, even vehement, discussion BUT personal insults are not tolerated.

Plagiarism and/or constant and or intense summary of sources without appropriate citation is UNACCEPTABLE! If you have questions or unsure the information you are utilizing (in your discussion or paper), please contact me.

Any adjustments or accommodations needed for physical or learning challenges will be accommodated to the best of my ability. Please notify me immediately so that I can work with the college and you!

Course Outline:

A study of historical and contemporary Tohono O'odham and Native American issues, their political developments, implementation, and effects among the Tohono O'odham and other Native American tribal groups; including the contemporary state of Tribal Nations, federal legislation, and social movements. **NOTE: READING ASSIGNMENTS need to be READ by the day they are noted!! Weekly assignments are noted ONLINE!**

Week One- 15 & 17 January 2019 Origin, Land, Pre-contact governance

Read: [Sharing the Desert](#) pp 1-18

Week Two- 22 & 24 January 2019 Contact/colonialism (Spanish)

Read: [Sharing the Desert](#) pp 19-34 & [Of Earth & Little Rain](#) pp 10-32

RCA (1/2 page PER QUESTION) **A.** Tell me what you know of O'odham pre-contact village governance and **B.** How might that governance might be affected by Spanish Colonialism? DUE: 11:59pm 1.29.19

Week Three- 29 & 31 January 2019 Effects of colonialism

Read: [The Alamo & Mexican American War](#) (online links), [Sharing the Desert](#) pp 35-61, AND [Tribes, Treaties, & Constitutional Tribulations](#), pp 32 – 57

Week Four- 5 & 7 February 2019 New Borders & Problems

Read & See: "Treaty of Guadalupe Hidalgo Treaty" & Image, "The Gasden Purchase Treaty" & Image, AND [Sharing the Desert](#) pp62-86

Week Five- 12 & 14 February 2019 SX, Gila Bend, & The Dawes Act

Read: [Ex Orders for SX, Gila Bend](#) (on reserve) and [The Dawes Act](#)

Week Six- 19 & 21 February 2019 The Papago Tribe ("recognition") & the US

Read: [Papagos & Politics](#) pp 1-26 & [Of Earth & Little Rain](#) pp 33-79 The Papago Tribe ("recognition") & the US

RCA-Compare and contrast some of the "traditional" roles of leadership and the culture rub that occurred between the O'odham and the Spanish/Mexicans and/or O'odham and Americans. 1pg. DUE: 11:59pm 2.26.19

Week Seven- (MIDTERM REVIEW) 26 & 28 February 2019 MIDTERM REVIEW

-If you have questions beyond what is covered in class submit them to me via email I will answer I n a forum discussion session in Canvas over break. **Who asks what will be kept anonymous!**

Read: [Papagos & Politics](#) pp 27-44 & The Merriam Report ("Chapter IV: A General Policy for Indian Affairs."),

<https://www.narf.org/nill/resources/meriam.html> Reading assignments will be repeated in Week Eight plus additional pages in P&P.

Week Eight- 5 (Review cont'd) & 7 March 2019 The O'odham and IRA MIDTERM

Midterm & Read: [Papagos & Politics](#) pp 27- 65, The Merriam Report; Chapter IV: A General Policy for Indian Affairs, & [Of Earth & Little Rain](#) pp 33-79

RCA-(On the Merriam Report) Pick 2 items that made an impression on you and briefly describe why? Identify any patterns you recognize. 1 pg. Due: 11:59pm 3.19.19

Week Nine- 12 & 14 March 2019 SPRING BREAK

Week Ten- 19 & 21 March 2019 The IRA, O'odham, and new governance

Read: The Indian Reorganization Act (IRA), <https://www.gpo.gov/fdsys/pkg/USCODE-2011-title25/html/USCODE-2011-title25-chap14-subchapV.htm> , P&P pp 67-90 & 1937 Constitution and by-laws of the Papago Tribe, <http://www.loc.gov/law/help/american-indian-consts/PDF/37026340.pdf>

Week Eleven- 26 & 28 March 2019 O'odham land maintenance (stewardship) & PL 280

Read: [Papagos & Politics](#) pp 91-114, [Termination & Relocation](#) pp 111-134, & PL 280 <http://www.tribal-institute.org/lists/pl280.htm>

RCA-(on PL 280) Pick 2 items that made an impression on you and briefly describe why? AT LEAST one paragraph per item (2 pg max). DUE: 11:59pm 4.2.19

Week Twelve- 2 & 4 April 2019 Districts, Economic Development & Relocation

Read: Termination & Relocation pp 134-157 & Of Earth & Little Rain pp 89-109

Week Thirteen- 9 & 11 April 2019 Cultural resurgence, religion & the O’odham.

Read: God Is Red (on reserve) pp 4-24 & pp 283-292, American Indian Religious Freedom Act (AIRFA) 1978 & NARF article on AIFRA Tribes, Treaties, & Constitutional Tribulations pp 96-107

Week Fourteen- 23 & 25 April 2019 O’odham & changing policies

Read: Of Earth & Little Rain pp 141-150 & 1978 Indian Child Welfare Act, <https://www.gpo.gov/fdsys/pkg/STATUTE-92/pdf/STATUTE-92-Pg3069.pdf> *

RCA-(AIRFA Article on NARF site) The nature of these readings will touch a personal note. Religion is intimate no matter the faith or practice...take a minute to consider the “policy” (AIRFA) the political ramifications the NARF article discusses, God is Red, and readings in Termination & Relocation. How did religion affect US and Tribal Nation relations??? Make connections and don’t be afraid to write **through** your thoughts...**1-2 pgs. DUE: 11:59pm** You MAY do this as a video response as well. Let’s talk about it!!!

Week Fifteen- 30 & 2 May 2019 On the Brink of Self-Determination

Read: Indian Self-Determination and Education Assistance Act, web address 1978 & Sharing the Desert pp 153-166

Finals Week- 7 (Semester Review) & 9 (Final) May 2019

If YOU have need, let’s talk, clarify, & answer questions...**I’m here for you but you need to let me know.**

Paper DUE, 11:59pm, 9 May 2019

I have read and understand.
Initial

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