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Course Information

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<thead>
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<th>Course Prefix/Number:</th>
<th>POS 226 1</th>
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<tr>
<td>Semester:</td>
<td>Spring 2019</td>
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<tr>
<td>Class Days/Times:</td>
<td>T TR 5:30 – 6:45pm</td>
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<td>Credit Hours:</td>
<td>3</td>
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<tr>
<td>Course Title:</td>
<td>Tohono O’odham Nation Government</td>
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<td>Room:</td>
<td>Main 504</td>
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Instructor Information:

Name: Reva “Mariah” ShieldChief
Phone/Voice Mail: 520.465.1150
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 Tohono O’odham Nation.
- Utilize book(s), website(s), journal, and/or newspaper articles (printed or online), Congressional Acts, Executive Orders, and (particularly) 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!!!

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

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-Our 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
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

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

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

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