Course description: Some of the first films ever made were about American Indians, and Indians have continued to hold an important place in American cinematic history. Images of Indians from film and television have had an enormous impact on public perceptions of Native Americans, on Native American senses of identity, and on the relationship of Native governments to local and federal government entities. This class discusses the history of cinematic and other popular images of Indians with particular attention to control of production and the broader influences and impacts of these images, from the days before film to *The Revenant*.

Grading:
In-class (and Canvas) film analysis (15 total, 1-2 pp each): 30%
Outside-of-class film review (2 total, 1000 words): 10%
Paper proposal (1 paragraph topic statement, 3+films): 5%
Research paper (10-12 pages): 30%
Final exam: 25%

After each movie we view, you will complete a movie worksheet in class and write a 10-minute analysis of the film that draws on the week’s readings. You will also write a longer analysis paper on an approved topic of your choosing. There will be a final exam for the class that will incorporate knowledge from the readings, films, and class discussions.

Attendance and participation: Class discussions will be central to the course, so your attendance and participation are vital. That means you must be here, and you must talk! You are expected to be on time for the class and stay until the end of the class. Your grade will suffer if you are consistently late, asleep, absent, or not participating, up to and including failing the class.

Electronics policy: If you plan to use a laptop in class, you must sit in the front row. No cell phones allowed.

Academic honesty is required at all points in your education. Acts of academic dishonesty will result in an F for the class and referral to the office of student conduct. Be particularly careful to avoid plagiarism by properly acknowledging all sources of information, including quotations, paraphrases, and ideas that are not your own. If you are unsure about what needs to be cited, err on the side of caution and/or speak to me about it. See http://researchguides.uoregon.edu/citing-plagiarism/plagiarism for details.

For those of you with disabilities, please let me know what accommodations I can make that will help make this class equally accessible for you.
**Required texts:**
- Other readings on Canvas in PDF format

**Schedule:** **SUBJECT TO CHANGE**

Mon. Sep. 26: Introduction. In class: *Images of Indians*

Wed. Sep. 28: In class: *Imagining Indians* 1:01
**Read:**
- Deloria, ix-14.

Mon. Oct. 3: In class: *Nanook of the North* 1:19
**Read:**
- Deloria, 15-108.

Wed. Oct. 5: In class: *Drums Along the Mohawk* 1:44
**Read:**
- Deloria, 109-182.

Mon. Oct. 10: In class: *The Searchers* 1:59, **post** ~500-word analysis of film to Canvas
**Read:**
- Deloria, 182-240.
Wed. Oct. 12: In class: *Broken Arrow* 1:33

**Read:**
- Paige Raibmon, “Theatres of Contact: The Kwakwaka’wakw Meet Colonialism in British Columbia and at the Chicago World’s Fair.” Canadian Historical Review 82(2): 157-90. (Canvas)

Mon. Oct. 17: In class: *Powwow Highway*, 1:27

**Read:**

**Due:** Film review 1

Wed. Oct. 19: In class: *Pocahontas* (Disney) 1:31

**Read:**
- Epic plotfail (Canvas)

Mon. Oct. 24: In class: *Smoke Signals* 1:30

**Read:**

Wed. Oct. 26: In class: *Grand Avenue* 2:47

**Read:**

Mon. Oct. 31: In class: finish *Grand Avenue*

**Read:**
- Singer, 33-99.
Wed. Nov. 2: In class: *Atanarjuat* 2:54

**Read:**

**Due: Film review 2**

Mon. Nov. 7: In class: finish *Atanarjuat*

**Read:**

Wed. Nov. 9: NO CLASS (Ethnohistory conference).

Mon. Nov. 14: In class: *The Revenant* 2:36

**Read:**

**DUE: Paper proposal in class and on Canvas**

Wed. Nov. 16: In class: finish *The Revenant*

**Read:**

Mon. Nov. 21: In class: *Finding Dawn* 1:13

**Read:**
Wed. Nov. 23: See Disney/Pixar’s *Moana*, individually or with class, read the following critiques, post your ~500-word analysis of the film on Canvas.


Mon. Nov. 29: In class: *Rhymes for Young Ghouls* 1:28

Read:
- Kali Simmons, “Return of the Living/Dead: Reading Native Subjectivity in the Figure of the Zombie.”

Wed. Dec. 1: TBD

Read:

Research Papers due Friday Dec. 2 by 4:00pm

Final Exam:
- Mon. Dec. 5, 2:45pm

**Research papers** should include some aspect of research on and analysis of Natives and film and *may not* be based on movies we have watched in class. Suggestions for topics:
- on one actor/filmmaker (Chris Eyre or Tantoo Cardinal, for example)
- on one genre with 3 examples (children's films or horror films, for example)
- on a book/movie/history translation (Last of the Mohicans or Black Robe, for example)
- on one issue (native language use or Native sexual identities in films, for example)

We will discuss all assignments more as we come closer to the due dates!