The Quest for Sovereignty:
Native Nations, U.S. Domestic Dependence, and International Human Rights

NCAIS Summer Institute
July 13, 2015 –August 8, 2017
The Newberry Library, Chicago, Illinois

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Description:
This NCAIS institute will examine foundational doctrines of law that have informed the history and contemporary shape of the government-to-government relations between Native Nations and the United States. Through a close consideration of executive, legislative and judicial modes of US law-making often referred to as Federal Indian Law, and the many different, enduring strategies of Native Nations and their citizens to define themselves on their own terms, participants will be guided through key moments that played, and continue to play, a profound role in the political and legal landscape occupied by Native Nations in the United States. Over the course of the institute, we will read case studies, primary documents, and theoretical interventions that raise questions of modern Native nation-building and the ways in which Native leaders have addressed the challenges that face their respective peoples, including questions of belonging related to blood quantum and citizenship; family, marriage, and sexuality; Western notions of property and land use; Indigenous forms of governance and justice, and impositions of Western democratic principles. We will also devote time to examining the significance of UNDRIP and the United Nations forum to advance Indigenous nations and peoples’ efforts to reclaim their sovereignty and self-determination grounded in their own cultural, legal, and ethical commitments. We will focus on shifting logics of Federal Indian Law that have effectuated misappropriations of indigenous lands, territories, resources, and labor. We also plan to consider historical and contemporary conditions facing Native nations’ efforts to exert legal and political authority over different populations (native and non-native), territories (on and off reservation lands) and the effects these shifts have had on the provision of justice in Indian Country. We will ask what it might mean and look like to return to a nation and life based upon original teachings and principles? In what ways have modern notions of nation and democracy reshaped tribal nations to naturalize concepts of heteropatriarchy? We will end the seminar by asking participants to consider the differences between US-based and International legal regimes concerning the rights of Native peoples, and the limits and possibilities afforded by these different systems for addressing their grievances against settler states and revitalize their own forms of governance and notions of citizenship and belonging?
Seminar Requirements:
The seminar requirements come in three general areas described below. If you are taking the course for a grade, you will find the percentages below describing how those areas are weighted.

- **Reading/Participation** 50%
- **Critical Reviews** 20%
- **Seminar Facilitation** 30%

**Reading/Participation**
Given the condensed nature of the seminar, attendance is required in all meetings of the institute. Students are expected to arrive at each class having completed that day’s readings as specified below in the Summer Institute schedule. We expect engaged, prepared, and appropriate participation in class discussions based on a close, careful read of the material.

**Critical Reviews**
Students will prepare short, critical written reviews for each reading session. These short summaries should be thorough, thoughtful and carefully written and based on a close read of the material. They will be due by 10PM on the day before class. Upload these reviews to the course Dropbox folder [in the “Critical Review” file] as a one-page PDF using the following file name standard: [Student Last Name_Author Last Name].

Each review will include a four sentence précis of the reading (described in more detail below). In addition, for each review you will provide a second paragraph in which you will offer a critical reaction/appraisal of the text under consideration—this is an opportunity for you to respond to what you find most interesting, challenging, or troubling in the text. This should include one or more critical questions for discussion.

Below are some specific guidelines for writing a précis:

A précis is NOT a reaction paper or an opinion piece, rather it is a summary of the author’s argument in as close and precise a form as possible, concisely written.

The structure of a précis:

1. Begin a précis by identifying the author and the main argument, thesis or idea in the first sentence. This is accomplished as follows:
   a. Identify the author and title of the work;
   b. Use an appropriate action verb (such as "asserts," "argues," "denies," "refutes," "proves," disproves," etc.) followed by;
   c. a clause that identifies the major claim (thesis statement) of the work. For example: “Denetdale and Richland explain in the syllabus that a précis should summarize the arguments in a text following a four-sentence model.”

2. In a second sentence explain how the author develops or supports the major claim (supporting argument statement). For example: “In developing their argument, Denetdale
and Justin argue that the four-sentence model narrows the focus of reading to allow for the better identification of the main ideas and key points in the text.”

3. In a third sentence state the author’s purpose in writing the piece, using an "in order" phrase to be explicit. For example: “The authors of the syllabus developed this model in order to help improve the critical reading and analytical writing skills of their students.”

4. In a last sentence describe the intended audience and/or the relationship the author establishes with the audience.

Facilitation
Each participant will facilitate at least one seminar discussion during the four-week institute, most likely as a co-facilitator with another student, depending on class size. We will determine the facilitation schedule during our first meeting. Facilitators should prepare a facilitation plan that is aimed towards leading us as a class through the author’s arguments and interventions. Your plan should explain how the class will explore the central theoretical and methodological questions raised by the text. [Note: You will not be responsible for writing a critical review on the day you lead discussion.] You will email a draft of the facilitation plan to Drs. Denetdale and Richland by 5pm (or sooner) on the evening prior to class (so we can offer suggestions or make changes to your plan, if needed). Please note that sometimes we need to make adjustments to your facilitation plan during our class session.

Graduate Student Conference
In addition to seminar requirements, participants will also present their initial findings at the graduate student conference, to be held at the end of this summer institute. Students will prepare a 10 to 15-page paper to present at the conference. Faculty will be available to consult on paper topics.

Institute Schedule:
Week One

Monday, July 10, 2017: The Question of Indigenous Sovereignty and Self-Determination
9:00a – 11:30a: Introductions/Discussion, Towner Fellow’s Lounge (TFL), Room 281
11:30a-12:00p: Introduction to McNickle Center Staff and group photo; catered lunch


**FEDERAL INDIAN LAW READINGS:**
Johnson v. M’Intosh, 21 U.S. (8 Wheat.) 543 (1823)
Cherokee Nation v. Georgia, 30 U.S. (5 Peters) 1 (1831)

**Tuesday, July 11, 2017:** The Question of Indigenous Sovereignty II
9:30a – 10:30a: Newberry Tour, Kristen Emery, *Fellowships and Seminars Manager*, Newberry Library (meet in TFL)
10:30-12:00: Discussion
1:30-2:30p: Library Services Orientation with Will Hansen and Okumi Crocoll, Newberry Library

**READINGS:**


**Wednesday, July 12, 2017**
9:00a – 12:00p: Discussion
1:00-5:00p: Special Collections Research Time

**READINGS:**


**Thursday, July 13, 2017**
9:00-12:00 **Individual Research** (Items may be requested 9:00a –12:00p and 1:00p – 4:00p)

1:30-2:30 pm: Introductions to Newberry Collections with Will Hansen, *Curator of Americana*, Newberry Library, 2 West

2:30-5:00pm **Individual Research** (Items may be requested 9:00a –12:00p and 1:00p – 4:00p)
Friday, July 14, 2017: Settler Colonial Dispossession
9:00a-12:00p: Discussion

FEDERAL INDIAN LAW READINGS:
Lone Wolf v. Hitchcock, 187 U.S. 553 (1903)
Tee-Hit-Ton Indians v. United States 348 U.S. 272 (1955)

Week Two

Monday, July 17, 2017: Settler States and/of Violence.
9:00a – 12:00p: Discussion/Video lecture:

READINGS:
Sherene H. Razack, Dying From Improvement: Inquests And Inquiries Into Indigenous Deaths In Custody (U. of Toronto Press, 2015), The Introduction, Chapters 1, 2, and 6

FEDERAL INDIAN LAW READINGS:
Duro v. Reina, 495 US 676 (1990)

Tuesday, July 18, 2017:
9:00a – 12:00p: Discussion

READINGS:
Glen Coulthard, Introduction and Chapter One from Red Skin, White Masks: Rejecting the Colonial Politics of Recognition, (Minnesota, 2014)
9:00a – 12:00p: Lecture by Justin Richland/Discussion
1:00-5:00p: Special Collections Research Time

READINGS:


Thursday, July 20, 2017
9:30a-10:30a: Item presentation by Jennifer Denetdale on using photographs and oral histories for research, 2 West

10:30a-11:00p: Conference presentation information with McNickle Center staff, TFL

11:00-5:00pm Individual Research

Friday, July 21, 2017:
Time TBD: Field Museum of Natural History Tour (Meet at Field)

Week Three

Monday, July 24, 2017 Tribal Nations and the Making of the Indigenous Subject I
9:00a – 12:00p: Lecture by Jennifer Denetdale/Discussion

READINGS:

Tuesday, July 25, 2017:
9:30a – 10:00a: Dr. Kelly Wisecup, Northwestern University, Presentation
10:00-11:00a: Collection Items presentation, Dr. Kelly Wisecup, 2 West

Wednesday, July 26, 2017: Tribal Nations and the Making of the Indigenous Subject II
9:00a – 12:00p: Discussion
1:00-5:00p: Special Collections Research Time

Readings:

Federal Indian Law Readings:


Thursday, July 27, 2017
9:00-12:00 Individual Research (Items may be requested 9:00a –12:00p and 1:00p – 4:00p)

1:30-2:30 pm: Newberry Collections Item Presentation with Will Hansen, *Curator of Americana,* Newberry Library, 2 West

2:30 – 5:00p: Individual Research

Friday, July 28, 2017: Individual Research Day

Week Four

Monday, July 31, 2017: Race, Indigeneity, Settler Colonialism.
*All Conference Powerpoint Presentations Due at 5:00p to Patrick Rochford*
9:00a – 12:00p: Discussion

Readings:

**FEDERAL INDIAN LAW READINGS:**


Film: *Hearing Radmilla!*

**Tuesday, August 1, 2017: Sovereignty’s future?**

9:00a – 12:00p: Discussion

**READINGS:**

Sheryl Lightfoot, “Global Indigenous Politics: A subtle revolution.”


**Wednesday, August 2, 2017**

9:00a – 12:00p: Research Presentations/ Individual Meetings with Professors?

**Thursday, August 3, 2017**

Individual Research Day

**Friday, August 5, 2017**

9:00a – 5:00p: NCAIS Graduate Student Conference

5:45-7:30p Annual Reception

**Saturday, August 6, 2017**

1:00-4:00: NCAIS Graduate Student Conference