Native American Intellectuals in the 20th Century

Ethnic Studies 158
Spring 2015
MWF noon-12:50
HSS 2150

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& by apt.

Course Description:
This course examines in three chronological sections how Native American intellectuals in the last century have contributed to political projects that are rooted in resistance to colonialism. Beginning with Pan-Indian organizing in the early 1900s, we look at how Indian intellectuals sought to create a political identity defined by their shared colonial experience that conveys their right to U.S. citizenship. Turning to the middle of the twentieth century, we examine the rise of tribal nationalism as Indian intellectuals articulated the importance of specific national, tribal identities within the political project of asserting tribal sovereignty. Finally, looking at the end of the 20th century, this course considers Native intellectuals' turn to an Indigenous framework that emerges in a globalized setting, as a way to highlight Native Americans' persistence and survival despite colonialism and a shared experience with other colonized peoples' in the world.

By examining these three periods of intellectual work, this course will consider changing Native American intellectual discourse and how it reflects transformations in Native political identity. It will look at how each group of thinkers articulates their own perspectives as Native Americans on being Native American that is engaged in their contemporary social and political contexts. The course provides a broad historical perspective on the development of Native political thinking and discusses the recurring issues, problems, and themes inherent to Indian-white relations, as seen from the Indian perspective. This course seeks to, as David Martinez so aptly put it, “recognize that, despite a history of colonialism, Indian people ought not be defined as victims of American aggression or recipients of their charity. Rather they should be recognized as proponents of insights and ideas that are relevant to both an Indian community that seeks to control its own future as indigenous nations and an American society that is still learning about democracy and diversity as political ideals.”

This course is designed to introduce students to important ideas and theories by Native intellectuals and to familiarize students with historical and political context. Readings will include both primary materials written by Indian intellectuals, as well as secondary sources that frame and analyze the intellectuals’ work. The material is interdisciplinary, and includes work from historical, literary and legal studies approaches.

Assigned Reading:
A collection of readings – articles, book chapters, documents – is available from the course website at ted.ucsd.edu

The following required books have been ordered for this course by the UCSD bookstore:


Requirements and grading:
Participation in class / attendance (10%)
3 discussion papers (20% each; 60% total): One essay for each section (Pan-Indianism, Tribal Nationalism, and Indigeneity), 4 ½ - five pages each, formatted in conformity to the Chicago Manual of Style
Final Exam (30%)

Grading scale:
98-100 A+  92-97 A  90-91 A-
88-89 B+  82-87 B  80-81 B-
78-79 C+  70-77 C  60-69 D  0-59 F

Late work:
Work turned in after the class period it is due will result in a penalty. For every day your paper is late, it will be marked down a third of a letter grade. (If you turn in a paper after class and you earned an A, it will become an A-). If you do not turn in a paper a week after the deadline, it will receive a score of zero.

Assignment schedule:
Paper #1: DUE Week 4, Wednesday, April 22 in class
Paper #2: DUE Week 7, Monday, May 11 in class
Paper #3: DUE Week 9, Friday, May 29 in class
Final: Wednesday, June 10, 11:30am-2:29pm

Attendance Policy & Participation Requirements:
You must do the readings for the course on the day they are assigned and there will oftentimes be general discussion in class. You will lose attendance points if you are not in class, so an absence can affect your final grade. If you are not in class, it is your responsibility to find out from another student what you missed. If you are sick, please do not attend class, and send me an email in advance of class (points will not be deducted).

Below is the schedule of topics. These topics can change based on how we progress through them during the course.

Majoring or Minoring in Ethnic Studies
Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: Daisy Rodriguez, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu

Syllabus

Week 1 (March 30-April 3)
Monday - Introductions and go over syllabus
Wednesday – Terms and History. Or, Should I use the term Indian, American Indian, or Native American in class?
No reading
Friday – “Civilization” & “Savagery”
Reading:

Week 2 (April 6-10)

Monday – Part I. Introducing the Society of American Indians & Pan-Indianism
Reading: 1. Hoxie, Introduction, 1-28

Wednesday – Critics of Indian Education
Reading:
1. Hoxie, Chapter 2: Critics of Indian Education, 36-65
   - Francis La Flesche, 1900
   - Laura Kellogg, 1913
   - Arthur Parker, 1913
2. Luther Standing Bear, 1933 & Zitkala-Sa, 1921 [online – TED]

Friday – Christianity & Religion
Reading:
1. Hoxie, Chapter 3: Discussing Christianity and Religion, 66-86
   - Zitkala-Sa, 1902
   - Charles Eastman, 1916
   - Francis La Flesche & Fred Lookout, 1918

Week 3 (April 13-17)

Monday – Federal Indian Policy
Reading:
1. Hoxie, Chapter 4: American Indians on America's Indian Policy
   - Carlos Montezuma
   - Arthur Parker
   - The SAI Supports Tribal claims
2. Dennison Wheelock, Not an Indian Problem but a Problem of Race Separation, 1913 [online – TED]

Wednesday – Indian Citizenship
Reading: [all online – TED]
1. Charles Eastman, The Indian as a Citizen, 1915
2. Sherman Coolidge, The Indian American – His Duty to His Race and to His Country, the United States of America, 1913
3. Arthur Parker, The Legal Status of the American Indian, 1914

Friday – World War I
Reading:
1. Hoxie, Chapter 6: World War I
   - Carlos Montezuma, 1917
   - Chauncey Yellow Robe, 1918
Week 4 (April 20-24)

Monday – Advocates of Indian Culture; Indian Images & Stereotypes
Reading:
1. Hoxie, Chapter 5: Popular Images of Indians
   Arthur C. Parker on the Alleged Racial Inferiority of Indians, 1914, p. 119-122
2. Zitkala-Sa [online – TED]
   A Protest Against the Abolition of the Indian Dance, 1902
3. Zitkala-Sa [online – TED]
   California Indians Trails and Prayer Trees, 1922
   Lost Treaties of the California Indians, 1922
   The California Indians of Today, 1922 [1922 essays in one pdf file]
   From Zitkala-Sa: American Indian Stories, Legends, and Other Writings.

Wednesday – The Demise of the SAI
No reading

Paper #1 DUE

Friday – Part II. Introducing Modern Indian Nations & Red Power

Week 5 (April 27-May1)

Monday – Introducing Modern Indian Nations & Red Power
Reading: [online – TED]
   Video, We Shall Remain: Wounded Knee

Wednesday – Modern Indian Nations & Red Power
Reading: [online – TED]
   Finish We Shall Remain: Wounded Knee

Friday – Modern Indian Nations & Red Power
Reading: [online – TED]
2. Clyde Warrior, Which One Are You? Five Types of Young Indians, 1964

Week 6 (May 4-8)

Monday – Indian Identity & Colonialism
Reading: 1. Deloria, Jr., Custer Died for Your Sins, Chapter 1: Indians Today, the Real and the Unreal

Wednesday – Indian Identity & Colonialism
Reading: 1. Deloria, Jr., Custer Died for Your Sins, Chapters 4 and 5: Anthropologists and Other Friends & Missionaries and the Religious Vacuum

Friday – The Relationship between the US Government & Indian Nations
Reading: 1. Deloria, Jr., *Custer Died for Your Sins*, Chapters 2 and 3: Laws and Treaties & The Disastrous Policy of Termination

**Week 7 (May 11-15)**

Monday – Tribal Sovereignty, Tribalism & Activism  
No reading  
**Paper #2 DUE**

Wednesday – Activism & Cooperation Between Movements  
Reading: 1. Deloria, Jr., *Custer Died for Your Sins*, Chapters 6 and 8: Government Agencies & The Red and the Black

Friday – Part III. The Rise of NAS  
Reading: [online – TED]  

**Week 8 (May 18-22)**

Monday – Decolonization & the Academy  
Reading: [online – TED]  

Wednesday – Federal Indian Law & (Rethinking) Sovereignty  
Readings:  

Friday – Identity & Race  
1. Wilkins, David. Red, Black, and Bruised.  
2. Collins, Robert Keith. When Playing Indian is a Misplaced Experience: Evidence from Black Choctaw Lived Experience.

**Week 9 (May 25-29)**

Monday – No Class (Memorial Day)

Wednesday – Native Feminisms  
Reading: [online – TED]  
1. Tohe, Laura. 2000. There is no Word For Feminism in my Language. *Wicazo Sa Review* 15, no. 2 (Fall): 103-110  

Friday – Native Feminisms  
Reading: [online – TED]  
**Paper #3 DUE**

**Week 10 (June 1-5)**
Monday – Gender & Sexuality Studies
Reading: [online – TED]

Wednesday – Politics of Representation / Decolonizing Museums
Reading: [online – TED]

Friday – Review Class – No readings