

Professor Mattie M. Harper
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Ethnic Studies – ETHN 158
Native American Intellectuals in the 20th Century
Tuesdays and Thursdays, 2pm-3:20pm
York 4060B, Winter 2016

Course Description

This course examines how Native American intellectuals in the last century have contributed to political projects that are rooted in resistance to settler 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 settler colonialism and a shared experience with other colonized peoples' in the world. This 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. Readings will include both primary materials written by Indian intellectuals, as well as secondary sources that frame, analyze, and contextualize the intellectuals' work.

Required Readings

Books

The following books have been ordered through the campus bookstore:

1. Frederick Hoxie, ed. 2001. *Talking Back to Civilization: Indian Voices From the Progressive Era*. Boston: Bedford/St. Martin's.
2. Vine Deloria, Jr. 1969. *Custer Died For Your Sins: an Indian Manifesto*. Norman: University of Oklahoma Press.

All required articles and other readings are available on TED as a PDF or web link.

****I reserve the right to change or amend the course syllabus as necessary, primarily due to any unforeseen circumstances that may arise during the course of the quarter. However, any changes in the syllabus should not adversely affect your grade or your workload.**

Requirements and Grading

1. Class Participation and Attendance (10%)
2. 2 Discussion Papers, 4-5 pages each (20% each; 40% total)
3. 15-Minute Presentation (15%)
4. Final Paper Abstract and Annotated Bibliography (10%) (**Due 2:00pm February 23rd**)
5. Final 8-10 page Journal Literature Review Paper (25%) (**Due Monday March 15th**)

Class Participation and Attendance (10%) – A portion of the course grade will be earned through class participation. In order to participate effectively, students need to complete all assigned readings by the class period for which they are designated. Grades for this portion will be based on attendance as well as informed and active participation in class discussions and activities. Students will be allowed 2 unexcused absences, more than 2 unexcused absences will result in a substantially lower grade. Excused absences require proper documentation and notification. It is each student's responsibility to provide me with this information and arrange for make-up assignments when necessary.

2 Discussion Papers (40%) – Each student will produce two essays, one for each of the sections on Pan-Indianism and Tribal Nationalism, due weeks 4 and 7. The essays must be 4 ½ - five pages each, formatted in conformity to the Chicago Manual of Style. **Late papers will not be accepted.** Details will be forthcoming.

15-Minute Individual Presentation (15%) – In place of a discussion paper for the third section of the course, each student will give an individual presentation about a Native American intellectual, a theoretical field (i.e., Feminism), or an area/issue of scholarly debate based on information and insights gained from an outside source (i.e. not used or assigned in the course) such as a film, a book, a news report, or a scholarly article. Students will sign up to give a presentation during the last three weeks of the course and will give a presentation **that relates to the day's assigned topic**. Presenters must summarize their contributions to the topic, and also raise questions that relate to the day's assigned readings. Every presentation must 1) Include a visual component (images, powerpoint), and 2) present a critical discussion of the source's connection to the day's reading and the course's overall theme of political resistance to settler colonialism.

Journal Literature Review Paper (25%) – In the place of a final exam each student will be required to complete a 8-10 page final journal literature review paper. The paper will be due Monday, March 14th. Students will select a scholarly, peer-reviewed journal from the field of NAIS (a list of options will be provided) and a topic that Native scholars have written about in the journal. Students must select 3-5 articles and discuss the development of scholarly discourse pertaining to this topic within the journal(s). More details will be forthcoming.

Abstract/Annotated Bibliography (10%) – Every student will be required to complete a 1 page abstract describing the journal and topic of the final literature review paper. It must include a working bibliography of at least 3 sources, with a short description of each article.

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

Course Schedule

WEEK 1

January 5 – *Introductions, review syllabus, and a discussion about Native American Intellectual Traditions and Settler Colonialism*

January 7 – *Discourses of the “Savage”*

- Read:
1. [PDF] David Wallace Adams, “Reform” Chapter 1, 5-27
 2. Hoxie, Chapter 1, “Speaking Out at the World’s Columbian Exposition, 1893,” 29-35

WEEK 2

January 12 – *Indian Education & Boarding Schools*

- Read:
1. [PDF] David Wallace Adams, “Classroom” Chapter 5, 136-163
 2. Hoxie, Chapter 2: Critics of Indian Education, 36-65
 3. [PDF] Luther Standing Bear, 1933 & Zitkala-Sa, 1921
In *First Peoples: A Documentary Survey of American Indian History*. Calloway, Colin, ed. 2012. Boston: Bedford/St. Martin’s.

January 14 – *Introducing the Society of American Indians & the Progressive Era*

1. Lucy Maddox, “Introduction: Going Public,” in *Citizen Indians: Native American Intellectuals, Race & Reform*, (2005): 1-16
2. [PDF] Zitkala-Sa, Americanize the First American, 1921 & Bureaucracy Versus Democracy, 1921 [both in 1 pdf file] In *Zitkala-Sa: American Indian Stories, Legends, and Other Writings*. Davidson, Cathy N. and Ada Norris, ed.s. 2003. New York: Penguin Books.

WEEK 3

January 19 – **NO CLASS TODAY**

January 21 – *Indian Citizenship*

- Read:
1. [PDF] Charles Eastman, The Indian as a Citizen, 1915
 2. [PDF] Sherman Coolidge, The Indian American – His Duty to His Race and to His Country, the United States of America, 1913
 3. [PDF] Arthur Parker, The Legal Status of the American Indian, 1914
Above readings in *The American Indian Intellectual Tradition: An Anthology of Writings From 1772 to 1972*. Martinez, David, ed. 2011. Ithaca: Cornell University Press.
 4. [PDF] Maddox, “Chapter 2,” in *Citizen Indians: Native American Intellectuals, Race & Reform*, (2005): 54-88.

WEEK 4 – Discussion Paper #1 Due on January 26th

January 26 – *Paganism, Christianity, and Missionaries*

- Read:
1. Hoxie, Chapter 3: Discussing Christianity and Religion, 66-86
 2. [PDF] David Wallace Adams, “Ritual” Chapter 6, 164-181

January 28 – *Federal Indian Policy*

- Read:
1. Hoxie, Chapter 4: American Indians on America's Indian Policy
 2. [PDF] Dennison Wheelock, Not an Indian Problem but a Problem of Race Separation, 1913

WEEK 5

February 2 – *Indian Identity, Culture, and Colonialism*

- Read:
- Vine Deloria, Jr (Standing Rock Sioux), *Custer Died for Your Sins*,
 - Chapter 1: Indians Today, the Real and the Unreal
 - Chapter 7: Indian Humor

February 4 – *Federal Policy and Indian Nations*

- Read:
- Deloria, Jr., *Custer Died for Your Sins*,
 - Chapter 2 : Laws and Treaties
 - Chapter 3: The Disastrous Policy of Termination

WEEK 6

February 9 – *Indians and Anthropologists*

- Read:
- Deloria, Jr., *Custer Died for Your Sins*,
 - Chapter 4: Anthropologists and Other Friends
 - Chapter 5: Missionaries and the Religious Vacuum

February 11 – *Resisting Assimilation, Building Tribal Nationalism*

- Read:
- Deloria, Jr., *Custer Died for Your Sins*,
 - Chapter 10: Indians and Modern Society
- Video: *We Shall Remain (5): Wounded Knee*: <https://youtu.be/1DHFjB-A5Ho>

WEEK 7 – Discussion Paper #2 Due on February 16th

February 16 – *Solidarity and Tensions Among Black and Native*

- Read:
- Deloria, Jr., *Custer Died for Your Sins*,
 - Chapter 8: The Red and the Black

February 18 – *Deloria, Jr. and Critiques of Western Science*

- Read:
- Deloria Jr., *Red Earth, White Lies*, Chapters 1 and 2

WEEK 8 – Paper Abstract Due on February 23rd / Individual Presentations on February 23rd and 25th

February 23 – *Human Rights Framework and Native Americans*

- Read:
- [PDF] Joanne Barker (Lenape nation of eastern Oklahoma, the Delaware tribe), 2013, "The Recognition of NAGPRA: A Human Rights Promise Deferred," in *Recognition, Sovereignty Struggles, and Indigenous Rights in the United States*, ed. by Amy E. Den Ouden and Jean M. O'Brien, 95-113.

February 25 – *Race and Federal Recognition*

Read: [PDF] Malinda Maynor Lowery (Lumbee), 2013, “Racial Science and Federal Recognition: Lumbee Indians in the Jim Crow South,” in *Recognition, Sovereignty Struggles, and Indigenous Rights in the United States*, ed. by Amy E. Den Ouden and Jean M. O’Brien, 65-93.

WEEK 9 – Individual Presentations on March 1st and 3rd

March 1 – *New Indigenous Perspectives on Sovereignty*

Read: [PDF] Taiaiake Alfred (Mohawk), “Sovereignty,” in *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*, ed. by Joanne Barker, 33-50.

March 3 – *Indigenous Literary Studies*

Read: 1. [PDF] Simon Ortiz (Acoma Pueblo), 2011, “Indigenous Continuance: Collaboration and Syncretism,” *American Indian Quarterly* 35 (3): 285-293.
2. [PDF] Daniel Heath Justice (Cherokee). 2011. “Currents of Trans/national Criticism in Indigenous Literary Studies. *American Indian Quarterly* 35, no. 3 (Summer): 334-352.

WEEK 10 – Individual Presentations on March 8th and 10th

March 8 – *Feminism, and Gender and Sexuality Studies*

Read: [PDF] Qwo-Li Driskill (Cherokee). 2010. Doubleweaving Two Spirit Critiques: Building Alliances Between Native and Queer Studies. *GLQ: A Journal of Lesbian and Gay Studies* 16, no. 1-2 (2010): 69-92.

March 10 – *The Future of Native American Studies*

Read: [PDF] Scott Lyons (Ojibwe/Dakota), “Actually Existing Indian Nations: Modernity, Diversity, and the Future of Native American Studies,” *American Indian Quarterly* 35.3 (Summer 2011): 294-312.

Monday, March 14 *****Final Literature Review Paper Due by 5:00pm in my office box*****