

University of California, San Diego
Ethnic Studies Department
ETHN 112B/HIUS 108B:
History of Native Americans in the U.S.
Fall Quarter 2019

Instructor: Andrew Jolivéte, Ph.D., Professor

Office Location: SSB 229

Time & Location: Tuesdays and Thursdays 3:30-4:50 Warren Lecture Hall (WLH) 2209

Office Hours: Tuesdays & Thursdays 2:00-3:15PM & By Appointment

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“Those interested in Native American Studies face two challenges. The first, a difficulty posed by any new area of knowledge, is the need to master the content of the subject. Given the historical context of hundreds of tribes and a myriad of languages, one cannot hope to become an expert in the many cultures that have made up the Native American world, at least in one college career. The problem of content is compounded by the false assumptions many non-Native Americans bring to their study. Native Americans are not the mythical, one-dimensional figures of conventional films or stories. The realities of American Indian life deny simple typecasting, ranging as they do from the oppressive poverty found on many reservations to the successful strategic planning of Indian casinos to the exciting creativity of Native American literature. The second challenge of Native American Studies presents to students is its interdisciplinary nature. Native Studies draws upon the expertise and knowledge of many distinct disciplines.”

-Dane Morrison, *American Indian Studies*

Course Description:

This course introduces students to some of the critical themes, concepts, and contemporary issues surrounding American Indians in the United States with an underlying interdisciplinary framework. The emphasis of investigation in this course will be comparative, primarily historical, sociological and literary. Students will specifically engage with questions of difference and cultural representation as each relates to the construction and deconstruction of essentialized categories of racial, ethnic, cultural, and national identities. Questioning the historical assumption that American Indians have vanished, and are “quasi-sovereign” nations will be a primary point of departure for this course as we will investigate recent scholarship that refutes these assertions. Examining the relationship between historical and contemporary policies and representations of Native Americans will be central in understanding indigenous peoples in the twenty-first century. We will additionally examine the ways in which traditional paradigms of ethnic definition have focused on biological, legal, and phenotypic meanings, rather than on cultural, social, and historical practices within Native communities that historically speaking rely more on participation and kinship than on biology. Finally, students will gain an understanding of the complexity of Native identity and socio-cultural issues as they relate to economic and political resources/organizing/activism, and sociological engagement with current and emerging issues of race, nationalism, and power.

Course Objectives:

To provide students with an introduction to key concepts and historical events in American Indian history and contemporary issues from settler colonial contact in the 1800s to the Present

To provide students with the necessary information to critically interpret, analyze, and evaluate texts and issues which have contributed to previous and contemporary arguments in American Indian Studies and within Native American populations

To provide students with a means to develop their critical reading, writing, research, and communication skills as applicable to Native American and Indigenous Studies, Ethnic Studies, the Social Sciences and Humanities.

Required Texts:

Cornell, Stephen. 1990. *The Return of the Native: American Indian Political Resurgence* (Oxford: Oxford University Press).

Jolivet, Andrew. 2006. *Cultural Representation in Native America*. (Lanham: AltaMira Press).

Morrison, Dane. 1998. *American Indian Studies: An Interdisciplinary Approach to Contemporary Issues* (New York: Peter Lang Publishers).

Requirements, Evaluation and Grading:

Each student will be required to complete three term papers. Each term paper will be based on class readings, lectures, and films. Questions for each term paper will be provided to students prior to assigned due dates. Term papers should be 3-4 pages in length, double-spaced and 12-point font. Finally, students will be asked to write a final paper on any three chapters not covered in the previous term papers. Please select one chapter from each of the three assigned books that we did not already discuss in the first three term papers. Use the six questions below to respond to each of those chapters so you will be technically writing short answers to the same six questions for any three chapters you choose (18 total responses). Your final paper is due on 12/9/2019 via email by 5PM all other papers are due at the beginning of class as indicated on the syllabus course outline below.

- 1) How does the author construct his/her argument? What is s/he arguing for and/or against?
- 2) What are the assumptions underlying an author's main arguments? How might these assumptions relate to the historical context in which the text was written?
- 3) What are the implications of the readings main point, theme, or argument?
- 4) Are there relevant points that are not covered adequately by the reading/author? Why do you think the author(s) did not address those points, and why is it important to consider them?
- 5) How do the issues and themes raised relate to other readings, events, theories/concepts, discussions and disciplines? For example how do some of the issues relate to your own primary major if it is not American Indian Studies?
- 6) What did you agree and disagree with about the reading? What did you gain from the reading in terms of your own intellectual understanding of the topic being covered? Do the readings speak to your own personal lived experience or to that of people in your ethnic community?

Papers should be double spaced, typed and no larger than 12 point font.

Term Papers = 60% (20% for each paper)

Final Essay = 40%

Assignments: I do not accept late assignments or grant extensions. However, if you have an unforeseen emergency, please contact me at the phone number or email listed above to request an extension 24 hours before the due date (if possible). I will consider the granting of extensions on an individual, case-by-case basis. All of your assignments should be typed, double-spaced, and as indicated above no larger than 12-point font. Your papers should also contain page numbers and your last name on the top right hand corner of each page. Assignments will be collected at the beginning of class on the date scheduled, unless otherwise indicated. Under no circumstances are assignments to be turned in at the Department office. If you are unable to attend the class session on the date the assignment is due, please make prior arrangements with me.

Cheating & Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. The term cheating is not limited to examinations. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment to expulsion from the university. For more information on the University policy refer to the University Catalog (Policies and Regulations).

Americans with Disabilities Act (ADA): The University is committed to providing reasonable academic accommodation to students with disabilities. The Office of Services for Students with Disabilities provides university academic support services and specialized assistance to students with disabilities. Please notify me during office hours, before or after class, so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, you must make a formal request through Services for Students with Disabilities.

Class Guidelines for Participation, Discussion and all Communication:

-**Try On...**new processes, ideas, perspectives before automatically rejecting them because they are different than your experience, be willing to step out of your comfort zone.

-**It's okay to disagree...**disagreement is a necessary part of accepting differences...It's not okay to attack or blame self or others...this can happen on a verbal or non-verbal level.

-**Practice self-focus...**use "I" statements, pay attention to what you are feeling and thinking.

-**Ask questions of self and others...**instead of jumping to conclusions, check out your assumptions

-**Practice both/and thinking...**there are multiple inner realities and multiple realities of each person present, the notion of either/or, right/wrong, good/bad is not helpful in human relationships, it sets up a hierarchy of value

-**Participate fully...**let go of all other things you need to be doing and be present in this process...participation looks different for everyone, be aware of how you learn and process information

-**100% responsibility...**for 100% of your needs 100% of the time...you know more than anyone about what you need to participate and to be fully present

-**Maintain confidentiality**...anything said of a personal nature cannot be shared outside of this room without the person's permission, if you want to talk to someone about what they said, ask permission. They can say yes, no or maybe later.

Weekly Syllabus:

Week 1: Introduction: The New Indian Politics, Contact & Market Period

Tuesday, September 24th, 2019: Introduction and Chapter 2 in *The Return of the Native* (Read on your own)

Thursday, September 26th, 2019: Read Chapters 3 & 4 in *The Return of the Native* (First Class Meeting)

Week 2: Solving the "Indian Problem", Conflict, Removal & Reservation Period

Tuesday October 1st, 2019: Read Chapters 5 & 6 in *The Return of the Native*, pgs., 71-105

Thursday, October 3rd, 2019: Read Chapters 7 & 8 in *The Return of the Native*, pgs., 106-148

Week 3: The Return of the Native: Indigenous Activism and Ethnic Renewal

Tuesday, October 8th, 2019: Read Chapters 9 & 10 in *The Return of the Native*, pgs., 149-186

Thursday, October 10th, 2019: Read Chapters 11 & 12 in *The Return of the Native*, pgs., 187-213

TERM PAPER ONE DUE

Week 4: Going Native: The Possessive Investment in "Indianness"

Tuesday, October 15th, 2019: Read Chapter 13 in *The Return of the Native*, pgs. 214-218

Thursday, October 17th, 2019: **Tentative NO Class** Read the Foreword, Introduction and Chapter 1 in *Cultural Representation in Native America*

Week 5: Cultural Revival, Native Resistance, and Identity

Tuesday, October 22nd, 2019: Read Chapters 2, 3 & 4, in *Cultural Representation in Native America*

Thursday, October 24th, 2019: Read Chapters 5 & 6, pages 77-94 in *Cultural Representation in Native America*

Week 6: Mixed Blood Identity Politics and Contestation

Tuesday, October 29th, 2019: Read Chapter 7, pages 96-109 in *Cultural Representation in Native America* & Read Chapter 8, pages 111-115 in *Cultural Representation in Native America*

Thursday, October 31st, 2019: Read Chapter 9, pages 119-128 in *Cultural Representation in Native America* **TERM PAPER TWO DUE**

Week 7: History, Language, and Identity

Tuesday, November 5th, 2019: Read Chapter 10, pages 131-138 in *Cultural Representation in Native America* & Read Chapter 12, pages 159-185 in *Cultural Representation in Native America*

Thursday, November 7th, 2019: Read Chapters 1-2 pages 1-41 in *American Indian Studies*

Week 8: Reclaiming Power: Educational Strategies

Tuesday, November 12th, 2019: Read Chapters 3 and 4, pages 47-87 in *American Indian Studies*,

Thursday, November 14th, 2019: Read Chapters 5 and 6, pages 93-116 in *American Indian Studies*

Week 9: Economic Survival

Tuesday, November 19th, 2019: Read Chapters 7-10, pages 121-212 in *American Indian Studies*

Thursday, November 21st, 2019: Read Chapters 11-13, pages 217-277 in *American Indian Studies*

Week 10: Spirit & Power: Religious Contestation

Tuesday, November 26th, 2019: Read Chapters 14-16, pages 285-331 in *American Indian Studies* in *American Indian Studies*

Thursday, November 28th, 2018: **NO CLASS** Holiday Schedule Observed

Week 11: Native American Futures

Tuesday, December 3rd, 2019: **TERM PAPER THREE DUE**

Thursday, December 5th, 2019: **Last day of Instruction:**

Final Papers are due via email by 5pm on December 9th