

Native American Intellectuals in the 20th Century

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

Professor Mattie Harper
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office hours: Wed 1:30-3:00
& 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:

Frederick Hoxie, ed. 2001. *Talking Back to Civilization: Indian Voices From the Progressive Era*. Boston: Bedford/St. Martin's.

Vine Deloria, Jr. 1969. *Custer Died For Your Sins: an Indian Manifesto*. Norman: University of Oklahoma Press.

Taiaiake Alfred. 2009. *Peace, Power, Righteousness: an Indigenous Manifesto*. Oxford: Oxford University Press.

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).

Majoring or Minor 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 Rodríguez, Ethnic Studies Department Undergraduate Advisor
858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu

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

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:

1. Takaki, Ronald. 1993. The Tempest in the Wilderness: The Racialization of Savagery. In *A Different Mirror: A History of Multicultural America*, 24-50. Boston: Little, Brown and Company. [online – TED]

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]
In *First Peoples: A Documentary Survey of American Indian History*. Calloway, Colin, ed. 2012. Boston: Bedford/St. Martin's.

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
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. 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.

Friday – World War I

Reading:

1. Hoxie, Chapter 6: World War I
Carlos Montezuma, 1917
Chauncey Yellow Robe, 1918

Zitkala Sa, 1919
Charles Eastman, 1919
Robert Yellowtail, 1919

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

1. Deloria, Jr., Vine. 1974. Chapter 2. In *Behind the Trail of Broken Treaties: An Indian Declaration of Independence*, 23-41. Austin: University of Texas Press. [online – TED]

Week 5 (April 27-May1)

Monday – Introducing Modern Indian Nations & Red Power

Reading: [online – TED]

1. Deloria, Jr., Vine. 1974. Chapter 3. In *Behind the Trail of Broken Treaties*. 23-41.
Video, *We Shall Remain: Wounded Knee*

Wednesday – Modern Indian Nations & Red Power

Reading: [online – TED]

1. Deloria, Jr., Vine. 1974. Chapter 4. In *Behind the Trail of Broken Treaties*, 43-83.
Finish *We Shall Remain: Wounded Knee*

Friday – Modern Indian Nations & Red Power

Reading: [online – TED]

1. Deloria, Jr., Vine. 1974. Chapter 12: Reinstating the Treaty Process. In *Behind the Trail of Broken Treaties*, 249-263.
2. Clyde Warrior, Which One Are You? Five Types of Young Indians, 1964
3. Robert Thomas, Pan-Indianism, 1965 [in *The American Indian Intellectual Tradition*]

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 (May11-15)

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]

1. Champagne, Duane. 2007. In Search of Theory and Method in American Indian Studies. *Wicazo Sa Review* 31, no. 3 (Summer): 353-372.

Week 8 (May 18-22)

Monday – Decolonization & the Academy

Reading: [online – TED]

1. Cook-Lynn, Elizabeth. 1997. Who Stole Native American Studies? *Wicazo Sa Review* 12, no. 1 (Spring): 9-28

2. Champagne, Duane. 1998. American Indian Studies is For Everyone. In *Natives and Academics Researching and Writing About American Indians*, 181-189. Lincoln: University of Nebraska Press.

Wednesday – Federal Indian Law & (Rethinking) Sovereignty

Readings:

1. Alfred, *Peace, Power, Righteousness*, Introduction (“First Words”), Chapter 2 (“Power”)

Friday – Identity & Race

Reading: [online – TED] from *Race, Roots and Relations: Native and African Americans*. 2005.

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

2. Ramirez, Renya. 2008. Learning Across Differences: Native and Ethnic Studies Feminisms. *American Quarterly* 60, no. 2 (June): 303-307.

Friday – Native Feminisms

Reading: [online – TED]

1. Hall, Lisa Kahaleole. 2009. Navigating our own ‘Sea of Islands’: Remapping a Theoretical Space For Hawaiian Women and Indigenous Feminism. *Wicazo Sa* 24, no. 2 (Fall): 15-38.

Paper #3 DUE

Week 10 (June 1-5)

Monday – Gender & Sexuality Studies

Reading: [online – TED]

1. Driskill, Qwo-Li. 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.

Wednesday – Politics of Representation / Decolonizing Museums

Reading: [online – TED]

From Sleeper-Smith, Susan, ed. 2009. *Contesting Knowledge: Museums and Indigenous Perspectives*.

Lincoln: University of Nebraska Press.

1. Lonetree, Amy. Museums as Sites of Decolonization: Truth Telling in National and Tribal Museums.”

2. Child, Brenda. Creation of the Tribal Museum.

Friday – Review Class – No readings