

CAST 223
SURVIVING AMERICA: INTRODUCTION
TO NATIVE STUDIES MWF 3:30-4:20

Steven Williams, Ph.D.

Office Hours: Mon & Fri 2:00-3:00 p.m. or by appointment

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Checked Mon-Fri 9:00 AM & 4:00 PM

Office : King 141F

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Course Description

This class is an introduction to the study of the indigenous peoples of North America and the academic field of Native Studies. Native Studies seeks to understand indigenous peoples from indigenous perspectives and to undertake research to address the problems created by the history of Euro-American misrepresentations and mistreatment of Native peoples. This course explores critical issues facing Native communities including legal and cultural identities, cultural revitalization, environmental racism, gender and sexuality, religious freedom, sovereignty, and tribal self-determination.

The course particularly focuses on the themes of identity and representation and as such will examine Euro-American constructions of “native” people and how those constructions have developed over time as a result of and in-step with colonization. Students should expect to take away an understanding of Native Studies’ theoretical/methodological concerns and debates and situate these within Native/Indigenous peoples’ broader responses to ongoing colonization.

Course Objectives

- Be able to trace historical representations, constructions and uses of “the Native” and discuss the ways that Native peoples have contested or engaged with these
- To understand the colonization of Native peoples in the North America as an ongoing, multiply encoded, perpetuated, and complex process
- To engage with and learn more about contemporary Native American identities, struggles, cultural politics, nationalisms, and futures
- To discuss the possibilities of Native/Indigenous Studies as discipline/theories/methodology to address the issues of colonialism that will effect Native/Indigenous peoples and non-natives into the future

Recommended Texts

Lyons, Scott Richard. *X-Marks: Native Signatures of Assent* (Minneapolis: University of MN Press, 2010).

E-Texts

King, Richard. *Unsettling America: The Uses of Indianness in the 21st Century* (Lanham: Rowman & Littlefield Publishers, 2013). Ebook. Available on Oberlin College Library website
<http://ezproxy.cc.oberlin.edu:2130/lib/oberlin/docDetail.action?docID=10681134>

All assigned course readings not from the above required texts will be posted to Blackboard.

Course Format/Expectations

This course will be a combination of lecture, large and small group discussion. Lectures will supplement readings with historical background and/or context. Students should arrive to each class having read the assigned texts for that day and be prepared to engage those materials in class discussions. It is useful if you bring printed copies of the days readings to class.

The course is broken into smaller units, however, as Indigenous Studies is interdisciplinary by design many areas of study/topics will overlap. Students are expected to engage or read those materials both comparatively in relation to other course materials and specifically with the current topic of study.

The histories of Indigenous/Native peoples is a colonial history and as such will inevitably and necessarily bring out many difficult or sensitive issues including, for example, racism, genocide, ethnocentrism, classism, sexism, and xenophobia: but it is my hope that as a collective group we can grapple with and work through these sensitive subjects and develop an intellectual community that is able to skillfully and respectfully debate these pressing issues that affect not only Native/Indigenous peoples but extend also to U.S. and global futures.

Policies

Attendance

Class participation is essential to get the full learning process. The class is built, in great part, on class participation from all students so all students need to attend. Regular attendance and thoughtful preparation also show respect for other students and the instructor and help contribute to a respectful and productive class environment and intellectual community.

Therefore, to receive participation points students must be in regular attendance.

That being said, it is expected that absences are sometimes unavoidable. Each student will be allowed to miss one class over the semester without affecting their final grade. Beyond that unexcused absences will bear on your grade for the class. It is expected that students will make every reasonable effort to attend all classes and to notify me as soon as possible of any absence. If you miss class it is your responsibility to ask a fellow class member for details and catch up.

I will take attendance (after the first) two weeks by leaving a daily attendance sheet on the table in front of the room that students should sign as they enter the classroom.

Tardiness

All students are expected to be in a seat and ready for the class to begin at the scheduled start time of 3:30. Walking into the class late is disruptive and disrespectful to the class and our class time is short. The same goes for leaving the classroom during class time. We should all be able to make it through a 50 min. class without coming and going so please take care of any business you may need to attend to prior to class. I will do my very best to start and finish the class at the scheduled times and expect the same respect from students.

Tech Devices

Cellphones

Off and stored in your bag. No exceptions.

Laptops

Many of your readings will be in pdf form so I appreciate the usefulness of computers in class. You may use your laptop in order to have course readings immediately available or to take notes during lectures. However, use of laptops in class for anything not related directly to class lectures or discussions will result in loss of the privilege for the class. I reserve the right to at anytime restrict the use of laptops for the entire class if this privilege is being abused.

Timeliness

Assignments must be submitted on time to receive full credit. I will deduct a ¼ of a grade for each 24 hours an assignment is late (i.e. B+ to B). Assignments submitted later than one week past original deadline without prior approval from me will be given credit at my discretion and generally earn no more than a minimum passing grade. ***Requests for extensions must be submitted at least 72 hours in advance to the assigned due date and will generally only be granted for extenuating circumstances.*** Late papers may not receive written comments.

P/NP: If you are taking the course P/NP, you must fulfill all course expectations and complete all assignments in order to receive credit for the course. Please let me know at the beginning of the class if you are taking it P/NP.

Honor Code:

This class will follow the policies as written in the Oberlin College Honor Code. Avoid plagiarism or quoting secondary sources without proper citation. If you have any questions about citations you may see me or a librarian or refer to the MLA or Chicago Style Handbooks.

The honor code requires that for each academic assignment you write the following statement and sign your name. “I affirm that I have adhered to the Honor Code in this assignment.” For more information on the code see: <http://new.oberlin.edu/conservatory/academic-resources-and-support/honor-code.dot>

Students with Disabilities:

Please let me know if you need disability-related accommodations for this course. Support is available through academic services.

Assignments and Grading

1. **(15%)** Active participation in class discussions. You are required to discuss the reading material in class and be prepared to address the comments/questions of your peers. The issues raised by the class are almost always complex and it is expected that as a class we will disagree and rarely come to consensus, which is a positive and not a negative aspect of our discussions. Your participation then is key to a process which creates a dynamic learning environment where we learn from each other (what my tribal elders sometimes term “shared mutual learning”). I may also assign small impromptu in-class individual or group assignments (graded on check/check plus/check minus only) which will be included in your participation grade.
2. **(20%)** Journal/reading responses. These are to be fairly informal and function as space where you can critically engage with the readings as well as your personal reactions to the course readings/topics. You should generate **2-3 paragraphs** responding/engaging the day’s scheduled class readings prior to arriving to that class (3 entries a week). It may be useful to take/use reading notes to generate ideas for your paragraph entries. For example you may question the effectiveness of the author’s theory or methods or connect some point in the readings to a contemporary issue or experience of your own. The purpose of these journal readings is to help you contribute/generate class discussion and should not be viewed as exhaustive of the readings. Choose things from the reading that interest you. As journals/responses may be very subjective I will be grading them with check/check plus/check minus only. ***Students will be required to submit their entries for each day prior to class on the corresponding date of the Journals section under course documents on Blackboard.***
3. **(30%)** Midterm take-home exam. You will be required to write two short midterm essays (4-5 pages total) answering 2 questions from a group of 3 or 4 (provided by me) drawn from the first half of the course materials.

4. **(35%) Final Paper.** A final essay of 7-10 pages due at the end of the semester. This paper will be a longer paper requiring you to utilize some secondary resources (No less than five sources). You will choose a theoretical issue (socio-hist) or analyze a particular text or author that has interested you throughout the semester. Utilizing class materials I will ask you to create/submit a proposal/outline/draft/working bibliography which reflects the interdisciplinary methods of Native Indigenous Studies as related to your desired topic. This may take the form for example of a literary critique or socio-hist essay discussing intersecting topics covered in class. (I will provide more details on the essay early and throughout the semester)

Course Schedule

Note: Schedule is subject to change at instructor's discretion

“Native Americans in the American/Western Imagination”

WEEK 1:

- Wed. Sep 3 Introductions, course syllabus overview
- Fri. Sep 5 Shari Huhndorf, “Imagining America” pp. 19-78. From *Going Native: Indians In the American Cultural Imagination* (Ithaca: Cornell University Press, 2001).

“Truth, Power and Native/Indigenous Studies Paradigms”

WEEK 2:

- Mon. Sep 8 Vine Deloria (Standing Rock Sioux), “Anthropologists and Other Friends” pp.78-100. From *Custer Died For Your Sins: An Indian Manifesto* (Norman: University of Oklahoma Press, 1969).
Linda Tuhiwai Smith (Ngati Awa/Ngati Porou), “Colonizing Knowledges” pp. 91-108. From *The Indigenous Experience: Global Perspectives* (Toronto: Canadian Scholars’ Press Inc., 2006).
- Wed. Sep 10 Richard King, “How Indianness Matters Now” pp. xi-xix. From *Unsettling America: The Uses of Indianness in the 21st Century* (Lanham: Rowman & Littlefield Publishers, 2013).
Duane Champagne (Turtle Mountain Band of Ojibwe), “The Rise and Fall of Native Studies in the United States” pp. 129-47. From *American Indian Nations: Yesterday, Today, and Tomorrow* (Lanham: Altimira Press, 2007).
- Fri. Sep 12 Scott Richard Lyons (Leech Lake Band of Ojibwe),

“Migrations/Removals (Introduction)” pp. 1-34.
From *X-marks: Native Signatures of Assent* (Minneapolis:
University of Minnesota Press, 2010).

“Indigenous Studies Paradigms, cont.”

WEEK 3

Mon Sep 15 Shawn Wilson (Opaskwayak Cree), *Research Is Ceremony: Indigenous Research Methods*, pp. 12-60 (Halifax: Fernwood Publishing, 2008).

Wed Sep 17 Shawn Wilson, *Research is Ceremony*, pp. 62-96.

Wed Sep 19 Shawn Wilson, *Research is Ceremony*, pp. 97-138.

“Indigenous Identities—Racial, Cultural, National”

WEEK 4

Mon. Sep 22 David E. Wilkins (Lumbee), “A Tour of Indian Peoples and Indian Lands” pp. 11-40. From *American Indian Politics and the American Political System* (Oxford: Rowman & Littlefield Pub., 2002).
Eva Garroutte (Cherokee), “Enrollees and Outalucks” pp. 14-37. From *Real Indians* (U. of Calif. Press, 2003).

Wed. Sep 24 Melinda Micco (Seminole/Creek/Choctaw), “Blood and Money: The Case of Seminole Freedmen and Seminole Indians in Oklahoma” pp.121-44. From *Crossing Waters, Crossing Worlds: The African Diaspora In Indian Country* (Durham: Duke University Press, 2006).
Steve Russell (Cherokee) “The Racial Paradox of Tribal Citizenship,” *American Studies* Issue 1 (Fall 2005/Spring 2006) pp. 163-85.

Fri. Sep 26 Scott Richard Lyons, “Identity Crisis,” pp. 35-71. (*X-marks*)

“Indigenous Identities and Gender”

WEEK 5

Mon. Sep 29 “De/Scribing Squ*w: Indigenous Women and Imperial Idioms in the

United States,” pp. 93-105, from (*Unsettling America*, 2013);
Andrea Smith (Cherokee), “Sexual Violence as a Tool of Genocide,”
pp.7-33. From *Conquest: Sexual Violence and American Indian
Genocide* (Cambridge: South End Press, 2005).

- Wed. Oct 1 Renya Ramirez (Winnebago), “Race, Tribal Nation, and Gender: A
Feminist Approach to Belonging,” *Meridians*, Vol 7 No. 2 (2007),
pp. 22-40.
Devon Abbott Mihesuah (Choctaw), “Feminists, Tribalists, or Activists?,”
pp. 159-71. From *Indigenous American Women: Decolonization,
Empowerment, Activism* (Lincoln: University of Nebraska Press,
2003.)
- Fri. Oct 3 Brian Joseph Gilley, “Seeking Self-and Social Acceptance,” pp. 3-22.
From *Becoming Two-Spirit: Gay Identity and Social Acceptance in
Indian Country* (Lincoln:University of Nebraska Press, 2006).
Andrea Smith, “Queer Theory and Native Studies: The Heteronormativity
of Settler Colonialism,” pp. 43-63. From *Queer Indigenous
Studies: Critical Interventions in Theory Politics, and Literature*
(Tucson: University of Arizona Press, 2011).

“Identity and Language”

WEEK 6

- Mon. Oct 6 Clara Sue Kidwell (Choctaw/Chippewa) and Alan Velie, “Language,”
pp. 83-100. *From Native American Studies* (Lincoln: University of
Nebraska Press, 2005).
James Aronhiotas Stevens (Mowawk), “Iah Enionkwatewennahton’s se”:
We Will Not Lose Our Words,”pp. 149-58; Neil McKay (Dakota),
“The Spirit of Language,”pp. 159-65; Sean Lee Fahrlander
(Ojibwe), “Names By Which the Spirits Know Us,” pp. 177-84.
All from *Genocide of the Mind: New Native American Writing*
(New York: Thunder’s Mouth Press, 2003).
- Wed. Oct 8 Paul V. Kroskity, “Sustaining Stories,”pp. 3-20; Gus Palmer (Kiowa),
“Kiowa Stories Express Tribal Memory, Ideology, and Being,”
pp. 23-43. Both from *Telling Stories In the Face of Danger:
Language Renewal in Native American Communities* (Norman:
University of Oklahoma Press, 2012).
- Fri. Oct 10 Bruce E. Johansen, “Back From the (Nearly) Dead: Reviving Indigenous
Languages Across North America,” pp. 3-47. From *The Praeger
Handbook on Contemporary Issues in Native America. Vol. 1*

(Westport: Praeger, 2007).

***** MIDTERM TAKE-HOME EXAMS ASSIGNED**

“Boarding Schools and Education”

WEEK 7

- Mon. Oct 13 Clifford E. Trafzer (Wyandot), Jean A. Keller, and Lorene Sisquoc (Fort Sill Apache), “Introduction: Origin and Development of the American Indian Boarding School System,” pp. 1-33. From *Boarding School Blues: Revisiting American Indian Educational Experiences* (Lincoln: University of Nebraska Press, 2006).
- Wed. Oct 15 Andrea Smith, “Boarding School Abuses and the Case for Reparations,” pp. 35-54 (*Conquest*, 2005).

DVD: “Our Ancestors Don’t Speak English”
NO ORAL PRESENTATIONS

- Fri. Oct 17 Clyde Ellis, “We Had a Lot of Fun, but of Course That Wasn’t the School Part,” pp. 65-98; Patricia Dixon and Clifford E. Trafzer, “The Place of American Indian Boarding Schools in Contemporary Society,” pp. 232-42. (*Boarding School Blues*, 2006).

***** MIDTERM TAKE-HOME EXAMS DUE AT BEGINNING OF CLASS**

Oct 18-26 Fall Break—no classes

“Federal Policy, tribal government and Indigenous Nation(s)”

WEEK 9

- Mon. Oct 27 David E. Wilkins, “Indian Peoples Are Nations, Not Minorities,” pp. 41-62; “A History of Federal Indian Policy,” pp. 103-118; “Indigenous Governments: Past Present, and Future,” pp. 119-126. (*American Indian Politics*, 2002).
- Wed. Oct 29 Andrea Smith, “U.S. Empire and the War Against Native Sovereignty,” pp. 177-91 (*Conquest*, 2005).
Taiaiake Alfred (Mohawk), “Sovereignty—An Inappropriate Concept,” pp. 55-69. *From Peace, Power, Righteousness: An Indigenous Manifesto* (Oxford University Press, 1999).

Fri. Oct 31 Scott Richard Lyons, "Nations and Nationalism Since 1492," pp. 111-64 (*X-marks*, 2010).

"Economic Development and Casinos"

WEEK 10

Mon. Nov 3 Bruce E. Johansen, "Economic Revival: Up From the Bottom on the Reservation," pp. 79-119 (*The Praeger Handbook*, 2007.)

Wed. Nov 5 Renee Ann Cramer, "Common Sense of Anti-Indian Racism: Reactions to Mashantucket Pequot Success in Gaming and Acknowledgment," *Law and Social Inquiry*, Vol 31, No. 2 (Spring 2006) pp. 313-341.

Fri. Nov 7 Mary Lawlor, "Identity in Mashantucket," pp. 31-55 From *Public Native America: Tribal Self-Representation In Museums, and Powwows* (New Jersey" Rutgers University Press, 2006).

"Land, Identity and Environmental Racism"

WEEK 11

Mon. Nov 10 Clara Sue Kidwell and Alan Velie, "Land and Identity," pp. 21-39. (*Native American Studies*, 2005).

Micheline Pesantubbee (Choctaw), "Wounded Knee: Site of Resistance and Recovery," pp. 75-88 From *Religion, Violence, Memory, and Place*, (Indiana U. Press, 2006).

Gregory A. Cajete (Tewa), "Ensoulement of Nature," pp. 55-57 From *Native Heritage: Personal Accounts by American Indians 1790-Present* (New York: MacMillan, 1995).

Wed. Nov 12 Joy Porter, "Environmental Justice, Place, and Indian Sacrifice," pp. 91-116, From *Land and Spirit In Native America* (Santa Barbara: Praeger, 2012).

Fri. Nov 14 Winona Laduke (White Earth Anishinabe), "Wild Rice", pp. 167-90. From *Recovering the Sacred: The Power of Naming and Claiming* (Cambridge: South End Press, 2005).

DVD:" Homeland"

“Religious Freedom/Appropriation”

WEEK 12

Mon. Nov 17 Lee Irwin, “Freedom, Law, and Prophecy: A Brief History of Native American Religious Resistance,” pp. 295-316, From *Native American Spirituality; A Critical Reader* (Lincoln: University of Nebraska Press, 2000).

Henrietta Mann (Cheyenne), “Earth Mother and Prayerful Children: Sacred Sites and Religious Freedom,” pp. 194-208, From *Native Voices: American Indian Identity and Resistance* (Lawrence: University of Nebraska Press, 2003).

Wed. Nov 19 Andrea Smith, “Spiritual Appropriation as Sexual Violence,” pp. 119-35 (*Conquest*, 2005)

Fri. Nov 21 Maureen Trudelle Schwarz, “Twentieth Century Contest Over Native American Spirituality,” pp. 45-79 From *Fighting Colonialism with Hegemonic Culture: Native American Appropriation of Indian Stereotypes* (Albany: Suny Press, 2013).

DVD: “White Shamans, Plastic Medicine Men.

“Mascots”

WEEK 13

Mon. Nov 24 Bruce E. Johansen, “Names and Games: The Controversy Regarding ‘Indian’ Sports Mascots and Place Names,” pp. 143-60 (*The Praeger Handbook*, 2007.)

Peter Pattakos, “The Curse of Chief Wahoo: Are we Paying the Price for Embracing America’s Last Acceptable Racist Symbol?” pp.1-4, retrieved from www.clevescene.com, April 25, 2012.

Robert Longwell-Grice, “Chiefs, Braves, and Tomahawks: The Use of American Indians As University Mascots,” pp. 3-12, From *The Native American Mascot Controversy* (Lanham: The Scarecrow Press Inc., 2010).

DVD: “In Whose Honor”

Wed. Nov 26 Richard C. King, “On Being a Warrior: Race, Gender, and American

Indian Imagery in Sport,” pp. 27-41 & “Borrowing Power: Racial Metaphors and the Struggle Against American Indian Mascots,” pp. 69-83, both from (*Unsettling America*, 2013).

Fri. Nov 28 NO CLASSES-Thanksgiving Break

“Activism/Resistance Movements”

WEEK 14

Mon. Dec 1 Troy Johnson (Seminole), et. al., “American Indian Activism and Transformation,” pp. 284-314, From *Contemporary Native American Political Issues* (AltaMira Press, 1999).

Wed. Dec 3 **DVD: “Alcatraz Is Not An Island”**

Fri. Dec 5 Dean Rader, “Engaged Resistance: Alcatraz,” pp. 7-46 From *Engaged Resistance: American Indian Art, and Film From Alcatraz to the NMAI* (Austin: University of Texas Press, 2011).

“Revitalization and Recovery”

WEEK 15

Mon. Dec 8 Scott Richard Lyons, “Resignations,” pp. 165-89 (*X-marks*, 2010).

Wed. Dec 10 Chadwick Allen, “Introduction: Ands turn Comparative Turn Trans-,” pp. xi-xxvi, From *Trans-Indigenous Methodologies for Global Native Literary Studies* (Minneapolis: University of Minnesota Press, 2012).

Fri. Dec 12 Richard King, “Reclaiming Indianness: Notes Towards a Conclusion,” pp. 107-112 (*Unsettling America*, 2013).

CLASSES END

Sat. Dec. 20, 11:00 AM *****FINAL PAPERS DUE (drop off too be arranged)**