“Kill the Indian, save the man.” -Captain Richard Pratt, founder of Carlisle Indian School

Native American people have been subject to colonial educational programs designed to erase their own cultures and replace them with EuroAmerican culture and values. This course will examine the ways culture and knowledge were transmitted traditionally in Indian communities, the ways the federal government and church organizations intervened in that process, the economic, racial, and cultural logic behind these actions, and the ways Native people have been affected by—and responded to—the situation up to the present day. Readings for the course will reflect Native responses to assimilationist educational policies and discuss the policy makers themselves. Student participation in class discussions is crucial.

Books (available at U of O bookstore):

· Francis LaFlesche, *The Middle Five: Indian Schoolboys of the Omaha Tribe.*
· Charles Eastman (Ohiyesa), *From the Deep Woods to Civilization*
· Tsianina Lomawaima, *They Called It Prairie Light: The Story of the Chilocco Indian School*
· Lori Arviso Alvord, *The Scalpel and the Silver Bear*
· Readings available on electronic reserve or blackboard
  Keith Basso, “Stalking with Stories,” from *Wisdom Sits in Places*
  Jessica Enoch, "Resisting the Script of Indian Education: Zitkala Ša and the Carlisle Indian School."
  Selections from *First Person, First Peoples: Native American College Graduates Tell Their Life Stories*
  Angela Cavendar Wilson, “Grandmother to Granddaughter: Generations of Oral History in a Dakota Family” from *Natives and Academics.*
Grading for the course:

**Undergraduates:**
Three reading analysis and response papers, about 4 pages apiece: 20 points each
Take home final: 10-12 pages: 40 points
Late papers receive one grade deduction per day. Late exams will not be accepted.

**Graduate students:**
Graduate students are expected to perform at the graduate level and will be graded accordingly.
Three reading analysis and response papers, 5 pages apiece: 20 points each
Take home final exam: 10-12 pages: 25 points
Final project: 8-10 page research paper or its equivalent: 15 points

**Attendance is mandatory.** Any more than two absences will affect your grade.
**Academic honesty** is expected at all points in your education. Acts of academic dishonesty will result in an F for the class and referral to the student judiciary committee.

**Schedule (subject to change):**
Sep. 29 Introduction

Oct. 1 Traditional education
Reading: Blackboard: Stalking with Stories, Keith Basso

Oct. 6 Missionaries in the early colonial years
Reading: Begin The Middle Five, Francis Laflesche

Oct. 8 Discussion: Laflesche

Oct. 13 The campaign to assimilate Indians
Reading: Begin From the Deep Woods to Civilization, Charles Eastman (Ohiyesa)

Oct. 15 Discussion: Eastman
Reading: Finish Eastman
**First reading analysis & response due** Cover Basso, Laflesche, Enoch, Eastman.

Oct. 20 Film: In the White Man’s Image
Reading: Education for Extinction, David Wallace Adams, 1-163

Oct. 22 Development of boarding schools and assimilationist policy
Reading: Education for Extinction, 164-238.

Oct. 27 Discussion: Adams, via blackboard, details to be discussed in class
Reading: Finish Education for Extinction, 239-337.
Oct. 29 Indian Education in Oregon: Guest lecture
Reading: Begin Boarding School Seasons, Brenda Child

Nov. 3 Discussion: Child
Reading: Finish Boarding School Seasons.
Second reading analysis & response due. Cover Adams and Child

Nov. 5 Indian education in the South under segregation
Reading: Begin Lomawaima

Nov. 10 The Meriam Report, Shifting federal policy, Indians in public schools.
Reading: They Called it Prairie Light, Tsianina Lomawaima

Nov. 12 Discussion: Lomawaima
Reading: Finish Lomawaima

Film: Where the Spirit Lives, clips from Rabbit Proof Fence
Reading: Begin Johnston, Indian School Days

Nov. 19 Discuss: Johnston
Reading: Finish Johnston, Indian School Days
Third reading analysis & response due. Cover Lomawaima and Johnston.

Nov. 24 Indian Self-Determination: tribal schools and other Indian-run schools
Reading: Begin Lori Arviso Alvord, Scalpel and the Silver Bear

Dec. 1 Indian education in the 21st century: Tribal colleges, tribal collegians, AIS.
Reading: Finish Alvord

Dec. 3 Conclusions
Reading: e-reserve: First Person, First People (Introduction, Bill Bray, Robert Bennett),
Champagne and Stauss, “Defining Indian Studies through Stories and Nation Building,” and
Patricia Albers, et al., “A Story of Struggle and Survival...” in Native American Studies in
Higher Education: Models for Collaboration ... Angela Cavendar Wilson, “Grandmother to
Granddaughter: Generations of Oral History in a Dakota Community.”
TAKE HOME EXAM HANDED OUT IN CLASS
Graduate student projects due.

Dec. 10 (Thurs.) TAKE HOME EXAM DUE BY 5:00, Ethnic Studies office (201 McKenzie)