“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 La Flesche, *The Middle Five: Indian Schoolboys of the Omaha Tribe.*
- Charles Eastman (Ohiyesa), *From the Deep Woods to Civilization*
- Lori Arviso Alvord, *The Scalpel and the Silver Bear*
- Other readings available on blackboard

**Grading for the course:**

**Undergraduates:**
Three reading analysis and response papers, about 4 pages apiece: 20 points each
Take home final: about 8 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 pages: 25 points
Final project: 8-10 page research paper or its equivalent: 15 points
Course policies:
Papers will receive a one-grade deduction for every week they are late.

Participation/attendance:
This is a mix of lecture and discussion. Participation in class discussions is required. You will need to come prepared to discuss the assigned readings every single day. There will be large and small group discussions, and I will call on students to speak many, many times, whether your hand is raised or not! Attendance is part of participation—more than two absences will affect your grade negatively.

Analysis and Response Papers:
Each of these short papers provides you with further opportunity to reflect on the readings and discussions for the course. You are essentially discussing the readings with me in these papers: tell me what you liked, what amazed you, what you disagree with or agree with, what you wish they would have said or left out, what you would explore more, etc. This is the scholarly act of engaging with and critiquing other people's ideas and building on them, telling me what you think of them. I don't want summaries/book reports, nor do I want you to reiterate class discussions (though building on class discussions is fine), nor do I want you to use sources from outside of class. Just give me your original thoughts, grounded in examples from the readings. Each paper should discuss specific readings (or sets of readings) in some depth, as well as synthesize themes from all the readings for a given paper. It is not necessary to have an overarching argument for the papers—you can simply engage each reading or set of readings on its own terms and then move on to the next. Your writing style should be somewhere between formal paper and "dear diary…"

Academic honesty is required at all points in your education. Acts of academic dishonesty will result in an F for the class and referral to the office of student conduct. Be particularly careful to avoid plagiarism by properly acknowledging all sources of information, including quotations, paraphrases, and ideas that are not your own. If you are unsure about what needs to be cited, err on the side of caution and/or speak to me about it. See http://www.libweb.uoregon.edu/guides/plagiarism/students/ for details.

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that the counselor for students with disabilities send a letter verifying your disability.
Schedule (subject to change):
Sep. 28 Introduction

Sep. 30 Traditional education
Reading: Blackboard: "Stalking with Stories," Keith Basso

Oct. 5 Missionaries in the early colonial years
Reading: Begin The Middle Five, Francis La Flesche

Oct. 7 Discussion: La Flesche

Oct. 12 The campaign to assimilate Indians
Reading: Begin From the Deep Woods to Civilization, Charles Eastman (Ohiyesa)

Oct. 14 Discussion: Eastman
Reading: Finish From the Deep Woods to Civilization

Oct. 19 Development of boarding schools and assimilationist policy
Reading: Education for Extinction, David Wallace Adams, 1-163

Oct. 21 Film: "Education Beyond the Mesas"
Reading: Education for Extinction, 164-238.

Oct. 26 Discussion: Adams
Reading: Finish Education for Extinction, 239-337.

Oct. 28 Indian education in the South under segregation
Reading: Begin Boarding School Seasons, Brenda Child

Nov. 2 Discussion: Child
Reading: Finish Boarding School Seasons.

Nov. 4 Indian Education in Oregon: Guest lecture, David Lewis, Grand Ronde Tribes
Reading: TBA

Nov. 9 The Meriam Report, Shifting federal policy, Indians in public schools.
Nov. 11 Canadian boarding schools, Australian boarding schools, “Sorry Books,” and redressing past injustice.
Film: Rabbit Proof Fence
Reading: Begin Basil Johnston, Indian School Days

Nov. 16 Discuss: Johnston
Reading: Finish Indian School Days

Nov. 18 Indigenous education in Latin America
Maria Elena Garcia, "Indigenous Education in Peru."
**Third reading analysis & response due.** Cover all readings Nov. 4-18.

Nov. 23 Indian Self-Determination: tribal schools and other Indian-run schools
Reading: Begin Lori Arviso Alvord, Scalpel and the Silver Bear

Nov. 25 Thanksgiving (no class)

Nov. 30 Indian education in the 21st century: Tribal colleges, tribal collegians, AIS.
Reading: Finish Scalpel and the Silver Bear
Blackboard: *First Person, First People* (Introduction, Bill Bray, Robert Bennett).

Dec. 2 Conclusions/flex
Reading: blackboard:
Champagne and Stauss, “Defining Indian Studies through Stories and Nation Building,”
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. 8 (Weds.) **TAKE HOME EXAM DUE BY 5:00**, 192G Esslinger