“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.

Course objectives:
Students successfully completing this class should
1. understand the basic principles and practices of traditional indigenous education;
2. understand in depth the historical development and implementation of assimilationist educational practices for Native Americans by the United States government and others;
3. be able to discuss how these policies fit in with other racial and colonial practices in the US and elsewhere;
4. be able to discuss Native responses to, and resistance against, these practices;
5. understand the significance of these histories for contemporary policy and practice in Native America and beyond.

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

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: 15 points each
Take home final exam: 10 pages: 35 points
Final project: 8-10 page research paper or its equivalent: 20 points

Course policies:
Papers will receive a one-grade deduction for every week they are late. Late exams will not be accepted.

Participation/attendance:
This class will be 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, and chronic absenteeism may result in an F for the class.

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 a diary entry.

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://library.uoregon.edu/guides/plagiarism/students/index.html for details.

For those of you with disabilities, please let me know what accommodations I can make that will help make this class equally accessible for you.
Schedule (subject to change):

Apr 1 Introduction

Apr 3  Traditional/historical/oral education
Reading: Blackboard: "Stalking with Stories," Keith Basso

Apr 8 Missionaries, accommodation, and resistance in the early colonial years
Reading: The Middle Five, Francis La Flesche, all.

Apr 10 Film: In the White Man's Image

Apr 15 Discussion: La Flesche, Enoch, Warrior
Reading: Begin From the Deep Woods to Civilization, Charles Eastman (Ohiyesa)

Apr 17: Discussion: Eastman
Reading: Finish From the Deep Woods to Civilization

First reading analysis & response due (hard copy and SafeAssign) Cover readings Apr 3-17

Apr 22: The campaign to assimilate Indians
Film: "Education Beyond the Mesas"
Reading: Education for Extinction, David Wallace Adams, 1-163

Apr 24: Development of boarding schools and assimilationist policy
Reading: Education for Extinction, 164-238.

Apr 29: Discussion: Adams
Reading: Finish Education for Extinction, 239-337.

May 1: Indian education in the South under segregation
Reading: Begin Boarding School Seasons, Brenda Child

May 6: Indian Education in Oregon: Guest lecture, David Lewis, Grand Ronde Tribes
Reading: Finish Boarding School Seasons.

May 8: Discussion: Child
Second reading analysis & response due (hard copy & SafeAssign) Cover Apr 22-May 8

May 15: Canadian boarding schools, Australian boarding schools, “Sorry Books,” and redressing past injustice.
Film: Rabbit Proof Fence
Reading: Begin Basil Johnston, Indian School Days

May 20: Discuss: Johnston
Reading: Finish Indian School Days

May 22: Indigenous education in Latin America
Maria Elena Garcia, "Indigenous Education in Peru."

May 27: NO CLASS
Reading: Begin Lori Arviso Alvord, Scalpel and the Silver Bear

May 29: NO CLASS
Reading: Finish Scalpel and the Silver Bear

Jun 3: Indian Self-Determination: tribal schools and other Indian-run schools

Jun 5: Indian education in the 21st century: Tribal colleges, tribal collegians, AIS.
Blackboard: First Person, First People (Introduction, Bill Bray, Robert Bennett).
Angela Cavendar Wilson, “Grandmother to Granddaughter: Generations of Oral History in a Dakota Community.”
Skim: Champagne and Stauss, “Defining Indian Studies through Stories and Nation Building,”
TAKE HOME EXAM HANDED OUT IN CLASS
Graduate student projects due.

Monday June 9: TAKE HOME EXAM DUE BY 5:00pm, 205 Alder Building and on SafeAssign