Native American-African American Relations
ES 399, Spring 2015
CRN: 36409, 4 credits
MW 12:00-1:20
204 Chapman

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Office hours: Wednesdays 9-11 or by appointment

Course description:

Historically, Ethnic Studies classes have paid the most attention to relationships between groups of color and whites. Recent scholarship investigating relationships among communities of color has revealed a similarly valuable set of knowledge about how race works in the United States. This seminar explores one of those contact zones, providing important perspectives on racialization and racial formation; on the constant presence of whiteness in shaping race relations; on the role of each group in shaping the identity and history of the other and of the United States; on slavery and freedom; on subjugation and sovereignty; on cultural appropriation and transgression; on identity and power; and on alliance and antipathy, among other topics.

Course objectives:

Upon successful completion of the class, students should be able to:
1. articulate the ways and reasons that Native American and African American peoples have both come together and pushed each other away under white supremacy, and why that is important to understand.
2. explain the distinct categories of race and indigenous status, along with the implications of these distinctions for politics, law, and culture
3. discuss the value of comparative ethnic studies for understanding how race works in the United States
4. understand the ways national borders shape conceptions of race and indigeneity and therefore shape relations among ethnic/racial/indigenous groups
5. evaluate the histories, literary production, and cultural production of each group in relation to the other.

Grading:
Analysis/response papers (3 papers, 4 –5 pages each): 60%
Take home final: 20%
Participation/attendance: 20%
Required texts:

- Other readings on Blackboard.

Late policy: Assignments will receive a one-grade deduction for being late, and another grade deduction every week thereafter. Please talk to me if you need an extension.

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/](http://www.libweb.uoregon.edu/guides/plagiarism/students/) 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.

Participation/attendance:
This is a predominantly discussion-based class (as opposed to lecture-based). Participation in class discussions, therefore, 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, whether your hand is raised or not! Attendance is part of participation—more than one absence will affect your grade negatively, up to and including failing the class.

Etiquette:
Remember that we are all on the same team in this class, sometimes working through sensitive issues. Engage the ideas, give people space to make mistakes and disagree (be tough on ideas, soft on people), and don’t be rude. Show common courtesy to your classmates and your professor.

Technology policy:
Do not use phones or similar devices during class in any way—no texting, browsing, tweeting… nothing. If you want to use a laptop to take notes, you have to sit in the front row or right next to me if we are in a circle.
Analysis and Response Papers:
You will write three short Analysis and Response papers. Each of these 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 is important, how it applies elsewhere, how the readings compare with one another, 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 the readings as a set in some depth, and the best papers will 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—it is fine to use first person singular, but engage with academic themes, and don't be sloppy.

Reading strategies:
It is of the utmost importance that you stay up to date on the readings if you want to do well in this class. Work on your reading speed and read like an academic—learning to slow down where the important (conceptual) information is and speed up where the less important (descriptive) information is. For a useful primer, see: http://english.glendale.cc.ca.us/speed1.html

Schedule:

Mar 30: Introduction. Indigeneity and race, colonialism and racism.
Read:
  • Michael Omi and Howard Winant, p. 54-57, from Racial Formation in the United States.

Apr 1: Documentary: Black Indians: An American Story
Read:
  • Valerie Philips, "Epilogue," in Brooks, ed. 371-385
  • Claudio Saunt, Black, White, and Indian, pages 6-9.
  • Robert Warrior, "Afterword," in Miles and Holland, eds. 321-325
  • Tiya Miles, "Preface: Eating Out of the Same Pot?" in Miles and Holland, eds., xv-xviii.
Apr 6: Africans and Native Americans in colonial encounters
Read:

Apr 8: Africans and Native Americans in colonial encounters
Read:

Apr 13: Slavery
Read:
- Tiya Miles, The House on Diamond Hill, beginning to 107.

Apr 15: Slavery, cont'd.
Read:
- The House on Diamond Hill, 108 to 235.

Apr 20: Freedpeople. Film clip: 60 Minutes: "A Nation Divided."
- Celia E. Naylor-Ojurongbe, "Born and Raised Among These People, I Don't Want to Know Any Other…” in Brooks, ed. 161-191.
- David A.Y.O. Chang, "Where Will the Nation be at Home?" in Miles and Holland, eds. 80-99.
- Barbara Krauthamer, "In Their 'Native Country,'" in Miles and Holland, eds. 100-120
- Melinda Micco, "Blood and Money" in Miles and Holland, eds. 121-144.
DUE: Analysis and Response Paper 1, on Blackboard and in hard copy

Apr 22: Movie: Buffalo Soldiers
Read:
- Begin Saunt, Black, White, and Indian: Race and the Unmaking of an American Family.
Apr 27: Family and passing, race and national belonging
Read:

Apr 29: Family and passing, race and national belonging, continued
Read:
• Saunt, *Black, White, and Indian*, 132 to 222.

May 4: Education at Hampton
Read:

May 6: Education: Jim Crow, federal Indian policy, and white supremacy
Read:
• *Lumbee Indians*, 149-263.

May 11: Recognition
Read:

May 13: Recognition continued
Read:
• Arica Coleman, "Tell the Court I Love My [Indian] Wife': Interrogating Race and Self-Identity in *Loving v. Virginia,* *Souls*, vol. 8, no. 1, winter 2006, 67-80 (Blackboard)
• Sharon Holland, "Foreword," in Miles and Holland, eds., ix-xiv.
• **Optional:** Jennifer Brody and Sharon Holland, "An/Other Case of New England Underwriting..." in Miles and Holland, eds. 31-56.
• **Optional:** Anne McMullen, "Blood and Culture: Negotiating Race in Twentieth Century New England." In Brooks, ed. 261-291.

DUE: **Analysis and Response Paper 2**, on Blackboard and in hard copy
May 18: Cultural production
In class: Outkast at the 2004 Grammy Awards, music by Litefoot, O-Shen, documentary: "New Orleans' Black Indians."
Read:

- ku'ualoha ho'omanawanui, "From Ocean to O-Shen: Reggae, Rap, and Hip-Hop in Hawaii," in Miles and Holland, eds., 273-308.

May 20: Cultural production continued. In class: Malinda Maynor "Real Indian," Ulali
Read:


May 25: NO CLASS Memorial Day

May 27: Literature
Read:

**Jun 1**: Blacks and Indians in Latin America and Canada, Black/Indian and Indian/black subjectivities in the US

Read:

- Tamara Buffalo, "Knowing All of My Names," in Miles and Holland, eds., 218-225.
- Robert Keith Collins, "Katimih o Sa Chata Kiyou (Why am I not Choctaw?)," in Miles and Holland, eds. 260-272.

**Jun 3**: NO CLASS (NAISA conference)

DUE: Analysis and Response Paper 3, on Blackboard and in hard copy (turn in under my office door)

Tuesday Jun 9: Take home final exam due by 5pm, on Blackboard and in hard copy (turn in under my office door).

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Volunteers needed for powwow beginning and end

Friday at 7pm, Saturday dinner and Sunday salmon especially