

**Sociology 78: Indigenous Peoples of the Americas: Colonization, Identity, Resistance  
Spring 2013**

Tessa Hicks Peterson                      and  
[Tessa\\_Hicks@pitzer.edu](mailto:Tessa_Hicks@pitzer.edu)  
Avery 106, 7-3061  
Office hours: Tu 11:00-12:00 p.m.

Erich Steinman  
[Erich\\_Steinman@pitzer.edu](mailto:Erich_Steinman@pitzer.edu)  
Holden M168, 7-3838  
Office hours: W 2:00-4:00

Class: Mon, and Wed 12:00-1:10, Avery 204

Online via “Sakai.claremont.edu”

**Course Description**

This course will engage in critical social analysis of interactions between settlers in the Americas and Indigenous nations over the course of the contested and ongoing colonization of the Americas. We will examine processes of colonization, identity, education and resistance occurring amidst the *partial* incorporation of Indigenous nations into American societies, and the evolving relationship between these nations and settler societies. While the predominant focus will be on the United States, the course will also analyze developments elsewhere in the Americas.

European colonization of the western hemisphere has affected Indigenous societies not only through direct violence, but also through the core aspects of European modernization. The development and spread of capitalism, bureaucratic rationality, and state sovereignty, supported by scientific modes of knowledge, cultural imposition, and the denial of Indigenous nationhood, has driven and shaped Euro-American colonial domination. These same forces are the targets of continuing decolonizing struggle by Indigenous peoples. While the course will examine a number of these dynamics, this course will focus particular attention on issues of knowledge production and education as a domain of ongoing contestation.

**Aims and Objectives** This course aims to:

- (A) Cultivate intellectual curiosity about the variety of Indigenous nations of North, Central, and South America.
- (B) Generate awareness of the commonalities and differences regarding the interactions of various Indigenous nations’ with European and settler societies.
- (C) Promote critical awareness of the multiple dimensions of colonization and how they operate.
- (D) Promote critical appreciation of the obstacles, goals, and processes of decolonization, and develop awareness of contemporary Indigenous struggles.
- (E) Develop understanding of the cultural, political, and economic forces affecting Indigenous communities and Indigenous-settler relations today.

- (F) Develop in-depth understanding of knowledge production and education as a domain of colonization and decolonization.
- (G) Generate knowledge about the historical and contemporary experiences of local/regional Indigenous people, and the relationships between Pitzer/Claremont/Los Angeles/southern California settler communities and Indigenous nations and individuals.
- (H) Engage in reciprocal community-campus partnerships with local tribal communities (Ohlone and Tongva, primarily) in order to participate in projects of native cultural affirmation, education, community health, and ceremony.

### **Course Goals**

Students who complete this course should be able to:

- A) Identify various forces of Euro-American colonization of the western hemisphere, and the cumulative effects of their interaction.
- B) Connect contemporary dynamics and events to continuing colonization and legacies of colonization, relating to both Indigenous and settler societies.
- C) Provide historical political, legal and cultural context for contemporary Indigenous struggles as well as for political controversies regarding Indigenous peoples and Indigenous rights.
- D) Apply concepts and understandings to new cases, and ask informed questions regarding a wide range of issues relating to Indigenous people.
- E) Imagine and promote new approaches for knowledge production and education.
- F) Apply theory to practice through community projects with local native tribes and through critical reflection surrounding involvement in this practicum.

**Final intro comments:** This will be a challenging course with a heavy reading load and with extensive community engagement. Come prepared for discussion, debate, critical analysis, and application of ideas. The readings, assignments, and activities are all designed to facilitate intellectually rigorous, holistic, and critical engagement with, and application of, course concepts. In addition to in-class work, there will also be significant time spent outside of the classroom in events/fieldtrips and working with community partners on a variety of projects. It is expected that students will spend approximately 60 hours in the community, outside of class. If you feel you are faltering in your ability to keep up with the course content and community engagement obligations, please see us immediately.

**Special Needs:** We will make every reasonable effort to accommodate students with disabilities; if you need to request accommodations or need additional assistance, feel free to contact the Academic Support Services Office at campus extension 73553.

### **Evaluation of Learning (i.e. grades)**

Key dimensions of learning: Evaluations will be based on students' *comprehension* of the substantive course material, and of course concepts; ability to *compare and contrast* course ideas and cases from one another; ability to *recognize* analogous dynamics and *apply* concepts to new situations; demonstration of *critical examination* of concepts and claims; *linking* course concepts and material to other ideas and information; *critically assessing* course concepts/materials and other ideas/information *in relation to one another*; *creatively synthesizing* ideas and information to generate new hypotheses and insights; *respectfully engaging* with local community members and projects of tribal cultural affirmation, education, and ceremony; and demonstrating *critical reflection and analysis* of the community engagement component, as it links back to the theories and discussions of the course.

- Assignment #1 (20%): Analysis of decolonization (define, compare and apply course frameworks and concepts); 6-8 pages (1.5 spaced). Due 5 pm, Sunday, **February 24**
- Assignment #2 (20%): Poster session (Large poster demonstrating project or analysis - present at Pitzer's native communities- academic conference) **April 11**.
- Assignment #3 (20%): On-going critical reflection and analysis of community engagement experience (four 2 page papers; one submitted every month); due **February 15, March 15, April 14 and May 6**.
- Assignment #4 (20%): Final Paper: Applied Native Science Project (details to follow); 8 pages. Due **May 14**.
- Class participation (10%): See below
- Community engagement participation (10%): See below

**Class Participation (10%):** The best way to learn, and to contribute to overall student learning, is to participate actively in a way that reflects you and your concerns, insights, experiences, and questions. Be you (actively!), and in doing so help yourself and your fellow students develop a deeper understanding of the course material.

- Ways of participating include: a) attending class – this is mandatory (2 excused absences maximum), b) appropriately tracking and continuing discussion threads, c) asking clarifying questions, d) offering empirical examples that help clarify concepts under discussion, e) contributing salient hypotheses (that are, ideally, logically debatable or empirically testable), f) asking thought-provoking questions, g) summarizing discussion points or threads, as well as other actions.
- Always come having conducted a critical reading of the assigned texts. Aspects of critical reading include addressing these questions: (adapted from Plante 2006: 27-28):
  1. What is the main purpose of this reading?
  2. What is the key question or problem at issue?
  3. What is the author's point of view? What is her or his stance relative to the issue? How does it affect the arguments made by the author? Are other viewpoints considered?
  4. What are the key concepts? What main principles, abstractions and so on would a reader need to understand in order to understand the author's reasoning?
  5. What is the most important information? What is the most important evidence? Is the author's information/evidence persuasive?
  6. What are the main inferences – what leaps of logic are made? Are the conclusions supported?
  7. What are the consequences or implications of the argument? What is the significance of the argument and information?
- Finally, look for issues to bring to class for discussion. For example:
  - Locate and analyze a text hotspot – a passage that seems important, striking, or puzzling
  - Locate and define a tension, gap, or incongruity in a text
  - Identify, support and then challenge a key concept
  - Identify, present and define a conflict vis-à-vis an outside source

## Community Engagement Practicum

*“If you have come to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us walk together...”*

--- Lila Watson, Australian Aboriginal woman, Australia

Students will engage in a community partnership with local community members/groups. The purpose of this is to learn from and give back to local communities and engage directly in community projects of native cultural affirmation, education, community health, and ceremony. The learning and service should center on the themes of this course but will unfold uniquely within each partnership. Ideally, each student will meet with their community partner regularly and will participate in a service project, which has been outlined by that community partner. Students should also participate in cultural events hosted by that community partner and provide service on the projects of that partner, as part of their learning. The students will work together in groups within the options listed below; each group should communicate with their community partner and fellow student interns about scheduling and service project needs and maintain consistent communication throughout the semester to update them on your progress. Each student should garner 60 hours in the community over the semester; this can occur however it works best for the needs of the service project, community partners’ schedule, the student groups’ schedule and the occurrence of cultural events taking place this semester. These community-campus partnerships with local native community members and groups have taken years to establish and are maintained and nurtured with great care. Open communication, accountability, respect, reciprocity and dedication are keys to the success of these partnerships; please take this component of the course seriously and follow through on your commitments. You will be expected not only to contribute in action and service in the partnership, but also to reflect critically on the experience through regular writings and discussions in this course.

Every month you will submit a short essay to the class wiki that engages a critical commentary on the theories presented and the conclusion you’ve drawn from the recently assigned readings, integrated with a personal reflection on your own experiences in the community (in your internship or at related events)—how they have impacted you personally and how you might relate this to the topics of the course. Through this wiki, we will create an intimate but open-forum for the class to exchange thoughts about the topics of this course and their direct impact on your lives, thus each of your Wiki posts should attempt to engage with the post of another student. Please also submit each of these posts into the assignment section for grading purposes. Each post is worth 5% of your final grade (20% total); the four 2 page papers are due February 15, March 15, April 14 and May 10

Community Partnership Options: (Details of times, days, and protocol for getting involved should be handled directly through Pitzer tribal liaison, Scott Scoggins).

- Tongva Nation: supervisor: Julia Bogany. Activities: Botanica garden tours and display exhibit; Tongva children's storybook (native tales and illustrations); Girls self-esteem group at Sherman high school; Women's Healing Circle in Riverside
- Cooper Museum and Chaffey Communities Cultural Center: supervisor: Barbara Drake. Activities: Augmenting the indoor and outdoor Native American history and heritage/ artifacts collection exhibits, building a sample Tongva village, working on a native plants garden.
- Ohlone/ Costanoan Rumsen Carmel Tribe: Wellness Center, language classes, Pow-Wow, and drumming. Supervisor: Chief Tony Cerda.
- Sherman Indian Boarding School: Create and teach classes/do activities with small groups of native high school students after school, such as dance, sports, arts and crafts, science, writing, tutoring and gardening.

### Cultural Events

**"Heads Above Grass: Indigenous Voices of Survival through Public Art and Studio Expressions" *Edgar Heap of Birds, Professor of Native American Studies, University of Oklahoma.*** Edgar's presentation will present historical art and culture from Native American communities and public art messages deployed throughout the world."

**When:** Wednesday, January 23, 12 p.m.

**Where:** Hampton Room, Malott Commons, Scripps College

### **Sherman Institute: The American Indian Boarding School Experience**

Come to Sherman to hear about personal experiences of those who survived the American Indian Boarding school experience at the Sherman Institute, its effects on Native communities, and how Sherman is viewed in today's modern world.

**When:** Day 1 - Thursday, February 7, 2013, 9 AM to 4 PM

Day 2 - Friday, February 8th, 2013, 9 AM to 3 PM

**Where:** Day 1 - UC Riverside's Costo Library (4th Floor of Rivera Library)

Day 2 - Sherman Indian High School Auditorium

***Edgar Heap of Birds, Professor of Native American Studies, University of Oklahoma.***

A creative workshop at Pitzer, relating to his art work and decolonization

**When:** Wednesday, February 20, 2013 at 1:15pm

**Native Science Conference** (Our class is hosting this event – **plan to attend!**)

**When:** April 11-12, all day

**Where:** Pitzer College

**Sherman Indian High School Inter-Tribal Powwow**

Come to Sherman Indian High School's Annual Inter-Tribal Powwow to see Sherman students dance, buy local Native arts and crafts, and eat delicious fry bread and other snacks.

**When:** Saturday, April 20, 2013

**Time:** 10:00am – 12:00am

**Where:** Ira Hayes Football Stadium on Sherman campus, Riverside, CA.

**Costanoan Rumsen Carmel Tribe of Pomona**

21st Annual Ohlone "Big Time" Gathering and Powwow

**When:** Friday April 27th 6:00-10:00 PM - Bear Dance

Saturday April 28th 11:00am to 10:00 PM

Sunday April 29th 10:00am to Dusk

**Where:** Tony Cerda Park, Pomona

**Sweat lodge/Land Restoration**

**When:** Monthly on a specific Saturday, starting at 1 pm, with RobertJohn Knapp (first is January 26<sup>th</sup>). Riverside, CA.

**When:** 3<sup>rd</sup> Saturday of each month, 10am, with Tony Cerda. Chino, CA.

**OTHER ISSUES:**

*Don't* cheat or plagiarize. At the very least, you will receive no credit for any assignments that violate standards of academic integrity. Late assignments are strongly discouraged and will be marked down.

*Do not* use your cell phone in class, even for texting.

*Do* come to class; this is a foundational aspect of your class participation grade.

*Do* read your Pitzer email; you are accountable for formal class information sent there

*We retain the right* to amend the syllabus as necessary to address course developments.

The following books are required for the course:

Research is Ceremony, Shawn Wilson

Decolonizing Methodologies, Linda Tuhwai Smith

Articles and book chapters Additional materials required for this course are available as

PDF files on **Sakai**, in the *Resources* area, in the appropriate folder.  
**Course Themes and Reading Assignments**

Week 1 (January 23) **Unmasking Settler Colonialism, Acknowledging Indigenous Presence**

Today: Instead of meeting in our classroom today, you are assigned to attend this talk: Heads Above Grass: Indigenous Voices of Survival Through Public Art and Studio Expressions, by Edgar Heap of Birds.

Location: Hampton Room, Malott Commons, Scripps College (on second floor above Scripps cafeteria; access via outside stairs and entrance)

Immediately after the talk we will take attendance and hand out syllabi just outside the Hampton Room.

Week 2 (January 28, 30)

Introduction

... (this separates M from W class assignments)

Community: "Sharing one skin", Armstrong

Cowboys and Indians: Toys of Genocide, Icons of Colonialism, Yellowbird

Ethics in a World of Strange Strangers: Edgar Heap of Birds at Home and Abroad, Anthes

Artistic Displacements: an interview with Edgar Heap of Birds, Blomley

Week 3 (February 4, 6): **Dimensions of Colonization and Resistance**

Capitalism v. Kinship, Rootedness, and Relationality

*Europe and the People Without History*, Introduction and Ch. 6, "The Fur Trade"

...

Subsistence and Materialism, Mohawk

Our Right to Remain Separate and Distinct, Tauli-Corpuz

Development or Cultural Affirmation in the Andes?, Appel-Marglin and PRATEC

Week 4 (February 11, 13): Gender and Sexuality

Who Is Your Mother? Red Roots of White Feminism, Gunn

Not an Indian Tradition: The Sexual Colonization of Native Peoples, Smith

...

The Familiar Face of Genocide, Poupart

Womanhood, Mankiller

**First community engagement critical reflection due Feb 15**

Week 5 (February 18, 20): Settler Domination via Law, Bureaucracy and Identity

*Organizing the Lakota: The Political Economy of the New Deal on the Pine Ridge and Rosebud Reservations*. Biolsi: pp. 3-60

...

Unrecognized Tribes, Unrecognized Peoples of the United States, Miller

\*\*Edgar Heap of Birds Workshop 1:15 pm

**Assignment #1 due 5 pm, Sunday February 24.**

Week 6 (February 25, 27): Cultural Appropriation and Contestation

Being Indigenous, Alfred and Corntassel

...

Plastic Shamans and Astroturf Sun Dances: New Age Commercialization of Native American Spirituality, Alfred

Wanting to Be Indian: When Spiritual Searching Turns into Cultural Theft, Johnson

Week 7 (March 4, 6) **Knowledge, Research and Education as Domains of Colonial Domination and Indigenous Resistance**

Decolonizing Methodologies, Smith, Ch. 1, 3

...

Settler Education

Civilize them with a stick, Brave Bird

Ethnicide Through Education, Grinde

After the Whale Hunt, Marker

Week 8 (March 11, 13) Comparing and Contrasting Knowledge Paradigms

The Inseparable Link between Intellectual and Spiritual Formation, Mosha

Education in the Modern West and in Andean Culture, Appfel-Marglin and PRATEC

...

Decolonizing Methodologies, Ch. 2

Research is Ceremony, Chs. 1-2

**Second community engagement critical reflection due March 15**  
**SPRING BREAK                      March 18-22**

Week 9 (March 25, 27) **Research/Ceremony**

Research is a Ceremony, Chs. 3, 4, 5

...

Research is a Ceremony, Chs. 6, 7

Week 10 (April 1, 3) **Decolonization & Indigenization**

Coyote Eyes, Tafoya

Warrior Scholarship, Alfred,

Our Elder Brothers: The Lifeblood of Resurgence, Simpson

...

Indigenous Knowledge Systems and Alaska Native Ways of Knowing, Barnhardt and Kawagley

*Decolonizing Methodologies*, section to be determined

Week 11 (April 8, 10) **Community-campus native partnerships**

First Nations and Higher Education: The Four Rs, Kirkness and Barnhardt

Making Space: Lessons from Collaborations with Tribal Nations, Steinman

...

Reading tbd

**Conference on Native Science** - Our class is hosting this event – **plan to attend!**

**Student Poster Presentations April 11, 12**

Week 12 (April 15, 17)

**Third community engagement critical reflection due Sunday April 14**

*Decolonizing Methodologies*, Ch. 8

...

**Native Science**

Indigenous Knowledge Systems – Ecological Literacy Through Initiation into People's Science, Prakash

*Additional reading to be determined*

Week 13 (April 22, 24)

*Native Science*, Cajete (selections)

...

Compassion: A Hearts-n Paradigm for Transiting Native American Students into a  
STEM University Environment, Galindo et al

Integrating Native Science into Tribal EPA

Week 14 (April 29, May 1)

To be determined

...

To be determined

Week 15 (May 6, 8) Closing

**Final community engagement critical reflection due May 6th**

**Final papers due date – Tuesday, May 14, 5 pm**