

Native American Social Movements

James Treat, Assistant Professor
American Studies 123C -- Spring 1993
T/Th 2:00-3:45 -- 242 College Eight

Native people in the Americas have engaged in a variety of social movements aimed at protecting and recovering political sovereignty, land tenure, cultural autonomy and religious freedom; these movements have, in various ways, preserved the integrity of native communities and individual identities. Studying these movements provides an opportunity to consider a wide range of questions about the history of relations between native people and American immigrants while focusing on the role of native initiative in these interactions.

Overview: This course is arranged around eight case studies involving diverse native communities in the United States (including Hawaii) and Canada and occurring during the historical period of 1800 to the present. Assigned readings on these case studies will introduce theoretical approaches to the study of social movements from at least five disciplinary perspectives: anthropology, history of religion, ethnohistory, political science and sociology.

Requirements: Each student will engage in a detailed study and theoretical interpretation of one historical or contemporary social movement among native people in the Americas. Students will be evaluated on the basis of this research project (prospectus, bibliography, outline, oral presentation, written report) as well as active class participation (preparation, attendance, discussion, collaboration).

Enrollment: This course is a research seminar and will be limited to 24 students. Students will be admitted on the basis of a short questionnaire available at the first class meeting on Tuesday, April 6th.

ADDENDUM TO THE SCHEDULE OF CLASSES--this course is NOT restricted to American Studies majors.

Course Texts: James Mooney, The Ghost Dance Religion and Wounded Knee (New York: Dover, 1973 [1896]); Anthony F. C. Wallace, The Death and Rebirth of the Seneca (New York: Vintage, 1972 [1969]); Joel W. Martin, Sacred Revolt: The Muskogees' Struggle for a New World (Boston: Beacon, 1991); Nicholas C. Peroff, Menominee Drums: Tribal Termination and Restoration, 1954-1974 (Norman: University of Oklahoma, 1982); Adam Fortunate Eagle, Alcatraz! Alcatraz! The Indian Occupation of 1969-1971 (Berkeley: Heyday, 1992); and course reader.

Office hours:
Thursdays 4:00-6:00
Oakes College 203

Course Schedule (Tentative)

April 6, 8
Course introduction and overview: historical and theoretical perspectives

April 13, 15, 20
The Handsome Lake movement (Senecas), ca. 1799
theory: revitalization movements (anthropology)

April 22, 27, 29
The Redsticks movement (Creeks), ca. 1814
theory: rites of passage (history of religion)

May 4, 6
The Lakota Ghost Dance movement, ca. 1890
theory: ethnohistory

May 11, 13, 18
The Menominee DRUMS movement, ca. 1970
theory: protest movements (political science)

May 20, 25
The Chicago Indian Village movement (urban intertribal), ca. 1970
The Waiahole-Waikane Community Association movement (rural interethnic), ca. 1974
theory: resource mobilization (sociology)

May 27, June 3, 8 (no class June 1)
Class research presentations

June 10
Course conclusion and evaluation
case study: the occupation of Alcatraz Island, ca. 1969

Tuesday, June 15, 8:00-11:00 a.m.
Final examination ????

Reading List

Course texts (available at Bay Tree Bookstore):

- James Mooney, The Ghost Dance Religion and Wounded Knee (New York: Dover, 1973 [1896])
Anthony F. C. Wallace, The Death and Rebirth of the Seneca (New York: Vintage, 1972 [1969])
Joel W. Martin, Sacred Revolt: The Muskogees' Struggle for a New World (Boston: Beacon, 1991)
Nicholas C. Peroff, Menominee Drums: Tribal Termination and Restoration, 1954-1974 (Norman: University of Oklahoma, 1982)
Adam Fortunate Eagle, Alcatraz! Alcatraz! The Indian Occupation of 1969-1971 (Berkeley: Heydey, 1992)

Course reader (available at UCSC Copy Center):

- Anthony F. C. Wallace, "Revitalization Movements," American Anthropologist 58 (1956), 264-81.
Victor W. Turner, The Ritual Process: Structure and Anti-Structure (Chicago: Aldine, 1969), 94-97, 111-12.
Barbara G. Meyerhoff, Linda A. Camino, and Edith Turner, "Rites of Passage: An Overview," and Victor W. Turner, "Rites of Passage: A Few Definitions," Encyclopedia of Religion 12, edited by Mircea Eliade (New York: Macmillan, 1987), 380-87.
Raymond J. DeMallie, "The Lakota Ghost Dance: An Ethnohistorical Account," Pacific Historical Review 51 (1982), 385-405.
Michael Lipsky, "Protest as a Political Resource," American Political Science Review 62/4 (December 1968), 1144-58; reprinted in Urban Politics and Public Policy: The City in Crisis, 2nd ed., edited by Stephen M. David and Paul E. Peterson (New York: Praeger, 1976), 71-98.
Jo Freeman (ed.), Social Movements of the Sixties and Seventies (New York: Longman, 1983), ix-xvii, 1-5, 191-192.
Deborah LeVeon, "Organization or Disruption? Strategic Options for Marginal Groups: The Case of the Chicago Indian Village," in Freeman, 211-34.
James A. Geschwender, "The Social Context of Strategic Success: The Land-Use Struggle in Hawaii," in Freeman, 235-51.

Name:

Phone number:

Declared major:

Current class level:

American Studies major and Native American Studies pathway? Yes No

Have you completed American Studies 80B (The Native American Experience)?
Instructor and quarter/year:

Have you completed any other courses in Native American Studies at UCSC or elsewhere? Course title(s) and instructor(s):

Who are you? Please tell me something about your background; you may be as specific or as general as you like (hometown, race/ethnicity, tribal background, gender, education, interests, etc.).

Why are you interested in taking this course? Please indicate how it fits into your academic program as well as your personal goals.

This course is an advanced seminar in which education is understood to be a group process; effective learning involves cooperation, participation, collaboration and innovation. What experiences, perspectives, skills or passions will you be able to contribute to this community of scholars?

Native American Social Movements

A Symposium of Student Presentations

- 12:30** A 'Vacation' With Ka Lahui Hawaii
-Robynn Takayama (Oakes)
- 1:00** Native Women Unbound: Indian Women Feel Their Power
-Russ Imrie (College 8)
- 1:30** The Movement Behind the Indian Arts and Crafts Act of 1990
-Teri Greeves (Oakes)
- 2:00** Fort Belknap Reservation: The Road of Resistance
-Deirdre Guthrie (Oakes)
- 2:30** From Time Immemorial (Video)
-Produced by Saugeen Ojibwa First Nation
- 3:00** Saugeen Ojibwa Nation- A Fight For Fish and a Future
-Kevin Doland (College 8)
- 3:30** (To Be Announced)
- 4:30** Mesquakie Resistance to New France
-Jacob Manatowa-Bailey (Merrill)

Moderated by Professor James Treat

Oakes Mural Room

Thursday, May 12

Sponsored by American Studies and the
Student Alliance of North American Indians