

Native American Social Movements
American Studies 123C
Winter 1994
T/Th 2:00-3:45
222 Oakes College

James Treat, Assistant Professor
203 Oakes College

Native people in the Americas have engaged in hundreds of social movements aimed at protecting and recovering land tenure, political sovereignty, social stability, cultural autonomy and religious freedom. These movements have, in a variety of 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 and agency in these interactions.

Course Rationale

One of the greatest challenges facing the field of Native American Studies lies in the fact that most of the documentary sources and scholarly literatures have been authored by non-native writers; many of these imperial/colonial stories push native people to the margins of the historical narrative. Historians and other scholars have developed interpretative theories and methodologies which attempt to compensate for this problem, but old habits die slowly and even contemporary writers frequently lapse into the colonial paradigm of narration. Social movement analysis offers an innovative and straightforward approach to gaining a fresh understanding of Native American history and culture because it poses questions from the perspective of movement participants, whose experiences are not peripheral to but at the center of the social movements they have given life to.

Course Objectives

Students in this course will:

- (1) survey a wide range of social movements involving diverse native communities in the United States (including Hawaii) and Canada and occurring over the past two hundred years, focusing special attention on six case studies;
- (2) discuss theoretical approaches to the study of social movements from at least four disciplinary perspectives, including ethnohistory, anthropology, history of religion, and sociology;

- (3) develop skills in textual criticism while reading these historical and theoretical literatures on Native American social movements;
- (4) participate in collaborative learning experiences in the classroom and outside of class; and
- (5) conduct interdisciplinary research while working with documentary resources, scholarly interpretations, multimedia materials, and oral testimonies.

Course Requirements

Each student in this course will be required to:

- (1) complete the assigned readings, attend class regularly, and participate in class and small group discussions and exercises;
- (2) submit brief reading responses (handwritten) on selected readings, as assigned periodically in class;
- (3) collaborate with one or two other students in initiating the class discussion of the readings on one occasion; and
- (4) initiate and complete an original, substantive research project on a contemporary or historical Native American social movement, and submit all research project assignments in a timely fashion.

Each student will be evaluated on the basis of her/his active class participation (preparation, attendance, discussion, collaboration) and her/his completed research project (prospectus, annotated bibliography, interview synopsis, presentation/report outline, oral presentation, written report).

Research Project

This course is a research seminar; the primary course assignment is the research project. Each student will engage in a detailed study and theoretical interpretation of one historical or contemporary social movement among native people in the Americas. Research topics will be determined by the third week of the quarter, when students will be organized into research groups focusing on historically, culturally, or thematically related movements. Each research project will consider a range of bibliographic resources (primary documents, popular and scholarly interpretations, and non-literary "texts"); in addition, each student must incorporate at least one conversation/interview with an individual or individuals related to the movement in some way (through tribal affiliation, scholarly familiarity, or personal involvement).

Research project schedule:

January 25	Topic due
February 8	Prospectus and Annotated Bibliography due
February 17	Interview Synopsis due

February 24 Presentation/Report Outline due
March 1, 3, 8, 10 Oral Presentations in class
March 17 Written Report due

Course Texts

Available at Bay Tree Bookstore and on reserve at McHenry Library:

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).

Adam Fortunate Eagle, Alcatraz! Alcatraz! The Indian Occupation of 1969-1971 (Berkeley: Heydey, 1992).

Course Reader

Available at the UCSC Copy Center and on reserve at McHenry Library:

Ward Churchill, "The Earth is Our Mother: Struggles for American Indian Land and Liberation in the Contemporary United States," chapter 5 in The State of Native America: Genocide, Colonization, and Resistance, edited by M. Annette Jaimes (Boston: South End Press, 1992), 139-88.

M. Annette Jaimes with Theresa Halsey, "American Indian Women: At the Center of Indigenous Resistance in Contemporary North America," chapter 11 in The State of Native America: Genocide, Colonization, and Resistance, edited by M. Annette Jaimes (Boston: South End Press, 1992), 311-44.

Jo Freeman (ed.), Social Movements of the Sixties and Seventies (New York: Longman, 1983), ix-xvii, 1-5.

Raymond J. DeMallie, "The Lakota Ghost Dance: An Ethnohistorical Account," Pacific Historical Review 51 (1982), 385-405.

Anthony F. C. Wallace, "Revitalization Movements," American Anthropologist 58 (1956), 264-81.

Carl Waldman and Molly Braun, "The Creek War, 1813-14" (map), in Atlas of the North American Indian (New York: Facts on File, 1985), 121.

"Treaty with the Creeks, 1814," in Treaties and Agreements of the Five Civilized Tribes (Institute for the Development of Indian Law, no date), 206-9.

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," Encyclopedia of Religion 12, edited by Mircea Eliade (New York: Macmillan, 1987), 380-86.

Victor W. Turner, "Rites of Passage: A Few Definitions," Encyclopedia of Religion 12, edited by Mircea Eliade (New York: Macmillan, 1987), 386-87.

Jo Freeman, "A Model for Analyzing the Strategic Options of Social Movement Organizations," chapter 12 in Social Movements of the Sixties and Seventies, edited by Jo Freeman (New York: Longman, 1983), 193-210.

Deborah LeVeen, "Organization or Disruption? Strategic Options for Marginal Groups: The Case of the Chicago Indian Village," chapter 13 in Social Movements of the Sixties and Seventies, edited by Jo Freeman (New York: Longman, 1983), 211-34.

James A. Geschwender, "The Social Context of Strategic Success: The Land-Use Struggle in Hawaii," chapter 14 in Social Movements of the Sixties and Seventies, edited by Jo Freeman (New York: Longman, 1983), 235-51.

Peter Blue Cloud, et al (eds.), Indians of All Tribes Newsletter 1/1 (January 1970).

Course Schedule

Course Introduction January 6

Historical and Theoretical Overview

January 11 -- Churchill 139-88; Jaimes and Halsey 311-44; Freeman ix-xvii, 1-5 (reader)

The Lakota Ghost Dance

January 13 -- Mooney 653-731, 746-63

January 18 -- Mooney 764-801, 816-24, 915-27, 953, 1057-75

January 20 -- Mooney 824-86; DeMallie 385-405 (reader)

The Handsome Lake Movement

January 25 -- Wallace article 264-81 (reader); Wallace 1-108
Research Topic due

January 27 -- Wallace 109-236

February 1 -- Wallace 237-337

The Redsticks Movement

February 3 -- Martin 1-84

February 8 -- Martin 85-186; "Treaty with the Creeks, 1814," Turner 94-97, 111-12, Meyerhoff 380-86, Turner 386-87 (reader)
Research Prospectus and Annotated Bibliography due

The Chicago Indian Village

February 10 -- Freeman 191-210; LeVeen 211-34 (reader)

The Waiahole-Waikane Community Association

February 15 -- Geschwender 235-51 (reader)

The Occupation of Alcatraz Island

February 17 -- Fortunate Eagle 1-91
Research Interview Synopsis due

February 22 -- Exchange day--no class

February 24 -- Fortunate Eagle 92-155; Blue Cloud (reader)
Research Presentation/Report Outline due

Research Presentations March 1, 3, 8, 10

Historical and Theoretical Conclusions March 15

Course Evaluation March 17
Research Report due in class (no late reports accepted)