

Introduction to American Indian Societies

(SC037)
Sept. 8, 2009

Instructor: Dr. Eva Garrouette
Office Hours: Thursdays, Noon-2:00 and by appointment
Office: McGuinn 420

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Office Hours: Wednesdays, Noon-2, and by appointment
Office: McGuinn Hall, 410-C

Class Meeting times: Tuesday and Thursday, 9-10:15 am
Room: Carney 103

Course description

This course examines social institutions in American Indian societies, such as the family, education, and government. It also investigates the distinctive beliefs, values, and philosophies of knowledge that have informed tribal institutions. Focusing on southeastern native peoples, especially the Cherokees and Creeks, the course begins with "first contact" and investigates the impacts of European cultures into the present. In its 2nd half, the course pays special attention to the development of the institution of African slavery in American Indian societies, and the consequences for contemporary legal-political controversies among White, Black and Native Americans. This is a "core course" that also satisfies the university's "cultural diversity" requirement.

Required texts:

Hudson, Charles. *The Southeastern Indians*.
Hudson, Charles. *Conversations with the High Priest of Coosa*
Miles, Tiya. *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*

Required supplies:

A classroom "clicker" device on sale in the bookstore. Note: be sure to label your clicker with your name in permanent ink. Also record the number of your clicker and put this number safely away.) *Bring your clicker to class every day!*

Extra Credit Opportunity

Students can earn *up to* 10 points toward their class participation by attending "The Tapestry of American History through Native Eyes: An Alternate Perspective" on Oct 13 at 7 pm in Higgins Hall 300. This is a presentation and poetry performance with guest speaker Bobby Gonzales. After attending, write 1-2 pages discussing something you learned or experienced at this event. Extra credit points can replace incorrect or missing answers on clicker questions.

Definition of Letter Grades

A=95; A- = 90; B+ = 88; B = 85; B- 80; C+ = 78; C = 75; C- = 70; D+ = 68; D = 65;
D- = 60; F = 59 and below.

Sociology 037 and the Core Curriculum

This course is a part of the Social Science Core Curriculum. As such, it is designed to raise issues important to the study of society, incorporates intellectual and methodological approaches from several disciplines, and encourages students to evaluate personal, ethical and spiritual values.

1) Perennial Questions: This course engages debates about nature, human nature, and society. It examines issues such as humanity, spirituality, kinship, peoplehood, and race in the traditional perspectives of American Indian cultures. The course also examines the institution of African slavery as developed among some American Indian peoples after European contact. These topical concentrations encourage students to consider questions such as individual and collective human rights, ideas about racial difference, and the reciprocal responsibilities that regulate interactions between individuals, societal groups, and institutions.

2) Historical Perspective: This course investigates the nature and function of American Indian social institutions, along with their undergirding philosophical assumptions. It begins by examining key institutions such as the family, the economy, and government prior to and at the time of American Indian contact with European and African peoples, and it follows their development into the present. It directs special attention to the ways that societal changes related to the institution of African slavery have created contemporary legal debates embroiling White, Black and Native American citizens, along with federal and tribal governments, in bitter controversies. To develop their understanding of how historical events, along with societal and individual decisions, continue to influence modern legal-political issues, students may analyze documents ranging to very old traditional, tribal narratives to historic and recent court cases.

3) Cultural Diversity: While centrally focused on the cultures of American Indian tribes in the southeastern United States, this course also examines those tribes' early and ongoing interactions with both African and White Americans.

4) Methodology of the Discipline: The course draws on ethnographic, anthropological, archaeological, historical, and documentary evidence, along with traditional, tribal narratives. These conventional sources are supplemented by scholarly materials using experimental strategies, such as "fictionalized ethnography," for dealing with "silences" and "erasures" in the historical record. Students will evaluate and compare methods for addressing the challenges of studying individuals and groups who left limited written records of their lives.

5) Creating a Personal Philosophy: This course considers aspects of the American narrative that involve dispossession, oppression and violence on individual, institutional, and societal levels. Accordingly, it raises fundamental issues of morality the ways that people may make moral responses in immoral circumstances, the consequences that accompany the exercise of moral responsibility, the extent to which subsequent generations inherit the moral failures of their predecessors, and the way that societies should adjudicate competing claims to moral redress among different groups. Students are encouraged to bring their own values into class discussion of these controversial issues and to develop them over the course of the semester in ways that inform a personal philosophy.

6) Writing Component: Students will write two 5-page papers, as well as mid-term and final exams.

Course Requirements and Grading

Quiz: There is 1 quiz, consisting of objective questions. It is cumulative to the midterm and is worth 10% of the final grade.

Exams: There are 2 exams, a midterm and a final. Each exam is cumulative to the beginning of the year. They may include objective questions, along with essay questions that require students intelligently to summarize, discuss and apply major themes in the readings, lectures, and class discussions. Each exam is worth 20% of the final grade (total 40%).

Papers: There are two 5-page papers that must be submitted at the BEGINNING of the class day when they are due. Anything handed in after the start of class is considered late. Papers *may* be handed in late but will drop one letter grade for each day they are late. The papers are each worth 20% of the final grade (total 40%).

Class Participation: Class participation encompasses attendance and quality of interaction with the class. High quality participation includes listening carefully and responding thoughtfully and respectfully to others' ideas, as well as expressing your own ideas about course materials. Students will also have the opportunity to interact with the class by answering reading quiz questions and opinion questions using their clicker devices. Reading quiz questions receive one point for each correct answer; opinion questions receive one point for *any* answer. Attendance is also registered daily when students use the clickers; note that you must respond to *all* the day's clicker questions in order for your attendance to be counted. Class participation is worth 10% of your final grade.

Important Notes on...

1) Clicker Devices: Be sure that you ***bring your clickers to class each day***. You will use them to register attendance and your answers to quiz and participation questions. If you should forget your clicker, you *cannot* borrow someone else's because your grade points will not register to you. Similarly, if you are not in the room when a question is administered, you will *miss* your chance to earn participation points. *Adjustments to students' grades cannot be made for those who fail to bring their clickers to class or miss answering a question.*

2) Make-up Exams: The university requires that make-up exams be given only in exceptional circumstances. They may be negotiated ONLY in the event of an excused absence constituted by: (1) an EMERGENCY, defined as a death in the family or a contagious/incapacitating illness, or (2) an out-of-town sports event for players. In such cases, you will need to produce a note from University Health Services, your dean, or your coach. *If you believe you may have influenza, you are especially encouraged to seek an excused absence as verified by University Health Services.* Arrange allowable make-up exams through the teaching assistant.

3) Attendance: Attendance is expected. Students who, for *any* reason, miss at least 1/3 of class meetings (8 or more absences) will receive an automatic failure.

4) Grading Questions: If you have questions or concerns about your grades, the *first* person for you to consult is the teaching assistant. If, after you have consulted her, you still need to talk to me, I urge you to do so, but remember that I will not be able to help you if you have not discussed your problems with the TA *first*.

5) Academic Misconduct: This university considers cheating to be a very serious infraction. If I observe a student cheating on any work, an automatic failure will result. Use of clicker technology to enter responses or register attendance for another person is form of cheating and will be treated as such. If I have any reason even to suspect that a student has cheated, I reserve the right to retest that student in any form, oral or written. If retest indicates that the student has not mastered material well enough to have achieved the grade on the first test or assignment, disciplinary action will follow. Penalties range from failure in the course to dismissal from the university. (Refer to university handbook.) University penalties for plagiarism are similarly severe. (Refer to last page of syllabus.)

Part 1

Southeastern American Indian Social Institutions at Contact

ASSIGNMENTS

We will discuss the following readings on the days they appear below; please read them before the class for which they are listed. Also, **bring all readings to class each period because we will often refer to them.** Also be sure to bring your “clicker” so that you are able to register answers.

Week One: Contact

Sept 8—Introduction
Readings: Syllabus

Sept 10--Hudson, *Southeastern*, Introduction (pp. 3-10 only); “Hernando de Soto” (pp. 107-112 only); Hudson, *Conversations*, “A Letter,” and Ch. 1, “The Coming of the *Nokfilaki*” (pp. 1-13). Note that assigned readings often start or end in the middle of a chapter; this is intentional. If there is a section heading on a page, begin reading at that point. If there is no heading, please begin reading at first full paragraph on a page and finish at the end of the page range in the assigned section.

Week Two: Philosophy

Sept 15--Hudson, *Southeastern*, “The Belief System”; Ch. 3 (pp. 120-28, p.139 and p. 148 only); Hudson, *Conversations*, Ch. 2, “The Contest between the Four-Footeds and the Flyers.” Optional: Ch. 3, “More Animal Stories”

Sept 17—Hudson, *Conversations*, Ch. 4, “Rabbit”; Ch. 5, “Master of Breath and the Great Ones”; Sociology Writing Group, Ch. 4, *Guide to Writing Sociology Papers* (O’Neill Reserve). (Be sure to read this reserved chapter so you are prepared to hand in your signed PLAGIARISM DECLARATION today (see last page of syllabus).

Week Three: Gender and the Family; the Economy

Sept 22—Hudson, *Southeastern*, Ch. 5, “Subsistence” (pp. 258-60, 264-69 and 310-13); Hudson, *Conversations*, Ch. 6, “Sun, Corn Woman, the Lucky Hunter and the Twosome.” We will discuss requirements for Paper #1 in class.

Sept 24—Hudson, *Southeastern*, Ch. 4, “Social Organization” (pp. 184-88 and 197-202 only); Hudson, *Conversations*, Ch. 7 (pp. 72-79 only), “Horned Serpent, the Clans, and the Origin of Bears.”

Week Four: Medicine, Sorcery and Witchcraft

Sept 29—Hudson, *Southeastern*, Ch. 6, “Ceremony” (pp. 317-19, 336-40, and 346-48 only); Hudson, *Conversations*, Ch. 8, “The Vengeance of Animals, the Friendship of Plants, and the Anger of the Sun.

Oct 1--Hudson, *Southeastern*, Ch. 3 (pp. 173-83 only) and Ch. 6 (pp. 351-65 only); Ch. 9, “Divination, Sorcery and Witches.”

PAPER #1 DUE TODAY [at the *beginning* of class]

Week Five: Law and Government; The Ball Game

Oct 6--Hudson, *Southeastern*, Ch. 4, pp. 202-03, 208-10 and 223-32 only; Hudson, *Conversations*, Ch. 10, “Sun Chief and Sun Woman.” We will discuss upcoming midterm.

Oct 8—Hudson, *Southeastern*, Ch. 7, "Art, Music, and Recreation," (pp. 408-420 only); Hudson, *Conversations*, Ch. 11, "Tastanake and the Ball Game" and Ch. 12, "Everyday Life is their Book." Paper #1 will be handed back.

Week Six: The Ceremonial Cycle

Oct 13—**MIDTERM**

Reminder: The event that can generate extra credit points is scheduled for this evening. (See page 1 of syllabus.)

Oct 15—Hudson, *Southeastern*, Ch. 6, "Ceremony" (pp. 365-75 only); Hudson, *Conversations*, Ch. 13, "Posketa" Optional: Hudson, *Conversations*, Ch. 14

Part Two
Institutional Change and Continuity:
The "Peculiar Institution" among the Cherokee

Week 7: African American Slavery

Oct 20— Miles, *Ties that Bind*, "Preface" and "Introduction." Midterm will be handed back.

Oct 22-- Miles, Ch. 1, "Captivity," pp. (13-24)

Week 8: Slavery; the Family

Oct 27—Miles, Ch. 2, "Slavery" (pp. 25-43)

Oct 29—Miles, Ch. 3, "Motherhood" (pp. 44-63)

Week 9: The Economy, Religion and Government

Nov 3— Miles, Ch. 4, "Property", (pp. 68-84 only) and Ch. 5, "Christianity, (pp. 93-98 only)

Nov 5—Miles, Ch. 6, "Nationhood" (pp. 100-114 only)

Week 10: A time of change

Nov 10—**QUIZ**. Covers material from Oct. 8 only. After finishing quiz, we will go over answers in class.

Nov 12-- Miles, Ch. 7, "Gold Rush" (pp. 129-37 only)

Week 11: Next generations

Nov 17—Miles, Ch. 8, "Removal" (pp. 149-57 only). Additional reading to be announced.

Nov 19—Miles, Ch. 9, "Capture" (pp. 162-9 and 173-78 only) and Ch. 10, "Freedom" (pp. 162-78 and 186-189 only)

Week 12: Evolving political and legal institutions

Nov 24—Miles, "Epilogue: Citizenship" and "Coda: The Shoeboots Family Today" (pp. 191-205). Additional readings to be announced.

Dec 1--Garrouette, *Real Indians*, Ch. 1, "Enrollees and Outalucks" (pp. 14-18 and 29-37 only). (O'Neill reserve). We will discuss requirements for Paper #2 in class.

Week 13: Cherokee Freedmen controversies today

Dec 3—Diane Watson is a US Congressional representative from California and a member of the Congressional Black Caucus. She has introduced current legislation related to the citizenship of Cherokee freedmen descendants today. Read her statement, "Rep. Watson's Remarks on Congressional Black Caucus Issue Forum on the Cherokee Freedmen" (available online at http://www.house.gov/list/speech/ca33_watson/20080926.html). Also, read her news article, "Jim Crow in Indian Country," available at http://www.huffingtonpost.com/rep-diane-watson/jim-crow-in-indian-countr_b_69927.html?view=print

Also, view the short video, "The Truth about the Freedman Issue." It was produced by the Cherokee Nation and shows a very different, tribal perspective on the same issue, at <http://www.cherokeemnationfacts.org/TakeAction/TruthAboutFreedmenIssue/tabid/1721/Default.aspx>. Additional readings to be announced.

Dec 8—Final exam review in class.

PAPER #2 DUE TODAY [at *beginning* of class]. You may collect your graded papers from the TA during her office hours on Thursday, Dec. 17.

Week 14

Dec 21--**FINAL EXAM.** 9 a.m., regular room.

AVOIDING PLAGIARISM

Early in the class, students will sign the following document stating that they fully understand the definitions of plagiarism. Professed ignorance of what qualifies as plagiarism will subsequently NOT be accepted as an excuse for committing it. Students are advised that professors at Boston College no longer retain the right to adjudicate issues of plagiarism without involving the Dean's Office. Penalties for plagiarism range from failure to dismissal from the university; in addition, any plagiarized work is photocopied and placed in the student's permanent file.

The following statement must be signed and turned in to me by each student before any written work will be accepted. Please review it and the reading assignment carefully before submitting the statement to me.

PLAGIARISM DECLARATION

By signing this document, I formally affirm that I have read and fully comprehended Ch. 4 of the *Guide to Writing Sociology Papers*. I understand that plagiarism encompasses any unacknowledged or improperly acknowledged use of another's work (published or unpublished) in any assignment, including material from the internet. This includes not only the use of others' phrases or sentences without quotation marks, but also close paraphrasing and the borrowing of central ideas without proper recognition of source, including published, unpublished, and internet sources. If I require further instruction related to violations of academic integrity I understand that I can consult the university web pages at

<http://www.bc.edu/offices/stserv/academic/resources/policy/#integrity> and

<http://www.bc.edu/schools/cas/polisci/integrity/quiz>

I agree that, at any time, I am found to have plagiarized, I will not use the excuse that I did not understand the nature of the act, and I will be prepared to accept the severe consequences that this university applies.

(Signature)

(Date)

Retain this copy for your records.

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(Signature)

(Date)

**DETACH, SIGN, AND SUBMIT THIS COPY TO ME
ON REQUIRED DATE**