Introduction to
American Indian Societies
(SC037)
Sept. 4, 2012

Instructor: Dr. Eva Garroutte
Office Hours: Thursdays, Noon-2:00 and by appointment
Office: McGuinn 420
Email: eva.garroutte@bc.edu
Phone: 617-552-2078

Teaching Assistant: Lauren Brown
Office Hours: Tuesdays, 4:30-5:30 pm and Wednesdays, 2-3 pm
Office: McGuinn Hall, 410-A
Email: lauren.brown.2@bc.edu
Phone:

Class Meeting times: Tuesday and Thursday, 10:30-11:45 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 ancestral 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
A set of readings on reserve at O’Neill Library

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!

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 raises 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. Other important aspects of the course include:

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.

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 from very old, tribal stories to historic and recent court cases.

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.

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.

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 related to 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.

Writing Component: Students will write two 5-page papers, as well as midterm and final exams comprising primarily essay questions.
Course Requirements and Grading

Quizzes: There are 2 quizzes, comprising only objective questions. Both are cumulative to the beginning of the year. Each quiz is worth 10% of the final grade (total 20%).

Exams: There are 2 exams, a midterm and a final. Each is cumulative to the beginning of the year. The mid-term will be an in-class exam including both objective questions along with essay questions that require students intelligently to summarize, discuss and apply major themes in the readings, lectures, and class discussions. The final will consist of a set of take-home essays to be handed in to me no later than the scheduled date of the final; this means that I must receive your exam in my mailbox in McGuinn 426, Monday, Dec 17 at 4:30 in the afternoon. Each exam is worth 15% of the final grade (total 30%)

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 one day 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. 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 opportunities to interact with the class by answering daily 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. Class participation is worth 10% of your final grade. This class has an attendance policy (see below).

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 opinion 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. Arrange allowable make-up exams through the teaching assistant.

3) Attendance policy: Attendance is expected. Students who are ill should not hesitate to stay home and recuperate; to accommodate such emergencies, all students may take up to 3 absences per semester without grading penalty. However, students who, for any reason, miss at least 1/3 of class meetings (8 or more absences) will receive an automatic failure. If you believe that you will miss 8 or more classes for any reason, you should choose a different class.

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 or him, 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 a form of cheating and will be treated as such. If I have any reason even to suspect that a student has cheated on an exam, 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 to reading quiz and other questions.

Week One: Contact
Sept 4—Introduction
Readings: Syllabus
Concepts: Paleo-Indian, Archaic, Woodland and Mississippian cultural traditions; institutions
Please register your clicker device online, immediately after class.

How to register your clicker:
1. Log onto the Agora Portal at bc.edu/bcinfo
2. Click on the “My Services” tab
3. Under “Academics and Courses,” click on “iClicker@bc”
4. Click on “Register Your iClicker”
5. Fill out the required fields
   **Enter your BC username. It is your BC student ID**
   **Enter your “Remote ID.” It is located on the back of your clicker underneath bar code**

Sept 6—Edna Fundaburk and Mary Foreman, pp. 8-15 (O’Neill reserve) (This is a brief review of material from the first day’s lecture, so it will be especially important for you to study if you join the class late.); 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 Nok말카” (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 in the assigned section.

Concepts: Hernando DeSoto, Tristan de Luna, “South Appalachian Mississippian tradition,” “virgin soil epidemics,” chiefdom, ethnography, fictionalized ethnography

Week Two: Philosophy
Sept 11—Hudson, *Southeastern*, “The Belief System”; Ch. 3 (pp. 120-28, p.139 and p. 148 only); Hudson, *Conversations*, “Introduction” (pp. xi-viii) and Ch. 2, “The Contest between the Four-Footeds and the Flyers.” Optional: Ch. 3, “More Animal Stories”
Concepts: “Mississippian Art and Ceremonial Complex” (MACC)

Sept 13—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 18—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”; Perdue, Theda, selections from *Cherokee Women* (pp. 13-15, 17-18, 23-25, 29-30) (O’Neill Reserve)
We will discuss requirements for Paper #1 in class. Deadline for online clicker registration: be sure you have registered your clicker online by today. (Instructions appear above, with assignments for first day of class.)

Sept 20—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 27—Hudson, *Southeastern*, Ch. 3 (pp. 173-83 only) and Hudson, *Conversations*; Ch. 9, “Divination, Sorcery and Witches.”

Week Five: Law and Government; The Ball Game
Oct 2—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 quiz.

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

Oct 4—Hudson, *Southeastern*, Ch. 7, “Art, Music, and Recreation,” (pp. 408-421 only); Hudson, *Conversations*, Ch. 11, “Tastanake and the Ball Game” and Ch. 12, “Everyday Life is their Book.”

Week Six: The Ceremonial Cycle
Oct 9—Hudson, *Southeastern*, Ch. 6, “Ceremony” (pp. 365-75 only); Hudson, *Conversations*, Ch. 13, “Posketa”

Paper #1 will be handed back.

Oct 11—**QUIZ ONE !!**
At conclusion of quiz, we will review answers in class. We will also have a short lecture/discussion period.

**Part Two**

**Institutional Change and Continuity:**

The “Peculiar Institution” among the Cherokee

Week 7: African American Slavery

Oct 18—Miles, Ch. 1, “Captivity,” (pp. 13-24)

Week 8: Slavery; the Family
Oct 23—**MIDTERM !!**

Oct 25—Miles, Ch. 2, “Slavery” (pp. 25-43). Additional reading TBA.

Week 9: The Economy, Religion and Government
Oct 30—Miles, Ch. 4, “Property”, (pp. 68-84 only)
Midterm will be handed back and discussed.
Nov 1—Ch. 5, “Christianity” (pp. 85-99); Crow Dog, Mary and Richard Erdoes, “Civilize Them with a Stick” (pp. 561-68) (O’Neill reserve); Erving Goffman, “Characteristics of Total Institutions,” selected pages (O’Neill reserve). Also please view the video “In the White Man’s Image.” It is available at the O’Neill Library Media Center (O’Neill Library, 2nd floor).

Week 10: A time of change

Nov 6—Miles, Ch. 6, “Nationhood” (pp. 100-114 only). Additional reading TBA.

Nov 8—Miles, Ch. 7, "Gold Rush" (pp. 129-37 only). Additional reading TBA.

Week 11: Next generations

Nov 13—Miles, Ch. 8, "Removal" (pp. 149-57 only); "John G. Burnett's Story of the Removal of the Cherokee." The latter is a well-known historical document; it is a letter written by a soldier who was involved in the Cherokee Removal and, many years later, described what he witnessed. The original is owned by the Museum of the Cherokee Indian. Please access and print the document at http://www.powersource.com/cherokee/burnett.html.

Nov 15—Miles, Ch. 9, “Capture” (pp. 162-9 and 173-78 only) and Ch. 10, "Freedom" (pp. 179-89).

In-class video: “We Shall Remain” (segment)

Week 12: Evolving political and legal institutions

Nov 20—Miles, "Epilogue: Citizenship" and "Coda: The Shoeboots Family Today" (pp. 191-205). Study guide for Quiz 2 will be distributed. We will discuss Paper #2 in class today.

Thanksgiving Break (Nov 21-25)

Nov 27—QUIZ TWO!! Covers material from the beginning of the year. After finishing quiz, we will review answers in class. Take-home final exam will be distributed.

Week 13: Cherokee Freedmen controversies today

Nov 29—Dan Littlefield, "The Cherokee Freedmen: Citizens by Treaty" (pp. 129-31); Dan Agent, "The Cherokee Nation Under Siege" (pp. 122-26); Steve Olafson, “Second-largest U.S. Indian tribe expels slave descendants” (all foregoing articles are on O’Neill Reserve). Also, Diane Watson is a retired US Congressional representative from California and former member of the Congressional Black Caucus. In 2007, she introduced legislation related to the citizenship of Cherokee freedmen descendants today. 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. Finally, view the YouTube 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.youtube.com/watch?v=bI2WNu4ERqA

Dec 4—Angela Gonzales, "Racial Legibility: The federal census and the (trans)formation of ‘Black’ and ‘Indian’ Identity, 1790-1920 (pp. 57-67); Theda Perdue, “Native Americans, African Americans, and Jim Crow” (pp. 21-33) (article on O’Neill reserve) (article on O’Neill reserve).

Final, take-home exam will be distributed.

Dec 6—None

PAPER #2 DUE TODAY [at beginning of class]. Papers will be graded and available for collection from the TAs office by a date to be announced in class.
Dec 17--**FINAL EXAM.** Hard copies due to my mailbox in McGuinn 426 by 4:30 pm today. The final will consist of a set of *take-home essays* to be handed in to me no later than the scheduled day for the final; this means that I must receive your exam in my mailbox in McGuinn 426 no later than Monday, Dec 17 at 4:30 in the afternoon. You may submit your exam earlier that this time, but it must be in hard copy; *electronic submissions are not permitted.*
RESEARCH PAPER ONE ASSIGNMENT

"Introduction to American Indian Societies" (SC037)

Begin by briefly explaining Hudson's method of "fictionalized ethnography." Then in the spirit of this method, create your own origin myth (or myths) that are consistent with themes, ideas and/or values that appear in the philosophies and beliefs of the Southeastern Indian tribes.

Although one important goal is to show familiarity with assigned readings and class lectures, remember that this is a research paper. That means that you also need to cover themes and material beyond assigned readings. The required research can be limited to further reading in sections of Hudson's The Southeastern Indians (parts of the book that are not assigned before or after this paper is written). It can also include other books and articles identified in your own library research.

When your fictionalized myth draws on themes or ideas from Hudson's books, please give the source and page number in parentheses after the relevant sentence or paragraph in your paper. Your paper should be at least 5 pages (font size 11).
American Indian tribes guard their legal right to define their own citizenship. Write an essay of at least 6 pages that fulfills the following tasks:

**Discuss what is at stake in tribal decisions about “who is one of us?” (8 points).**

**Next, make your best argument, giving at least 3 reasons, for why the freedmen descendants should be recognized as Cherokee citizens today (24 points).**

**Then, make your best argument why the freedmen descendants should not be so recognized; again, you should discuss at least 3 reasons (24 points).**

**Evaluate these arguments about freedmen citizenship, discussing which position you find more convincing (12 points).**

**Relate this contemporary controversy about tribal belonging to the concepts of racial formation, racial project, racial assertion, and racial assignment, being sure to define/explain all these sociological terms. (32 points)**

This paper is worth a total of 100 points, as divided above. Your answers should draw on class readings and lectures. They should also reflect at least two additional, published, scholarly sources (not newspaper articles, websites, etc.) that you identify. Your paper should be at least 5 pages (font size 11). Be sure to answer all parts of the question.
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.
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)

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