

Native American-African American Relations

ES 399, Spring 2012
CRN: 36819, 4 credits
Tu/Th 10:00-11:20
204 Chapman

Professor Brian Klopotek

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Office hours: Wednesdays 9-11 or by appointment

Course description:

Historically, Ethnic Studies classes have paid the most attention to relationships between groups of color and whites. While such an approach is certainly understandable and useful, given the significance of the relationship between Indians and whites or blacks and whites, for example, recent scholarship investigating relationships among communities of color has revealed a similarly rich set of knowledge about how race works in the US. This seminar explores one of those contact zones, providing important perspectives on racialization and racial formation, the constant presence of whiteness in shaping race relations, the role of each group in shaping the identity and history of the other and of the United States, slavery and freedom, subjugation and sovereignty, cultural appropriation and transgression, identity and power, alliance and antipathy.

Required texts:

- James F. Brooks. *Confounding the Color Line: The Indian-Black Experience in North America*. Lincoln: University of Nebraska Press, 2002.
- Malinda Maynor Lowery, *Lumbee Indians in the Jim Crow South: Race, Identity, and the Making of a Nation*. Chapel Hill: University of North Carolina Press, 2010.
- Tiya Miles. *The House on Diamond Hill: A Cherokee Plantation Story*. Chapel Hill: University of North Carolina Press, 2010.
- Tiya Miles and Sharon Holland, eds. *Crossing Waters, Crossing Worlds: The African Diaspora in Indian Country*. Durham: Duke University Press, 2006.
- Claudio Saunt. *Black, White, and Indian: Race and the Unmaking of an American Family*. Oxford: Oxford University Press, 2005.
- Other readings on blackboard.

Grading:

Analysis/response papers (3 papers, 4 –5 pages each): 60%

Take home final: 20%

Participation/attendance: 20%

Late policy: Assignments will receive a one-grade deduction for being late, and another grade deduction every week thereafter.

Academic honesty is required at all points in your education. Acts of academic dishonesty will result in an F for the class and referral to the office of student conduct. Be particularly careful to avoid plagiarism by properly acknowledging all sources of information, *including quotations, paraphrases, and ideas* that are not your own. If you are unsure about what needs to be cited, err on the side of caution and/or speak to me about it. See <http://www.libweb.uoregon.edu/guides/plagiarism/students/> for details.

For those of you with disabilities, please let me know what accommodations I can make that will help make this class equally accessible for you.

Participation/attendance:

This is a predominantly discussion-based class (as opposed to lecture-based). Participation in class discussions, therefore, is required. You will need to come prepared to discuss the assigned readings every single day. There will be large and small group discussions, and I will call on students to speak many, many times, whether your hand is raised or not! Attendance is part of participation—more than two absences will affect your grade negatively, up to and including failing the class.

Analysis and Response Papers:

Each of these short papers provides you with further opportunity to reflect on the readings and discussions for the course. You are essentially discussing the readings with me in these papers: tell me what you liked, what amazed you, what you disagree with or agree with, what is important, how it applies elsewhere, how the readings compare with one another, what you wish they would have said or left out, what you would explore more, etc. This is the scholarly act of engaging with and critiquing other people's ideas and building on them, telling me what you think of them. I don't want summaries/book reports, nor do I want you to reiterate class discussions (though *building* on class discussions is fine), nor do I want you to use sources from outside of class. Just give me your original thoughts, grounded in examples from the readings. Each paper should discuss the readings as a set in some depth, and the best papers will synthesize themes from all the readings for a given paper. It is not necessary to have an overarching argument for the papers—you can simply engage each reading or set of readings on its own terms and then move on to the next. Your writing style should be somewhere between formal paper and a diary entry—it is fine to use first person singular, but don't be sloppy.

Schedule:

Apr 3: Introduction. Indigeneity and race, colonialism and racism.

Read: Michael Omi and Howard Winant, brief selection from *Racial Formation in the United States*.

Apr 5: Documentary: Black Indians: An American Story

Read: Valerie Philips, "Epilogue," in Brooks, ed.

Claudio Saunt, *Black, White, and Indian*, pages 6-9.

Robert Warrior, "Afterword," in Miles and Holland, eds.

Tiya Miles, "Preface: Eating Out of the Same Pot?" in Miles and Holland, eds.

Apr 10: Africans and Native Americans in colonial encounters

Read: Jack Forbes, "The Manipulation of Race, Caste, and Identity: Classifying AfroAmericans, Native Americans, and Red-Black People." (blackboard).

Jennifer Spear, "Colonial Intimacies: Legislating Sex in French Louisiana." (blackboard).

Apr 12: Africans and Native Americans in colonial encounters

Read: James Merrell, "The Racial Education of the Catawba Indians." (blackboard).

Claudio Saunt, "The English Has Now a Mind to Make Slaves of Them All" in Brooks, ed.

Apr 17: Slavery

Read: Tiya Miles, *The House on Diamond Hill*, beginning to 107.

Apr 19: Slavery, cont'd.

Read: *The House on Diamond Hill*, 108 to end.

Apr 24: Freedpeople. Film clip: *60 Minutes*: "A Nation Divided."

Circe Sturm, "Blood Politics, Racial Classification, and Cherokee National Identity..." in Brooks, ed.

Celia E. Naylor-Ojurongbe, "Born and Raised Among These People, I Don't Want to Know Any Other..." in Brooks, ed.

Tiya Miles, "Uncle Tom Was an Indian," in Brooks, ed.

David A.Y.O. Chang, "Where Will the Nation be at Home?" in Miles and Holland, eds.

Barbara Krauthamer, "In Their 'Native Country,'" in Miles and Holland, eds.

Melinda Micco, "Blood and Money" in Miles and Holland, eds.

DUE: Paper 1

Apr 26: Movie: Buffalo Soldiers

Reading: Begin Saunt, *Black, White, and Indian*

May 1: Family and passing, race and national belonging

Read: Claudio Saunt, *Black, White, and Indian: Race and the Unmaking of an American Family*, to page 131.

May 3: Family and passing, race and national belonging, continued
Read: Saunt, *Black, White, and Indian*, 132 to end.

May 8: Education at Hampton
Read: Malinda Maynor Lowery, *Lumbee Indians in the Jim Crow South*, beg. to 148.

May 10: Education: Jim Crow, federal Indian policy, and white supremacy
Read: *Lumbee Indians*, 149-end.

May 15: Recognition

Read:

Susan Greenbaum, "What's in a Label? Identity Problems of Southern Indian Tribes."
(blackboard).

Dave Davis, "A Case of Identity: Ethnogenesis of the New Houma Indians."
(blackboard).

Arica Coleman, "'Tell the Court I Love My [Indian] Wife': Interrogating Race and Self-Identity in *Loving v. Virginia*" (blackboard)

Sharon Holland, "Foreword," in Miles and Holland, eds.

Skim: Jennifer Brody and Sharon Holland, "An/Other Case of New England Underwriting..." in Miles and Holland, eds.

Skim: Anne McMullen, "Blood and Culture: Negotiating Race in Twentieth Century New England." In Brooks, ed.

DUE: Paper 2

May 17: Cultural production

In class: Outkast at the 2004 Grammy Awards, music by Litefoot, O-Shen, documentary: "New Orleans' Black Indians."

Read: George Lipsitz, "Mardi Gras Indians: Carnival and Counter-Narrative in Black New Orleans," (blackboard).

Laura Lovett, "African and Cherokee by Choice: Race and Resistance under Legalized Segregation," in Brooks, ed.

ku'ualoa ho'omanawanui, "From Ocean to O-Shen: Reggae, Rap, and Hip-Hop in Hawaii"

May 22: Cultural production continued. In class: Malinda Maynor "Real Indian," "Sounds of Faith," Ulali

Read: C. Richard King, "Estrangements: Native American Mascots and Indian-Black Relations," in Brooks, ed.

Malinda Maynor, "Making Christianity Sing," in Brooks, ed.

May 24: Literature

Read: bell hooks, "Revolutionary Renegades: Native Americans, African Americans, and Black Indians," in *Black Looks* (blackboard)

Robert Warrior, "*Lone Wolf* and DuBois for a New Century: Intersections of Native American and African American Literatures," in Miles and Holland, eds.

Virginia Kennedy, "Native Americans, African Americans, and the Space That Is America: Indian Presence in the Fiction of Toni Morrison," in Miles and Holland, eds.
David Elton Gay, "On the Interaction of Traditions: Southeastern Rabbit Tales as African-Native American Folklore," in *When Brer Rabbit Meets Coyote: African-Native American Literature*, Jonathan Brennan, ed. (blackboard).
Sandra K. Baringer, "Brer Rabbit and His Cherokee Cousin: Moving Beyond the Appropriation Paradigm," in *When Brer Rabbit Meets Coyote: African-Native American Literature*, Jonathan Brennan, ed. (blackboard).

May 29: Blacks and Indians in Latin America

Read: Jonathan Warren, "Contesting White Supremacy," *Racial Revolutions: Antiracism and Indian Resurgence in Brazil* (blackboard).

Peter Wade, *Race and Ethnicity in Latin America*, chs. 1, 2, 5 (blackboard).

DUE: Paper 3

May 31: Black/Indian and Indian/black subjectivities

Read:

Tamara Buffalo, "Knowing All of My Names," in Miles and Holland, eds.

Robert Keith Collins, "Katimih o Sa Chata Kiyou (Why am I not Choctaw?)," in Miles and Holland, eds.

Ron Welburn, "A Most Secret Identity: Native American Assimilation and Identity Resistance in African America" in Brooks, ed.

Selections from Andrew Jolivette, *Louisiana Creoles: Cultural Recovery and Mixed-Race Native American Identity*. (blackboard).

Jun 5: No class (NAISA conference)

Jun 7: No class (NAISA conference)

Monday Jun 11: Take home final exam due.