

**Newberry Consortium in American Indian Studies**  
**Graduate Student Summer Institute at the Newberry Library**  
**July 13-August 7, 2009**

**Native Representations: From Colonialism to Sovereignty**

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This interdisciplinary seminar will combine secondary readings and primary research with a general focus on the complex ways in which representations have figured in a variety of aspects of Native American Studies from popular imagery to American policy to self-representations. Students' work will draw on a wide variety of materials, ranging from literary and historical to anthropological and visual.

This intensive four-week seminar will begin with two weeks of common readings, tapering gradually as research takes a larger proportion of time towards the end of the second week. Students will use the Newberry collections to respond to issues raised by readings in the first half of the course. Throughout the Institute films germane to our theme will be screened at the Newberry in the late afternoon or early evening as scheduling allows. These are required viewing for discussions.

The instructors intend for the workload to be equivalent to a semester's, enabling students to arrange independent study credit through their campus faculty. A research essay of 20-30 pages will be required.

\*N.B. Readings should be copied by the student and brought to seminar for discussion. Because the Newberry does not have the photocopying resources for an entire Institute's participants you are asked to print out copies of articles that we have assembled as pdf files and will send to you on a CD. In some cases websites are listed in the syllabus for on-line visual collections. You are also required to purchase Thomas Harriot's, *A Brief and True Report of the New Found Land of Virginia*, 1590 reprint edition (ISBN: 0486210928), Frederick Hoxie's *Talking Back to Civilization: Indian Voices in the Progressive Era* and William Apess' *A Son of the Forest and Other Writings* [all are available in paperback and can easily be ordered online].

**REQUIREMENTS:**

- Attendance and active participation in discussions
- 20-30 page research paper (Working bibliography of primary and secondary sources due July 29 during individual meetings with the instructors.)

**Pre-circulated discussion questions:** Each member of the seminar is required to prepare up to three questions about that week's readings and to circulate them to that week's discussion instigator and to the instructors by 8:00 pm the night before our seminar meeting. Your questions should address ideas, themes, and/or issues that emerged for you in that week's readings that you would

like to see the group discuss. Your questions should focus on what you find interesting, provocative, difficult, or intriguing. Questions that seek to connect themes across the readings are especially welcome.

**Discussion instigation:** Each member of the seminar will be responsible for “instigating” one of our discussions. “Instigators” will collate the questions submitted by seminar participants, select (anonymously) a set of questions that promise to guide our discussions in fruitful directions, and circulate them to the group the day of our meeting. The role of the instigator is to provide a starting point for our conversations and to provide questions that will keep our discussions on track, rather than to lead a discussion from start to finish. We will remain silent for the first half hour of every class session.

### **GRADING:**

Attendance/participation: 15%

Working bibliography: 15%

Pre-circulated questions/discussion instigation: 10%

Research paper: 60%

### **WEEK ONE**

#### **July 13: 9:00 – 11:00: Discussion: What is American Indian Studies?**

11:10 – 12:00: John Brady, Director, Reader Services, library protocol and overview of collections

#### **Readings:**

Elizabeth Cook-Lynn, “Who Stole American Indian Studies?” *Wicazo Sa Review*, 12.1 (1997) 9-28. JSTOR.

Philip J. Deloria, “Historiography,” in Deloria and Neal Salisbury, eds., *A Companion to American Indian History*, (London & New York: Wiley-Blackwell, 2004), 6-24.

Peter Nabokov, “Introduction: Short History of American Indian Historicity,” and Chapter One, “Some Dynamics of American Indian Historicity,” *A Forest of Time: American Indian Ways of History* (Cambridge: Cambridge University Press, 2002), 1-57.

Deborah Doxtator, “Inclusive and Exclusive Perceptions of Difference: Native and Euro-Based Conceptions of Time, History, and Change” in *Decentering the Renaissance: Canada and Europe in Multidisciplinary Perspective, 1500-1700*, eds. Warkentin & Podruchny (Toronto: University of Toronto Press, 2001) 33-47.

#### **July 14: 9:00 – 11:00: Discussion: History without Text & the Place of the Artifact**

11:10-12:00: John S. Aubrey, Librarian of the Ayer Collection, Introduction to the Ayer Collection & show and tell

#### **Readings:**

Janet D. Spector, “Archaeology and Empathy,” in *What this Aul Means: Feminist Archaeology at a Wahpeton Dakota Village* (St. Paul: Minnesota Historical Society Press, 1993), 1-18.

Scott Manning Stevens, “Cultural Mediations: Or How to Listen to Lewis and Clark’s Indian Artifacts,” *American Indian Culture and Research Journal* 31.7 (2007) 181-202.

Amanda Cobb, “The National Museum of the American Indian as Cultural Sovereignty,” *American Quarterly* 57.2 (2005) 485-506.

Amy Lonetree, "Missed Opportunities: Reflections on the NMAI," *The American Indian Quarterly* 30:3&4 (2006) 632-645.

**July 15:** Archives and Reading day. Meetings with the instructors, by appointment.

**July 16:** 9:00 – 11:00: **Discussion: Early European representations of Indians: French and Spanish colonialism**

11:10-12:00: Discussion of secondary readings

**Readings:**

Columbus' *Letter to the Sovereigns*, 1493, trans. M. Zamora, *New World Encounters*, ed. S. Greenblatt (Berkeley: University of California Press, 1993) 1-11.

Cortes, the Third Letter, in *Hernán Cortés: Letters from Mexico*, ed. and trans. A. Pagden (New Haven, CT: Yale University Press, 2001) 160-281.

Bartolomé de Las Casas, "New Spain," *A Short Account of the Destruction of the Indies*, 1576 (New York: Penguin Edition, 1992) 42-55.

Michel de Montaigne "Of Cannibals," 1588. \*Donald Frame translation recommended.

Jerome de Lalemant, "The Ordeal of Isaac Jogues," *Jesuit Relations*, 1647 [JR 31:16-69]

Inga Clendinnen's "Fierce and Unnatural Cruelty" in *New World Encounters*, ed. S. Greenblatt (Berkeley: University of California Press, 1993) 12-47.

Anthony Pagden's "Ius et Factum" in *New World Encounters*, 85-100.

Online Aztec and Spanish resources of the Newberry: <http://www.newberry.org/aztecs/>

**July 17:** 9:00 – 11:00: **Discussion - Early European representations of Indians: English colonialism**

11:10-12:00: Discussion of secondary readings

**Readings:**

Thomas Harriot, *A Brief and True Report of the New Found Land of Virginia*, 1590 reprint edition, (New York: Dover Publications, 1972) 0486210928

John White paintings, De Bry engravings (on-line):

[http://www.virtualjamestown.org/images/white\\_debry\\_html/introduction.html](http://www.virtualjamestown.org/images/white_debry_html/introduction.html)

Peter Hulme's chapters 3 & 4 of *Colonial Encounters: Europe and the Native Caribbean 1492-1797* (New York: Routledge, 1992) 89-173.

Karen Kupperman's Chapter 2 "Reading Indian Bodies" in *Indians & English: Facing Off in the New World* (Ithaca, NY: Cornell University Press, 2000) 41-76.

## **WEEK TWO**

**July 20:** 9:00 – 11:00: **Discussion: US representations of Indians**

11:10-12:00: Discussion of secondary readings

**Readings:**

James Fenimore Cooper, selections from *Last of the Mohicans* (chapter 3) and "To Sir Edward Waller," Letter #34 in *Notions of the Americans*, (Albany, NY: SUNY Press, 1991) 483-491.

Lewis Henry Morgan, *League of the Iroquois* (Rochester, NY: 1851) Preface & Chapter One.

William Apress, "A Looking Glass for the White Man," *A Son of the Forest and Other Writings*, ed. B. O'Connell (Amherst, MA: University of Massachusetts Press, 1997), 95-102. \*

Recommended: "Introduction" by B. O'Connell

William Apess, *A Son of the Forest and Other Writings*, "Eulogy on King Philip," ed. B. O'Connell (Amherst, MA: University of Massachusetts Press, 1997), 103-138.

Jean M. O'Brien, "'Vanishing' Indians in Nineteenth-Century New England: Local Historians' Erasure of Still-Present Indian Peoples," in *New Perspectives on Native North America: Cultures, Histories, and Representations*, eds. Sergei Kan and Pauline Turner Strong (Lincoln: University of Nebraska Press, 2006), 414-432.

Frederick E. Hoxie, *Talking Back to Civilization: Indian Voices from the Progressive Era* (New York: The Bedford Series in History and Culture, 2001).

Photos from early Indian congresses

### **July 21: 9:00 – 11:00: Discussion: Worlds Fairs, Expositions, and Tourism**

#### **Readings:**

Paige Raibmon, "Introduction: Authenticity and Colonial Cosmology," "'The March of the Aborigine to Civilization': Live Exhibits and the World's Columbian Exposition, 1893," and "Theatres of Contact: The Kwakwaka'waka at the Fair," in *Authentic Indians: Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast* (Durham: Duke University Press, 2005), 1-14, and 34-73.

Clyde Ellis, "Five dollars a week as 'regular Indians': Shows, Exhibitions, and the Economics of Indian Dancing, 1880-1930," in *A Dancing People: Powwow Culture on the Southern Plains* (Lawrence: University Press of Kansas, 2003), 79-102.

Larry Nesper, "Simulating Culture: Being Indian for Tourists in Lac du Flambeau's Waw-Swa-Gon Indian Bowl," *Ethnohistory*, 447-472. JSTOR.

**July 22:** Archives and reading day. Meetings with the instructors, by appointment.

\*2pm B-81: Film screening: *Imagining Indians* by Victor Masayseva Jr.

### **July 23: 9:00 – 11:00: Discussion: Cinema, Literature, Sports**

11:10-12:00: Discussion of film from the day before

#### **Readings:**

Philip J. Deloria, "Introduction: Expectation and Anomaly," and "Representation: Indian Wars, the Movie," *Indians in Unexpected Places* (Lawrence: University Press of Kansas, 2004), 3-14 and 52-108.

John Bloom, "'There is Madness in the Air': The 1926 Haskell Homecoming and Popular Representations of Sports in Federal Indian Boarding Schools," in *Dressing in Feathers: The Construction of the Indian in American Popular Culture* (Boulder: Westview, 1996), 97-110.

Beverly Singer, "Native Filmmakers, Programs, and Institutions," and "On the Road to *Smoke Signals*," in *Wiping the War Paint Off the Lens* (Minneapolis: University of Minnesota Press, 2001), 33-91.

### **July 24: 9:00 – 11:00: Discussion: Contemporary self-representation: Museums, Casinos, Powwows and More**

11:10-12:00: Discussion continues

#### **Readings:**

Jessica Cattellino, chapter one, "Casino Roots," and chapter two, "Cultural Currencies," in *High Stakes: Florida Seminole Gaming and Sovereignty* (Durham: Duke University Press, 2008), 29-94.

John J. Bodinger de Uriarte, "Imaging the Nation with House Odds: Representing American Indian Identity at Mashantucket," *Ethnohistory* 50 (2003): 549-565. JSTOR.

Patricia C. Albers and Beatrice Medicine, "Some Reflections on Nearly Forty Years on the Northern Plains Powwow Circuit," in *Powwow*, ed. Clyde Ellis, Luke Lassiter, and Gary Dunham (Lincoln: University of Nebraska Press, 2005), 26-45.

Paul Chaat Smith, selections, *Everything You Know about Indians is Wrong* (Minneapolis: University of Minnesota Press, 2009) ("Every Picture Tells a Story," 1-6, "Homeland Insecurity," 63-66, "Meaning of Life," 123-137, "States of Amnesia," 138-142, "Ghost in the Machine," 172-179, and "Afterward: End of the Line," 181-187.)

### **WEEK THREE**

**July 27:** Research and writing

\*Afternoon film: *In Whose Honor*, followed by discussion. 3:00 pm in B-81

**July 28:** Research and writing

**July 29:** Research and writing. Individual meetings with the instructors: McNickle Center

**July 30:** 9:00 – 12:00, and 1:30 – 4:30: **Individual presentations of student work in progress, 20 minutes each**

**July 31:** Research and writing

### **WEEK FOUR**

**August 3:** Research and writing. Meetings with the instructors, by appointment.

**August 4:** Research and writing

**August 5:** Research and writing. Newberry Colloquium presentations 3:30-5:00

**August 6:** Research and writing

**August 7:** 9:00 – 12:00 and 1:30 – 4:30: **Final presentations (20 minutes each). Papers due!**

In product development and process optimization, a requirement is a singular documented physical or functional need that a particular design, product or process aims to satisfy. It is commonly used in a formal sense in engineering design, including for example in systems engineering, software engineering, or enterprise engineering. It is a broad concept that could speak to any necessary (or sometimes desired) function, attribute, capability, characteristic, or quality of a system for it to have value... Requirement definition: A requirement is a quality or qualification that you must have in order to be allowed to | Meaning, pronunciation, translations and examples. Its products met all legal requirements. Graduate status is the minimum requirement for entry to the teaching profession. I knew that concentration was the first requirement for learning. Synonyms: necessity, demand, specification, stipulation More Synonyms of requirement. 2. countable noun [usually plural]. Meaning of requirement in English. requirement. noun [ C ]. uk. (Definition of requirement from the Cambridge Advanced Learner's Dictionary & Thesaurus © Cambridge University Press). requirement | American Dictionary. requirement. noun [ C ]. us.