Indigenous Thought of the Americas
AMST 498K: Special Topics/ RELS 419B: Advanced Topics in Religious Studies
Spring 2013

“We Talk, You Listen,” Vine Deloria, Jr.

TuTh 11:00-12:15 JMP 1109 Instructor: Jim Maffie
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Office Hrs: TuTh 12:30-1:30 or by appointment

Course Description: Relying exclusively upon sources authored by indigenous peoples, the course examines the views of indigenous peoples of the Americas (South, Central, and North) on a variety of topics including: on being ‘discovered,’ objectified, and studied; racism; genocide of native peoples; destruction and commodification of native cultures; internal colonialism; globalization; environmentalism; philosophies/religions/worldviews; and the ethics of sports mascots. Authors include (among others): Vine Deloria, Jr., Fausto Reinaga, Winona LaDuke, Rigoberta Menchú, Jack D. Forbes, Anne Waters, V.F. Cordova, Daniel R. Wildcat, Luis Macas, Huanani-Kay Trask, Thomas Norton-Smith, Ward Churchill, Jace Weaver, Evo Morales, Leroy Little Bear, Brian Burkhart, William Apess, Victor Montejo, and Lee Hester, Jr.

Grading*: Students are required to attend lectures, participate in class discussions, and complete four take-home exams each worth 20% of the final grade. (Late papers will be penalized one-half letter grade per academic day -- not class period. Electronic submissions will NOT be accepted.) Class participation counts 20%. Those unable (for whatever reason) to participate in class discussions will be asked to submit an 7-10 page research paper due at term’s end.

20%: Participation in class discussions OR 7-10 page research paper.
80%: Four, 4-6 page take-home essay exams (20% each).

Required Texts (available at UMD bookstore, on-line, and on reserve at McKeldin Library)
Electronic copies of all other readings will be available on ELMS.

Recommended Texts (on reserve at McKeldin)


Vine Deloria, Jr., *God is Red*.


Course Outline*

(I) What is it like to be discovered: surviving Columbus and 500+ years of genocide, racism, and internal colonialism

Week 1: 1/24: Introduction to the course / Film: “Columbus Didn’t Discover Us.”

(A) Weeks 2-3: Early responses (3 sessions)


Pachgantachilias “Beware of friends such as these,” in Moody (ed.), p.35.


Chief Cornplant, “That we may know if you are just,” in Moody (ed.), pp. 35-36.

“Farewell, My Nation, farewell!” Chief Black Hawk, in Moody (ed.), pp.36-39


Standing Bear, “We would rather have died,” in Moody (ed.), pp. 51-53.

(A.2) Writing/talking back (2 sessions):

(A.2.a) 1 session: Bernardino de Sahagún & Nahua assistants, *Los Colloquios de los doce* (excerpts).

James P. Ronda, “‘We Are Well As We Are’: An Indian Critique of Seventeenth-Century Christian Missions” (focus on passages (pp.73-83) quoting indigenous voices).


Recommended:

Louise Burkhart, “The Amanuenses Have Appropriated the Text: Interpreting a Nahuatl Song of Santiago.”


(B) Weeks 3-4: Contemporary responses (3 sessions)


Bulletin from the Regional Coordination Body of Indian People (CORPI) (Central America and Mexico), Tlahuitoltepec, Oaxaca, Mexico, October 11, 1982, in Moody (ed.), pp. 116-118.

“Without its Native People, Brazil does not exist,” in Moody (ed.), pp.102-103.

“The International Cancun Declaration of Indigenous Peoples,” in Paradigm Wars, pp…

Jerry Gambill, “Twenty-one Ways to Scalp an Indian,” Akwesasne Notes, I. no.7 (July) 1979.


> Recommended:


Huanani-Kay Trask, “Introduction” (pp.1-21); “Politics in the Pacific Islands” (pp.41-58); and “From a Native Daughter” (pp.113-122) in Trask, From A Native Daughter.

E. Koohan Paik, “The Fall and Rise of a Native Language.”


Quetzil E. Casteñeda, “We Are not Indigenous!”


Victor Montejo, “In the Name of the Pot, the Sun, the Broken Spear, the Rock, the Stick, the Idol, Ad Infinitum & Ad Nauseum: An Exposé of Anglo Anthropologists’ Obsessions with and Invention of Mayan Gods,” Wicazo Sa Review 9 (1993):12-16.

! Major grading event: exam #1 Assigned 2/14; due 2/28.

Week 5: Vine Deloria, Jr (2 sessions)

Vine Deloria, Jr., Custer Died for Your Sins.
Video: Deloria on YouTube.

**Weeks 6-7: Rigoberta Menchú (3 sessions)**
Video: Menchú on YouTube.

>Recommended:
…”Appendix: The Findings of the UN Commission for Historical Clarification – A State Racist Theory and Practice” in Grandin, *Who is Rigoberta Menchú?*

! Major grading event: exam #2 assigned 3/7; due 3/26.

(III) **Weeks 7-12: Indigenous philosophies/religions/worldviews: metaphysics, epistemology, ethics, self, ceremony, language, sacredness, stories**

**(A) Can indigenous peoples do philosophy? (1 session):**
Fausto Reinaga, *Socrates y yo* and *La revolucion indigena* (excerpts).

**(B) Weeks 8-9: David Norton-Smith, *The Dance of Person and Place* (3 sessions)**
Video: Leroy Little Bear, “Native Science & Western Science.”

**(C) Weeks 9-10 (3 sessions):**


George E. Tinker, “Religion”


… “If You Think About it, You will see that it is True,” in B. Deloria et al (eds.) pp.40-60.


Video: Leroy Little Bear, “Native Science & Western Science” on YouTube.

(C) The Sacred (weeks 11-12 / two sessions)


George Tinker, American Indian Religious Traditions, colonialism, resistance, and Liberation”

(C.2) 1 session: Vine Deloria, Jr., *God is Red* (selections).


George E. Tinker, “Religion”

David Norton-Smith, ch. 7, *The Dance of Person and Place*.

Clara Sue Kidwell, Noley, and George Tinker, “Human Privilege and Communities of Respect”
Recommended:
George E. Tinker, “Missions and Missionaries”

! Major grading event: exam #3 assigned 4/16; due 4/30.

(IV) Native American Stereotypes in American Sports (week 12 / 1 session) Week 13
Winona LaDuke, “Masks in the New Millenium,” in LaDuke, Recovering the Sacred, pp.131-152.

Week 14: (2 sessions) Winona LaDuke, “The People Belong to the Land,” in Paradigm Wars; “Traditional Ecological Knowledge and Environmental Futures,” (pp. 78-88) and “The Salmon People: Susanna Santos” (pp.224-239) in LaDuke, The Winona LaDuke Reader.
YouTube videos: NMAI and LaDuke.
>Recommended:

Luis Macas, “Amautawasi Quechuan University,” in Paradigm Wars, pp. 41-45.
… “Pachakutik-Nuevo Pais: Breaking New Ground with Ecuadorean politics: Interview with Luis Macas”
Video: Abya Yala “This Land Is Ours”
Regarding written assignments: Students are expected to demonstrate: (a) the ability to convey a theme or argument clearly and coherently; (b) the ability to analyze critically and to synthesize the work of others; (c) the ability to acquire and apply information from appropriate sources, and reference sources appropriately; and (d) competence in standard written English.

Business matters
1. The preceding course schedule, requirements, procedures, and reading assignments are subject to change by the instructor in the event of extenuating circumstances.
2. Individuals having any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform me at the outset of the term. Adaptation of methods, materials, or testing will be made as required to provide for equitable participation.
3. Disruptive behavior: Students deemed by the instructor to be guilty of behavior disruptive to the class (e.g. cellphones, text messaging, passing notes, or talking) are subject to permanent expulsion from the class.
4. Religious observance: Please inform your instructor of any intended absences for religious observance well in advance. Due dates of assignments will be adjusted according to the students’ religious needs. The instructor will be available during office hours or by appointment to review missed lectures with students.
5. In case of inclement weather: the due date of assignments will be postponed until the following class meeting.
6. The University has approved a Code of Academic Integrity which prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, facilitating academic dishonesty, submitting fraudulent documents, and forging signatures. Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well. The following University of Maryland Honor Pledge, approved by the University Senate, should be handwritten and signed on the front page of all papers, projects or other academic assignments submitted for evaluation in this course: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”
7. All class lectures and class readings are copyrighted. As such they may not be reproduced for anything other than personal use without written permission of the instructor.
8. Regarding attendance, I quote the following from UMD websites.
   Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:
   1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
   2. If a student is absent more than 4 successive times, the instructor may require documentation signed by a health care professional.
   3. If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.

“It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the students control.”
For further information, see http://www.faculty.umd.edu/teach/instructionalguide201112.pdf