

**Philosophy 451/551: Native American Philosophy**

Fall 2013

Tuesday and Thursday, 12-1:50

140 Allan Hall

Instructor: Professor Scott L. Pratt

Office Hours: By Appointment

Office: 139 Campbell Hall

Phone: 346-2800

e-mail: spratt@uoregon.edu

**Course Description:**

The purpose of this course is to provide students with an introduction to Native American philosophy. In the first section of the course, we will consider the work of the major Native American philosophers and activist Vine Deloria, Jr., and Daniel Wildcat. This discussion will focus in particular on the concepts of agency and sovereignty and the metaphysics that follows from these concepts in Deloria's Pan-Indian philosophy. The second section takes up the question of genocide—how the idea applies to the experience of North American indigenous people and the ways it has affected and is carried out in the processes of knowing. The third section will consider the role of metaphysics in the North American Pan-Indian movement of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries that preceded Deloria and then succeeded him in the 21<sup>st</sup> century work of Thomas Norton-Smith. Norton-Smith's work is also an explicit attempt to connect indigenous philosophy with analytic western philosophy in the work of Nelson Goodman. The course will end by examining the distinctive decolonial theory of North American indigenous thinkers including Eve Tuck, Jeff Corntassel, and Leanne Simpson. The methodology of this course will involve close reading of primary texts, classroom discussions, written work and guest lecturers. Students registered in PHIL 551 will be expected to participate in three extra class sessions for more in depth discussion of the material.

The course will satisfy the ARNL, Metaphysics, and American tradition course requirements for the MA and PhD programs in Philosophy.

**Texts:**

The following required and recommended texts are available at the UO Bookstore. Other required and recommended readings will be available at <http://canvas.uoregon.edu>.

Vine Deloria, Jr. and Daniel Wildcat, *Power and Place: Indian Education in America*, 2001.

Thomas Norton-Smith, *The Dance of Person and Place*, 2010

Umeek (E. Richard Atleo), *The Principles of Tsawalk: An Indigenous Approach to Global Crisis*, 2011

Daniel R. Wildcat, *Red Alert! Saving the Planet with Indigenous Knowledge*, 2009.

Graduate Supplementary Reading (Undergraduate Recommended Reading):

David Stannard, *American Holocaust*, 1992

Nelson Goodman, *Ways of Worldmaking*, 1978.

Available on Canvas:

Pratt (ed.), *American Indian Prophecy* (Canvas)

Pratt (ed.), *Pan-Indian Resistance and Assimilation* (Canvas)

**Graduate Course Information:**

Readings: You are responsible for all of the required readings and the graduate supplementary readings listed in the chart below. All readings should be completed by the date indicated. In addition to these readings, you are expected to pursue secondary readings on the course material in support of your own interests, the précis, and the final paper.

Additional Readings: Graduate students will complete additional readings as described in the outline above. These readings will provide additional background to the topic at hand and should be used to enhance the presentations on the primary readings. These additional works may also be used in the final paper.

Précis: You will write two précis on the readings. The first précis will be about one or more works by Vine Deloria, Jr. and/or Daniel Wildcat. The second précis will be on any other text discussed in class. Each précis should summarize the argument of the work and place it in relation to its context and larger philosophical questions that emerge in the American Indian philosophical tradition (e.g. the idea of agency or sovereignty, conceptions of land or community, issues of colonization and decolonization). The précis should be no more than six pages in length.

Paper Prospectus and Annotated Bibliography: In the 8th week, you will submit a prospectus of your final paper with two components: (1) a 2-3 page detailed description of the topic and outline of your proposed argument; and (2) an annotated bibliography of at least five primary or peer-reviewed secondary texts that you intend to consult (in addition to texts assigned for the course). Each annotation should be about 300 words and include a summary of the book or article as well as an indication of its relevance for your project. Your prospectus must receive my approval in order for your final term paper to be accepted. The prospectus will be worth 10% of your final course grade.

Extra Class Meetings. You are expected to attend three extra class meetings (see the course schedule). The first two of these will be in depth discussions of the course materials to date. The third discussion will involve short presentations of your final paper topic and argument (about five minutes) and a brief question and answer session (about 5 minutes). Food will be provided.

Term Paper: Your term paper may be on a topic of your choice and should be about fifteen pages long (a little longer than standard “conference” length). Although you will develop your own paper topic, I strongly encourage you to talk with me about the topics you are considering. Paper proposals (of one or two pages with a draft bibliography) will be due on as indicated in the chart of assignments and readings below. I will provide comments on your proposals. In general, papers should focus on materials read for class. In addition to the required readings, your papers should make use of sources beyond the course readings as well. Since it is important for you to work on papers with a more far-reaching purpose, I encourage you to think of these papers as works-in-progress toward a possible conference paper or journal submission. **Final papers are due by email on the date indicated on the schedule below.**

Attendance and Participation: **Attendance is required.** For every unexcused absence after one, you will lose 1/3 of a grade. You are also expected to arrive on time and prepared to discuss the assigned material.

Grading: Your participation in discussion (including your short paper presentation) will count for 15% of your final grade. Each précis will count for 20% of your final grade, your final paper prospectus and bibliography will count for 5%, and your final paper will count for 40%. Improvement in graded work will count positively in calculating your final grade. Students registered P/NP grading must earn the equivalent of a B+ grade in order to receive a grade of P.

### **General Course Information:**

Note that the schedule of readings is subject to change during the quarter. All changes will be announced in advance during class. If you have questions about the assignments, requirements, or subject matter, please let me know.

Incomplete Grades: Incompletes must be arranged for in advance in accordance with University policy: [http://registrar.uoregon.edu/incomplete\\_policy](http://registrar.uoregon.edu/incomplete_policy).

Academic Misconduct: The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <http://researchguides.uoregon.edu/citing-plagiarism>.

Accessibility: If you encounter barriers to full participation due to the design of lectures, web-based information, in-class activities, format of exams, program timelines or curriculum, please make arrangements to meet with me to discuss ways of addressing these barriers. You may also contact the Accessible Education Center, which responds to requests from students to help facilitate access in individual classes and academic programs. Please go to <http://aec.uoregon.edu/> for more information.

Sexual Violence and Survivor Support: The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more: <http://safe.uoregon.edu> or 541-346-SAFE.

**PHIL 551—Native American Philosophy, Spring 2016, Schedule of Readings and Assignments**

<b>Week</b>	<b>Topic</b>	<b>Readings/Assignments</b>
<b>Week 1</b> <b>March 29</b>	<b><i>Introduction</i></b>	
<b>March 31</b>	<b><i>Agency and Sovereignty</i></b>	Luther Standing Bear, <i>Land of the Spotted Eagle</i> , Chapters 8 & 9, 1933 (Blackboard Reserve)  <b>Additional 551 Reading:</b> Lorraine Mayer, Ástam ánimotahtak (Come, let's talk, have a discussion) in <i>Philosophy and Aboriginal Rights</i> , 2013. Dale Turner, What is American Indian Philosophy? Toward a Critical Indigenous Philosophy, (Canvas).
<b>Week 2</b> <b>April 5</b>		Vine Deloria, Jr., Power, Sovereignty and Freedom from <i>We Talk, You Listen: New Tribes, New Turf</i> , 1970 (Canvas)
<b>April 7</b>		Deloria, <i>Spirit and Reason</i> , Chapters 3-4 (Canvas) Deloria and Daniel R. Wildcat, <i>Power and Place: Indian Education in America</i> , 2001, Chapters 1-4
<b>Week 3</b> <b>April 12</b>		Deloria and Wildcat, <i>Power and Place</i> , Chapters 5-10. Wildcat, <i>Red Alert!</i> 2009.  <b>April 12: PHIL 551 Extra Meeting, 6:30-9:00</b>
<b>April 14</b>		<b>April 14: Guest Lecture by Daniel Wildcat</b>
<b>Week 4</b> <b>April 19</b>	<b><i>Genocide and the Processes of Knowing</i></b>	Maria Yellow Horse Brave Heart, “The American Indian Holocaust: Healing Historical Unresolved Grief,” 1998. (Canvas) Patrick Wolfe, “Settler colonialism and the elimination of the native,” 2006 (Canvas) Joseph P. Gone, “Colonial Genocide and Historical Trauma in Native North America,” 2014 (Canvas)  <b>Additional 551 Reading:</b> David Stannard, <i>American Holocaust</i> , 1992, Chapters 1 – 4. Gary Clayton Anderson, Introduction, <i>Ethnic Cleansing and the Indian</i> , 2014
<b>April 21</b>		Laurelyn Whitt, “Imperialism Then and Now” and “Indigenous Knowledge, Power, and Responsibility,” 2009 (Canvas).  <b>Graduate Précis 1 due on April 21</b>
<b>Week 5</b> <b>April 26</b>		E. Richard Atleo, <i>The Principles of Tsawalk: An Indigenous Approach to Global Crisis</i> , 2011.
<b>April 28</b>		E. Richard Atleo, <i>The Principles of Tsawalk: An Indigenous Approach to Global Crisis</i> , 2011.
<b>Week 6</b> <b>May 3</b>		<b>May 3: Guest Lecture by E. Richard Atleo.</b>
<b>May 5</b>		Dolores Calderon, “Speaking back to Manifest Destinies: a land education-based approach to critical curriculum inquiry,” (Canvas) Megan Bang, “Nature–Culture Constructs in Science Learning: Human/Non-Human Agency and Intentionality” 2015 (Canvas)

<b>Week 7 May 10</b>		<b>May 10: Guest Lecture by Megan Bang and Dolores Calderon.</b>
<b>May 12</b>	<i>The Metaphysics of Resistance</i>	Read the following short papers in Pratt (ed.), <i>Pan-Indian Resistance and Assimilation</i> (Canvas) J. N. B. Hewitt, Hewitt, “Orenda and the Definition of Religion” (1902) and “The Iroquoian Concept of the Soul” (1895) William Jones, “The Algonkin Manitou” (1905) Laura M. Cornelius [Kellogg], “Industrial Organization for the Indian” (1911) Arthur C. Parker, “The Philosophy of Indian Education” (1911) Eastman, <i>The Soul of the Indian</i> (1911) and <i>The Indian Today</i> (1915) (Canvas)  <b>Graduate Précis 2 due today.</b>
<b>Week 8 May 17 &amp; 19</b>		Thomas Norton-Smith, <i>The Dance of Person and Place</i> (2010).  <b>Additional 551 Reading:</b> Nelson Goodman, <i>Ways of Worldmaking</i> , 1978.  <b>May 17: PHIL 551 Extra Meeting, 6:30-9:00.</b>
<b>May 19</b>		Thomas Norton-Smith, <i>The Dance of Person and Place</i> (2010).  <b>Graduate Final Paper Proposals Due today</b>
<b>Week 9 May 24</b>		Thomas Norton-Smith, <i>The Dance of Person and Place</i> (2010).
<b>May 26</b>	<i>Decolonial Philosophy</i>	Eve Tuck and K. Wayne Yang, “Decolonization is not a Metaphor,” 2012 (Canvas)
<b>Weeks 10 May 31</b>		Jeff Corntassel, “Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination,” 2012 (Canvas) Leanne Betasamosake Simpson, “Land as pedagogy: Nishnaabeg intelligence and rebellious transformation,” 2014, (Canvas)  <b>May 31: PHIL 551 Extra Meeting, 6:30-9:00 (Paper Presentations)</b>
<b>June 2</b>		Final Discussion
<b>Finals Week</b>		<b>Final Papers due at noon, Tuesday, June 4.</b>