

9-2014

## AAS 206.01: African Americans & Native Americans

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**AAS/NAS 260**  
**AFRICAN AMERICANS AND NATIVE AMERICANS**  
**COURSE SYLLABUS**  
**Fall, 2014**

**COURSE INFORMATION**

- a. Course Number: AAS 260, section 01 & NAS 260, section 01
- b. Course Request Number (CRN): 74714 & 75386
- c. Room # and time, NAC 103, MWF, 9:10-10:00
- d. Prerequisites: None
- e. Credits: 3

**PROFESSOR COMMUNICATION INFORMATION** (I like communication!)

- a. Professor: Dr. George R. Price
- b. Office Hours and Location: MWF, 10:15-10:45, 1:00-1:45, and 3:30-5:00, no appointment necessary, or the occasional Tu/Th, 9:00 to 5:00 and MWF after 5:00 *by appointment only*, in my office, NAC (Native American Center) 203E (on the 2<sup>nd</sup> floor, south end of the building)
- c. E-mail: george.price@mso.umt.edu
- d. Phone: 243-2302 (my office)

**REQUIRED TEXTS:** All items below are available in the UM Bookstore. Reading assignments are listed in the Course Calendar, beginning on page 3 of this syllabus.

James F. Brooks, ed., *Confounding the Color Line: The Indian-Black Experience in North America*, Lincoln, NE, University of Nebraska Press, 2002

Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*, Berkeley, University of California Press, 2006

William L. Katz, *Black Indians: a hidden heritage*, New York, Atheneum, 1986, or other editions

Donald B. Smith, *Chief Buffalo Child Long Lance: the Glorious Imposter*, Red Deer, Alberta, Red Deer Press, 1999

**MOODLE WEBPAGE**

Some short articles will be added to our readings during the course of the semester, either as paper handouts given in class, or posted electronically on our **Moodle webpage**. Connect through your UM Online account. Important announcements, some articles (including some required readings), power point slides from the lectures, exam grades, web links and other information will be put on this page throughout the semester. There is also a discussion board where you can raise questions and get feedback from the instructor and your fellow students. It is recommended that students check the Moodle page at least once a day.

**COURSE DESCRIPTION**

This course is a study of the broad scope of historical relations between African Americans

and Native Americans, and the lives and circumstances of people who are a mixture of those two groups. We will explore these topics through history, biography, cultural anthropology, sociology, politics and the arts. Some of the questions that we will seek answers for include: What sorts of relations between African Americans and Native Americans have existed in the course of American history? How do people of mixed African and Native American ancestry identify themselves culturally? Is culture “racial?” What are the origins of racial identity? What does it mean to be “Indian,” “African,” “Afro-Indian,” “African American,” “American,” “Euro-American,” or “white?” Many more questions will be raised and examined in the course of our study and classroom interactions. We will attempt, wherever possible, to connect the past to the present (including personal experiences) in our considerations of all of these areas of study.

### **COURSE OBJECTIVES**

Upon completion of the course, students will be able to:

- a. have a good general knowledge of the history, and present circumstances of the mixed Afro/Native American peoples of the United States and of the history of relations between the two separate groups labeled “African Americans” and “Native Americans”
- b. better understand the reasons behind racial classification systems and the other social forces that have limited Afro/Native peoples’ ability to form their own self identities.
- c. perceive the educational value of the history of interactions between these two groups beyond their relevance to Euro-American history alone
- d. be much more familiar with the diversity of responses that African Americans and Native Americans have made to the various circumstances that have brought the two groups into contact and interaction throughout American history
- e. be familiar with some of the vast scope of contributions that Afro/Indians have made to various Indian tribes, African American communities, and to U.S. society and culture in general

### **TESTS AND GRADING**

I use a precise, numerical grading system, based on the normal 100-point scale:

91.5 to 100= A	82 to 87.5 = B	72 to 77.5 = C	61.5 to 67.5 = D
90 to 91 = A-	80 to 81.5 = B-	70 to 71.5 = C-	59.5 to 61 = D-
88 to 89.5 = B+	78 to 79.5 = C+	68 to 69.5 = D+	Less than 59.5=F

Each writing assignment, exam, and student attendance, is assigned a maximum point value, with the cumulative maximum total for all factors being 100. Student grades will be based on the *combined scores* of: three exams (70%); short essays, and/or a research paper (20%); and attendance/class participation (10%). (Details on the writing assignments will be given on a separate handout during the first week of class and posted on the Moodle page.)

Make-up tests and other special arrangements must be arranged in advance, and approved by the instructor. Only very dire, unavoidable circumstances will be considered.

### **DISABILITY MODIFICATIONS**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

## **ATTENDANCE**

All students are individually responsible for acquiring information made available through lectures, reading assignments, and materials handed out in class. *Attendance and participation make up 10% of your grade* (see "Grading Criteria" section above). Verified excused absences will receive half-credit.

For those times when you cannot attend, or when you want to review a lecture, **the lectures will be recorded and available on iTunesU**. See the Moodle page for details.

Disrespectful behavior, such as talking during a lecture or while another student is addressing the class, or playing with electronic devices during class, will result in loss of attendance and participation credit for that day.

## **ACADEMIC HONESTY**

Exams will be monitored and students must work individually. Talking to other students during the exam, copying another student's paper, or other forms of cheating will result in an "F" grade *for that exam*. Evidence of plagiarism on a student research paper or essay will result in a complete loss of credit (F grade, zero points) *for the plagiarized paper only*. In either case, a missing exam or missing writing assignment (a loss of up to 30 points) can make the difference between passing or failing the class.

## **COURSE OUTLINE/ CLASS CALENDAR**

<u>Date</u>	<u>Topic</u>	<u>Relevant Readings</u>
Aug. 25	Introduction and orientation, AA/NA relations	(* = optional reading)
" 27	Overview of the scope of AA/NA relations	Katz, Intro, chap.1
" 29	Instructor's family history slide show	Price article#1 (Essay for GBS)
" 29	segment 1 of video documentary: "Black Indians: An American Story," discussion	
Sept. 1	LABOR DAY HOLIDAY- NO CLASS	
" 3	moderated discussion on video and readings	Brooks, chap. 3, Mandell article
" 5	AA/NA relations in New England and the Northeast	Price article #2
" 8	" " " continued	Katz, pp.101-104
" 10	video on the Wampanoags ("People of the First Light"), discussion	
" 12	lecture/discussion on Red Shirt article and Price response	Red Shirt article, Price #3
" 15	(possibly) small group discussions of questions raised in the study guide and readings	
" 15	The "language of race" and the origin of racial concepts	Forbes article
" 17	Previous lecture continued, discussion	Human Genome project articles*
" 19	<b>Review session for first exam</b>	
" 19	<b>Exam One</b>	
" 22&24	Comparison of indigenous African and indigenous American cultures	Wright article
" 26	Earliest contacts and relations in the Spanish colonies	Brooks, chaps. 1, 4
" 29	" " " continued	Katz, pp. 26-37, 47-48, 90-94
Oct. 1	Afro-American/Native American relations in the colonial South	Brooks, chaps. 2, 5
" 3	segment 2 of video documentary: "Black Indians: An American Story"	
" 6-10	Colonial era South, cont.; history, economic changes, influence of Euros on both groups	
" 10	<b>First essay due</b>	Katz, ch. 4, 5 Miles, ch. 1, 2
" 13	The development and growth of Cherokee slavery and Afrophobia	Miles, chs. 3-6
" 15	" " " , continued, and discussion	
" 17-22	Afro-American/ Native American relations in Indian Territory	Katz, pp.136-168
		Shoemaker, McLoughlin articles, Miles, chs. 7-9

## COURSE OUTLINE/ CLASS CALENDAR, continued

<u>Date</u>	<u>Topic</u>	<u>Relevant Readings</u>
Oct. 24	Discussions, continued; <b>Review session for second exam</b>	
" 27	<b>Exam Two</b>	
" 29&31	The Civil War in Indian Territory	Brooks, chap. 6, & Miles, ch. 10
Nov. 3	Aftermath of the Civil War: Reconstruction and "ethnic cleansing": blood quantum, enrollments, allotments	Miles, Epilogue Brooks, chs. 7 & 8
" 5	completion of the discussion on Tiya Miles' book and Brooks, chps. 7&8	
	<b>Submit research paper topics to the professor for approval and/or suggestions</b> (if you have not yet already done so)	
" 7	Afro/Native relations in the mid-east coast states and Appalachia: the Lumbees, Melungeons, and other "tri-racial isolates"	De Marce & Wilkins articles
" 10	continuation of previous lecture	
	Introductory lecture on "Chief Buffalo Child Long Lance: the Glorious Imposter"	
	The plight of Afro-Natives in Jim Crow America	Smith, pp. 11-59
" 12	Why Long Lance decided he could not "be himself" (lecture/discussion)	
" 14	Long Lance's web of lies and what it led to	Smith, pp. 60-227
" 17&19	excerpt from Long Lance's film, "The Silent Enemy"	Smith, pp. 228-323
	Long Lance discussion: the American denial of the absurdity of racialism, human contentment with easy answers, and the "need" to belong	
" 21&24	Examples of relations between AfAms and NAs in the Plains and other sections of the U.S.	Yellow Robe, "Grandchildren of the Buffalo Soldiers" (posted online)
" 24 <sup>th</sup> or Dec. 1	Guest speaker: (To be announced)	
" 26-28	Thanksgiving (for the Wampanoags saving their lives) Vacation, NO CLASS	
Dec. 1	lecture/discussion on William S. Yellow Robe Jr.'s play, "Grandchildren of the Buffalo Soldiers"; Native American attitudes towards AAs in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries	Price articles 1& #4 Brooks, Epilogue (Val Phillips)
	<b>Rough drafts of research papers due</b>	
" 3	African American attitudes towards their Indian ancestry	Brooks, ch.10 (Welburn)
	Extra credit student presentations on your research or essays can be made on either this day or Friday the 5th. Please sign up in advance if you choose to do one.	
" 5	Changing relations and attitudes in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries; final discussion;	
	<b>Review for the final exam</b>	
	<b>Last day to turn in any writing assignments</b>	
" 10	<b>Final Exam, Wednesday, Dec. 10, 8:00-10:00</b>	
	<b>If this time and/or day will not work for you, please make arrangements in advance to take the exam at another time or day during finals week.</b> UM policy is that final exams can only be rescheduled for individuals (not entire classes) to take during finals week.	