This course explores the entwined histories, cultures and identities of African American and Native American people in the United States. Long neglected in popular and scholarly accounts, the Black Indian experience sheds light on comparative histories and legacies of racial formation, as well as the conjoined role that these two groups played in the emergence of the United States as an independent nation. Students will be exposed to a range of voices, including Black Indian artists, scholars and activists, as well as other scholars working in a variety of disciplines, including anthropology, history, Native American Studies, African American Studies, American Studies and women’s studies. The readings will range from primary historical documents and ethnographies, to creative and autobiographical accounts. Course content will cover key issues and topics critical to Black Indian communities, such as US settler colonialism, American Indian slaveholding, cultural and linguistic exchange, kinship practices, forms of resistance, and ongoing struggles for tribal citizenship, with an in depth focus on several different tribes as they are represented in the required texts. Throughout the course, we will focus particular attention on how American race making practices have shaped Native American and African American views of one another and overshadowed the contexts in which they have interacted. Students are also required to consider how their own perceptions of race, culture, and indigeneity might limit their understanding of how American Indians, African Americans, and those of both heritages, answer the question, “Who am I,” for themselves.

Course Objectives

By the end of the semester, students in the class should be able to:
- Recognize the diversity of encounters and relationships that have existed between African/African Americans and Native Americans
- Utilize a range of conceptual frameworks for understanding Black-Indian interactions, including natural affinity and antipathy, land vs. labor, mixed-race and mixed-blood, the triangulation of Black, White and Red relations, racial formation, emancipation, freedom, civil rights and sovereignty.
- Understand the critical and intersecting roles that Blacks and Indians have played in American nation building.

Requirements

Because the course relies upon a lively in-class discussion, reading in advance is required. Students should arrive with questions and ideas, and be prepared to discuss readings in class. Students are also required to keep up with the key points presented in
each class. If you are having difficulty with any of the ideas presented in class, then it is your responsibility to meet with other students or to attend my office hours to clarify course materials. Please use these opportunities to your advantage!

**Grading and Assignments**

You will be evaluated on the basis of (1) a mid-term and final examination; (2) one writing assignment (the Identity Study); (3) one in-class oral presentation based on your own independent research, and (4) active participation in classroom exercises and discussion. Assignments will be due at the beginning of class and there will be no make-up exams, incompletes, or time extensions, except in the case of emergencies. The points for the course are assigned as follows:

1) **Examinations**: Mid-term Exam *(20 pts.)* and Final Exam *(20 pts.)*; format will be objective and essay. You will need to bring a blue book to class on exam days. The final exam will be cumulative.

2) **Research and Writing Assignments**: (a) Identity Study, a 6-8 page-paper due mid-semester *(25 pts.)* and (b) Research Presentation, an oral presentation based on your own independent research, due throughout the term *(20 pts.)*. More details will be given in class.

3) **Classroom Participation** *(15 pts.)*: based on attendance, “keepers” exercise, evidence of having read class materials (assessed via pop quizzes, if needed), active engagement in discussion, staying up-to-date with writing and research assignments, and a willingness to lead discussion with thoughtful questions, observations and critiques.

The scale for final grades is such that 90 to 100% = A; 80 to 89% = B; 70 to 79% = C; 60 to 69% = D; 59% and below = F.

Students will be evaluated on the following basis:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid-term examination</td>
<td>20%</td>
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<tr>
<td>Final examination</td>
<td>20%</td>
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<tr>
<td>Identity Study</td>
<td>25%</td>
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<tr>
<td>In-class research presentation</td>
<td>20%</td>
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<tr>
<td>Course participation, attendance/reading quizzes</td>
<td>15%</td>
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**Readings**

**Books**


6. Selected Articles (Online Course Reader).

Any student in this course who has a disability that may prevent him or her from fully demonstrating their abilities should contact me personally as soon as possible so we can discuss the necessary accommodations to facilitate your full participation in the class.

*** I reserve the right to change or amend the course syllabus as necessary, primarily due to any unforeseen circumstances that may arise during the course of the semester. However, any changes in the syllabus will not adversely affect your grade or your workload. In other words, there will be no changes to the grading system and no additional assignments.

Relax and have a great semester!
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Reading</th>
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<tbody>
<tr>
<td><strong>I. Framing Black/Native Histories</strong></td>
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<tr>
<td>August</td>
<td>Th 25 Introduction to Course: Explore the term “Black Indian”</td>
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<td>T 30 View Film <em>Black Indians</em></td>
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<td>September</td>
<td>Th 1 Hidden Histories of Race-Mixing in America</td>
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<td>T 6 Natural Affinity and Antipathy</td>
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<td>Th 8 Selective Assimilation</td>
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<td>T 13 Tribal Sovereignty and Emancipation</td>
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<tr>
<th>II. Colonial Encounters</th>
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<tr>
<td>Th 15 Colonialism and Settler Colonialism</td>
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T 20 The Colonial Assault on Indigenous Cultural Diversity

Th 22 Slavery and the Colonial Conditions of Indigeneity

T 27 Early Black Indian Interactions along the Eastern Seaboard

III. Slavery and Resistance in Native Communities

Th 29 Race and Gender in Indigenous Slaveholding: East
Tiya Miles, Ties That Bind, Introduction, Chapters 1-3, pp. 1-65 (Miles).

October T 4 View Film Lone Star
READ: Tiya Miles, Ties That Bind, Chapters 4-8, pp. 64-148 (Miles).

Th 6 Removal and Rebuilding: West
David Chang, “Where Will the Nation Be at Home? Race, Nationalisms, and Emigration Movements in the Creek Nation, pp. 80-99 (CW).
Celia Naylor-Ojurongbe, “Born and Raised Among These People,” pp. 161-191 (CL)

T 11 Towards Emancipation and Citizenship

Th 13 **Midterm Examination**

IV. Continuing Struggles for Freedom, Equality and Self-Determination

T 18 Freedmen Experiences and Identities in Indian Territory

Th 20 Freedmen Resistance and The Ongoing for Tribal Citizenship
Mark Hirsch, Dan Agent, and Daniel Littlefield, three readings on contemporary Cherokee Freedmen controversy, pp. 117-131 (NDVZ).

T 25 Black Indians East: Racial Limits and Possibilities

Th 27 Racial Segregation and Jim Crow: An Uncomfortable Choice

V. Race, Recognition and Rights in Afro-Native Communities

November T 1 Choosing Indian: Shared Histories and Blended Genealogies

Th 3 Race Renegades: Living Community, Living Rebellion
T 8  View Short Films: *Real Indian* and *Picking Tribes*

Th 10  Troubling Race and Federal Acknowledgement

T 15  Black-Indigenous Creativity and Connection

Th 17  Racial, Social and Political Denial

VI. Contemporary Black Indian Identities, Communities, and Politics

T 22  Racist Legacies: When Indians Circle the Wagons
Melinda Micco, “Blood and Money:” The Case of Seminole Freedmen and Seminole Indians in Oklahoma, pp. 121-144, (CW).

***Thanksgiving Holidays Nov 24th-26th***

T 29  Struggling to Find Home: Refusal and Resistance

December  Th 1  Insistence, Naming and Knowing: Indigenous Epistemologies
Tamara Buffalo, “Knowing All of My Names,” pp. 218-225 (CW).

Final Examination, 9:00-12:00, SZB 286.

Reading Key:
CL = Confounding the Colorline
CW = Crossing Waters, Crossing Worlds
NDVZ = indiVisible
Miles = Ties That Bind
Lumbee = Lumbee Indians in the Jim Crow South
R = Online Course Reader