

**AMER IND/
HISTORY 380**

Sovereignty and the Schoolhouse

Professor Matt Villeneuve
Email: mwilleneuve@wisc.edu



Reconciliation Pole, James Hart (Haida) 2017

*This course introduces students to the history of **American Indian education** while evaluating the relationship between education and sovereignty through a survey of schools including missions, boarding schools, survival schools, tribal colleges, language nests, charter schools, and more.*



AMER IND/HISTORY 380: Sovereignty and the Schoolhouse 2023-2024

3 Credits

Course Designations and Attributes: *Social Science; Humanities; Counts as Liberal Arts and Science credit in L&S; Counts toward Ethnic Studies requirement (ESR), Intermediate level*

Course Description: *Introduction to the history of American Indian education. Evaluate the relationship between education and sovereignty through a survey of schools including missions, boarding schools, survival schools, tribal colleges, language nests, charter schools, and more.*

Requisites: *AMER IND 100 or AMER IND/HIST 190 or Graduate/professional standing*

Meeting Time and Location: *Tuesday/Thursday 2:30 – 3:45pm*

Instructional Modality: *In-person. This class meets for two, 75-minute class periods each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of the classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.*

This course offers substantive interaction which engages student learning and assessment through direct instruction, written feedback on student work, and facilitating discussion of course content. The instruction is outlined by the course schedule.

Instructor: Professor Matt Villeneuve

Office Hours: Wednesday 10:00am-12:00pm George Mosse Humanities Building 5117

Contact: mwilleneuve@wisc.edu

Course Learning Outcomes

In this course, students will:

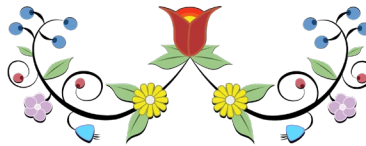
- *Identify important concepts in the history of education and American Indian studies to understand how the past has affected present day circumstances regarding inequalities in education in Indian Country and in the U.S.*
- *Evaluate theories of schooling and sovereignty through the interpretation of primary sources related to American Indian education to practice historical empathy toward the cultural perspectives and worldviews of others.*
- *Craft rigorous historical arguments in the form of an original research paper on the history of an American Indian school, and question cultural assumptions and knowledge claims as they relate to race, ethnicity, and sovereignty in education.*

Graduate Credit Learning Outcomes

- *Assess the foundational works in the historiography on schooling in Native lives, communities, and nations as part of the field of contemporary Indigenous Studies.*

“Indian youth! They, too, have fine pages in their past history; they, too, have patriots and heroes. And it is not fair to rob Indian youth of their history, the stories of their patriots, which, if impartially written, would fill them with pride and dignity. Therefore, give back to Indian youth all, everything in their heritage that belongs to them and augment it with the best in the modern schools. Why not a school of Indian thought, built on the Indian pattern and conducted by Indian instructors?”

Luther Standing Bear (Lakota), 1933



For nearly five hundred years, “Indian education” has been a term that purportedly describes both Indigenous people’s teaching and learning, and the schooling of Indian people by non-Native people. This seminar is a study of American Indian people and their histories with schooling across both domains. Namely, we will examine the historical relationship between Native sovereignty and self-determination at the nexus of the schoolhouse. In this class, we will explore many institutions which stem from the history of Native education, ranging across Indigenous pedagogies of experience, missionary schooling, boarding schools, survival schools, tribal colleges, language nests, and charter schools. As students of this history, we will proceed under the important distinction that schooling is not synonymous with education. Schooling is but one method for the organization of learning, a distinction which has profoundly impacted Native experience, historical trauma and community integrity, epistemological continuity and innovation, experimentation and resistance, and ultimately, Indigenous perseverance and survivance.

Centering schools in Native history raises many questions. Why are schools mentioned in so many treaties signed between Native nations and the United States? How did Native people respond to the federal government's weaponization of boarding schools as a tool of Indigenous dispossession, family separation, and language suppression? Simultaneously, how have Native people experimented with their own schools to re-claim schooling as a tool for Native education? Seeking answers to these questions is particularly important because the University of Wisconsin-Madison is situated at Teejop (“the four lakes”) the ancestral territory of the Ho-Chunk Nation recognized by the United States in a September 15, 1832 treaty. This school itself is very much a part of the national history which this course examines. It is therefore appropriate that our university hosts classes like this one as a small but important means to ensure that schooling remains a life-giving institution for the Native students, parents, and teachers who continue to shape the future of the lands, waters, and classrooms of Wisconsin.

Required Books:

- K. Tsianina Lomawaima and Teresa McCarty, *To Remain an Indian: Lessons in Democracy from a Century of Native American Education*. New York: Teachers College Press, 2006.
- Other readings will be available on Canvas.

Requirements and Grading:

- Archival Research Interpretation Response 5%
- Weekly Discussion Posts 15%
- Midterm Examination 15%
- Term Project:
 - Site Proposal 5%
 - Outline 5%
 - Concepts writing 5%
 - Class presentation 5%
 - Final paper (8-10 pages) 25%
- Class attendance and participation 20%

Grading Scale

A	93-100%
AB	88-92%
B	83-87%
BC	78-82%
C	70-77%
D	60-69%
F	0-59%

Assignments

1. **Archival Research Interpretation Response:** To practice interpreting primary sources related to the history of Indian schooling, we will visit the archives at the Wisconsin State Historical Society. These archives contain valuable, one-of-a-kind records regarding Indigenous education. We will be the beneficiaries of consultation with expert archivists who will help us understand how to search for records, request documents, and examine such collections. During our visit, you will be required to find a source that interests you and complete a primary source diagnostic. Then, you will write a short response that interprets the source. What is it? Who made it? Why? What was its function? What kind of information about Indian schooling might it yield to a historian? Response papers should be 1-2 pages in length and include a hi-res reproduction of the primary source.
2. **Weekly Discussion Posts:** To ensure that our seminar style discussions will be as robust as possible, students will post a response to the assigned readings on a weekly basis. There will be two opportunities for students complete a discussion post each week: posts are due on Canvas at midnight prior to the class meeting the following day. Students must complete at least one of these posts each week. Each response will consist of three elements: clarity, connection, and confusion.
 - a. *Clarity:* What became clear to you after this reading? What did you learn from this reading that is useful to your learning in this class? Be specific!
 - b. *Connection:* How does this reading connect to other ideas in this class? In what ways might this reading complement another reading or discussion we've had? Inversely, in what ways might this reading complicate another reading or discussion?
 - c. *Confusion:* What remains confusing about this reading? Which aspect of this piece - or topic in general - would you like to elaborate upon or explore further?

To earn full marks on each post, each of these three elements must be addressed fully, with clearly articulated ideas that accurately reflect the concerns of the reading in question. In accordance with the course attendance policy, students are permitted to pass on up to two weekly discussion posts.

3. **Midterm Examination:** The midterm examination will consolidate our practice of examining primary sources relevant to the history of Native sovereignty and schooling. This in-class exam will require a blue/green notebook, which I will provide. Please let me know ahead of time should you need any accommodations.
4. **Term Project:** This class is structured around a term project that invites students to work like historians in the field of American Indian education history. You will select an Indian school and write a short history of that school that illustrates some of the ideas embedded in sovereignty and schooling concepts that we have discussed in this class. For the purposes of this assignment, an “Indian school” is any institution where Native people have historically been enrolled in such substantial numbers that curriculum, governance, or finance of the school was/is explicitly designed in part or in whole based upon their enrollment there. Your research will bring an overlooked school into greater scholarly detail or add a fresh interpretation to a well-documented institution. (Note: While you can choose Hampton or Carlisle, a word of caution. These schools are so well-documented by historians that you will need to propose a very specific research project that examines a particularly understudied aspect of these long-lived and well-studied schools. If you elect to study either of these schools, be prepared to touch base with me about your proposal.) The term project is composed of the following assignments:
 - a. **Site Proposal:** To anchor your project, you must select a compelling site. Your first assignment is to submit a research proposal that includes *two* possible schools: one founded by non-Natives, and another created by Natives. Write a short proposal (300 words or so) for each school and discuss what interests you in this site and why you think it is significant. You can choose schools based on our class discussion, our archival visit, or your own research or reading. (Due to the chronological organization of the course, we may not have studied many Native schools by the time this assignment is due. You may need to do your own research! Look ahead on the syllabus to get some ideas...) As you consider which school you would like to study, consider carefully how you might procure primary sources related to that site. Can you travel to a local archive? Are there documents available through the library? Does the school have digitized records? As tempting as it may be to attempt to uncover an institution little known to historians, you will be constrained by your ability to access records. Be practical and daring in equal measure!
 - b. **Outline:** Your term project will culminate in an original research essay. To prepare for this enterprise, a solid outline of the paper will be required before you begin to write. To help you get started writing, you will submit a one page outline that describes a basic organization of your paper, enumerates the sources you have already found (or describes sources you would like to find and how you anticipate using them); a list of key concepts you have drawn on from course readings or discussion to focus your analysis; and the contours of your argument that you are developing about the significance of the school in question.
 - c. **Concept writing:** Because writing and thinking analytically are inextricably linked, it is important to get writing long before this research paper is due. This

will allow you to craft a compelling argument with opportunities for consultation with me. This assignment asks you to write a 2-3 page section of your paper which focuses on a treatment of a concept we have discussed in class or in readings as you see it applied to the school you are studying. You will need to offer some explanation (mostly offer a definition) of how you understand the concept you are employing. Be sure to include a short abstract about how this section of writing will fit into the larger roadmap of your overall argument. (Just a sentence or two will suffice.)

- d. **Class Presentation:** Throughout the term, students will have prepared an outline, assembled primary sources, consulted secondary sources, and begun to analyze them as part of their term project. On the final day of class, students will present their findings to the class. These presentations will be conducted in [PechaKucha](#) style. Strong presentations will highlight at least one primary source and your analysis in detail (this can be the same source that you've already analyzed in your primary source analysis). Be prepared to discuss the extent to which the concepts we have studied in class apply to your school. Remember, these presentations are meant to share your original findings and add to the variety of institutions that the class has previously considered. We are eager to learn from you!
 - e. **Final paper:** The term project culminates in an original research paper on the history of an Indian school. The paper should be based substantially on a close reading of at least two-three primary sources. At the same time, the paper must marshal a number of secondary sources to explore the history of the institution in question and how you believe it to be situated in the wider scholarship on Indian schools. Your final task will be to connect the defining issues you believe animate the history of your school with the concepts of sovereignty and schooling we have explored in this class. The paper should be between 8-10 pages in length and should be formatted in Chicago style.
- 5. Participation:** This class is designed as a seminar, a configuration intended to generate critical discussion amongst all members of the course. As a seminar, the professor functions as an expert facilitator, and students are empowered to offer their perspective, ask questions, and respond to their peers in open-ended dialogue. Participation grades are described below.

Graduate Student Designation: Graduate students who enroll in this course will be expected to complete additional graduate-level work to satisfy the graduate student designation. Graduate students will consult with me to choose a monograph regarding Native schooling written by a historian. Graduate students will produce a book review of this monograph in lieu of taking the midterm exam (the due date for this review is flexible). Additionally, graduate students will also complete an extended final term paper of 18-20 pages in length.

Policies

Class attendance and participation: The success of the seminar will depend upon our shared responsibility to develop an active and respectful intellectual exchange. While attendance is required, it is only the first step toward meaningful participation. You are expected to come to class fully prepared to engage in lively, pointed, and collegial discussion and analysis of the week's assigned reading. To earn full marks, students are expected to attend class and participate in this mode of scholarly engagement as follows:

A: This student never misses class, always completes assigned readings, and comes to class prepared to think carefully, making connections between readings and across topics. They are willing to take the lead in discussion periodically, posing interesting questions or taking risks by answering tough questions. They avoid dominating discussion, instead participating mindfully in discussion with other students, considering their ideas and responding thoughtfully and respectfully. They help to create a sense of a shared conversation in the group as a whole. This student shows passion for the work of the class and is committed fully to our work while in the classroom.

AB: This student does most of what an A student does, but may be slightly deficient in one area – for instance, they may be a conscientious reader and thinker who tends not to listen to other students or otherwise dominates conversation instead of engaging in productive deliberation. Or, they may have been late to class a few times, or may have missed a reading or two.

B: This student participates often, but not consistently. They may attend every class and do all the readings but avoids taking the lead in discussion, instead only responding to questions or adding periodically to others' ideas. This student may participate well, but may have missed a class and failed to submit the makeup assignment.

BC: This student may be a frequent but superficial discussion participant. The student may let shyness keep him or her from participating as fully as he or she should. At times the student may seem not to have done the readings, though they usually comes prepared.

C: This student is intermittently prepared for class (e.g., participates well but has missed two classes without submitting a makeup assignment). They may have moments of insight and engagement, but rarely participates beyond the occasional superficial comment.

D: This student very rarely participates, and only in superficial ways.

F: This student has missed three classes without submitting a makeup assignment and/or attends most classes but never participates.

Absences: As this course is a seminar, its quality hinges on your participation. As a result, your attendance is required. Life happens, however; you have three excused absences to use as you see fit. Should you need another reasonable accommodation, you *must* communicate with me in writing at least 48 hours in advance.

Communication: If you need to reach me to discuss this course, the history department, or scholarship in general, please send me an email or drop by my office hours. Please allow me 48 hours to respond to email. Plan accordingly!

Late work: Any assignments that are turned in late will receive a 10% penalty per day late, up to five days, after which it will receive an automatic F. Please do your utmost to avoid turning in late work. Should you need a reasonable extension for any assignment, you *must* contact me in advance and explain your circumstances in writing. You will need to allow me 48 hours to evaluate your written request.

Electronics: The use of laptops are permitted in this course for the sole purpose of note-taking or accessing course materials. Phones are not permitted, and please ensure that they are silent during class.

Artificial Intelligence Course Policy: Because a great deal of the value in the practice of historical writing lies in its capacity to sharpen your own thinking, I encourage you to refrain from

the use of artificial intelligence (AI) tools and applications such as ChaptGPT, DALL-E, Midjourney, etc. in crafting the writing which you will submit in this course. However, the use of these tools is permissible in this class when they support the learning objectives of this course – namely, as a tool to refine your original scholarly work. Should you choose to use A.I. programs to supplement your own original work in any way, you must cite your use of these sources according to the Chicago Manual of Style.

Please be aware that you are responsible for any and all information you submit based on any A.I. queries. Remember, A.I. programs like ChatGPT use large language models to produce their results. This kind of predictive text will often “hallucinate,” results based on existing texts which have the appearance of verisimilitude but are entirely untrue. (In the context of original historical research, this means that A.I. programs will often invent fake primary sources that were never made, generate people who never lived, and describe events that did not happen.) While this concern about A.I. hallucination is certainly a question of accuracy in history, it is also one of academic honesty at the university. If you include these kinds of results in the work you submit for assessment in this course, you will be subject to the university’s academic misconduct policy, which regards the false representation of evidence as an act of academic misconduct. Use content generated by A.I. resources at your own risk.

As we are practicing the conventions of the historical discipline (which insist on the transparency of the resources we use in our craft), you must also cite A.I. queries which format your work. This manner of citation allows the teaching team to fairly evaluate your work and to provide the most constructive feedback to you as a writer. Failure to properly cite your use of A.I. for formatting or stylistic queries is therefore also subject to the university’s academic misconduct policy as a violation of course policies.

In other words, for the purposes of this class, *you must cite any and all A.I. queries that you include in your work, regardless of whether they are used to generate content or refine your original work, in accordance with the conventions of the discipline and in the spirit of academic honesty.* For more information on citation formatting with A.I., see the [Chicago Manual of Style Online](#).

Unless otherwise stated, this course follows all other UW-Madison course policies.



Course Schedule

Week 1: Introduction

Learning Goal: *In our first-class meeting, we will get to know each other, catalog our various experiences with schooling, and review the syllabus. Students should have a firm grasp of the expectations of the course and the schedule for assignments.*

September 7: **Welcome and Introduction**

Week 2: Learning Concepts

Learning Goal: *This class is structured around the relationship between two ideas, sovereignty and schooling. While these concepts are ultimately tools for scholars, we must first understand them before we can put them to good use. How are these ideas defined, what is their history, and how have they shaped scholarship on Indigenous education? In our first unit, students will be introduced to the methodological foundations of the field of American Indian education and appreciate how schooling is a distinct form of education.*

September 12: **Theorizations of Sovereignty**

Reading due:

- Delucia, Kiel, Phillips, Vigil, "Histories of Indigenous Sovereignty in Action," 1-20
- Brayboy et. all, "Sovereignty and Education," 1-5

September 14: **Theorizations of Schooling**

Reading due:

- Grande, *Red Pedagogy*, 49-78
- Lomawaima and McCarty, *To Remain an Indian*, 16-42

Week 3: Orientation to the Archive

Learning Goal: *Historical research is a critical element of American Indian Studies. This week begins with practice working with primary source materials related to the history of Native education in Wisconsin and in the Great Lakes region. Students will be introduced to the archives, work with an archivist to learn the basics of historical research, and begin to plan an original research project of their own. Following this orientation, we will begin our survey of the history of Native schooling and consider how issues of sovereignty became live considerations at the inception of the very first "Indian Schools" established by Europeans in North America.*

September 19: **Archives Visit**

Reading due:

- None

September 21: **European Missionary Schooling**

Reading due:

- Szasz, *Indian Education in the American Colonies*, 46-77

Assignment Due:

- Archival Research Response (On Canvas by the beginning of class)

Week 4: Education and Colonization

Learning goal: *Missionaries were some of the first Americans to bring schools into Indian Country. Yet almost as soon as the United States was founded, it began making treaties with Indian nations. These treaties evidence Native people's inherent sovereignty: and schools were a part of many of these treaties. In this unit, students will work with a database of primary sources to uncover the role of schools in these important documents acknowledging Indigenous sovereignty.*

September 26: **American Missionary Schooling**

Reading due:

- Moranian, "Ethnocide in the Schoolhouse," 242-260

September 28: **Treaties and Schools**

Reading due:

- Reyhner and Eder, *American Indian Education*, 44-63
- Coleman, "Treaties and American Indian Schools in the Age of Assimilation, 1794-1930," 179-194

Week 5: Origins of Federal Indian Schooling

Learning goal: *Schools have long played an important part as a part of the United States' Indian policy. In this week, we will examine how schools appeared as major elements of removal and reservation policies. We will observe how schools became a crucial part of several Native nation's strategies for negotiating federal removal in the early nineteenth century, and how they encountered day schools on reservations.*

October 3: **Removals and Schools**

Reading due:

- Snyder, "Indian Schools for Indian Territory," 272-296

October 5: **Reservations and Schools**

Reading due:

- Andrews, "Turning the Tables on Assimilation," 1-25

Week 6: Schooling Becomes Indian Policy

Learning goal: *In this unit, students will pay close attention to the origins of the federal Indian school system and its infamous industrial boarding schools. We will examine two contrasting configurations between schooling and sovereignty and analyze how intellectual currents of reform and carcerality in the nineteenth century have shaped scholar's understanding of boarding schools. Students will review federal school policies and uncover student testimony about what learning in this system was like to better understand the challenges and opportunities that enrolment in this school system affording Native youth.*

October 10: **Models: Fort Marion and Hampton**

Reading due:

- Adams, *Education for Extinction*, 33-64

October 12: **Carlisle and its System**

Reading due:

- Fear-Segal, *White Man's Club*, 184-205, 231-251

Assignment Due:

- Site proposal (On Canvas by 11:59pm)

Week 7: Boarding Schools

Learning goal: *The off-reservation Indian boarding school system was variously intended by their non-Native overseers to eliminate or domesticate Indian identity. We'll take a closer look at this process worked – and where it failed. We will also use the midterm examination to assess student skills interpreting primary sources relevant to Indian schooling.*

October 17: **Weaponizing Schooling**

Reading due:

- Adams, *Education for Extinction*, 105-149
- Child, "Runaway Boys, Resistant Girls," 87-95

October 19: **Midterm Exam** **NEW ARCHIVE VISIT DATE**

Week 8: Inside the Boarding School System

Learning goal: *As schooling became a leading part of federal Indian policy, it became hotly contested. These pedagogical debates during the early part of the twentieth century were directly shaped by White attitudes about Indian people, which were undergoing changes and challenges. In this unit, students will better understand how federal education policy was shaped by the confusing racialization and simultaneous romanticization of Indian people by Euro-Americans.*

October 24: **Curriculum Confusion**

Reading due:

- Lomawaima and McCarty, *To Remain an Indian*, 1-15
- Hoxie, "Thomas Morgan's Program in Disarray," 5-18

October 26: **Contested Grounds: Music and Athletics** (Asynchronous)

Reading due:

- Parkhurst, "Chemawa Always Had a Huge Band," 34-53
- Bloom, "The 1930s and Pan-Indian Pride," 51-75

Week 9: Native Experience in Boarding Schools

Learning Goal: *Boarding schools were designed to be totalizing institutions, but they rarely worked so well in practice. In this unit, students will consider how the Native students, workers, and teachers who gathered at boarding schools played an important role in constructing, rather than replacing, a pan-Indian identity. During this week, we will also examine how non-Native ideas about Natives changed, conflicted, and confused the purpose of imposed schooling.*

October 31: **Learning to be "Indian"**

Reading due:

- Hertzberg, *The Search for An American Indian Identity*, 1-21
- Katanski, "Francis La Flesche and Zitkala-Sa Write the Middle Ground," 95-130

November 2: **The Integrationist Interlude**

Reading due:

- Lomawaima and McCarty, *To Remain an Indian*, 67-90
- Riney, *Loosening the Bonds*, 131-154

Assignment Due:

- Outline (on Canvas by 11:59pm)

Week 10: Unraveling the Boarding School System

Learning Goal: *In this week, we will consider how the boarding school paradigm unraveled among federal policymakers, how Native people responded, and the alternatives that the government championed instead. Finally, we will carefully evaluate whether boarding schools represent a form of genocide, and how concepts like sovereignty and schooling might clear or obfuscate such a determination.*

November 7: **Twilight of the Boarding School System**

Guest speaker:

- Dr. Ramona Klein (Turtle Mountain Chippewa), Boarding school survivor and member of the Board of Directors of the Native American Boarding School Healing Coalition

Reading due:

- Interview with Dr. Ramona Klein, May 7, 2022, <https://www.wbur.org/hereandnow/2022/05/17/native-american-school-survivor>
- “12 Years of Hell,” *Washington Post*, August 7, 2023

November 9: **The Question of Genocide**

Reading due:

- Woolford, *This Benevolent Experiment*, 21-46
- Child, “Boarding School as Metaphor,” 37-57

Week 11: Experiments in K-12 Education

Learning Goal: *Students will study how public schooling, ostensibly democratic, is deeply woven into the settler colonial framework of the United States. We will carefully evaluate whether boarding schools represent a form of genocide, and how concepts like sovereignty and schooling might clear or obfuscate such a determination. Then, we'll turn our attention to public schooling and the school district to ask: what kind of sovereigns have traditionally controlled schools in the U.S. and how does that arrangement function in Indian Country?*

November 14: **Public Schools: Governance**

Reading due:

- Shoked, “American Oddity,” 955-971

November 16: **Public Schools: Representation**

Reading due:

- Sabzalian, *Indigenous Children's Survival in Public Schools*, 45-67

Week 12: Schooling and Self-Determination

Learning Goal: *Throughout this course, we have considered various schools, mostly organized by non-Natives, or individual Native people. We will analyze how the curriculum of public schools became a front in the struggle for Native sovereignty. After WWII, Native nations began to organize their own schools. In this unit, students will learn about Native instructors who embraced tribal schooling as a medium for education. In particular, we will work to understand how Native sovereignty shaped various experiments by Indian teachers as they developed pedagogy, built curriculum, and enacted governance.*

November 21: **Rough Rock and Community Schools**

Reading due:

- Lomawaima and McCarty, *To Remain an Indian*, 114-133
- McCarty, "School As Community: Rough Rock Demonstration," 484-503

November 23: **Thanksgiving Break** (No Class)

Week 13: Separate and Equal?

Learning goal: *By the 1970s, American Indian activism had reached fever pitch, and classrooms were the latest space for activism. In this unit, we will study the schools that emerged from various American Indian movements. Then, we will revisit a seminal moment in U.S. education history, the *Brown vs. Board of Education* ruling in 1954. Students will consider how "decolonial" was the *Brown* ruling? This inquiry will exercise our current learning about the relationship between sovereignty and schooling.*

November 28: **AIM and Survival Schools**

Reading due:

- Davis, "Survival Schools, 1-11
- Lomawaima and McCarty, *To Remain an Indian*, 134-149

November 30: **Case study: *Brown v. Board* in Indian Country**

Reading due:

- Baca, "Meyers v. Board of Education," 1-26

Assignment Due:

- Concept Writing (on Canvas by 11:59pm)

Week 14: New Directions in Native Schools

Learning Goal: *To complete our survey of Native schools, we will examine two important institutions, tribal colleges and language schools. We will seek to develop stories of continuity between early Native students who attended university and the advent of tribal community colleges in the 1970s. Students will scrutinize popular ideas about higher education and charter schooling in the context of tribal sovereignty.*

December 5: **Tribal Colleges and Universities**

Reading due:

- Reyhner and Eder, *American Indian Education*, 308-325
- Deloria and Wildcat, "Higher Education and Self-Determination," 123-134

December 7: **Language Nests and Charters**

Reading due:

- Lomawaima and McCarty, *To Remain an Indian*, 150-166
- Castagno, Garcia, Blalock, "Rethinking School Choice," 1-23

Week 15: The Lessons of Sovereignty and the Schoolhouse

Learning Goal: *In our final until, we will consider the legacy of Indian schooling on contemporary Indigenous communities. We will end by evaluating the relevance of the core concepts of this class, sovereignty and schooling to bear on questions about the memory of federal Indian schooling and imagine what form future justice may take.*

December 12: **Evaluating Sovereignty and/or Schooling**

Reading due:

- Lomawaima and McCarty, *To Remain an Indian*, 167-172

Assignment Due:

- Student Presentations



Final papers due December 19th (On Canvas by 11:59pm) Miigwech!