AMST 339
The Long 1960s in Native America

Instructor: Greenlaw XXX: Office Telephone: Email Address:
Office Hours:

Course Description: Scholars have come to conceptualize the “Sixties” as something more than the chronological period 1960 to 1969. Instead, they have advanced a more capacious view of an era bound together by powerful social, political, economic, and cultural forces at home and abroad—from the rebellion of youths and the Vietnam War to women’s liberation and the civil rights movement. From this orientation has grown the idea of the “long 1960s,” a period that extends from the mid-1950s to the mid-1970s.

This course explores Native North America during the “long 1960s.” It gives systematic attention to multiple social groups by juxtaposing the experiences of American Indians with those of other social groups. We will compare and contrast Native and non-Native involvement in the youth, women's rights, civil rights, radical protest, ethnic nationalist, and anticolonial movements, as well as the War on Poverty and Vietnam War.

What, for instance, did the National Indian Youth Council have in common with the Students for a Democratic Society and the Student Non-Violent Coordinating Committee? What are the similarities and differences between Red Power and Black Power? Did the Indian rights movement follow a trajectory similar to that of the civil rights movement? Did the American Indian Movement have much in common with the Black Panthers? What are the intellectual connections American Indian and Third World nationalism? What happened when American Indians, whites, Latinos, and African Americans attempted to ally with one another along class lines at the Poor People’s Campaign in 1968? Did Native women’s rights activists see themselves as part of the larger feminist movement? Are there connections to be drawn between the reassertion of cultural identity through art, literature, and music among Native and other ethnic groups?

In asking these questions, we will arrive at a story that is at once distinctively indigenous and inextricably bound up with the larger narrative of United States history.

I have designed this class to promote critical thinking about the past and how it has given shape to the present. We will problematize conventional ideas about American Indians and the supposedly clear line between “American Indian” and “United States” history. You will also have an opportunity to engage with other learners by working in small groups inside and outside of class. And finally, an intensive research component of the course will afford an opportunity to gain an introduction to historical methods, to apply those methods, and to communicate what you have learned with your colleagues through oral presentations.

Expectations & Attendance: I find the Discovery Paradigm to be a compelling model for enhanced learning and have adopted it in this course. This approach is driven by the idea of the “student as scholar.” My objective is to situate you as the discoverers of knowledge—sometimes in the context of critically reflecting on readings that I assign but more often through your own research and writing. This inquiry-driven stance stresses active learning and sets out to provide an opportunity for you to generate new knowledge by working with the raw materials of history.

It is therefore imperative that you engage the readings, think critically about them, and share your thoughts and questions during class. All assignments must be turned in on time. Late or emailed assignments will receive a “0.” You are allowed two unexcused absences. Each absence above that number will result in a five-point deduction from your final grade. The only excused absences are those for university organized and sponsored activities (student athletes), religious observances, and documented medical reasons. In all instances you MUST notify me prior to missing class.
Graduate Research Consultant: In this course, you will be working with a Graduate Research Consultant who will assist you in the research project. The GRC Program is sponsored by the Office for Undergraduate Research (www.unc.edu/depts/our). I encourage you to visit this website to see other ways that you might engage in research, scholarship and creative performance while you are at Carolina.

In-Class Decorum: Please turn off all portable electronic devices before class begins. Laptop computers are not to be used. Students needing an accommodation in this regard must go through Disability Services for the requisite documentation.

Reading Requirements: Given the comparative nature and breadth of this course, we will be using a course reader that includes excerpts from monographs and collected works, as well as scholarly articles and primary documents. The reading load will vary but will average approximately 30 pages per assignment for a total of 360 pages. Below you will find a schedule of assignments, lecture and discussion topics, and important dates. All readings must be completed before class on the dates indicated in the syllabus. All students need to purchase the course reader from the Bull’s Head Bookshop.

Grading: This course utilizes a weighted grading scale. The grades you receive on your various assignments will be out of 100 points (95%, 86%, 77%, etc.). They will not, however, be weighted equally in ascertaining your final grade. The breakdown for the course is as follows:

- Research Project Paper: 50%
- Research Project Oral Presentation: 20%
- Small Group Presentation: 10%
- Discussion/Participation: 10%
- Final Exam: 10%

Research Project (50%): The research project for this course will require that you produce a comparative essay focused on an important American Indian individual or organization, event, experience, or creative work. For instance, you could choose to center your research on Ponca activist Clyde Warrior. A substantial portion of your research would also need to place his ideas and activism in the broader context of the youth, civil rights, economic justice, and Third World nationalist movements during the long 1960s.

The project will be broken down into steps (choosing a topic, finding and citing sources, drafting an outline, writing an introduction, rough draft, revision after instructor feedback, and final draft). Your final papers must be no less than ten (10) pages. Guidelines forthcoming.

Research Project Oral Presentation (20%): Near the end of the semester, approximately two weeks will be devoted to in-class presentations. You will be required to prepare ten-minute PowerPoint presentations on your research project. Guidelines forthcoming.

Small Group Presentation (10%): Once during the semester you will work in a small group to prepare a presentation and lead a discussion of the assigned readings for a given meeting. Your small group assignment and detailed guidelines will be available on Blackboard. The score your group receives for the presentation and discussion will be worth 10% of your final grade.

Discussion/Participation (10%): Discussion and participation are essential to this course. Your score will be determined according to your behavior in class, the consistency and quality of your contribution to discussions, and your performance during peer group meetings.

Final Exam (10%): The final exam for the course requires that you reflect critically on the learning process and outcomes. You will turn in the three-page paper during the final exam time announced in the registrar’s calendar.
We will also discuss what you wrote that day. Attendance is mandatory and will count toward your overall discussion/participation grade. Guidelines forthcoming.

**Extra Credit Opportunities:** You will have several opportunities to earn extra credit for attending events relating to American Indians. A few are already listed in the syllabus; others will be announced during the semester. The reward for attending will be beyond your wildest imaginations.

**American Indian Center:** Located in Abernethy Hall, the American Indian Center offers a convenient place to gather, study, and find out more about American Indian programming on campus and in the area. The center also has an excellent reference library.

**The Center for Student Success and Academic Counseling:** Located in the Student Academic Services Building, the CSSAC offers support to all students through units such as the Learning Center and the Writing Center.

**Honor Code:** All students must be familiar with and abide by the Honor Code, which covers issues such as plagiarism, falsification, unauthorized assistance or collaboration, cheating, and other grievous acts of academic dishonesty. Violations of the Honor Code will not be taken lightly.

**Reasonable Accommodations Policy:** Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact Disability Services as soon as possible to discuss accommodations.
Course Schedule

Look for ⇒ ⇐ Symbols for Extra Credit Opportunities
Important Due Dates Are **Bolded, Italicized, and Marked with Asterisks**
[In the interest of clarity, I have inserted hypothetical dates]

**Week One:**
August 25: Course Introduction

**Week Two:**
August 30: What do we mean by the “Long 1960s?”
Reading: Course Reader, pages TBD
September 1: Introduction to Research Project

**Week Three:**
September 6: Labor Day: No Class
September 8: Introduction to Library and On-Line Research Methods
*Meet at Davis Library, Room 247*

**Week Four:**
The Red and the Black
September 13: Civil Rights or Treaty Rights?
**Selection of Topic for Research Project Due**
September 15: Points of Intersection and Departure
Course Reader, pages TBD

**Week Five:**
Youth Movements
September 20: Coming of Age: SDS, SNCC, and the NIYC Compared
Reading: Course Reader, pages TBD
September 22: Ideas in Conversation: Clyde Warrior and Mario Savio
**Draft Bibliography and Citations Due**

**Week Six:**
The War on Poverty and the Politics of Race and Class
September 27: Communities Action on Reservations and Off
Reading: Course Reader, pages TBD
September 29: Revisiting the Poor People’s Campaign
Reading: Course Reader, pages TBD

**Week Seven:**
Vietnam
October 4: Small Groups to Discuss Progress on Research Paper Outlines
**Research Paper Outline Due**
October 6: The War at Home and Abroad
Reading: Course Reader, pages TBD

**Week Eight:**
Radicalism
October 11: AIM and the Black Panthers
Reading: Course Reader, pages TBD
October 13: Writing Day

**Week Nine:**
Women’s Rights
October 18: Small Groups to Discuss Research Paper Introductory Paragraphs
**Research Paper Introductory Paragraphs Due**
October 20: LaDonna Harris and the Women of All Red Nations
Course Reader, pages TBD

**Week Ten:**
Third World Nationalism and Anticolonialism
October 25: Intellectual Connections: The Workshop on American Indian Affairs
Reading:
October 27: Creating a Mechanism: The International Indian Treaty Council
Reading: Course Reader, pages TBD

**Week Eleven:**
November 1: Individual Consultations with GRC and instructor
**Email Rough Draft by 5:00 p.m. October 30**

November 3: Individual Consultations with GRC and instructor
**Email Rough Draft by 5:00 p.m. November 1**

**Week Twelve:**
November 8: Individual Consultations with GRC and instructor
**Email Rough Draft by 5:00 p.m. November 6**

November 10: Individual Consultations with GRC and instructor
**Email Rough Draft by 5:00 p.m. November 8**

**Week Thirteen:**
November 15: Ethnic and Cultural Revitalization

November 17: Literary Awakenings
Course Reader, pages TBD

November 17: The Fine Arts
Course Reader, pages TBD

**Week Fourteen:**
November 22: Ethnic and Cultural Revitalization

November 22: The Sound of Protest: Native Rights in Music

November 24: Thanksgiving Break: No Class

**Week Fifteen:**
November 29: In-Class Presentations of Research Project

December 1: In-Class Presentations of Research Project

**Week Sixteen:**
December 6: In-Class Presentations of Research Project

December 8: In-Class Presentations of Research Project

**Final Drafts Due by Friday, December 10 at 5:00 p.m.**

**Scheduled Final Exam Time:** **Submit & Discuss Reflections on Learning Outcomes Final Exam**