

NWNAS

The Evergreen State College

Date: 12/7/76

TO: Rob Knapp

CULTURE

FROM: Margaret Gribskov *MG*

ing complementary modules)

American visitor?)

TRANSMITTED FOR YOUR:

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- Action
 - Follow up and keep me posted
 - Supply necessary information
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- Your signature
- Comment; Let's discuss

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MESSAGE:

Betsy and I have worked over my proposal on Indians in American history, and here is the revised version, which we'd like to do in ~~178~~ 1978-79.

What do we need to do next, and when?

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P.S. At some time, Lynn Struve and I would like to do an advanced or intermediate group contract on the history & philosophy of education in American and China, but that could not be ~~before~~ before 1979-80, which is quite a ways down the road.

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, At the end of the quarter,
a standard work of history that
studying.

Olympia, Washington 98505

PART III

Indian influences on American culture will be the focus of the third quarter. Students will read some of the literature that reflects the fascination Indians have held for white Americans (e.g., Fenimore Cooper); study some of the art -- especially painting and photography -- that depicted Indians; and study other Indian influences on American culture (e.g., foods, clothing, housing, design, etc.). As in the second quarter, an attempt will be made to balance white views of Indians with the Indians' views of themselves, to the extent this is possible, as revealed in Indian literature and art.

Disciplines included in this program: History, anthropology, law, literature, art.

Proposal for
Intermediate Group Contract

INDIANS IN AMERICAN HISTORY AND CULTURE

No. of students: (75% program, with faculty offering complementary modules)

No. of faculty: (Gribskov, Diffendal and Native American visitor?)

Year to be offered: 1978-79

PART I

The first portion of the program will be mainly historiographical. Students will research and read such documents as treaty agreements; Presidential recommendations regarding Indians (every president up to Theodore Roosevelt talked about "the Indian problem" in either his inaugural address or State of the Union messages); old newspapers; relevant diaries (e.g., Stevens' diaries, diaries of Indian agents); official reports; and in addition will read some early histories that focussed heavily on Indians (e.g., Cotton Mather, Parkman, etc.) In addition, students will study historiography sufficiently to achieve some sense of how historians work, how cultural biases affect the writing of history, and the difficulties under which even the best-intentioned historians labor.

PART II

During the second quarter, students will read regional histories of Indians and Indian-white relations, in order to get a clearer idea of the economic and military impact various Native American groups had in the various regions of the U.S. For example, one group of students might read Carey McWilliams North from Mexico and other histories of Southwest Indians; another group might study the Iroquois; and another might concentrate on Indian groups in the Pacific Northwest. Wherever possible, students will be asked to balance accounts written by white historians with Indian views of the same events. At the end of the quarter, students will be required to rewrite a section from a standard work of history that deals with the region and time period they have been studying.

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Tentative partial reading list:

The Iroquois in the American Revolution by Barbara Graymont

This Country Was Ours by Virgil J. Vogel

Bury My Heart at Wounded Knee by Dee Brown

The Indian in America's Past by Jack D. Forbes

North from Mexico by Carey McWilliams

Solving "the Indian Problem" by Murray Wax and Robert Buchanan

Custer Died for Your Sins by Vine Deloria, Jr.

Cooper's Americans by Kay Seymour House

Savagism and Civilization by Roy Harvey Pearce

The Last of the Mohicans by James Fenimore Cooper

The Return of the Vanishing American by Leslie Fieldler

The Way to Rainy Mountain by M. Scott Momaday

Black Elk Speaks -- compiled by John Niehardt

Save the Last Bullet for Yourself by ??