



**ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Course information:

Copy and paste current course information from Class Search, Course Catalog.

Academic Unit College of Liberal Arts and Sciences Department American Indian Studies

Subject AIS Number 320 Title American Indian Philosophies & Worldviews Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name David Martínez Phone 480-727-9818

Mail code 4603 E-mail: David.Martinez.3@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Dr John Tippeconnic Date: 2/2/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus and Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus and Table of Contents
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus and Table of Contents
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	Syllabus and Table of Contents
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
AIS	320	American Indian Philosophies & Worldviews	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
See 1. Emphasizes the study of values	Course covers the changes and adaptations that American Indian cultures underwent due to American westward expansion.	See syllabus, p 1, "Course Description," and p 2, "Required Texts." All four books cover the historical phenomenon of transitioning from pre-reservation to reservation based cultures, and how this transition affected values and customs.
See 2. The interpretation, analysis, or creation of texts and textual traditions	Course covers the historical emergence of an American Indian intellectual tradition.	See syllabus, p 2, "Required Texts." All four books and all of the required articles represent works from an emergent American Indian intellectual tradition, including examples of how this indigenous tradition has been analyzed and interpreted.
See 4a. The development of human thought	Course covers the development of American Indian worldviews, as expressed in oral traditions and ceremonies, and how these worldviews were impacted by modernization.	See syllabus, p 1, "Course Description," and p 2, "Required Texts." All four books cover the cultural practice of handing down narrative and ritual traditions intergenerationally, and how these values and ideas were adapted to living within a modern, nonindigenous world.
See 4d. Analysis of literature and development of literary traditions.	Course covers the creation and analysis of an American Indian literary tradition, in which narrative is mixed with historical and political discourses, resulting in a uniquely American Indian textual community.	See syllabus, p 2, "Required Texts," and p 3-4, "Reading Schedule." Readings reflect the historical generation of an American Indian literary tradition, including a parallel tradition of literary analysis of these writings.

For General Studies—Humanities, Art, and Design [HU]

AIS 320 American Indian Philosophies & Worldviews

Course Catalog Description

Course Description: Does it make sense to speak about American Indian “intellectuals,” “thinkers,” or “philosophers”? Not only have Indians been thinking and thinking deeply for generations, but also they have produced a body of written works that have formed the foundation of contemporary American Indian Studies. This course covers some of the major figures, their works, and the ideas and opinions (many of which were controversial) that shaped their thinking.

Required Texts:

William Apress, *A Son of the Forest and Other Writings*, edited by Barry O’Connell (Amherst: University of Massachusetts Press, 1997)

Sarah Winnemucca Hopkins, *Life Among the Piutes: Their Wrongs and Claims* (Reno: University of Nevada Press, 1994).

Charles Alexander Eastman, *From the Deep Woods to Civilization* (Lincoln: University of Nebraska Press, 1977).

D’Arcy McNickle, *The Surrounded* (Albuquerque: University of New Mexico Press, 1978).

Edmund Nequatewa, *Born A Chief: The Nineteenth Century Hopi Boyhood of Edmund Nequatewa* (Tucson: The University of Arizona Press, 1993).

Anna Moore Shaw, *A Pima Past* (Tucson: The University of Arizona Press, 1974).

Required Articles :

Dorothy Eggan, “The General Problem of Hopi Adjustment,” *American Anthropologist*, New Series, Volume 45, Number 3, Part 1 (July-September, 1943)

David Martínez, “Pulling Down the Clouds: The O’odham Intellectual Tradition During the ‘Time of Famine,’” *American Indian Quarterly*, Volume 34, Number 1 (Winter, 2010).

Andrew S McClure, “Sarah Winnemucca: [Post]Indian Princess and Voice of the Paiutes,” *MELUS*, Volume 24, Number 2 Religion, Myth, and Ritual (Summer 1999)

Anna Lee Stensland, “Charles Alexander Eastman: Sioux Storyteller and Historian,” *American Indian Quarterly*, Volume 3, Number 3 (Autumn 1977)

Carlos Montezuma, “Let My People Go!” self-published (Chicago, 1915)

Sheila E Nicholas, “I Live Hopi, I Just Don’t Speak It’—The Critical Intersection of Language, Culture, and Identity in the Lives of Contemporary Hopi Youth,” *Journal of Language, Identity, and Education*, 8 (2009)

Dorothy R Parker, “D’Arcy McNickle: Native American Author, Montana Native Son,” *Montana: The Magazine of Western History*, Volume 45, Number 2 (Spring 1995)

Robert A Warrior, “Eulogy on William Apress: Speculations on His New York Death,” *Studies in American Indian Literature*, Volume 16, Number 2 (Summer 2004)

AIS ~~394~~ ³²⁰

American Indian Philosophies and Worldviews
Fall Semester 2012
MWF 1:30-2:20*
*(Fridays are online)
Discovery Hall 301

Dr. David Martínez
American Indian Studies
356G Discovery Hall
(480) 727-9818
David.Martinez.3@asu.edu

Office hours: MW 12-1 and by appointment

Course Description:

Does it make sense to speak about American Indian “intellectuals,” “thinkers,” or “philosophers”? Not only have Indians been thinking and thinking deeply for generations, but also they have produced a body of written works that have formed the foundation of contemporary American Indian Studies. This course covers some of the major figures, their works, and the ideas and opinions (many of which were controversial) that shaped their thinking.

Course Objectives:

By the end of the semester, you ought to have an understanding and appreciation for the history of ideas generated by Indigenous thinkers regarding the pressing issues of their respective times—issues that often persist through today.

Educational Outcomes:

You will learn about three major epochs of American Indian intellectual history, the individuals who defined their eras, and ideas for which they advocated. In addition, you will see the diversity among Indigenous thinkers and various ways in which they enjoined a life of writing to a life of activism.

Organization of Course:

We will meet in the classroom regularly on Mondays and Wednesdays. Fridays are exclusively online. MW will be based on a lecture/discussion format, in which your professor will mix his presentations with questions and discussions for the students. Each class will be based on that day’s reading assignment (see Reading Schedule below), so students are expected to have done the reading before coming to class. In turn, Fridays will also have a reading assignment, in addition to a written assignment that students will be expected to complete on that very same Friday.

Course requirements: Students will earn points from completing the following:

10-12 page paper. (100 points). Papers must be about an author or topic relevant to the course. They must contain a thesis, in addition to being properly researched, complete with analysis of the appropriate books and articles. Citations may be done in either MLA or Chicago Manual of Style.

2-3 page book reviews. (20 points each). Upon completing each of the required books for the course, you will submit a critical review, in which you assess an author’s work for how well it met its objectives, eg thesis, argument, contribution, or comparison.

Weekly discussion comments. (10 points each). Each Friday you will be asked one or two questions about that day’s reading assignment. You will post your answers on the Discussion Board available for this course on Blackboard. Your responses must be at least one full paragraph long.

In-Class Presentation. (50 points). Toward the end of the semester, you will make a 5-7 minute presentation summarizing the work you have done with your final research paper. Using a PowerPoint is optional. Guidelines will be posted on Blackboard.

Attendance: on site attendance is mandatory for MW, the record for which will be maintained with a daily sign-in attendance sheet. At the end of the semester, students may earn bonus points for an excellent attendance record. 20 pts (0 absences), 15 pts (1 absence), 10 pts (2 absences), 5 pts (3 absences), 0 pts (4 or more absences).

PLEASE NOTE: If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language, and you may need special assistance in lectures, reading, assignments, and/or testing, please contact the instructor.

Required Texts (Available at Bookstore):

William Apress, *A Son of the Forest and Other Writings*, edited by Barry O'Connell (Amherst: University of Massachusetts Press, 1997)

Sarah Winnemucca Hopkins, *Life Among the Piutes: Their Wrongs and Claims* (Reno: University of Nevada Press, 1994).

Charles Alexander Eastman, *From the Deep Woods to Civilization* (Lincoln: University of Nebraska Press, 1977).

D'Arcy McNickle, *The Surrounded* (Albuquerque: University of New Mexico Press, 1978).

Edmund Nequatewa, *Born A Chief: The Nineteenth Century Hopi Boyhood of Edmund Nequatewa* (Tucson: The University of Arizona Press, 1993).

Anna Moore Shaw, *A Pima Past* (Tucson: The University of Arizona Press, 1974).

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Carlos Montezuma, "Let My People Go!" self-published (Chicago, 1915)

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Dorothy R Parker, "D'Arcy McNickle: Native American Author, Montana Native Son," *Montana: The Magazine of Western History*, Volume 45, Number 2 (Spring 1995)

Robert A Warrior, "Eulogy on William Apress: Speculations on His New York Death," *Studies in American Indian Literature*, Volume 16, Number 2 (Summer 2004)

Reading Schedule:

Below are the exact readings assignments we will be examining and discussing in class. Students are expected to come prepared by having completed the reading for that day.

Mon 8/27: Go over syllabus. Brief introductory lecture. Student introductions.

Wed 8/29: *A Son of the Forest*, "A Son of the Forest," p. 1-31

*Fri 8/31: [Online] No assignment.

Mon 9/3: NO CLASS MEETING/LABOR DAY OBSERVED

Wed 9/5 8/31: *A Son of the Forest*, "A Son of the Forest," p. 31-56

*Fri 9/7: [Online] Robert A Warrior, "Eulogy on William Apess: Speculations on His New York Death"

Mon 9/10: *Life Among the Piutes*, p. 5-57

Wed 9/12: *Life Among the Piutes*, p. 58-104

*Fri 9/14: [Online] *Life Among the Piutes*, p. 105-36

Mon 9/17: *Life Among the Piutes*, p. 137-202

Wed 9/19: *Life Among the Piutes*, p. 203-246

*Fri 9/21: [Online] Andrew S McClure, "Sarah Winnemucca: [Post]Indian Princess and Voice of the Paiutes"

Mon 9/24: NO CLASS MEETING/PROFESSOR OUT-OF-TOWN!

Wed 9/26: *From the Deep Woods to Civilization*, p. 1-50

*Fri 9/28: [Online] *From the Deep Woods to Civilization*, p. 51-75

Mon 10/1: *From the Deep Woods to Civilization*, p. 76-135

Wed 10/3: *From the Deep Woods to Civilization*, p. 136-195

*Fri 10/5: [Online] Anna Lee Stensland, "Charles Alexander Eastman: Sioux Storyteller and Historian"

Mon 10/8: *The Surrounded*, p. 1-59

Wed 10/10: *The Surrounded*, p. 60-112

*Fri 10/12: [Online] No assignment.

Mon 10/15: NO CLASS MEETING/FALL BREAK!

Wed 10/17: *The Surrounded*, p. 113-297

*Fri 10/19: [Online] Dorothy R Parker, "D'Arcy McNickle: Native American Author, Montana Native Son"

Mon 10/22: *Born A Chief*, Chapters 1-3, p. 3-27

Wed 10/24: *Born A Chief*, Chapters 4-6, p. 28-62

*Fri 10/26: [Online] Dorothy Eggan, "The General Problem of Hopi Adjustment"

Mon 10/29: *Born A Chief*, Chapters 7-9, p. 63-124

Wed 10/31: *Born A Chief*, Chapters 10-12, p. 125-176

*Fri 11/2: [Online] Sheila E Nicholas, "'I Live Hopi, I Just Don't Speak It'—The Critical Intersection of Language, Culture, and Identity in the Lives of Contemporary Hopi Youth"

Mon 11/5: *A Pima Past*, 1-46

Wed 11/7: NO CLASS MEETING/PROFESSOR OUT-OF-TOWN!

Mon 11/12: NO CLASS MEETING/VETERANS DAY!

Wed 11/14: *A Pima Past*, p. 47-89

*Fri 11/16: David Martínez, "Pulling Down the Clouds: The O'odham Intellectual Tradition During the 'Time of Famine'"

Mon 11/19: *A Pima Past*, p. 90-150

Wed 11/21: NO CLASS MEETING!

Fri 11/23: NO ONLINE ASSIGNMENT!

Mon 11/26: *A Pima Past*, p. 151-215

Wed 11/28: *A Pima Past*, p. 216-262

*Fri 11/30: Carlos Montezuma, "Let My People Go!"

Mon 12/3: Presentations

Wed 12/5: Presentations

***Fri 12/7: NO ONLINE ASSIGNMENT!**

Mon 12/10: Presentations

***Fri 12/14: 10-12 PAGE PAPER IS DUE!**

Grading Scale:

A+=370-360; A=359-350; A-=349-340; B+=339-330; B=329-320; B-=319-310; C+=309-300; C=299-290; D=289-280; E=279-0

ACADEMIC DISHONESTY!

In the "Student Academic Integrity Policy" manual, ASU defines "Plagiarism" [as] using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately." You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

LIFE AMONG THE PIUTES
THEIR WRONGS AND CLAIMS

SARAH WINNEMUCCA HOPKINS

Edited by Mrs. Horace Mann

Foreword by Catherine S. Fowler

 UNIVERSITY OF NEVADA PRESS
RENO LAS VEGAS

VINTAGE WEST SERIES EDITOR: ROBERT E. BLESSE

Life Among the Putes: Their Wrongs and Claims by Sarah Winnemucca Hopkins was originally published by G. P. Putnam's Sons of New York, in 1883. The 1994 University of Nevada Press edition reproduces the original except for the cover design and the front matter, which have been modified to reflect the new publisher. A list of books in the series appears at the end of this volume.

The paper used in this book meets the requirements of American National Standard for Information Sciences—Permanence of Paper for Printed Library Materials, ANSI Z39.48-1984. Binding materials were selected for strength and durability.

LIBRARY OF CONGRESS CATALOGING-IN-PUBLICATION DATA

Hopkins, Sarah Winnemucca, 1844?-1891.

Life among the Putes : their wrongs and claims / by Sarah Winnemucca Hopkins ; foreword by Catherine Fowler.

p. cm. — (Vintage West series)

Originally published: New York : G.P. Putnam, 1883.

With new foreword.

ISBN 0-87417-252-7 (paper : alk. paper)

1. Paiute Indians 2. Hopkins, Sarah Winnemucca, 1844?-1891.

3. Paiute Indians—Biography. I. Title. II. Series.

E99.P2H712 1994

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The Surrounded

D'Arcy McNickle

Afterword by Laurence W. Towner

A Zia Book

UNIVERSITY OF NEW MEXICO PRESS
Albuquerque

THE SURROUNDED

—THEY CALLED THAT PLACE *Sniel-men*
(MOUNTAINS OF THE SURROUNDED) BE-
CAUSE THERE THEY HAD BEEN SET UPON
AND DESTROYED

Note

In this story of the Salish people are elements which will be recognized as belonging to the story of tribes from Hudson Bay southward. The particular facts may be found in the journals of Ross Cox, David Thompson, Alexander Henry the younger, John Work, Major John Owen; in the journals and other writings of Pierre J. De Smet, S.J., and Lawrence B. Palladino, S.J., and in later writers. Marius Barbeau has collected some fine stories of the Mountain Indians ("Indian Days in the Canadian Rockies"), and to him I am indebted for Big Raven's story of the wistful search for "The Thing That Was to Make Life Easy." The "Story of Flint" was told by Chief Charlot, the last of the Flatheads to leave the ancestral homeland when the Government gave the order to move on. It was collected by Mrs. Helen Fitzgerald Sanders in her "Trails Through Western Woods," an excellent book.

D'ARCY McNICKE

FROM THE DEEP WOODS
TO CIVILIZATION

CHAPTERS IN THE AUTOBIOGRAPHY
OF AN INDIAN

BY
CHARLES A. EASTMAN
(OHIVESA)

INTRODUCTION BY
Raymond Wilson



*Charles Alexander Eastman
(Ohivesa)*

University of Nebraska Press
Lincoln and London

Foreword

ideals to the white man, leading in the end to a partial reaction in favor of the earlier, the simpler, perhaps the more spiritual philosophy. It is clearly impossible to tell the whole story, but much that cannot be told may be read "between the lines." The broad outlines, the salient features of an uncommon experience are here set forth in the hope that they may strengthen for some readers the conception of our common humanity.

E. G. E.

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Born a Chief

THE NINETEENTH CENTURY

HOPÍ BOYHOOD OF

EDMUND NEQUATEWA

As Told to Alfred F. Whiting

Edited by P. David Seaman



Edmund Nequatewa

The University of Arizona Press

Tucson & London

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*A Son of
the
Forest
and Other Writings
by William Apess,
a Pequot*

*Edited and with an introduction by
Barry O'Connell*

University of Massachusetts Press

Amherst



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3 *Eulogy on King Philip, as Pronounced at the Odeon, in Federal Street, Boston* (1836) 103

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