Author Biography

Dr. Edward Charles Valandra, Sicangu Lakota, is a recognized and sought-after American Indian Studies scholar. Dr. Valandra pulls together scholarship and experience as an enrolled member of the Rosebud Sioux Tribe (RST), former RST Council member, and researcher, educator, and presenter both on and off reservation. He was a student of Vine Deloria, Jr., and his historical research and writing has been lauded by Elizabeth Cook-Lynn, among others. Dr. Valandra currently lives in the Rosebud Sioux tribal community of St. Francis, while splitting his time with family in British Columbia. He is the founder of the Community for the Advancement of Native Studies and a longtime member of the Oak Lake Writers’ Society.

Book Summary

When the Ooceti Sakowin Oyate (or Great Sioux Nation) were forced onto reservations, the United States declared the West was won. As states formed in what was traditionally the lands of the Dakota, Lakota and Nakota, the battle to protect a much-reduced land base became heated, this time on paper. By the 1950s, various acts had further subdivided and then given away treaty-protected lands to settlers, forcing the Dakota, Lakota and Nakota into ever smaller segments of land. By the Termination Era, policies by both the United States and the state of South Dakota would try to finish assimilation tactics and convert American Indians to state citizens. The 83rd Congress’ House Concurrent Resolution No. 108 (enacted as Public Law 83-280) would set off a fire of paranoia and contempt for Native self-determination and tribal sovereignty that the state of South Dakota’s non-tribal ranchers, legislators, academics, and law enforcement would try to use to their own advantage to gain jurisdiction (via grazing rights or law enforcement) over what little land base the Ooceti Sakowin Oyate still had. Eventually, through court decisions and a referendum vote for each reservation to gain their consent of state jurisdiction over tribal lands via South Dakota House Bill 892, the Ooceti Sakowin Oyate would overwhelmingly defeat the state’s attempt to finish grabbing the last of Indian lands and placing them under state jurisdiction. In Not Without Our Consent, the history of the Termination Era is laid out in thick detail and is a must-read to fully understand state and tribal relations to this day.
1 What do you know about the Termination Era? How was it beneficial? Problematic?

2 What is the definition of ethnocide (ethnicide [sic] pg. 20)? How did it shape government policy during the Termination Era?

3 How did World War II impact American opinions regarding domestic relationships with American Indian tribes?

4 While this book is about the state of South Dakota and its legislators attempting to further encroach on federal and tribal jurisdiction, how did the 83rd Congress’ House Concurrent Resolution No. 108 August 1953 enactment as Public Law 83-280 create the vehicle for U.S. Termination Policy from 1945 to 1953?

5 How did the idea of wardship impact policy? How was this used to force use of Native lands by whites, even when Lakota owners didn’t want to sell or there were too many heirs to secure the private agreements between ranchers and tribal trust landowners?

6 How was blood quantum used to determine competency as a legal status? How did this policy of giving patents in fee to landowners with less than one-half Indian blood ignore the Supreme Court’s ruling that pupilage (wardship) ended whenever Native Peoples voluntarily ceded their land rights? What was the overall effect on individuals and the reservations?

7 With the U.S. Congress moving swiftly to terminate federal responsibility for federally recognized tribes, how did U.S. federal courts actually discover and further create precedent for tribal nations as sovereign nations with due governmental authority over their lands, including powers of taxation? Discuss the significance of the unexpected non-tribal member who was involved in Iron Crow v The Ogallala Sioux Tribe of The Pine Ridge Reservation?

8 What part of the South Dakota constitution prevented the enactment of PL83-280? What arguments against Lakota self-determination did anti-Lakota propaganda by state agencies and universities propagate? How did tribal leaders answer the allegations?

9 Why did House Bill No. 892 have to include a self-executing consent clause for Lakota tribal citizens?

10 What was the outcome of the referendums tribal councils were forced to hold to agree or disagree with House Bill No. 892? How did these attacks against Lakota self-determination and tribal sovereignty actually help reinforce what the terminationists had tried to conquer?