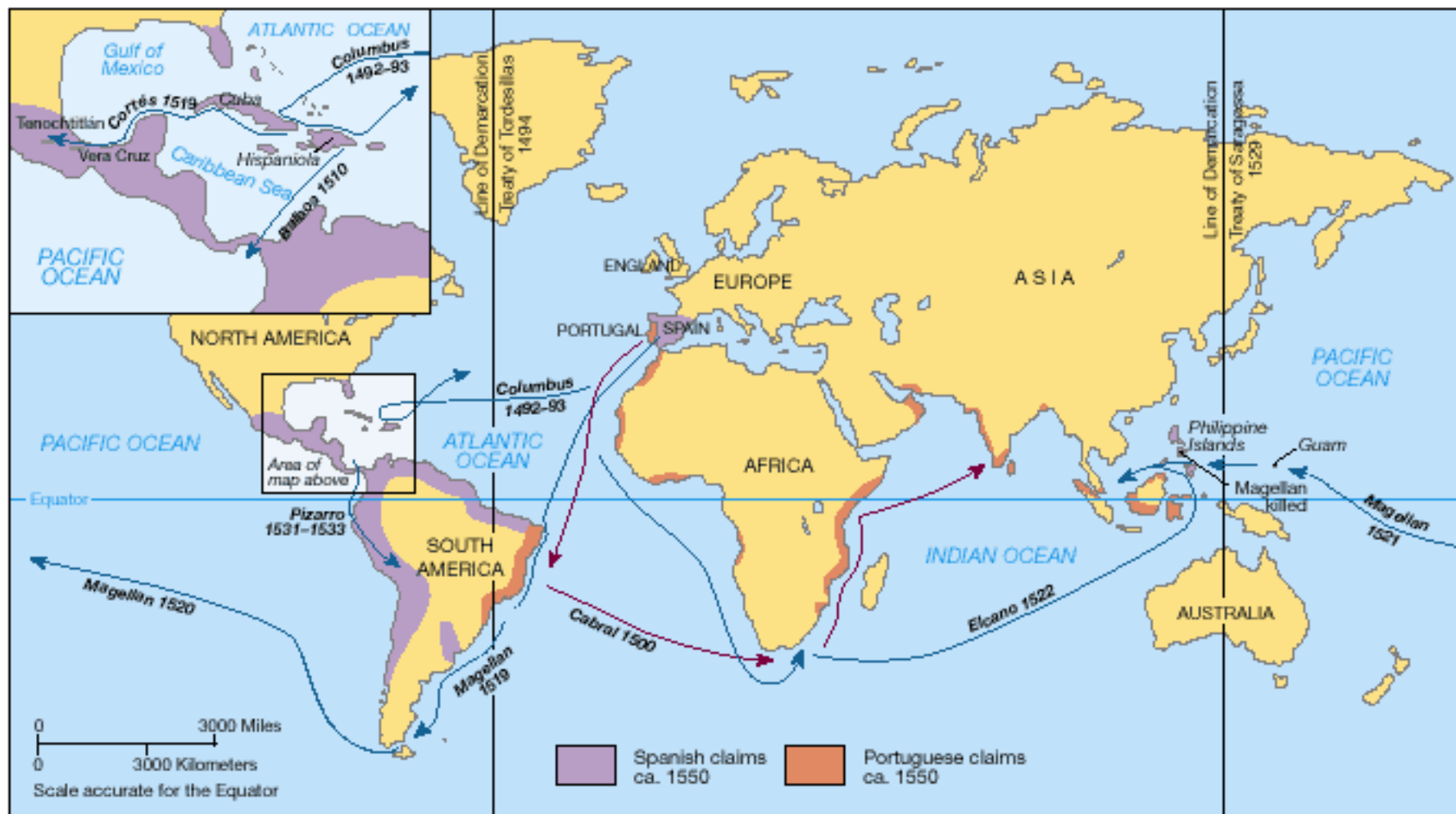


The Legacy of Christian Supremacy

Jeannine Hill Fletcher
Professor of Theology
Fordham University



1493 *Inter Caetera*: “discover”/ “take possession”

“the spread of the Christian rule to carry forward your holy and praiseworthy purpose so pleasing to immortal God:”

“to the happiness and glory of all Christendom ”



Doctrine of Discovery

The Bible used to argue for expansion of 'Christendom'

Genesis 1:28 *Be Fruitful and Multiply, Fill the Earth and Subdue it*

“Coloniality”: A White Christian Frame
deems land and peoples destined for European-Christian control

NATIVE AMERICAN NATIONS

TRADITIONAL NAMES & LOCATIONS



We make any suggestions that we find to make accurate information for further printing, and apologize in advance for any inaccuracies. To purchase a copy please call 949-413-4561 or visit www.NativeNations.com. Copyright © 2018 Susan Campbell. Map of our Traditional Names and Locations. All rights reserved.

Don R. Campbell
Native Nations - 1590-1850
2018

Deep Cultural Differences

George “Tink” Tinker, *American Indian Liberation:*

A Theology of Sovereignty

Human Activity

Rhythm v. Progress

Indigenous
Worldview

Land

Attachment v. Ownership

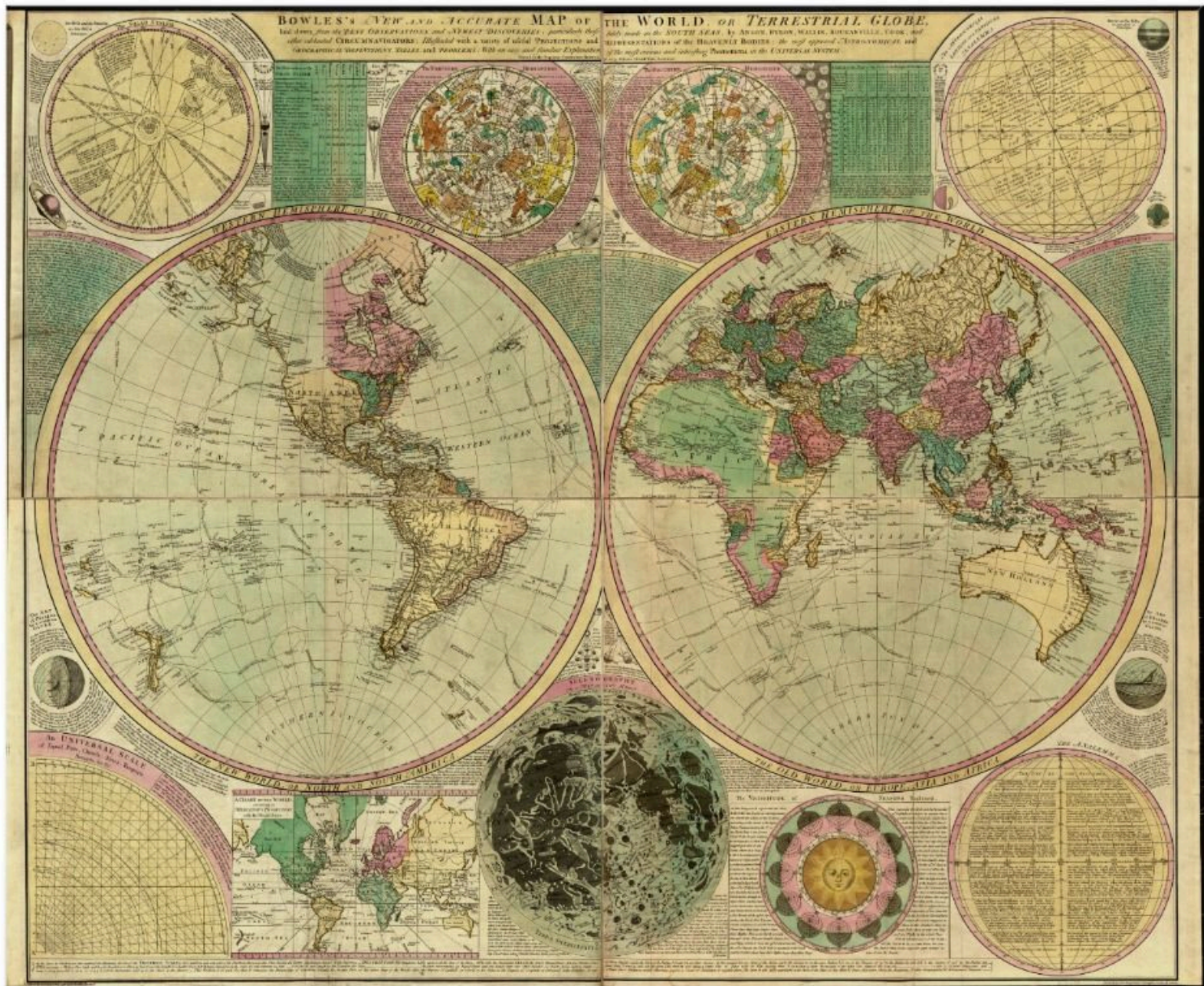
European
Worldview

Social Organization

Community v. Individual

Place in Creation

Interrelation With v. Control Over



Carington Bowles, map of the world 1780

Denis Diderot
French Philosopher
1713-1784



1684-1777
Voltaire
French Writer/Philosopher



David Hume
1711-1776
Scottish Philosopher
Historian/Economist



Immanuel Kant
1724-1805



GWF Hegel
German
Philosopher

Keane (after Linnaeus).	Blumenbach.	Deniker.	Huxley.	Flower (cf. Quatrefages).
1. Negro (except 5).	2. Ethiopian (except 4, 6).	1. Bushman..... 2. Negrito..... 3. Negro..... 4. Melanesian..... 5. Ethiopian (Abyssinian, etc.). 6. Australian..... 7. Dravidian..... 8. Assyroid..... 9. Indo-Afghan..... 10. Arab (Semite)..... 11. Berber..... 12. Littoral European..... 13. Ibero-Insular..... 14. Western European..... 15. Adriatic..... 16. Northern European..... 17. Eastern European..... 18. Aino..... 19. Polynesian..... 20. Indonesian..... 21. South American..... 22. North American..... 23. Central American..... 24. Patagonian..... 25. Eskimo..... 26. Lapp..... 27. Ugrian..... 28. Turco-Tatar..... 29. Mongol (incl. Malay).	1. Negroid..... 2. Australoid (except part of 5). 5. Melanochroid (with part of 5). 4. Xanthochroid (with part of 27). 3. Mongoloid (except part of 27).	1. Ethiopian (except 5) 3. Caucasian (with 5). 2. Mongol.

^a Includes Nos. 4, 6, 19, 20, and a part of 29.

Linneaus 1707-1778, Swedish Botanist

Blumenbach 1752-1840 German Physician

Deniker 1852-1919 French Botanist and Anthropologist

Huxley 1825-1895 English Biologist and Anthropologist

1492

Conquest

1550s

colonialism

Rise of Science

Modern Philosophy

1780s

philosophical

defense of colonialism

“The Enlightenment”



Keene (after Linnaeus).	Blumenbach.	Deniker.	Huxley.	Flower (cf. Quatrefages).
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« Includes Nos. 4, 6, 19, 20, and a part of 29.



“What is the right of the huntsman to the forest of a thousand miles over which he has accidentally ranged in quest of prey? Shall the fields and vallies, which **a beneficent God has formed to teem with the life of innumerable multitudes**, be condemned to everlasting barrenness?”

(Future) President John Quincy Adams (1802)

“Is one of the fairest portions of the globe to remain in a state of nature, the **haunt of a few wretched savages**, when it **seems destined by the Creator to give support to a large population** and to be the seat of civilization, of science and of **true religion**?”

Governor William Henry Harrison, of Indiana (1810)



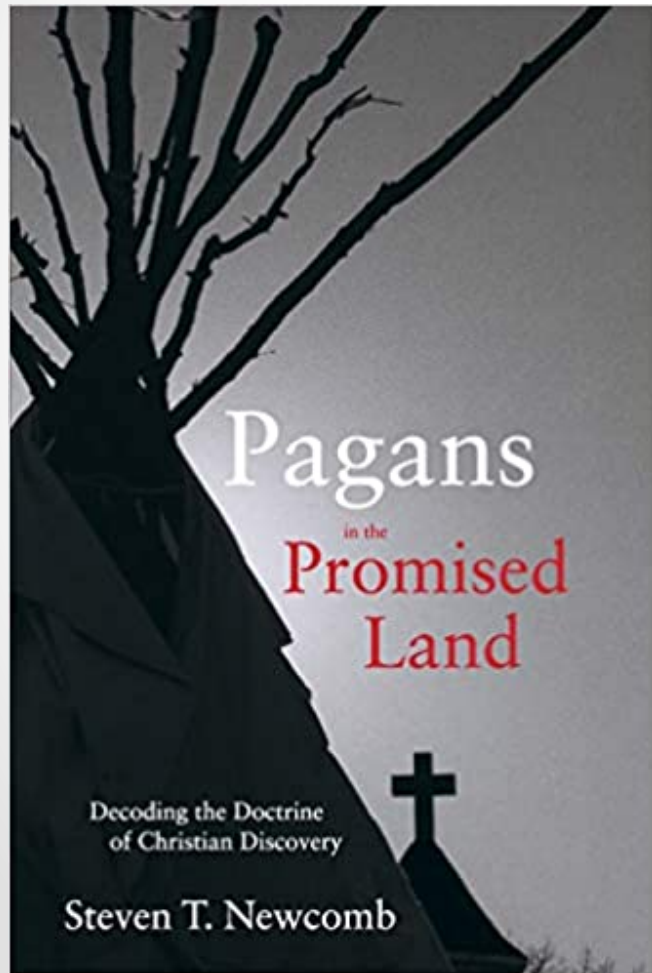
*“Be fruitful and
multiply, and fill
the earth and
subdue it”*

(Genesis 1:28)

“It would seem that the White race alone received the divine command, to subdue and replenish the earth!”

Senator Thomas Hart Benton
May 28, 1846, on the Oregon question

Supreme Court Decision Johnson v. M'Intosh 1823



Christian nations'
right of discovery supersedes
indigenous nations'
right of occupancy

Legal Impact of **Coloniality**
and **Christendom**

“Not only has the practice of all civilized nations been in conformity with this doctrine [of Christian ‘discovery’] but the whole theory of their titles to lands in America rests upon the hypothesis that the Indians had no right of soil as sovereign, independent states. Discovery is the foundation of title in European nations, and this overlooks all proprietary rights in the natives.”



10.7 million enslaved Africans worked over lifetimes to sustain the U.S. economy **Where did the money go?**



William Aiken Jr., governor of South Carolina from 1844-46 and benefactor of the fledgling University of Minnesota.



THE PACIFIC RAILROADS

TACOMA, WA

DULUTH, MN

MINNEAPOLIS-ST. PAUL

PROMONTORY POINT

SAN FRANCISCO

LOS ANGELES

CHICAGO

NEW YORK

NEW ORLEANS

LEGEND:

- NORTHERN PACIFIC
- UNION PACIFIC
- CENTRAL PACIFIC
- SOUTHERN PACIFIC

TACOMA, WA

DULUTH, MN

MINNEAPOLIS-ST. PAUL

NEW YORK





PROMONTORY POINT

CHICAGO

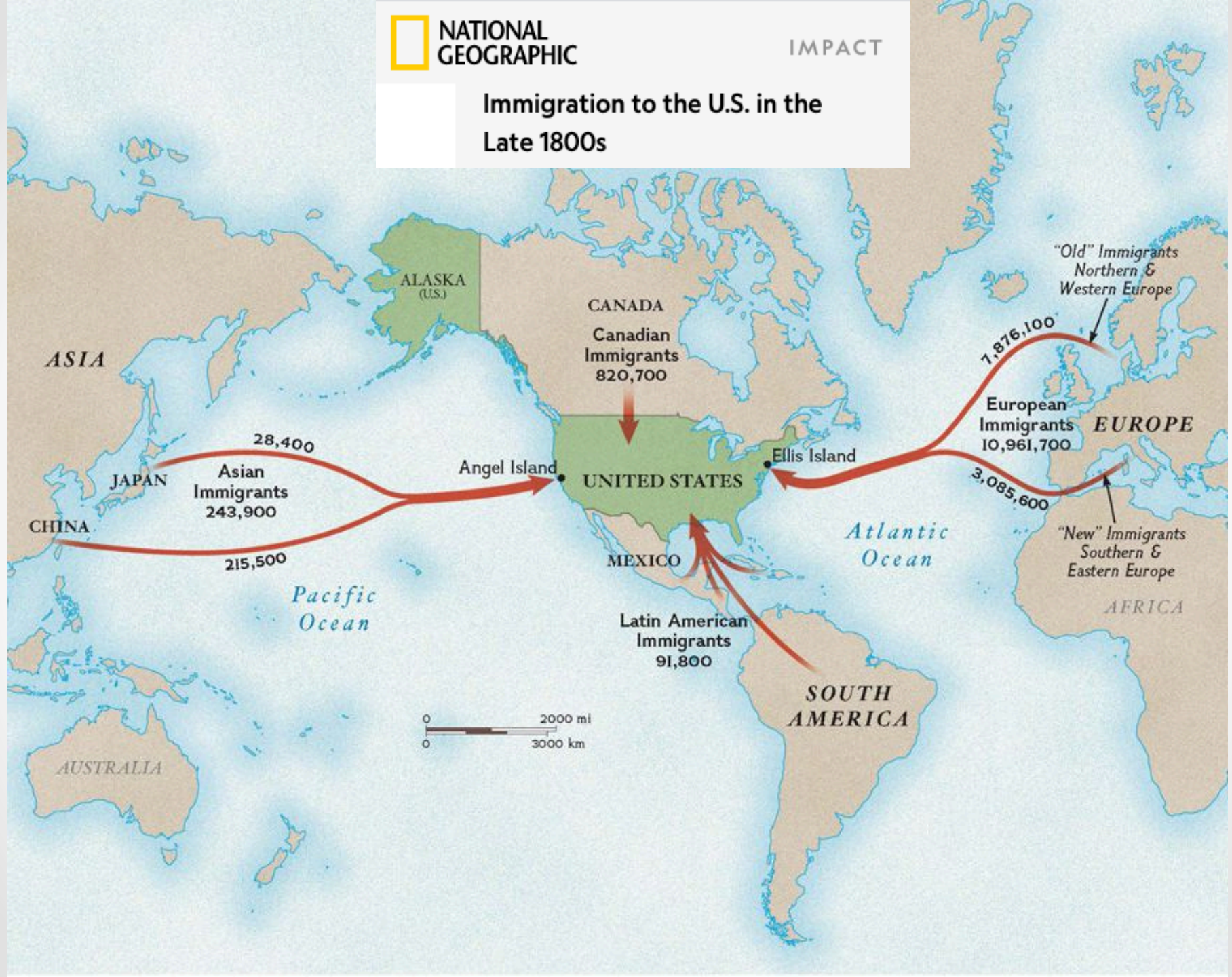
A map of San Francisco with a green line and a blue line indicating a route.

LOS ANGELES

NEW ORLEANS

 NORTHERN PACIFIC
 UNION PACIFIC
 CENTRAL PACIFIC
 SOUTHERN PACIFIC

Immigration to the U.S. in the Late 1800s



Chinese Workers on the Transcontinental Railroad



“As a class they are quiet, peaceable, patient, industrious and economical—ready and apt to learn all the different kinds of work required in railroad building, they soon become as efficient as white laborers. More prudent and economical, they are contented with less wages.” (Leland Stanford, President of Central Pacific Railroad, 1865) Included in the *Report of the Secretary of the Interior* (1865)



1886
Advertisement

“The **command of the Scripture** is: ‘Go ye into all the world, and preach the gospel to every creature;’ not overwhelm your own family, your own neighborhood, your own nation with the...effects of heathenism. **Let the missionary go to China** and convert these men from their heathenish practices, **wash their robes and make them white in the blood of the Lamb**, and then, being fit for American citizenship and to become an integral part of our society, let them come as immigrants. Until then, they deteriorate our body-politic and destroy our civilization.” *Senator AA Sargent (1878)*

THE MAGIC WASHER

Manufactured by
GEO. DEE, Dixon, Illinois

PROCLAMATION
TO ALL WHOM IT MAY CONCERN
HEREAFTER NO FAMILY
WILL BE WITHOUT
MAGIC WASHER
UNDER PENALTY OF
BEING DIRTY

**DONT USE THIS
IF YOU WANT TO BE DIRTY**

**MAGIC WASHER
BEATS
EVERYTHING**

THE CHINESE MUST GO

We have no use for them since we got this **WONDERFUL WASHER**: What a blessing to tired mothers: It costs so little and don't injure the clothes.



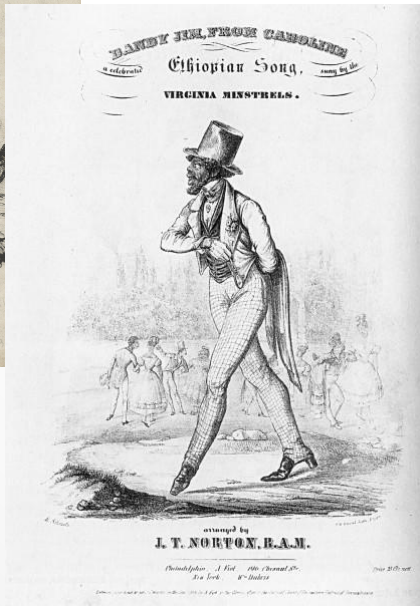
Spokane c. 1917

Uplift, Civilize and Christianize

Rev. Alexander McKenzie at 1893 World's Parliament, celebrating the American Christian project: “taking the black material of humanity and building it up into noble men and women; taking the red material wild with every savage instinct, and making it into respectable men.”



Jim Crow and
Jim Dandy



Images from the Carlisle Indian School, PA



[illegible]

To Whom it May Concern: This is a Liquid Washing Compound, and is FULLY GUARANTEED BETTER THAN ANYTHING EVER OFFERED TO THE PUBLIC. Be convinced you will not lose your dollar for any other purpose. Try one of the Golden Handmaid and Giant.

TRY A SAMPLE AND BE SURPRISED.

THE MAGIC WASHER

Manufactured by
GEO. DEE, Dixon, Illinois

DON'T USE THIS
IF YOU WANT TO BE LOST

PROBUCATION
THIS WASHER WAS DISCOVERED
BY THE CHINESE
AND WAS FIRST
USED IN THE
CHINESE KITCHEN
AND WAS FIRST
USED IN THE
CHINESE KITCHEN

MAGIC WASHER

THE CHINESE MUST DO

We have no use for them again we got this WONDERFUL WASHERS: What a blessing to tired mothers. It costs so little and don't injure the clothes.



Spokane Tribe
of Indians

THE HISTORY OF THE SPOKANE TRIBE OF INDIANS



In 1858, with no treaty established or adequate communications from the Federal Government, the Spokane's defended their families and country as U.S. soldiers marched through their country.



1492

Conquest

1550s

colonialism

Rise of Science

Modern Philosophy

1780s

philosophical

defense of colonialism

“The Enlightenment”



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1886
Advertisement

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THE MAGIC WASHER

Manufactured by
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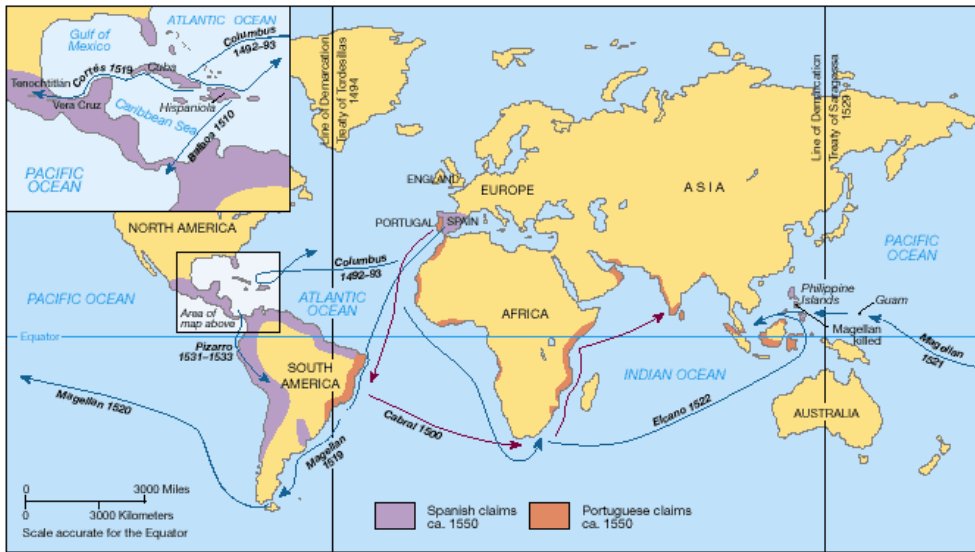
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We have no use for them since we got this **WONDERFUL WASHER**: What a blessing to tired mothers: It costs so little and don't injure the clothes.



TO WHOM IT MAY CONCERN: This is a Liquid Magic Soap, and is FULLY GUARANTEED BETTER THAN ANYTHING EVER OFFERED TO THE PUBLIC; its constant use will not injure the cloths nor turn them yellow. For sale by the Gallon, Half-gallon and Quart. TRY A SAMPLE AND BE SURPRISED.



INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
*
EASY PAYMENTS



PERFECT TITLE
*
POSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location.	Acres.	Average Price per Acre.	Location.	Acres.	Average Price per Acre.
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,084.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Bishop.	MINNESOTA: Bemidji.	NORTH DAKOTA: Fort Totten.	OKLAHOMA - Cim. Fort Vane.	OKLAHOMA - Cim. Shawnee.	SOUTH DAKOTA: Cheyenne Agency.	WASHINGTON: Fort Simcoe.
COLORADO: Grand.	MONTANA: Crow Agency.	NEBRASKA: Anderson.	OKLAHOMA: Chandler.	OREGON: Elsie's Agency.	WASHINGTON: Crow Creek.	WASHINGTON: Fort Spokane.
IDaho: Lapwai.	NEBRASKA: Carey.	NEBRASKA: Colby.	OKLAHOMA: Chandler.	OREGON: Pendleton.	WASHINGTON: Lower Brack.	WASHINGTON: Paine.
KANSAS: Barton.	NEBRASKA: Sidney.	NEBRASKA: Winnebago.	OKLAHOMA: Chandler.	OREGON: Pendleton.	WASHINGTON: Pine Ridge.	WASHINGTON: Round Bay.
NEBRASKA: Barton.	NEBRASKA: Sidney.	NEBRASKA: Winnebago.	OKLAHOMA: Chandler.	OREGON: Pendleton.	WASHINGTON: Pine Ridge.	WASHINGTON: Round Bay.

WALTER L. FISHER,
Secretary of the Interior.

ROBERT G. VALENTINE,
Commissioner of Indian Affairs.

White Racial Framing

Presumes
White virtuousness and
White superiority

Grounded Christian supremacy

Logic:
*God destined this land for us, we
must be in the right*

THE WHITE RACIAL FRAME

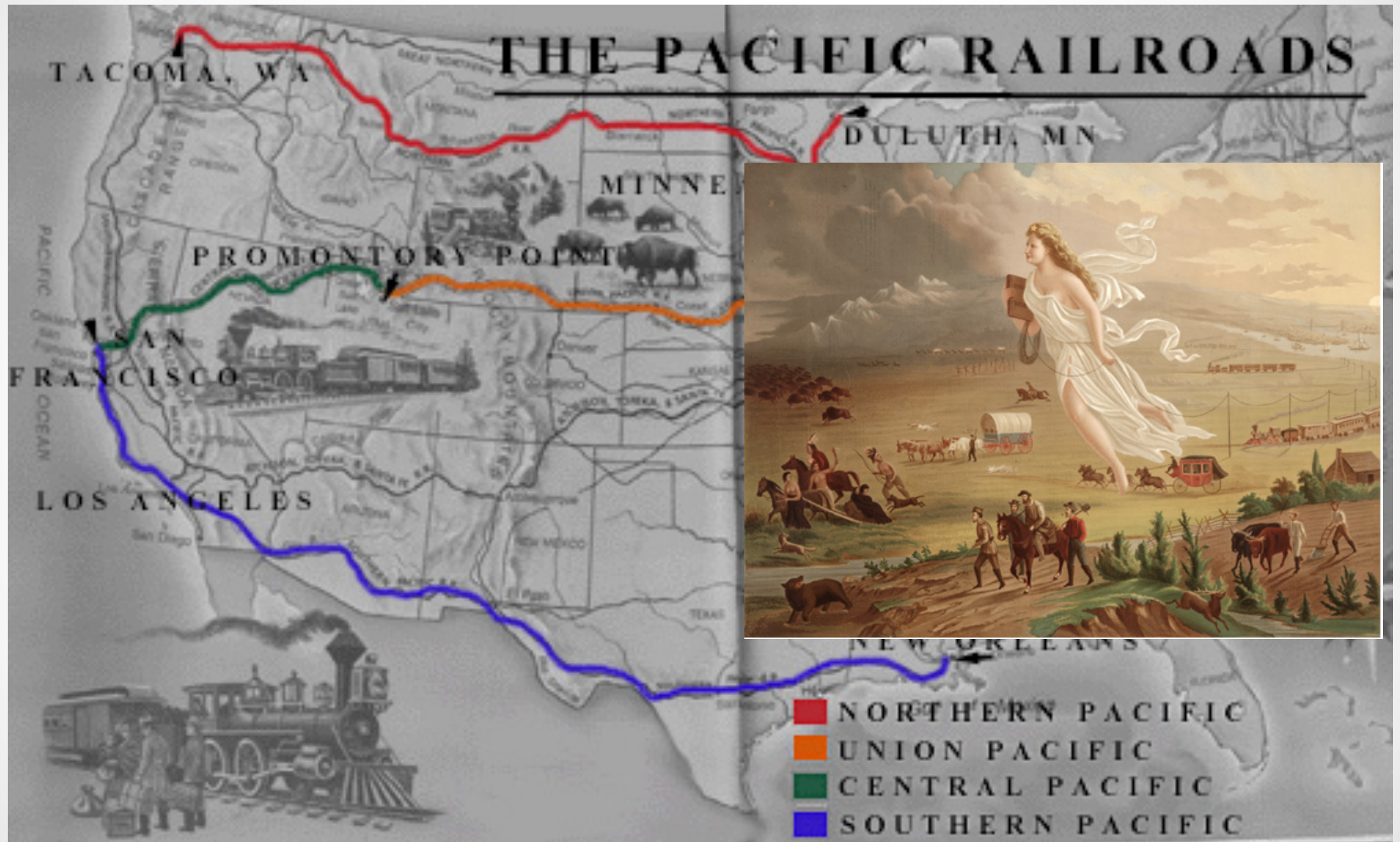
Centuries of Racial Framing
and Counter-Framing

JOE R. FEAGIN

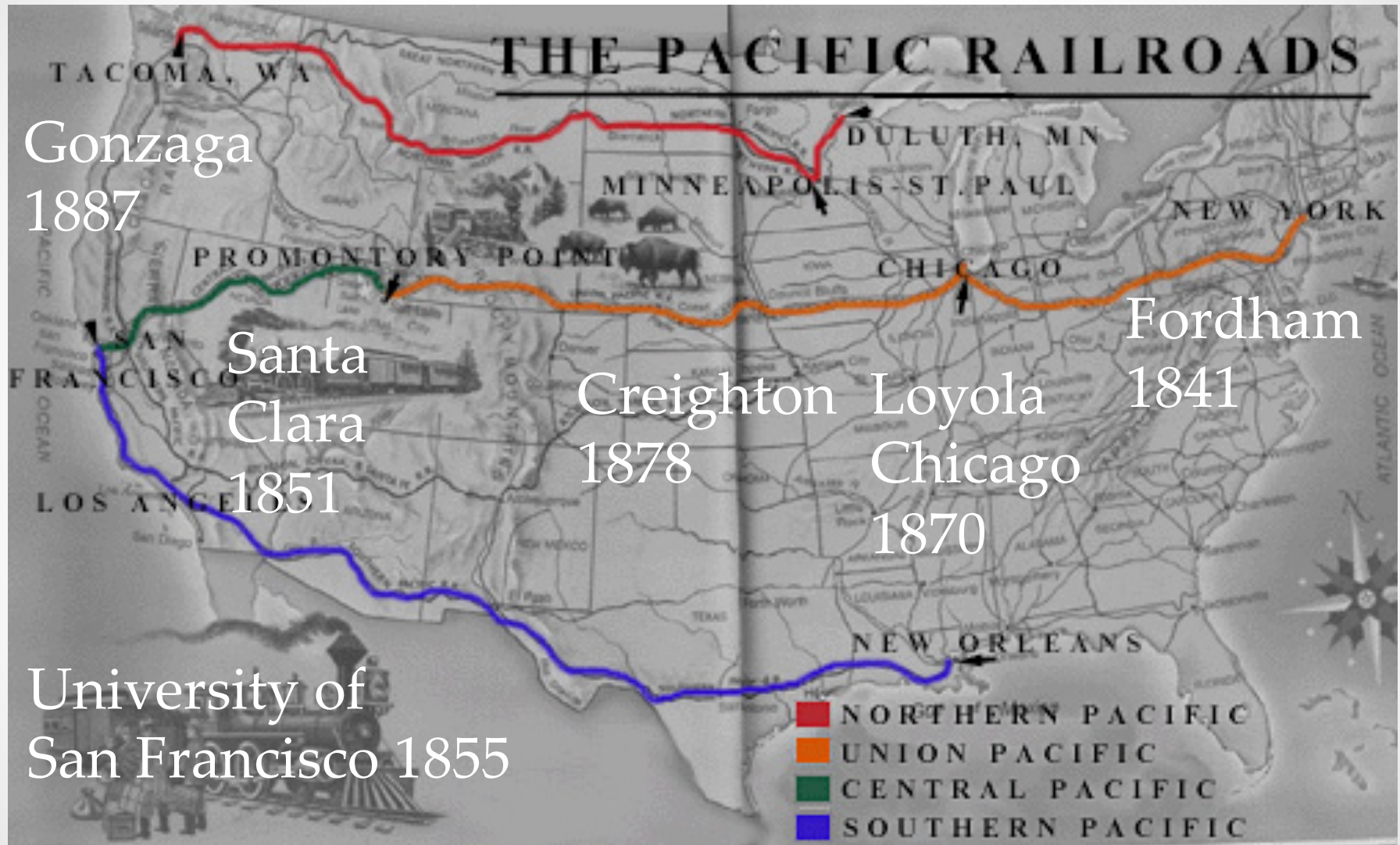
Third Edition



THE PACIFIC RAILROADS



THE PACIFIC RAILROADS



Gonzaga
1887

Santa
Clara
1851

Creighton
1878

Loyola
Chicago
1870

Fordham
1841

University of
San Francisco 1855

"The real measure of our Jesuit universities lies in who our students become."

- Fr. Peter Hans Kolvenbach, former Superior General of the Society of Jesus

The Gonzaga educational experience prepares students to be wholehearted leaders who serve the common good and give glory to God.

For more information about our mission and values, and how you can participate more fully, please check out the links below:

ABOUT GONZAGA UNIVERSITY

Our Mission and Jesuit Values ▴

[Mission Statement](#)[Office of Mission and Ministry](#)[OnMission Podcast](#)[Digital Ministry Collection](#)[Gonzaga Community Prayer Board](#)[Mission Scholars Program](#)[Moments for Mission](#)[Diversity, Equity & Inclusion](#)[Gonzaga's History](#)[Jesuit Community](#)[Resources](#)

Fr. Cataldo wanted to build a school for the tribes they were serving and decided to look around the area of Spokane Falls “*because that would be a central point for our Missions where we could build a large school for Indian children, or even for white, if many should come to the country.*”

“The Spokane Tribe of Indians ancestors inhabited much of northeastern Washington which consisted of approximately 3 million acres. At times they extended their hunting, fishing, and gathering grounds into Idaho and Montana.”

Prior to the arrival of the US department of war the lived as a “river people, living a semi-nomadic way of life hunting, fishing and gathering all creator had made available to them.”

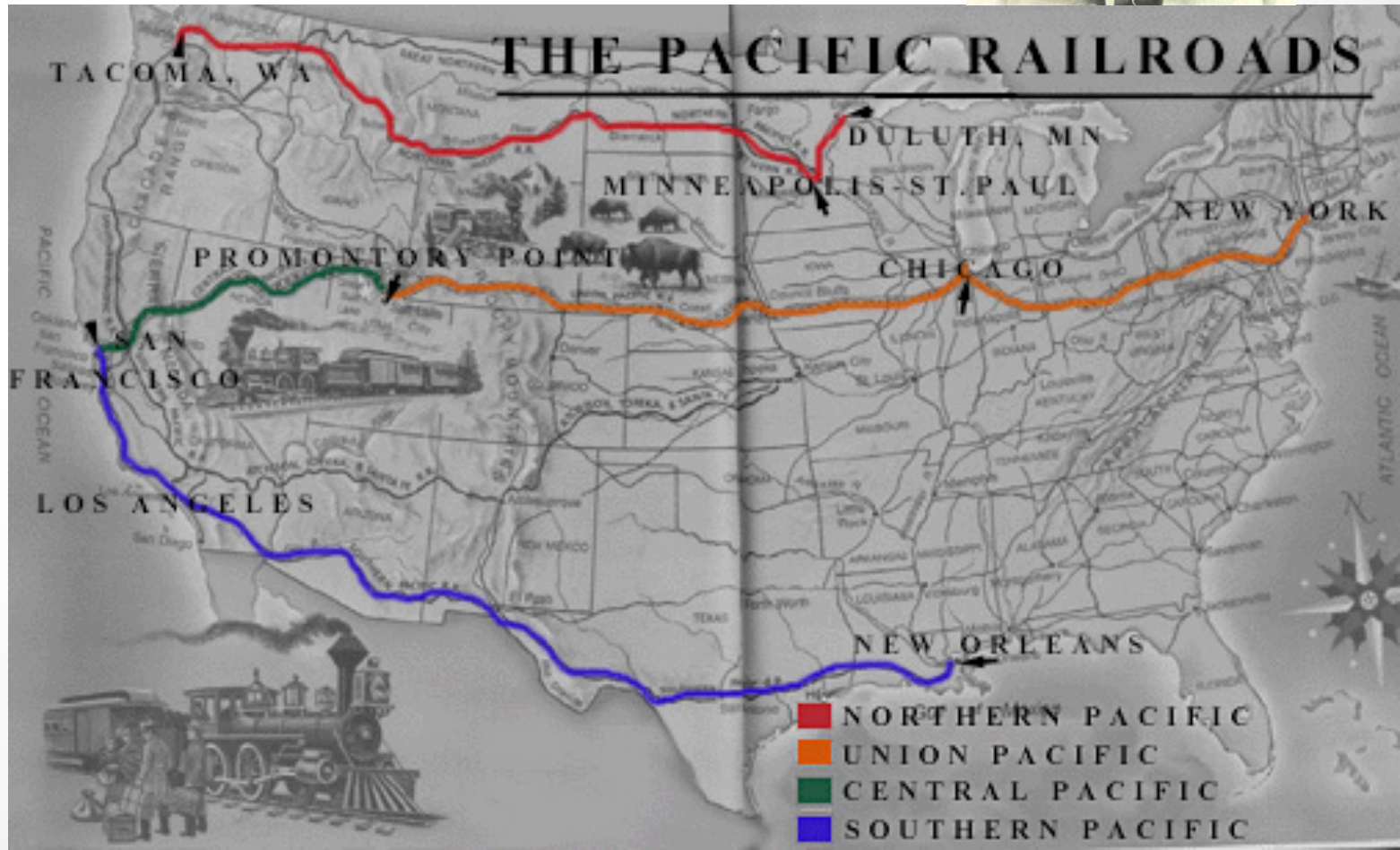
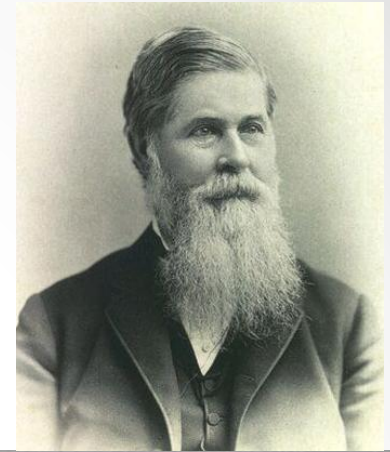


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James Nettle Glover
Banker

Jay Cooke
Northern Pacific Railroad



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OF

YOUR OWN

✱

EASY PAYMENTS



PERFECT TITLE

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COLORADO:	MONTANA:	Fort Yates.	Shawnee.	Crow Creek.	Fort Spokane.
Ignacio.	Crow Agency.	OKLAHOMA:	Wyandotte.	Greenwood.	Tekoa.
IDAHO:		Anadarko.		Lower Brule.	Tulalip.
Lapwai.	NEBRASKA:	Cantonment.	OREGON:	Pine Ridge.	WISCONSIN:
KANSAS:	Macy.	Colony.	Klamath Agency.	Rosebud.	Oneida.
Horton.	Santee.	Darlington.	Pendleton.	Sisseton.	
Nadeau.	Winnebago.	Muskogee.	Siletz.		
		Pawnee.			

WALTER L. FISHER,

Secretary of the Interior.

ROBERT G. VALENTINE,

Commissioner of Indian Affairs.

1862 Homestead Act

Provided that any adult citizen or intended citizen could claim 160 acres of land that was newly acquired by the United States

FINE LANDS IN THE WEST

IRRIGATED
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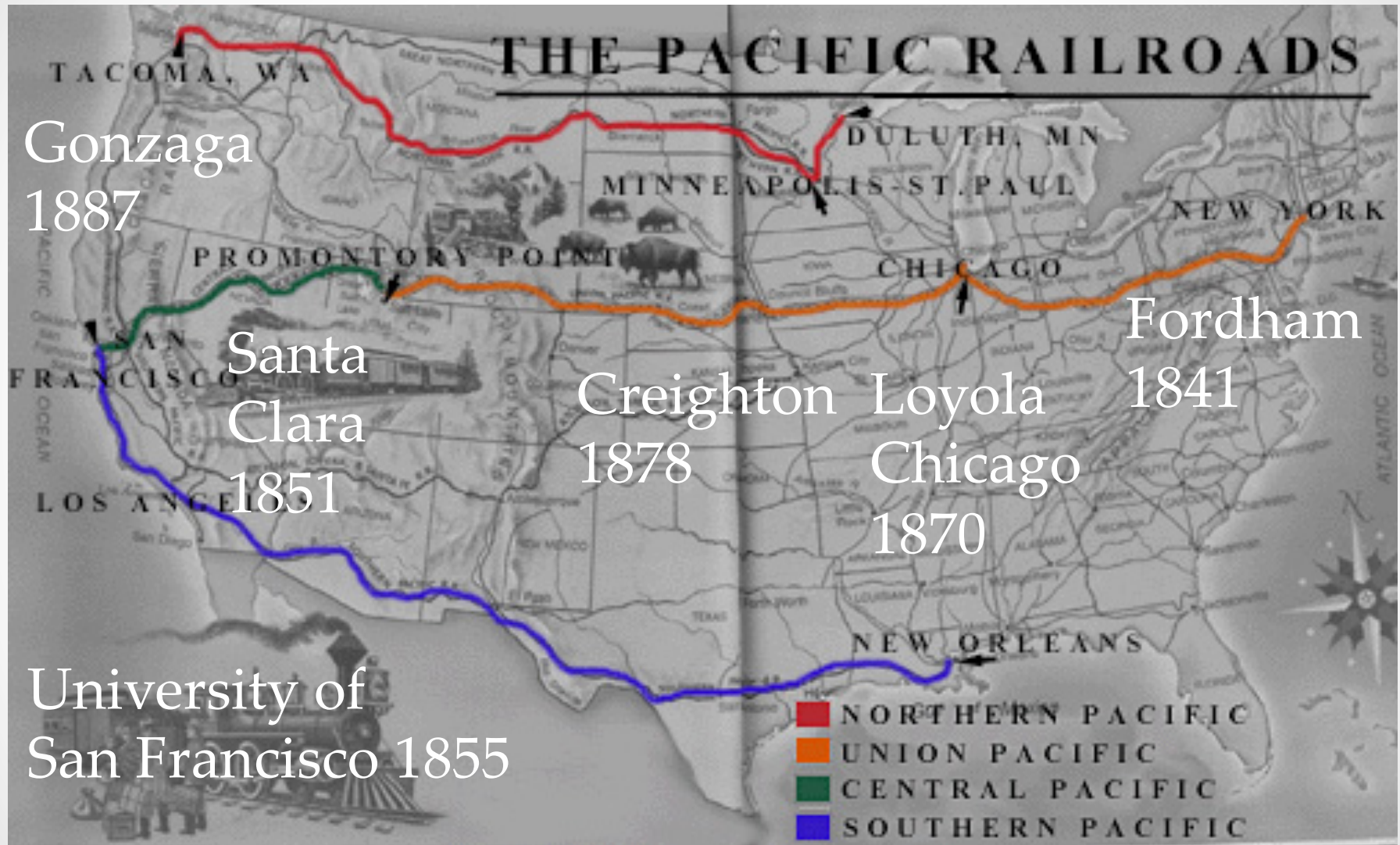
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Soon after Cataldo's purchase, the settlers in Spokane Falls wrote to Fr. Cataldo, asking him to build them a college that would attract students from all parts of the west, even as far away as California. James Glover, sometimes called the Father of Spokane, gathered fifteen other settlers and sent Cataldo another letter, pledging \$2,650 to help build a college. They wanted it built of brick or stone and to be not less than 40 feet wide and eighty feet long and three stories high. The bishop for the Washington territory was also urging Fr. Cataldo to build a college in Spokane Falls





THE PACIFIC RAILROADS



Gonzaga
1887

Santa
Clara
1851

Creighton
1878

Loyola
Chicago
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Fordham
1841

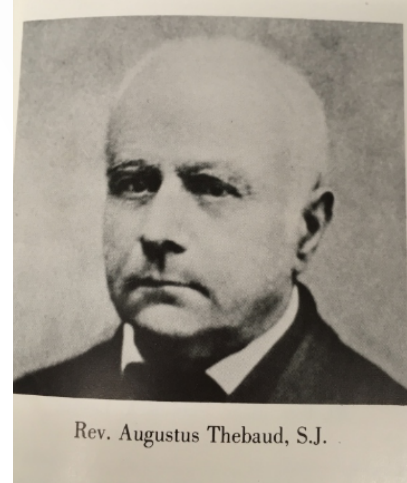
University of
San Francisco 1855

Genesis 1:28 *Be Fruitful and Multiply, Fill the Earth and Subdue It*

THE MONTH

AND

CATHOLIC REVIEW.



Per menses singulos reddens fructum suum,
et folia ligni ad sanitatem gentium.
(*Apoc.* xxii. 2).



Revelation 22:2 : The tree of life... “*yielded her fruit every month, and the leaves of the tree was for the healing of the nations*”•



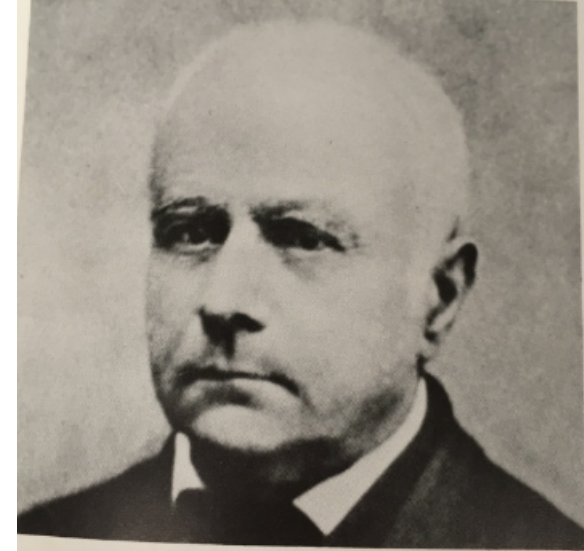
ST. JOHN'S FORDHAM, FORDHAM

THE MONTH

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(*Apoc.* xxii. 2).



Rev. Augustus Thebaud, S.J.

St. John's Fordham
New York City

“The Native Tribes of North America and the
Catholic Missions” v. 30 (1877): 145-162

between Catholic scholars on on ‘races of man’ (100-109)
and African slave trade (219)



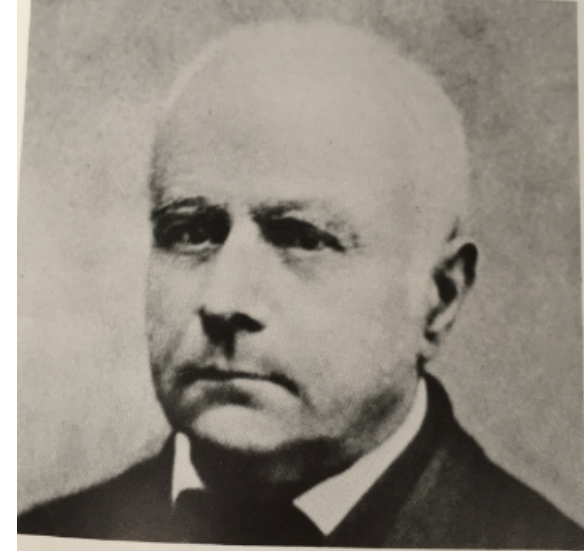
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THE MONTH

AND

CATHOLIC REVIEW.

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(*Apoc.* xxii. 2).



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St. John's Fordham
New York City

“The main object of this paper is to arrive at a just appreciation of the immense labours required of those zealous men who spent their life and often shed their blood to Christianize the North American races. It is always an affair of great difficult to convert pagans to Christ; and the task is still more arduous when the pagans to be converted are rude savages, degraded consequently from their primitive state.”

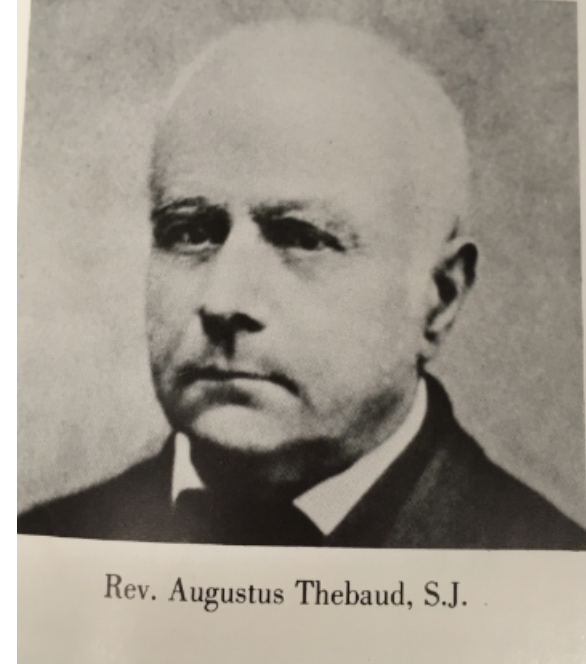


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New York City

“But a sufficient study of the Red Indian will prove that he was not only a pagan, when the first Catholic missionaries came – not only a degraded savage, but in appearance totally unfit for a *settled* life, either as an agriculturalist, a fisherman, or even as a hunter, the wildest of all the pursuits of inferior tribes....Now, before a pagan can become a thorough Christian he must be made to a certain extent at least, a man of steady habits.” (1877)



“a settled life” “Now, before a pagan can become a thorough Christian he must be made to a certain extent at least, a man of steady habits.”

Human Activity

Rhythm v. Progress

Land

Attachment v. Ownership

Social Organization

Community v. Individual

Place in Creation

Interrelation With v. Control Over

A “river people, living a semi-nomadic way of life hunting, fishing and gathering all creator had made available to them.”

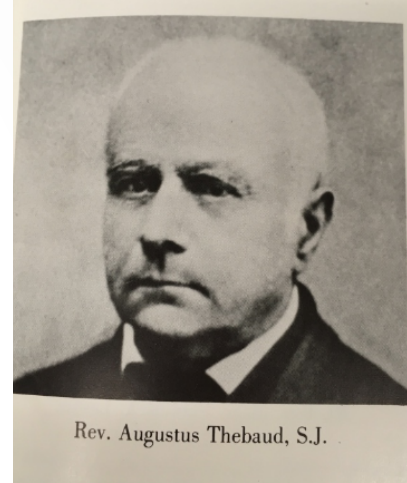


Genesis 1:28 *Be Fruitful and Multiply, Fill the Earth and Subdue It*

THE MONTH

AND

CATHOLIC REVIEW.



Per menses singulos reddens fructum suum,
et folia ligni ad sanitatem gentium.
(*Apoc.* xxii. 2).



Revelation 22:2 : The tree of life... “*yielded her fruit every month, and the leaves of the tree was for the healing of the nations*”•



Reared in the military because his father was a high ranking officer in the French Army, Gonzaga College President George de la Motte, S.J. wanted to start a Cadet program to train the students in 1899. He asked Captain Gerhard Luhn to head up a Cadet program. Captain Luhn had been a member of the United States Army for 42 years. That first year, 80 Cadets in two companies were enrolled. The War Department supplied the uniforms and guns. However, some of the Cadets were too small to shoulder the guns, so they were given wooden ones. Cadets were required to attend drill twice a week while wearing their uniform. Luhn held this position until he retired in 1905. The program officially ended in 1909.



Industry



Church



Media

Military



Education

EYES TO SEE

AN ANTI-RACISM EXAMEN FOR
JESUIT COLLEGES & UNIVERSITIES

• 21st century •



EYES TO SEE: AN ANTI-RACISM EXAMEN

What have we done to advance anti-racism?

- How have we told our college/university's racial story? Whose voices were missing in the narrative and how does their absence affect us and the work we are doing?
- How did race play a part in our institution's founding and early days, whether owning enslaved persons is a part of our history, or not?
- What has been our most significant institutional example of combatting racism? How long ago did it occur? How do we feel about the experience today? Is there something in it on which we can build? What would we change?
- What institutional conversations and decisions related to racial justice have we avoided because they were inconvenient, uncomfortable, or not a priority? What choices do we and others at the college/university need to make, to overcome these obstacles?
- How, specifically, has systemic racism been embedded in our everyday work and practice as a group of colleagues? As a college/university?
- How have we responded, as an institution, to anti-racism demands from students, faculty/staff, or the surrounding community?

As we're doing anti-racism work, how do we face our histories?

- Land obtained through Settler Colonialism
- Wealth through an Economy of Enslavement
- Embedded in US projects of Expansion & Militarism

Look at our websites:

Do we tell our stories through a White Racial
Frame and White Christian virtuousness?

Look at our **programming**:

Do we honor those who capitalize on U.S.
militarism and corporate/capitalist exploitation?

Look at our **curricula**:

Do we dedicate resources to ensuring
'our' histories are told?

Look at our **mission/service descriptions:**

Do we leverage 'virtuousness' to the eclipse of
'complicity'?

Possibilities of Jesuit Institutions

- Websites: Can we model new ways of telling our history?
- Programming/Curriculum: How do we ensure resources are dedicated to tell the full range of our histories, identities, cultures?
- Mission: How do we leverage our diversity and shared commitment to creating truly anti-racist, multi-cultural institutions?