

History 318: American Indian History

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Description:

This research-based course examines the history of the native peoples of what is now the United States from pre-Columbian times to the present. It seeks to deromanticize dominant cultural images of the American Indian by taking a critical look at the changing relationships between indigenous peoples and the European, and then American, inhabitants of North America. This means critically examining the traditional historical narrative that lauds the triumph of civilization over savagery, as well as more revisionist narratives that posit contact as the corruption of an idyllic native civilization. Major themes will include the relationship between native peoples and the environment, the effect of contact on native cultures, the relationship among native tribes, between natives and the state, the place of the “Indian” in popular culture, and the changing status and identity of American Indians in American society. This is an H2 class that also meets the CCD requirement (see catalog for details).

A note on taking a 300-level history course:

The course has a two-fold purpose, and the course readings and assignments reflect that. First, we will explore the history of American Indian history. Second, you will each design your own research project to conduct during the semester, which will result in a 15-20 page research paper based on both primary and secondary sources. This combination of studying content and conducting research will test your skills as juggling assignments (multi-tasking – a useful skill in the “real world”), as you will be required to complete assigned readings for class discussions as well as your own research projects. As you will see in the reading schedule below, I have structured the course so that this juggling will ease up toward the last third of the semester, when you will have ample time to focus on writing your paper. Moreover, the research process will consist of a number of small steps that will help you along the path to producing a full paper. These smaller assignments are designed to introduce you to the process of research, as well as to ensure that you stay on top of the project. There is no pre-requisite for this course, but a familiarity with the narrative of United States history is assumed. If you find yourself struggling with the larger context, any standard US history textbook will help you out.

Course Objectives:

Upon completion of this course, students will be able to:

1. Describe native civilizations prior to contact with Europeans and the effects of European contact upon these peoples.
2. Describe the evolution of the relationship between indigenous groups and the federal government in the United States.
3. Describe the transformation of Indian-white relations in the twentieth-century, and the rise of the Indian civil rights movement and issues facing Indians today.

4. understand the difference between a primary and secondary source as well as how historians use them
5. offer both written and oral interpretations and criticisms of both primary and secondary sources
6. Construct a historical argument (thesis), defend and support it with both primary and secondary sources, and explain how it contributes to ongoing debates within the historical field.
7. work collaboratively with others to discuss and examine historical sources and express your findings regarding those sources to the larger class

Readings:

Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History*, 4th edition

Camilla Townsend, *Pocahontas and the Powhatan Dilemma*

Gregory Evans Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815*.

Frank Linderman, *Pretty Shield*

Clifford Trafzer, et al, eds, *Boarding School Blues: Revisiting American Indian Education Experiences*

Mary Crow Dog, *Lakota Woman*

Other articles noted in syllabus, found either online or on mycourses.

Course Requirements, Policies, and Expectations:

This class will combine lecture and discussion. In order for this to succeed, you must all come to class ready to talk and participate. Please complete the readings for each day prior to coming to class. The class periods will include some combination of lecture, small group work, and large group discussion. To make this effective requires active, involved student participation. I expect that you will come to class prepared and ready to discuss the topic of the day. To facilitate this, I will periodically ask you to come to class prepared with short responses, questions or writing assignments. These will be included in your participation grade for the course. Please stay on top of the reading – often the class won't make much sense if you haven't done the reading.

The assignments for the course are as follows:

Milwaukee Public Museum Project (25%): Two part project based in the Indian collections of the MPM. The first part is due early in the semester and the second is your final exam. Details will follow. (Goals 1-3, 6)

Take Home Midterm Exam: (12%) essay and short answer exam due at midterm (Goal 1-3, 6)

Brief Book Review (8%): short 2 page review of one of the first two monographs we will read (Goal 4-5)

Historiography Paper: (10%) A 3-5 page review of historical works on the topic of your research paper. More details provided in class. (Goal 4-5)

Participation/Attendance: (10%) see description below. (Goal 1-5, 7)

Final Research Project (35% - see below for breakdown of 100 point grade) (Goal 1-7)

- Annotated Bibliography (5)
- Paper Proposal (3)
- First 5 pages (2),
- Complete first draft (10)
- Final draft (70)
- Oral Presentation of Paper (10)

Schedule of Readings and Lectures:

Date:	Topics and Readings:
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Week 1: Getting Started

Jan. 20 Introduction

Jan. 22 Studying Native History – Issues and Debates

Readings:

Calloway: Introduction; “A Navajo Emergence Story,” “Corn and Game: Woman and Men in Cherokee Society,”

Frederick Hoxie, “The Problems of Indian History,”

Calvin Martin, “Ethnohistory: A Better Way to Write Indian History” ;

Michael Dorris, “Indians on the Shelf”

Week 2: Native America before 1492

Jan 27 North America before Europeans

Readings: Calloway, Ch. 1, “The Iroquois Great League of Peace,” “Early American Towns and Cities;” Charles Mann, “1491”

Jan. 29 Encountering the European I

Readings:

Calloway: Chapter Two, pp. 78-102

“A Narrative of the De Soto Invasion,” “An Indian Explanation of the Pueblo Revolt” “Jesuits and Hurons in New France,” “A Mi’kmaq Questions French ‘Civilization;” Indian Pictures of the Invaders

Week 3: Encounters with European s

Feb. 3 Encountering the European II

Readings: Calloway, Ch. 2, pp. 102-end; Townsend, preface – Ch. 2

Feb. 5 Re-imagining the 13 Colonies: Effects of British Colonization

Readings: Townsend, Ch. 3 – end; Kathleen M. Brown, “The Anglo-Algonquin Gender Frontier”

Week 4: Effects of English Colonization

Feb. 10 Library Research Day

MPM Project Due Today

Feb. 12 Indians in British Colonial America

Readings: Calloway, Ch. 3, pp. 152-168; James H. Merrell, “The Indians’ New World: The Catawba Experience” ; James P. Ronda, “Generations of Faith:

The Christian Indians of Martha's Vineyard," Jean O'Brien, "Changing Conditions of Life for Indian Women in Eighteenth-Century New England"

Townsend Review Due Friday at midnight to turnitin.com

Week 5 Creating Middle Grounds

- Feb. 17** Creating "Middle Grounds": Great Lakes and Southwest
Readings:
Everyone: Calloway, Ch. 3, 169-end; "War and Diplomacy in the Southwest,"
TBA in class: Juliana Barr, "From Captives to Slaves: Commodifying Indian Women in the Borderlands," Lucy Eldersveld Murphy, "To Live Among Us: Accommodation, Gender and Conflict in the Western Great Lakes Region, 1760-1832" Steven Hackel, "The Staff of Leadership: Indian Authority in the Missions of Alta California"

Annotated Bibliography Due Today

- Feb. 19** Competing Loyalties: the Age of Imperial Wars
Readings: Calloway, Chapter 4, p. 218-223; Daniel Richter, "Native Peoples in an Imperial World,"
"The Treaty of Lancaster," "The Abenakis Defy the English," "A Captive with the Senecas,"

Week 6: Revolution and After

- Feb. 24** Indians and the Revolution
Readings: Calloway, Ch. 4, 232-232; "The Revolution Comes to the Cherokees," "Memories of War and Smallpox," Karim M. Tiro, "The Dilemmas of Alliance"
- Feb. 26** Confronting the New Nation
Readings: Calloway, Ch. 4, 232-end; Ch. 5, 274-280 "An Indian Solution to the Conflict over Indian Lands," "Northwest Coast Indians on the Brink: The Drawings of John Weber;"

Historiography Paper due today

Week 7: Moving Toward Removal

- March 3** Removal and Resistance I
Readings: Calloway, Ch. 5, 280-end; "Cherokee Women Oppose Land Sales and Removals," "Foundations of Federal Indian Law and Response,"
- March 5** Removal and Resistance II
Readings:

Midterm Exam due online midnight March 7

SPRING BREAK!! March 7-15

Week 8: Wars in the West

March 17 Encounters with an Expansionist People
Readings:
Calloway, Ch. 6, 332-346
Richard White, "Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries." (R)

March 19 Wars in the West
Readings:
Calloway, Ch. 6, 346-end, "Sixty Years of Kiowa History,"
"The Treaty of Fort Laramie and the Struggle for the Black Hills,"
"Chief Joseph's Plea for Freedom;" begin *Pretty Shield*, Introduction – Ch. 7

Paper Proposal Due today

Week 9: Late 19th Century Changes

March 24 Plains Culture in Transition
Readings:
Frank B. Linderman, *Pretty Shield*,
Calloway: "The Battle of Little Big Horn in Myth and History" p. 327- 334

March 26 Indian Cultural Renewal and the Dawes Act
Readings:
Calloway: Chapter 7; 412-434;
"Dismantling Tribes and their Homelands" Trafzer, "Introduction – Ch. 4

Week 10: Reservation Blues

March 31 No class – individual meetings with instructor about research paper
First 5 pages due

April 2 Assimilating the Indian: the Boarding School Experience
Readings:
Calloway, Ch. 7, 435-end; selected chapters of Trafzer; "Sioux School Experiences"

Week 11: An Indian New Deal – or not

April 7 The Indian New Deal and Termination
Readings:
Calloway: Chapter 8, 484-505
"Two Views of the Indian Reorganization Act,"
"Indians in the Cities" "Indians and World War II"
Begin Crow Dog, *Lakota Woman*

April 9 The Indian In Popular Culture
Readings: continue *Lakota Woman*

Rough Draft Due Today

Week 12: Indian Civil Rights and Treaty Rights

April 14 Red Power – Indian Civil Rights

Readings:

Calloway, Chapter 8. 505-end; Ch. 9, 546-552, “Documents of Indian Militancy” Finish Crow Dog, *Lakota Woman*;

April 16 Treaty Rights and Tribal Sovereignty

Readings:

Calloway: Chapter 9-10, 552-end

“President Nixon and the Supreme Court Address Self-Determination”; p. 510-519; Donald Fixico, “Chippewa Fishing and Hunting Rights in the Great Lakes,” “Controversy and Spirituality in the Black Hills”

Week 13: Indian Country Today

April 21 Issues of the 21st Century

Readings: Calloway, Ch. 10

Calloway: “Tribal Colleges: Indian Education for Indian People,” “Indian Leadership at the end of the 20th Century,” “Justice in Indian Country” “US-Indian Relations on a World Stage”

April 23 begin student paper presentations

Week 14: Paper Presentations

April 29: Presentations/wrap-up

Final Paper due today !!

Final MPM project due as final exam, on Wednesday, May 6 at 11 am.