

History 292: Native American History

Fall 2015

MW 3:35–4:50, 317 CPS

Prof. Rob Harper

CCC 469, 715-346-4157, rharper@uwsp.edu

Office Hours: Tuesdays 1:30–4:30, and by appointment

Course Description and Objectives

History 292 surveys the past experiences of American Indians: the indigenous peoples of the present-day United States. This topic encompasses over 1000 different peoples spread out over more than ten thousand years. That's a lot of history. This course offers a relatively brief introduction to this immense field.

As a course carrying Historical Perspectives and US Diversity GEP credit, students completing History 292 will be able to

- Identify and describe various kinds of evidence used to study American Indian history.
- Recognize and explain how interpretations of American Indian history have changed.
- Describe the diverse experiences of American Indians both before and during the era of colonization, and how these experiences have changed over time.
- Explain how American Indian peoples responded to past challenges and opportunities.
- Critically read and analyze historical evidence.

Contacting Me

*Helping you learn is the **most important** and **most rewarding** part of my job.*

Due to the large size of the class, I cannot provide as much detailed feedback on students' work as I would like. If you would like to talk more about the course please either visit me during office hours or contact me by email at <rharper@uwsp.edu> to make an appointment. I receive and reply to email more quickly than phone messages. Please include "History 292" in the subject line.

Required Texts

- Calloway, *First Peoples* (FP), available from text rental
- Lurie, ed., *Mountain Wolf Woman* (MWW), available from text rental
- Additional required readings and videos via e-reserves and/or Desire2Learn (D2L)
- A pocket dictionary

Grading

Small-group work:	15%
Quizzes and in-class writing:	10%
Three exams:	25% each

Attendance and Participation

Your presence in class, both physical and mental, is critical to success in the course. Multiple absences will significantly affect your grade. As with any three-credit course, you can expect to spend 6-9 hours per week on homework (including reading, watching movies, and notetaking). Notetaking can make the reading go faster, makes studying for exams easier, and will significantly improve your mastery of the material.

If you must miss class, please obtain notes from a classmate. You will receive a zero on any quiz or in-class work you miss. To accommodate scheduling conflicts and emergencies, your two lowest in-class work scores will not count toward the final grade. If you must miss many class meetings, please see me ASAP to discuss your options.

In-Class Work

During most weeks, students will complete an in-class small-group assignment. In order to mix up the groups, there will be assigned seating on these days, with the seat assignments changing each time. Many class meetings will also feature an individual quiz or short writing assignment.

Critical Reading

The course learning outcomes include developing the habit of reading critically: an essential part of any college education. Specifically, you will practice five core skills:

- Questioning: pose guiding questions to help navigate and comprehend historical texts.
- Sourcing: identify and describe the significance of a text's source, including authorship, intended audience, purpose, genre, and historical context.
- Connecting: identify and describe the significance of connections between related texts.
- Analyzing: in reading texts, identify and summarize key ideas and information.
- Evaluating: assess texts' usefulness and reliability for answering questions about the past.

Movies

The last few years have brought a wave of excellent movies about American Indian history, and watching some of these films will be an important component of this course. Many weekly homework assignments include a required movie, as well as one or two recommended movies. When you watch the movies, you should use the same critical skills mentioned above. In particular, you should identify questions to be answered and take notes about what you learn.

Exams

Three in-class exams will test your progress toward the course learning outcomes. During the exams you may refer to a pocket dictionary and a single sheet of handwritten notes. Failure to complete any exam as scheduled will result in a failing grade for the course.

Desire2Learn (D2L)

All course handouts, grades, slides, etc. will be posted on D2L: <http://www.uwsp.edu/d2l>.

Use of Student Work

Students can benefit considerably from seeing examples of strong work completed by other students. For that reason, I may in the future post or distribute examples of the work of students in this course, after removing all names and any other identifying information. If you object to your work being used in this way, please notify me and I will respect your wishes.

Students with Disabilities

I will make every reasonable effort to accommodate the needs of students with disabilities. Any student requesting such accommodation must first meet with UWSP Disability Services staff. That meeting should take place as early in the semester as possible. No accommodation will be granted until I receive and agree to a formal plan approved by Disability Services.

Academic Misconduct

Cases of academic misconduct, including plagiarism, will be formally reported following the policies laid out in UWSP's Student Academic Disciplinary Procedures. Plagiarism consists of submitting work created by someone else as your own. For more information on plagiarism and proper citation of sources, ask me or consult <http://library.uwsp.edu/Guides/VRD/plagiarism.htm>. Students found to have committed academic misconduct will receive an F for the course.

Terminology

Students often ask whether it is appropriate to use the term "Indian" in reference to America's indigenous peoples. Many have been taught to use "Native American" instead. In fact, both terms are problematic, but "Indian" is used by the federal government, by our textbook, and—most importantly—by many indigenous people themselves. For more, see Calloway's comments in the introduction to *First Peoples*.

Course Schedule.

Everything in this schedule is subject to revision. Changes will be announced in class and on D2L.

- Wednesday, Sept. 2: What do we know about American Indian history?

- Monday, Sept. 7: Labor Day

- Wednesday, Sept. 9: Hollywood and Indians
 - FP, introduction
 - Watch *Reel Injun* (2010, about 90 minutes), on e-reserves
 - Watch excerpts of *In Whose Honor?* (1997), <http://tinyurl.com/whosehonor>
 - Migizi Pensoneau (Ponca/Ojibwe), "I'll fucking cut you': Behind the scenes of the 1491s' segment on "The Daily Show"" (2014), <http://tinyurl.com/Pensoneau>
 - Ian Shapira, "The Daily Show springs tense showdown" (2014), on D2L
 - ⇒ How have Hollywood depictions of Indians changed over time?
 - ⇒ How are those depictions related to the mascot controversies?

- Monday, Sept. 14: Historians and Indians
 - Merrell, "Second Thoughts" (2012), on e-reserves
 - ⇒ What ideas, and practices, does Merrell criticize? What alternatives does he suggest?
 - ⇒ On p. 459, Merrell refers to "European structures of thought." What does he mean?
 - ⇒ On p. 477, Merrell writes: "This collection of concepts... had real effects for Native peoples and for the course of American history." What were these effects?

- Wednesday, Sept. 16: Origins
 - FP 40-54
 - Watch *Menominee History* (2014), <http://video.wpt.org/video/2365306294/>
 - Watch *Oneida History* (2014), <http://video.wpt.org/video/2365306261>
 - Recommended movies: *Atanarjuat (The Fast Runner)*, 2001; *Dreamkeeper*, 2003
 - ⇒ What can we learn from origin stories about history and culture?
 - ⇒ What are these sources' uses and limitations as evidence?

- Monday, Sept. 21: Ancient Americans
 - FP 14-38, 65-71
 - ⇒ How (and why) did ancient American societies change over time?
 - ⇒ What kinds of societies flourished in which regions of North America?

- Wednesday, Sept. 23: Diversities
 - Cronon, "Seasons of Want and Plenty," in *Changes in the Land* (1983), on e-reserves
 - ⇒ How did seasons affect the landscape, and the peoples who lived there?
 - ⇒ Cronon describes the New England landscape as a "patchwork." What does that mean, and why is this concept important?

- Monday, Sept. 28: Ecologies
 - Krech, "Eden," from *The Ecological Indian: Myth and History* (1999), on e-reserves
 - Mann, "1491," *Atlantic Monthly* (March 2002), 41-53, on e-reserves
 - ⇒ Americans today often say things like, "Native Americans lived in harmony with nature." How would these authors respond to that comment?
 - ⇒ What kinds of historical and archaeological evidence do the authors mention? What new interpretations does this evidence support?
 - ⇒ What are the authors' main points about American Indians and the environment? In what ways are their ideas similar? How do they differ?

- Wednesday, Sept. 30: Exam #1

- Monday, Oct. 5: Discovering the Spanish
 - FP 78-95, 137-42
 - Watch *The Last Conquistador* (2008; about 70 minutes) on e-reserves
 - Recommended movie: *Even the Rain*, 2010
 - ⇒ Europeans established no successful colonies in the present-day US until about 100 years after Columbus. Why not?
 - ⇒ How did southwestern Indians respond to the challenges of the Spanish invasion?
 - ⇒ How do the makers of *The Last Conquistador* want to change your understanding of the past? What aspects of history do they emphasize, and what do they neglect?

- Wednesday, Oct. 7: Spiritual encounters
 - FP 112-22
 - “Benavides” and “Pueblo Revolt” documents, on e-reserves
 - ⇒ What can we learn from these documents about American Indian history?
 - ⇒ What are the documents’ limitations?

- Monday, Oct. 12: Discovering the French, English, and Dutch
 - FP 95-111
 - Watch *Ho Chunk History*, 2015, <http://video.wpt.org/video/2365551732>
 - ⇒ How did Indians’ encounters with the French and English differ from encounters with the Spanish?
 - ⇒ How did Indian societies respond to the French and English?

- Wednesday, Oct. 14:
 - FP 122-36
 - *Jesuit Relations* excerpts, on e-reserves
 - Watch *Black Robe*, 1991, on e-reserves
 - ⇒ What can we learn from these documents about American Indians? What are their limitations?
 - ⇒ What aspects of native history does the movie get right? What does it get wrong?

- Monday, Oct. 19: Middle grounds and native grounds
 - FP 152-86
 - ⇒ How did eastern woodlands and Great Plains peoples’ lives change?
 - ⇒ How did these peoples conduct diplomacy? In what cases were they successful?

- Wednesday, Oct. 21: Evidence of diplomacy
 - FP 187-207
 - ⇒ What can we learn from these documents and portraits?
 - ⇒ How might the documents and portraits mislead us?

- Monday, Oct. 26: Losing independence
 - FP 218-48, 263-66
 - Watch *Stockbridge-Munsee Mohican History*, 2015, <http://video.wpt.org/video/2365551891>
 - ⇒ After 1763, how did relations change between Indians and the British empire?
 - ⇒ How did Indians respond to the colonial rebellion against the Crown?
 - ⇒ What was revolutionary about this period for native peoples in the West?

- Wednesday, Oct. 28: Making treaties
 - FP 258-62
 - Treaties with the United States: see D2L for links
 - ⇒ What kind of relationship did early treaties envision between Indians and the US?
 - ⇒ What can we learn from these treaties about what Indians wanted?

- Monday, Nov. 2: Dispossession and protest
 - FP 274-98, 307-15
 - Watch *Potawatomi History*, 2014, <http://video.wpt.org/video/2365306300>
 - ⇒ How did US policies toward Indians change during the early republic? How did Indian peoples respond?
 - ⇒ What is the main point of Chief Justice Marshall's ruling in *Worcester vs. Georgia*? What does John Ross have to say about it?

- Wednesday, Nov. 4: Cherokee voices
 - Documents by Cherokee women, on e-reserves
 - Watch *We Shall Remain* episode 3, "Trail of Tears," on e-reserves
 - ⇒ What can we learn from these documents about the role of women in Cherokee society and government?
 - ⇒ How do the filmmakers want to change your understanding of the Trail of Tears? Did they do a good job?
 - ⇒ How well does the movie reflect the perspectives of the women who wrote the documents you read?

- Monday, Nov. 9: The United States comes to Lake Superior
 - Satz, *Chippewa Treaty Rights* (1991), pp. 13-31, 51-82, <http://digital.library.wisc.edu/1711.dl/WI.WT199101>.
 - ⇒ What does Satz reveal about the treaty negotiations?
 - ⇒ How did the Ojibwe keep federally-recognized reservations in Wisconsin?

- Wednesday, Nov. 11: The Ojibwe version
 - Ojibwe Treaty Statement (1864), on D2L. Print this out and bring it to class.
 - Watch *Bad River Ojibwe History* (2015), <http://video.wpt.org/video/2365551826>
 - Recommended: original bilingual manuscript of the treaty statement
 - Recommended: Chippewa (Ojibwe) treaties of 1837, 1842, and 1854, <http://digital.library.okstate.edu/kappler/Vol2/toc.htm>
 - ⇒ What were the leading complaints in the 1864 Ojibwe petition?
 - ⇒ If you were a federal judge, how would you interpret the US and Ojibwe obligations in these treaties?

- **Monday, Nov. 16: Exam #2**

- Wednesday, Nov. 18: Assimilation
 - FP 412-47
 - ⇒ How and why did federal policies change in the late 1800s? How did Indian peoples respond?
 - ⇒ How did the proliferation of boarding schools affect Indian communities?

- Monday, Nov. 23: Schools
 - FP 457-475
 - Watch *Unseen Tears: The Native American Boarding School Experience in Western New York*, 2009
 - Part 1: <https://youtu.be/ioAzggmes8c>
 - Part 2: <https://youtu.be/9PaqrM1iCf0>
 - Part 3: <https://youtu.be/2d-FbXx-LSk>
 - ⇒ Compare and contrast the story of the boarding schools as it is told in the documents and in the movie. As historical evidence, what are the strengths and limitations of each?

- Wednesday, Nov. 25: give thanks!

- Monday, Nov. 30: New Deal and Termination
 - FP 484-505
 - ⇒ What was new, and what was not new, about the Indian New Deal?
 - ⇒ How, and why, did federal policies toward Indians change after World War II?

· Wednesday, Dec. 2: Relocation and activism

- FP 505-9, 520-32, 546-53
- Watch *The Exiles*, 1961
 - Part 1: <http://aifg.arizona.edu/film/exiles-part-1>
 - Part 2: <http://aifg.arizona.edu/film/exiles-part-2>
- Recommended: Fleischer, "Exiles on Main Street" (2008), <http://www.laweekly.com/film/exiles-on-main-street-searching-for-the-ghosts-of-bunker-hills-native-american-past-2154829>
 - ⇒ How did American Indians respond to postwar challenges and opportunities?
 - ⇒ How well does the film fit with the evidence in the documents?

· Monday, Dec. 7: Ho Chunk lives

- MWW (all)
- Charles Round Low Cloud, "Indian Report," selected columns, on D2L
- Van Schaick photographs, on D2L
 - ⇒ What are these sources' uses and limitations for studying Ho Chunk history?

· Wednesday, Dec. 9: Walleye Wars

- FP 553-61, 566-71
- Spearfishing protest images, on D2L
- Watch *After the Storm: Ojibwe Treaty Rights Twenty-Five Years after the Voigt Decision*
 - Part 1: <https://youtu.be/HAiCUYJT-t0>
 - Part 2: <https://youtu.be/PpZj4yqfM1M>
 - Part 3: https://youtu.be/m9_vOg7__hc
 - Part 4: <https://youtu.be/9Ay1WebbPn8>
 - Part 5: <https://youtu.be/lDR-IIVeIz8>
 - ⇒ How well do these sources fit with your prior knowledge of these events?
 - ⇒ How can we, today, best explain the history of the treaty rights controversy?

· Monday, Dec. 14: Indian country today

- FP 639-64, 676-95
- Watch *Miss Navajo* (2007), on e-reserves
 - ⇒ What new challenges and opportunities confront Indian peoples today?
 - ⇒ Explain the concept of triple citizenship and its implications for US law.
 - ⇒ What connections do you notice between the movie and what you've learned in this course?

Final Exam: Tuesday, Dec. 22, 12:30-2:30 pm