

History 292: Native American History

Spring 2017

Section 1: Tuesday and Thursday, 2:00-3:15 pm, 300 CAC

“Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.” —UW Board of Regents, 1894.

“Why is it that scholars in American Indian history have written so many academically acceptable works without consulting American Indian sources?” — Waziyatawin (Dakota), 1998.

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Office Hours: Monday 3:00-4:00, Wednesday 11:00-1:00, and by appointment.

Course Description and Objectives

History 292 surveys the past experiences of the native peoples of the present-day United States: over 500 different peoples spread out over more than ten thousand years. Along the way, you will become familiar with the art of “doing history” (asking questions about the past, using evidence to answer those questions, and evaluating historical scholarship), focusing on the distinctive ethical, political, and methodological questions involved in studying indigenous histories.

After completing this course, you will be able to:

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

Required Texts

- King, *The Truth about Stories* (TAS), required for purchase
- Saunt, *Black, White, and Indian* (BWI), required for purchase
- Lurie, ed., *Mountain Wolf Woman* (MWW), available from text rental
- Satz, *Chippewa Treaty Rights* (CTR), <http://tinyurl.com/jsgctkr>
- Recommended: a pocket dictionary

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.

How to succeed in History 292

Put in regular and consistent effort. Complete all assignments carefully and thoughtfully. Take notes on readings, lectures, and class discussions (see below). Attend regularly and participate actively in discussions (listening as well as speaking). Talk to me during office hours (or make an appointment).

As with any three-credit course, you can expect to spend **6-9 hours each week** on homework. For History 292, homework includes reading and films (5-8 hours), taking notes on the reading (about half an hour), and completing the weekly reading journal assignment (about half an hour).

Critical reading and notetaking

During the semester, we will work with two kinds of readings: those created at the time of the events we study (primary sources), and those written recently by historians (secondary sources). None of these are textbooks; none of them are works of fiction (novels or short stories). Reading these materials will require cultivating different habits. As you read, ask yourself these questions:

- Who wrote this? When? For what audience? Why?
- How is this reading related to other things you've learned?
- What do you find most interesting, surprising, or challenging about this reading?
- What questions do you, as an individual, have about this topic? Is the reading answering them? What new questions does the reading make you think about?

Active reading and notetaking will enable you to remember much more, and for much longer, than rote memorization. For each assignment, take handwritten notes (during in-class work, you may refer to handwritten notes, not electronic ones). It usually works best to read one section, then quickly summarize it in a couple of sentences or a short list of key ideas, then move on to the next section. If possible, review your notes before class. For every hour of reading, spend no more than 5-10 minutes taking notes. Your notes are for your eyes only (you won't hand them in).

Reading journal

Once a week, you will write about that week's assigned readings for about 30 minutes. You may write about all of the week's readings, or just one: it's up to you. You should save each entry electronically and upload it (in .doc or .docx format) to the D2L Dropbox before class each Thursday. Each journal entry will be graded pass/fail. Writing thoughtfully for 30 minutes will guarantee a grade of "pass." Here are some possible ways to complete a journal entry:

- Textual analysis: for one reading, respond to the critical reading questions (above). Then explain how the reading helps (or does not help) you better understand the past.
- Glossary entry: choose one or more key terms or concepts from the reading. Explain what it means, in your own words. Upload it to BOTH the Dropbox and the Discussions Board.
- Letter to the past: choose a person mentioned in the readings. Write a letter to that person. What do you want her or him to know about you, and what questions do you want to ask?
- Dear diary: imagine you are a person living amid events discussed in the readings. In that imaginary person's voice, report and reflect on her or his experiences.
- Personal reflection: write about your own experience of completing the reading assignment: your expectations, things you found interesting or challenging, your emotional response to the material, and/or questions and concerns the reading brought to mind.

In-class work

You will regularly complete in-class assignments, including written quizzes and small-group work. I will collect and grade some of these; others will be for your eyes only. During in-class assignments, you may not consult any electronic devices, but you may ALWAYS consult handwritten notes. Absences from class, either physical or mental, will bring down your grade and leave you unprepared for exams. 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, *regardless of the reason for your absence*. To accommodate unforeseen emergencies, family obligations, etc., your two lowest scores will not count toward the final grade. If you have to miss many classes, please see me ASAP to discuss your options.

Exams

The exams will include both short-answer questions and guided document analyses, in which you will interpret one or two sources provided with the exam. The exams will NOT require you to regurgitate information you have memorized. During exams, you may use a single sheet of handwritten notes (both sides). Failure to take an exam as scheduled will result in an F for the course.

Terminology

Many historical sources use vocabulary we no longer use today, including racial and ethnic terms that we do not, and should not, use today. Please do not use outdated or offensive language in class or in written assignments, except in quotations. Here is a quick guide.

Category of identity	Present-day terms	Some outdated and/or offensive terms
Species	Human being(s), humanity, people, person	Man, Mankind (as gender neutral)
Political and ethnic	American, Spanish, Angolan, Ojibwe, Cherokee, Virginian, Iowan, other specific national, state, and tribal terms	Using racial terms (white, black, Indian, Asian) when you could use more specific national terms.
Racial (imaginary groups by which we categorize ourselves and one another)	American Indian, Native American, white, black, African American, Asian American, biracial, multiracial, métis (but note: more specific terms are almost always better).	Tribesman, redskin, brave, chief (unless an official position), negro, squaw, wench, oriental, mulatto, mixed blood, half-breed, Caucasian, "the White Man"

Students with Disabilities

I will make every reasonable effort to accommodate the needs of students with disabilities. Students requesting accommodation must meet with Disability Services staff early in the semester. I will allow no accommodation until I receive and agree to a formal plan approved by Disability Services.

Academic Integrity

I will report cases of academic misconduct, including plagiarism, following the policies laid out in UWSP's Student Academic Disciplinary Procedures. To learn more about academic integrity, please 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.

Use of Student Work

Students often benefit from seeing examples of strong work completed by other students. For that reason, I may distribute exemplary student work, after removing all identifying information. If you object to my using your work in this way, please notify me and I will respect your wishes.

Grading

Attendance and participation:	10%
Reading journal	20%
Quizzes and in-class work:	20%
Midterm exam:	20%
Final exam:	30%

Course Schedule: The following schedule is subject to change.

Unit 1: Peoples and Stories

Tuesday, Jan. 24: Introductions

Thursday, Jan. 26: "You'll never believe..."

- Read TAS ch. 1
- Read selected origin stories

Tuesday, Jan. 31: Indians in mind

- Read TAS ch. 2
- Watch Neil Diamond (Cree), *Reel Injun* (2009)

Thursday, Feb. 2: Indians on display

- Read TAS ch. 3
- Read Deloria (Lakota), "Anthropologists and Other Friends" (1969)

Tuesday, Feb. 7: Truths about stories

- Read TAS ch. 4
- Read Silko (Laguna), "Language and Literature from a Pueblo Indian Perspective" (1979)

Thursday, Feb. 9: Indians and legislation

- Read TAS ch. 5
- Read Dunbar-Ortiz, "The Doctrine of Discovery" (2014)

Unit 2: The Rio Grande

Tuesday, Feb. 14: America's Middle Ages

- Read Richter, "Medieval North America" (2011)

Thursday, Feb. 16: Indians meet foreigners who call them "Indians"

- Read Cabeza de Vaca, Oñate, and Benavides documents
- Watch *The Last Conquistador* (2008)

Tuesday, Feb. 21: An American Revolution

- Read Beninato, "Indian Leaders in the Pueblo Revolt" (1990)
- Read Pueblo Revolt documents

Thursday, Feb. 23: The dawn of a new empire

- Read Hämäläinen, "The Western Comanche Trade Center" (1998)
- Read *Instructions of Tomás Vélez Cachupín* (1754)

Tuesday, Feb. 28: Explaining catastrophe

- Read Flores, "Bison Ecology and Bison Diplomacy" (1991)
- Read the Dohasan Calendar (Kiowa) (1832-92)

Thursday, March 2: Midterm Exam

Unit 3: Nations and Races

Tuesday, March 7: Who were the Griersons/Graysons?

- Read BWI pp. vii-ix and 3-29
- Read documents by Cherokee women

Thursday, March 9: William and Katy

- Read BWI pp. 30-55
- Watch "Trail of Tears" (*We Shall Remain*, part 3), 2009

Tuesday, March 14:

- Read BWI 64-83

Thursday, March 16:

- Read BWI 88-110

March 18-26: Spring Break

Tuesday, March 28:

- Read BWI 111-131

Thursday, March 30:

- Read BWI pages TBA

Tuesday, April 4:

- Read BWI pages TBA

Thursday, April 6:

- Read BWI pages TBA

Unit 4: Great North Woods

Tuesday, April 11: Economic innovation

- Read Murphy, "Native American Lead Mining" (2008)

Thursday, April 13: Diplomatic innovation

- Read CTR, preface and pp. 1-31

Tuesday, April 18: Minnesota's war

- Read Wazyatawin (Dakota), "Grandmother to Granddaughter," and documents (1996)
- Listen to "Little War on the Prairie" (2012)
<https://www.thisamericanlife.org/radio-archives/episode/479/little-war-on-the-prairie>
- Recommended "150-year-old letters give voice to Dakota prisoners" (2011)
<http://www.mprnews.org/story/2011/01/19/dakota-tribe-letters>
- Recommended: Canku (Dakota) and Simon, *The Dakota Prisoner of War Letters* (2012)

Thursday, April 20: Resisting removal

- Read CTR, pp. 51-82
- Read MWW, introduction and pp. 1-7
- Skim Ojibwe treaty statement (1864), on D2L. See original bilingual manuscript:
<http://www.wisconsinhistory.org/turningpoints/search.asp?id=40>

Tuesday, April 25: A new century

- Read CTR, pp. 83-90
- Read MWW, pages TBA
- Read Child (Ojibwe), "Ojibwe Children and Boarding Schools" (1998)
- Read Mertens, testimony (1929)
- Look at Van Schaick photographs, on D2L

Thursday, April 27: From assimilation to termination

- Read MWW, pages TBA
- Read Charles Round Low Cloud (Ho Chunk), "Indian Report," selected columns.
- Read "Indians in the Cities"

Tuesday, May 2: Renewing sovereignty

- Read CTR, 91-128
- Read Ada Deer (Menominee), excerpt from "How the Good Guys Won" (1974)
- Read Trosper, "Indigenous influence on forest management" (2007)

Thursday, May 4: Intergovernmental relations today

- Readings TBA

Tuesday, May 9: The mighty Missouri, from Sacagawea to Standing Rock

- White, "The Winning of the West" (1978)
- Treaty of Fort Laramie and related documents, 1868
- Other readings TBA

Thursday, May 11: Review session

Final exam period: Tuesday, May 16, 12:30-2:30 pm