

Gateway to History: Native American History

HIS200

MW 11:50am-1:05pm

Location: Rush Rhees 456

Instructor: Dr. Brianna Theobald

Contact Info: btheobal@ur.rochester.edu

454 Rush Rhees Library

Office Hours: W 1:30-2:30pm and by appointment

Course Description:

This gateway research seminar introduces students to the histories and cultures that constitute Native America, as well as the practice of doing historical research. The course will be ambitious in its geographic and chronological scope, although we will dedicate most of our attention to modern Native American history. Our objective is to explore how knowledge about Native histories has been and should be produced. To this end, we will foreground the perspectives of Native peoples past and present. In addition to Native memoirs, political and literary writings, and oral histories, we will examine origin stories, winter counts, and other methods by which Native groups have recorded and remembered their own histories.

By the end of the semester, students will put these skills into practice by writing a well-crafted 3,000-word (10- to 12-page) research paper that explores some aspect of Native American history in the late nineteenth and/or twentieth centuries. The practice of completing this assignment, in conjunction with course readings, discussions, and other activities, will provide a foundation upon which students will build in subsequent history and humanities courses at the University of Rochester, and it will especially prepare students for HIS 300-level W seminars.

In accordance with the College credit hour policy, which awards 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week, students are expected to devote at least one hour each week to identifying the main lines of argument in course readings, working alone or in groups. During weeks where there is no assigned reading, such as week 12, students are expected to spend at least comparable time to primary and secondary research for their final paper.

Required Reading:

Students are responsible for acquiring the following books:

Brenda Child, *Boarding School Seasons: American Indian Families, 1900-1940* (University of Nebraska Press, 1998)

Mary Crow Dog with Richard Erdoes, *Lakota Woman* (Grove Press, 1990)

Both books are available at the University Bookstore, can be purchased inexpensively online, and are on reserve at Rush Rhees Library. Additional readings—book chapters, articles, and primary sources—will be available as PDFs or links on Blackboard.

Grade Breakdown:

94-100% = A	87-89% = B+	77-79% = C+	67-69% = D+
90-93% = A-	83-86% = B	73-76% = C	63-66% = D
	80-82% = B-	70-72% = C-	60-62% = D-

Assessment:

Participation:	15%
Tribal Nation Paper:	5%
Historiography Papers:	20% (2 @ 10% each)
<i>Lakota Woman</i> Paper:	10%
Research Paper:	50% (see breakdown below)

Participation: Students are expected to attend every class, read the assigned material and/or complete the assigned activity, and be prepared to make thoughtful contributions to class discussions. Sometimes the assigned reading will be one or more *primary sources*. When reading primary sources, be prepared to discuss the following questions: What, if anything, can you conclude about the author (or creator) of the source? What, if anything, can you conclude about the source’s intended audience or purpose? What can this source reveal to us about Native American history? From the perspective of a historian, what might be some of the advantages of utilizing this type of source in one’s research? What about the source’s possible limitations? Reading a primary source should always raise questions for the historian: what questions come to mind when reading the assigned source(s)? Sometimes the assigned reading will be a *secondary source*. When reading a secondary source, please consider these questions: How, in your own words, would you summarize the author’s main arguments? What forms of evidence does the author rely on to support his or her argument? How does the author position him- or herself in relation to the contributions of other scholars? I will take attendance in one form or another most days. While attendance is only the bare minimum for class participation, note that more than three unexcused absences will result in a notable decline in your participation grade.

Tribal Nation Paper: Each student will conduct some basic research on a Native Nation of their choosing. For the purposes of this assignment, I ask that you not select Cherokees, simply because Cherokees are the best-known Native group, and I often end up with half the class reporting on them. If you research one of the Nations in the Iroquois (Haudenosaunee) Confederacy, please choose a particular Nation rather than selecting “Iroquois.” Students will write a brief paper, approximately two double-spaced pages in length, that addresses the

questions listed on the assignment sheet on Blackboard. Tribal Nation papers are due via Blackboard at the start of class on Monday, January 28th.

Historiography Papers: Students will write two short papers (2- to 3-pages) that allow them to practice evaluating historians' methods and arguments and comparing different scholarly approaches to the same topic. The first historiography paper will be due via Blackboard at the start of class on Monday, February 11th; this paper will consider our readings on the allotment of tribal lands the previous week. The second historiography paper will be due Monday, March 18th, at the start of class; this paper will analyze our readings on the federal relocation program from week 6. Please see the assignment sheet on Blackboard for more detailed instructions.

Lakota Woman Paper: The final short paper will be a review of *Lakota Woman*, a memoir by Mary Crow Dog. This review, approximately three- to four-pages in length, should assess what historians can learn about the Red Power Movement from Crow Dog's personal narrative and also consider the advantages and/or limitations of using a memoir as a primary source. Please see the assignment sheet on Blackboard for more detailed instructions. *Lakota Woman* papers are due via Blackboard at the start of class on Wednesday, March 27th.

Research Paper: The culmination of the course will be the final research paper that we will work toward incrementally throughout the semester. A detailed assignment sheet will be available on Blackboard at the beginning of week 6. At the end of week 8, you will submit a short research proposal that articulates your research questions and provides an overview of your research plan. What primary sources will you consult? What secondary sources have you located? During week 12, you will come to class prepared to discuss one primary source that you are using in your paper (Monday) and one secondary source that you are engaging with in some way (Wednesday). You will complete two drafts of your research paper—the first due April 15th and the second April 22nd. During week 16, you will make a short (5- to 6-minute) presentation that details your paper's arguments and evidence. Final copies of research papers will be due via Blackboard at the start of our scheduled final exam time, TBA.

The assessment breakdown for the various components of the research paper process are as follows: research proposal 10%; presentation 5%; and final paper 35%. Students who do not meet the above bench marks, including submitting two rough drafts, will receive a lower grade on their final paper.

**Please note that an overwhelming majority of your grade will be derived from *writing*. We will spend a good deal of time discussing what constitutes good academic writing in class, but I encourage anyone who would like extra writing assistance to reach out to the U of R Writing and Speaking Center. Learn more about this resource here:

<http://writing.rochester.edu/tutoring/index.html>.

Course Policies and Expectations:

Late Assignments: Assignments incur a 10-point penalty for every 24-hour period or portion thereof that passes from the deadline until the assignment is submitted. If an assignment is due at the start of class on September 13 and it is not turned in until the evening of September 13, ten points will be automatically deducted. If it is not turned in until the afternoon of September 14, twenty points will be deducted.

Accommodation Policies: I'm happy to make accommodations as recommended by UR Disability Services. Should you need accommodations, I encourage you to make these arrangements sooner rather than later.

Academic Integrity: Academic honesty is at the core of the historical discipline, and you'll find that it is something I care deeply about. All work submitted must be your own, prepared especially for this course. Unacceptable breaches of your obligation as a student include: submission of the same work or portions of the same work to more than one class, turning in work prepared by another person as if it were your own; and the unattributed use of text of any length from any source, including websites. I will report all suspected cases of academic dishonesty to the University's Board on Academic Honesty. That said, I am happy to discuss any and all questions you may have about what does and does not constitute plagiarism, provided this conversation occurs *before* you submit the assignment.

Schedule:

Week 1:

W Jan 16: Introductions and Course Objectives

Week 2:

M Jan 21: Martin Luther King, Jr. Day—NO CLASS

W Jan 23: What is History? What is Native American History?

Reading: O'Brien, "Historical Sources and Methods" in *Sources and Methods in Indigenous Studies*

Week 3:

M Jan 28: Introduction to Native America

Reading: "Navajo Emergence Story"

Bauer, *California Through Native Eyes*, ch. 1

Tribal Nation Paper due via Blackboard at the start of class.

W Jan 30: Setting the Stage

Reading: Richter, *Facing East from Indian Country*, ch. 3

Week 4:

M Feb 4: Western Wars and the Reservation System
Listen: “This American Life” episode 479, “Little War on the Prairie”
Reading: Wilson, “Grandmother to Granddaughter”

W Feb 6: Assimilation: Allotment
Reading: Stremlau, “To Domesticate and Civilize Wild Indians”
 McDonnell, *The Dispossession of the American Indian*, ch. 1

Week 5:

M Feb 11: Assimilation: Boarding Schools
Reading: Begin reading Child, *Boarding School Seasons*. We will discuss the entire book Wednesday, Feb. 20.

Historiography Paper 1 due via Blackboard at the start of class.

W Feb 13: Native Intellectuals
Reading: Kellogg, *Our Democracy and the American Indian*, chpts. 1-2

Week 6:

M Feb 18: Edward Curtis Photos in UR Rare Books and Special Collections—Meet in our regular classroom, and we will walk together.

*Before coming to class, please spend some time perusing one of Curtis’s portfolios online at <http://curtis.library.northwestern.edu/curtis/toc.cgi>. Select one or two photographs that you find especially compelling and bring to class a typed paragraph reflecting on what historians can glean—and what they cannot glean—about Native American History from this set of photographs.

Reading: Continue Child, *Boarding School Seasons*

W Feb 20: Identifying a Research Topic and Using Library Resources
Reading TBA.

Week 7:

M Feb 25: Discussion: The Boarding School Experience
Reading: Finish Child

W Feb 27: Great Depression and World War II
Reading: O’Neill, “Charity or Industry?” in *Indigenous Women and Work*

Week 8:

M Mar 4: Relocation and Urbanization
Reading: Fixico, *The Urban Indian Experience in America*, ch. 1
 Miller, “Willing Workers”

W Mar 6: The Politics of Termination

Reading: Deloria, *Custer Died For Your Sins*, ch. 3
Historiography Paper 2 due via Blackboard at the start of class.

****Research proposal** due via email to me by Friday, Mar. 9 at 11:59pm.

Week 9: SPRING BREAK
NO CLASS.

Week 10:

M Mar 18: Native Activism in the 1960s
Reading: Crow Dog, *Lakota Woman*, pp. 3-91

W Mar 20: The Meaning of Wounded Knee
Reading: Crow Dog, *Lakota Woman*, pp. 92-185

Week 11:

M: Mar 25: The Self-Determination Era
Reading: Crow Dog, *Lakota Woman*, pp. 186-263
Lakota Woman Paper due via Blackboard at the start of class.

W Mar 27: Perspectives on Sovereignty
Reading: Go to the American Indian Digital History Project (aidhp.com) and select an issue of either *Indian Voice* OR *Akwesasne Notes*; closely skim (or read!) the full issue. Bring to class a typed paragraph that summarizes the issue's contents.
 *To access *Akwesasne Notes*, scroll to the bottom and clip "See All." *Notes* issues begin on page 7.

Week 12:

M Apr 1: Primary Sources
No assigned reading. Come to class prepared to discuss one primary source you will be using for your research paper.

W Apr 3: Secondary Sources
No assigned reading. Come to class prepared to discuss one secondary source you will be using for your research paper.

Week 13: Individual Meetings

Class will not meet on Apr 8 or Apr 10. Students are encouraged but not required to arrange to meet with me individually during this week.

Week 14: Writing and Re-writing

M Apr 15: Thesis Workshop
Rough draft due via email by 8am.

W Apr 17: Self-Determination at the Turn of the Century
Reading: Cattelino, “Florida Seminole Gaming and Local Sovereign Interdependency” in *Beyond Red Power*

Week 15:

M Apr 22: History of the Present
Reading: TBA.
Draft 2 due—Bring two hard copies to class.

W Apr 24: Peer Review Workshop
Reading: A classmate’s rough draft

Week 16:

M Apr 29: Presentations

W May 1: Finish Presentations + Wrapping Up

Final paper deadline TBA.