

History of Native America, 1800 to the Present

HIST 157

TR 12:30-1:45pm

Rush Rhees Library 456

Instructor: Brianna Theobald

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454 Rush Rhees Library

Office Hours: T 2-3:30pm and by appointment

Course Description:

When visitors arrive on Alcatraz Island in the Bay Area today, they are greeted by the words, "You are on Indian land." Written by a participant in Native activists' occupation of the island in 1969, the statement is a reminder that there are Indigenous histories of the land that is currently the United States—and these histories are very much ongoing. This course is an introductory survey of the history of Native America, which consists of hundreds of distinct Indigenous nations. Among other topics, the course will explore how Native peoples navigated forced migrations and attempted genocide; the various ways they responded to efforts to Americanize them; Native activism and leadership on and off reservations across the twentieth century; and more recent developments from Standing Rock to *Reservation Dogs*.

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.

Required Reading:

Students will read some combination of articles, book chapters, and/or primary sources before each class session. This weekly reading will be available on Blackboard, so students do not need to purchase this material.

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%
Reading Check-ins:	20% (7 total; drop 2 lowest scores)
Reflection Paper 1:	15%
Reflection Paper 2:	15%

Final Project: 35% (proposal & proposal workshop 5%; supplemental materials 5%; 25% paper)

Participation: Most class sessions will be a mix of lecture and discussion, and in a class of this size, the success of the course depends in part on students' regular attendance and active participation. Students' participation will be assessed both by the consistency of their contributions to class discussions, as well as the thoughtfulness and seriousness of their engagement. If for any reason you need to miss more than one consecutive class session, please let me know, so that we can work together to make sure you stay on track. If you are concerned that you will not be able to make your engagement with course material visible to me during our regular class sessions, please let me know so that we can figure out workable alternatives.

Reading Check-Ins: Course readings constitute a critical component of your learning this semester. Regular reading check-ins will allow me to assess students' comprehension of assigned readings, and the act of being regularly asked to recall the reading's key points will facilitate your long-term learning and retention. Reading check-ins are a relatively low stakes form of assessment. At the beginning of class, I will pose a question (or set of questions) about the reading, and you will have approximately ten minutes to write a one to two paragraph response. We'll do this seven times throughout the semester, and I'll drop the two lowest scores.

Reflection Papers: Students will write two reflection papers, each approximately 4 to 6 pages in length, in which they, as the assignment's name suggests, reflect on the material covered thus far. What conclusions have you begun to draw about this period in Native American history and/or the process of studying the history of Native America? How does your recent learning build on, complicate, or otherwise relate to your knowledge of Indigenous and United States history at the start of the semester? What new questions have been raised for you?

Final Project: In the imagination of far too many Americans, Native American history ended long ago. Our exploration this semester puts us in a good position to refute these misconceptions. For the final project in this course, I'd like us to imagine that we will be hosting an exhibit on campus organized around the theme "Native America, 1900-2025." Over the course of the semester, we will engage in a collective endeavor to establish the foundation for a hypothetical exhibit of this nature. Each student will complete an individual research project that contributes a piece of this foundation. This will involve identifying a research question that is informed by the historical content that you think the audience of a campus exhibit should know; the completion of a formal historical research paper (8 to 10 pages in length); and the identification and contextualization of documents, photographs, visual or audio media, or other resources that productively supplement your research paper. We will discuss this assignment—and its various steps—at much greater depth in class.

Course Policies and Expectations:

Late Assignments: This course is designed to have us work through material and hit various benchmarks as a group, so it will be a smoother experience for everyone if we all remain on track. That said, I understand that life happens, so this course's late work policy aims to strike a fair balance. Except in the rare case of real and unforeseen emergencies, reading check-ins cannot be made up, but you can miss up to two of these with no effect on your grade, as the two lowest scores will be dropped. Other assignments incur a 10-point penalty for every 24-hour period or portion thereof that passes from the deadline until the assignment is submitted, but *each deadline has a two-day grace period before any late penalty is applied*. This is a no questions asked grace period; you're free to take advantage of it if and when you need it, but I ask that you aim for the stated deadline when that's possible.

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. 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 questions you may have about what does and does not constitute plagiarism, provided this conversation occurs *before* you submit the assignment. For helpful discussions of plagiarism (including subtle instances), see the American Historical Association's "Defining Plagiarism," <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>. The use of AI is not outright prohibited in this course, but the writing and analysis you submit must fundamentally be your own.

Schedule:

PART 1: Setting the Stage

Week 1:

T Jan 21: Introductions—to this land, this course, and one another

Optional but encouraged reading: Goeman, "The Land Introduction"

R Jan 23: Ideas about Indians

Reading: Chaat Smith, "Lost in Translation"

O'Brien, "Historical Sources and Methods"

Week 2:

T Jan 28: Haudenosaunee Histories

Reading: Appeal from Deskaheh (1923)

Watch: "Teyohake and Covenant Chain"

Optional but encouraged reading: Boots, "On the Iroquoian Use of Wampum"

Guest Speaker: Dalton LaBarge, MD (Mohawk)

R Jan 30: Native America in 1800

Watch: "Tecumseh's Vision" (please watch first 45 minutes of film)

Week 3:

T Feb 4: Haudenosaunee Histories

Website: Spend some time exploring the official website of the Haudenosaunee Confederacy.

**This class session will take place in Rare Books and Special Collections. Meet in our regular classroom, and we will walk down together.

R Feb 6: Displacement and Dispossession

Reading: excerpts, *The Cherokee Removal*

Part 2: Surviving Elimination

Week 4:

T Feb 11: Conquest and Genocide

Reading: Stremlau, "Rape Narratives on the Northern Paiute Frontier"

R Feb 13: Remembering and Collective Memory

Podcast: This American Life, "Little War on the Prairie"

Week 5:

T Feb 18: Reservation Lands

Reading: O'Brien and Justice, *Allotment Stories*, xi-xxii & xxvi

R Feb 20: NO CLASS: Preliminary research for proposal.

Week 6:

T Feb 25: Indian Boarding Schools

Reading: Fear-Segal and Rose, *Carlisle Indian School*, introduction (excerpt)

Pratt, "The Advantages of Mingling"

R Feb 27: Indian Boarding Schools & Their Afterlives

Reading: Child, "The Boarding School as Metaphor"

Week 7:

T Mar 4: Proposal Workshop

R Mar 6: The Society of American Indians

Reading: Deloria, "4,000 Invitations"

Week 8:

NO CLASS: Spring Break.

Week 9:

T Mar 18: The Reign of Terror in Oklahoma

Reading: Bonnin et al., *Oklahoma's Poor Rich Indians*

Dennison, "What *Killers of the Flower Moon* Doesn't Show"

Proposal due via Blackboard at the start of class

R Mar 20: Indian New Deal

Reading: Meriam et al., *The Problem of Indian Administration*, pp 3-21

Week 10:

T Mar 25: Oral Histories

Reading: Guise, "Who is Doctor Bauer"

Guest Speaker: Dr. Holly Guise (Iñupiaq)

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

R Mar 27: Termination

Reading: Deloria, *Custer Died For Your Sins*, ch. 3

Part IV: Toward Self-DeterminationWeek 11:

T Apr 1: NO CLASS: Sign up for individual meetings with me this week to discuss final projects.

R Apr 3: Indian Cities

Reading: Suarez, "Indigenizing Minneapolis"

Week 12:

T Apr 8: Red Power

Reading: Warrior, "Which One Are You?"

Warrior, "To Survive as a People"

R Apr 10: Red Power

Reading: Brave Bird, *Lakota Woman*, ch. 6

Week 13:

T Apr 15: Indigenous Feminisms

Listen: 1978 interview with Pat Bellanger: <https://umedia.lib.umn.edu/item/p16022coll171:2435>

Reading: Shanley, "Thoughts on Indian Feminism" (1984)

R Apr 17: Casinos and Beyond

Reading: Treuer, *The Heartbeat of Wounded Knee*, pp. 363-378; 384-406

Week 14:

T Apr 22: Revitalization and Reclamation

Reading: Baldwin and Olds, “Miami Indian Language and Cultural Research”

Guest Speaker: Dr. Janine Pease (Crow/Hidatsa)

R Apr 24: Revitalization and Reclamation

Reading: Lithub, “Morgan Taltry on Writing a Native American Novel that Subverts Expectations”

Guest Speaker: Valerie Jackson (Crow)

Week 15:

T Apr 29: At the Supreme Court

Reading: *McGirt v. Oklahoma* (syllabus/headnote & Gorsuch opinion)

Optional: *McGirt* dissents

Optional but encouraged: Deer, “Reclaiming Our Reservation”

R May 1: Wrapping Up and Winding Down

No reading.

Final Project due via Blackboard at the start of class.

Reflection Paper 2 due via Blackboard Wednesday, May 7 at 8am.