

History of Native America, 1800 to the Present

HIST 157

Tues/Thurs 11:05am-12:20pm

Bausch & Lomb 270

Instructor: Brianna Theobald

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454 Rush Rhees Library

Office Hours: T 1:30-3:00pm and by appointment [via Zoom until further notice]

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 in the nineteenth century; 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:

An overwhelming majority of your grade will be derived from *writing*. We will talk more in class about what constitutes a good paper, but at this point it suffices to note that I expect students to submit polished, well-organized work. I encourage students to visit me during office hours to brainstorm essays, work through problems, and, if necessary, discuss strategies for

improvement. Additional writing assistance is available through the U of R Writing and Speaking Center. Learn more about this resource here:

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

Students will write three short essays (approximately 3 pages) that analyze and synthesize the material covered in class as well as required reading. Students should approach these essays with the same preparation and seriousness with which they would approach a formal in-class exam. I will post a prompt on Blackboard one week before each due date, and essays should be submitted via Blackboard at the dates and times indicated on the below schedule.

The capstone project for this course is a Current Events Paper, approximately 10 to 12 pages in length, that analyzes a current event in Native America through an examination of relevant historical context. We will spend some time talking about current events in the first weeks of the semester, but I also encourage students to begin perusing mainstream news outlets, as well as online publications like *Indian Country Today*, for possible topics. Students should consult with me before beginning serious research—and no later than week 7—so that we agree that you’ve identified an important and feasible topic. The research process will entail engagement with a handful of secondary sources (scholarly books or journal articles) and examination of at least 15 primary sources (newspaper articles, government or organizational reports, and other first-hand accounts).

The remainder of a student’s grade will be based on participation. To be adequately prepared for class, students need to have completed and thought seriously about the assigned reading (or other media) on the below schedule. Sometimes, I will ask you to complete a small task before a given class session, which will also factor into participation grades. Class sessions will be a mix of lecture and discussion, and students are expected to participate regularly in these discussions. 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. I will keep a record of attendance, but I am mindful that the ongoing pandemic means that things are not business as usual. If for any reason you need to miss more than one consecutive class session (either in person or online), please let me know, so that we can work together to make sure you stay on track. Note that in most of my courses, students report that regular attendance—and the regular attendance of classmates—improves both their performance in and experience of this course.

Participation:	15%
Short Essays (3):	60% (20% each)
Current Events Paper:	25%

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. 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>.

Schedule:

PART 1: Setting the Stage

Week 1:

TR Jan 13: Introductions and Roadmap

Week 2:

T Jan 18: Ideas about Indians

Reading: Chaat, "Lost in Translation"

TR Jan 20: Indigenous Homelands

Reading: Bauer, *California Through Native Eyes*, pp. 10-22

Before coming to class, please also spend some time reading about the history and culture of the Haudenosaunee Confederacy [here](#).

Week 3:

T Jan 25: Definitions and Terms

Reading: Hoxie, "Retrieving the Red Continent"

Before coming to class, please also spend some time playing around with this [digital mapping project](#).

TR Jan 27: Native America in 1800

Reading: Calloway, *The American Revolution in Indian Country*, prologue

PART 2: American Expansion and Indigenous Dispossession

Week 4:

T Feb 1: Contact in Many Forms

Reading: Hoxie, *Parading Through History*, ch. 2

TR Feb 3: The Cherokee Story

Podcast: Nagel, *This Land*, episode 4

Week 5:

T Feb 8: Removal, Ethnic Cleansing, and Diaspora

Reading: Bowes, “American Indian Removal beyond the Removal Act”

TR Feb 10: Sarah Winnemucca and the Rhetoric of Resistance

Reading: Stremlau, “Rape Narratives on the Northern Paiute Frontier”

Week 6:

T Feb 15: The Civil War in Indian Country

Reading: Stevens, “American Indians and the Civil War”

TR Feb 17: Warfare and Treaty-Making

Podcast: *This American Life*, “Little War on the Prairie”

Short Essay 1 due via Blackboard at the start of class.

PART 3: Surviving Assimilation

Week 7:

T Feb 22: Reservation Life

Reading: Roundtable, “No More Nations Within Nations”

TR Feb 24: Reservation Lands

Reading: Stremlau, “To Domesticate and Civilize Wild Indians”

Week 8:

T Mar 1: Indian Boarding Schools

Reading: Fear-Segal and Rose, eds., *Carlisle Indian School*, excerpt

T Mar 3: Native Reformers and Intellectuals

Reading: Deloria, “4,000 Invitations”

Week 9: SPRING BREAK

Week 10:

T Mar 15: The Question of Citizenship

Reading: Cahill, “Our Democracy and the American Indian”

TR Mar 17: Demands for Reform

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

Part 4: Toward Self-Determination

Week 11:

T Mar 22: Indigenous Politics and Governance

Reading: Reinhardt, *Ruling Pine Ridge*, ch. 2

TR Mar 24: Wartime Changes

Reading: Tohe, *Code Talker Stories*, excerpts

Short Essay 2 due via Blackboard at the start of class.

Week 12:

T Mar 29: Relocation and Urbanization

Reading: Miller, "There Is No Such Thing as an Urban Indian"

TR Mar 31: Fighting Termination

Reading: Deer, *Making a Difference*, ch. 3

Week 13:

T Apr 5: Red Power

Film: *You Are on Indian Land* (1969)

TR Apr 7: Indigenous Feminisms

Reading: Shanley, "Thoughts on Indian Feminism"

Part 5: Twenty-First Century Histories

Week 14:

T Apr 12: Legacies of the 1970s

Film: *Rising Voices*

TR Apr 14: The Meaning of Standing Rock

Reading: Estes and Dhillon, eds., *Standing With Standing Rock*, excerpts

Week 15:

T Apr 19: NO CLASS: Research and Writing Day.

TR Apr 21: Demanding Justice

Film: *100 Years*

Short Essay 3 due via Blackboard at the start of class.

Week 16:

T Apr 26: Wrapping Up and Winding Down

Current Events Paper due via Blackboard at the start of class.