

Gateway to History: Native American History

HIS200

MW 10:25-11:40am

Online

Instructor: Dr. Brianna Theobald

Contact Info: brianna.theobald@rochester.edu

Virtual Office Hours: MW 1:30-2:30pm

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.

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 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, students are expected to dedicate at least comparable time to primary and secondary research for their final paper.

Required Reading:

David Treuer, *The Heartbeat of Wounded Knee: Native America from 1890 to the Present*.
New York: Riverhead Books, 2019.

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:	20%
Primary Source Analyses:	30% (3 @ 10% each)
Research Proposal:	10%
Final Paper:	40%

This is a discussion-based seminar, and students will be assessed in part on their **regular participation in our synchronous Zoom meetings**. To be adequately prepared for class, students need to have completed the assigned reading listed on the schedule below. I may sometimes assign in-class writing as an additional means of assessing student engagement with course material. I recognize, however, that these are not normal times, and I will not be taking attendance in the same way that I would if we were not in a pandemic. If there are circumstances that make it difficult for you to participate in ways that make your engagement visible to me, please let me know sooner rather than later, and we can devise alternative options.

Students will write **three primary source analyses** this semester, due via Blackboard on March 10, March 22, and March 31. Each short, two- to three-page analysis will be in response to a question I've posed regarding the assigned primary source for that day.

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 3. During week 7, 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? You will complete two drafts of your research paper—the first due April 12, and the second due April 26. Failure to submit either rough draft will result in a lower grade for the final paper. Final research papers are due via Blackboard at the start of our scheduled final exam time, TBA.

Course Policies and Expectations:

A note on COVID and the extraordinary circumstances of 2020-2021: I recognize that the events of the last year have been incredibly disruptive for your learning—and for all of our lives. I've entirely revamped this course for our new reality, and I am hopeful that it will be a rewarding and stimulating experience for all of us. But I also know that we will all need to be patient with one another and extra diligent about maintaining regular communication. Please don't hesitate to reach out if you are having issues or problems in the course that we might troubleshoot together.

Late Assignments: Generally speaking, assignments will 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 February 13, and it is not turned in until the evening of February 13 or morning of February 14, ten points will be deducted. If it is not turned in until the evening of February 14, twenty points will be deducted. That said, if you are not going to be able to make any given deadline, it's always best to reach out to me beforehand; sometimes we can make alternative arrangements.

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:

M Feb 1: Introductions and Course Objectives
Reading: Treuer, *Heartbeat*, prologue

W Feb 3: What is History? What is the History of Native America?
Reading: O'Brien, "Historical Sources and Methods"

Week 2:

M Feb 8: Setting the Stage
Reading: Treuer, *Heartbeat*, part 1

W Feb 10: Remembering the Western Wars
Listen: "This American Life" episode 479, "Little War on the Prairie"

Week 3:

M Feb 15: Reservations and "Wards"
Reading: Treuer, *Heartbeat*, pp. 101-132

W Feb 17: Using Library Resources

Week 4:

M Feb 22: The Assimilation Era
Reading: Treuer, *Heartbeat*, pp. 132-175

W Feb 24: Talking Historiography
Reading: “The Historiography of the American Revolution”

Week 5:

M Mar 1: Photographs as Primary Sources
 NO CLASS: Watch video posted on Blackboard and be prepared to discuss.

W Mar 3: NO CLASS: Research day.

Week 6:

M Mar 8: World War I and Indian Citizenship
Reading: Treuer, *Heartbeat*, pp. 179-201
 Bonnin, “Editorial Comment”

W Mar 10: Native Intellectuals
Reading: Kellogg, *Our Democracy and the American Indian*, chpts. 1-2
Primary Source Analysis #1 due via Blackboard at the start of class.

Week 7:

M Mar 15: Reform and War
Reading: Treuer, *Heartbeat*, pp. 201-231
Research proposal due to me via email by 11:59pm.

W Mar 17: The Termination Era
Reading: Treuer, *Heartbeat*, pp. 235-268

Week 8:

M Mar 22: Using Oral Histories
Reading: Maker and Maker interviews
Primary Source Analysis #2 due via Blackboard at the start of class.

W Mar 24: Relocation and Urbanization
Reading: Treuer, *Heartbeat*, pp. 268-280

Week 9:

M Mar 29: Red Power
Reading: Treuer, *Heartbeat*, pp. 283-330

W Mar 31: The American Indian Movement
Reading: Crow Dog, *Lakota Woman*, ch. 6
Primary Source Analysis #3 due via Blackboard at the start of class.
Be prepared to discuss a primary source from your own research.

Week 10:

M Apr 5: NO CLASS: Research and writing day.

W Apr 7: NO CLASS: Research and writing day.

Week 11:

M: Apr 12: Thesis Workshop
Rough Draft #1 due via email at 8am.

W Apr 14: The Self-Determination Era
Reading: Treuer, *Heartbeat*, pp. 330-359

Week 12:

M Apr 19: Tribal Capitalism
Reading: Treuer, *Heartbeat*, pp. 363-384

W Apr 21: Indigenous Literature
Optional Reading: Treuer, *Heartbeat*, pp. 384-406

Week 13:

M Apr 26: The Twenty-First Century
Reading: Treuer, *Heartbeat*, part 7
Rough drafts due via email to me and assigned partner at the start of class.

W Apr 28: Peer Workshop
Reading: your partner's rough draft

Week 14:

M May 3: Indigenous Futures
Reading: Treuer, *Heartbeat*, epilogue

W May 5: Wrapping Up and Winding Down

Final paper deadline TBA