

HIST 117a

Spring 2007 m/w/th 1:10-2:00 pm

Lown 203

Syllabus

U.S. Native American History

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course description

An introduction to the social, cultural, religious and political history of the “first nations” of the United States. Considers race, ethnicity, gender and identity; explores the distinctive historical and methodological issues raised in studying Native American history.

reading list(s)

This syllabus includes two booklists. The first list represents required books. These books are available at the bookstore (or from your favorite used bookseller online) for your purchase, since we'll read them in their entirety (more or less). They will *not* be available on the course LATTE page, so make sure you own these texts and bring them to class on the day we're discussing them.

In addition, you will read **one** novel chosen from the second list. These are not at the bookstore, so you will need to obtain your own reading copy from a library, bookstore, or online bookseller. Make sure you obtain your copy well in advance of the fiction assignment to allow for any interlibrary loan or shipping time.

required books

Vine Deloria, Jr, *Custer Died for your Sins: An Indian Manifesto* (Civilization of the American Indian) Univ Okla. ISBN #0806121297

Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America* (Harvard) ISBN #0674011171

Theda Perdue and Michael Green, *The Cherokee Removal* (2nd Edition, Bedford) ISBN #0312415990

John Neihardt, *Black Elk Speaks* (Bison Books, 2000) ISBN #0803261705

Dee Brown, *Bury my Heart at Wounded Knee: An Indian History of the American West* (Owl Books, 2001) ISBN #0805066691

Peter Iverson, *We Are Still Here: American Indians in the Twentieth Century* (Harlan Davidson, 1998) ISBN #0882959405

Elizabeth Seay, *Searching for Lost City: On the Trail of America's Native Languages* (Lyons Press, 2004) ISBN #1592286445

Mary Crow Dog, *Lakota Woman* (Harper Perennial 1991) ISBN #0060973897

Sherman Alexie, *Reservation Blues* (Grove Press, 2005) ISBN #0802141900

American Indian fiction – choose ONE from this list for a fiction assignment in Unit Three

Rosemary & Joseph Agnito, *Buffalo Calf Road Woman*

Dan O'Brien, *The Indian Agent*

Forrest Carter, *Education of Little Tree*

Tony Hillerman, *A Thief of Time*

Jim Harrison, *Returning to Earth*

Leslie Marmon Silko, *Almanac of the Dead*

Sherman Alexie, *Flight: A Novel*

grading policies and assignments

Please attend class faithfully and be prepared to contribute meaningfully to our discussions. Your class participation grade will include not only attendance but also any measured assessments of participation such as response papers, participation in online discussion, and so forth. Frequent unexcused absences or failure to submit these assignments will absolutely bring down your participation grade.

Each person in the class will have an opportunity to present a short overview of a federally recognized Indian tribe during a daily “tribe of the day” feature. You will write four papers: each unit of the course will have a written project of your own choosing (guidelines are posted on LATTE), and you will also write a paper about the novel you selected from the above list. You will notice that papers, taken together, comprise 75% of your grade in this class. To some extent I take for granted that you possess the ability to craft a solid historical argument in clear and elegant prose... i.e. this is not a writing course. I recognize that some of you are not history majors and are taking the course because of interest in the topic rather than expertise in the field. I applaud the adventuresome and welcome the novice. So if writing history essays is not familiar territory for you, or you feel you’d like some extra guidance about writing, send up a flag early on in the course (by email or with a visit during office hours) so I can help you in the most appropriate way. That might involve attending a discussion section devoted just to writing, or committing to an “enhanced” version of the paper assignment with additional submission deadlines to break down the writing process and give me some closer supervision of your progress. There will be possibilities for extra credit, by visiting appropriate events or sites and writing a short report of your visit. I will post a list of possible trips & spring events on the course LATTE page. I make extensive use of this online platform in this course, so become familiar with the LATTE page and check it often for updates to the printed syllabus.

Your grade will be determined this way:

Attendance and participation	20%
Tribe of the Day report	5%
Unit Projects (3 @ 20% each)	60%
<u>Novel paper</u>	<u>15%</u>
	100%

- If you are a graduate student, please consult with me so that we can determine the graduate-level components of the course for you.
- If you have a documented disability on record with Brandeis University, and wish to have a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course.
- All work submitted for this course must be your own; plagiarism will not be tolerated (luckily it’s entirely avoidable) and will be referred to the student judicial system.

syllabus/ course outline

The course is designed not to be comprehensive in its coverage, which would require the content to be reductively simplistic. Rather, we will focus on several key topics, as follows.

- Telling the origin story of early America, in accounts of which Indians have often been ignored, demonized, or minimized. Reading older accounts as primary sources alongside newer histories of America's "founding moments" will illuminate the reality of Native American participation as well as the process of why (and by whom) historical narratives are constructed and how historical consensus is reached.
- Accounts, images, and fictive reconstructions of Indian wars in the second half of the nineteenth century. The "conquest" of the American west, the "defeat" of Indian tribes on battlefields across the west and the development of the reservation system are an important part of American history with implications for regional, legal, racial, religious and literary history.
- Modern Indian nations in contemporary America including social realities; the complicated, contentious, and multivalent concept of American Indian "identity;" self-determinative Indian advocacy and rights movements; literature; and gaming and other economic ventures undertaken by present-day federally recognized tribes.

You will be responsible for close reading of all assignments and being prepared to comment in class. We will divide into two discussion sections for several of our class meetings. I will also design some written work that counts toward your "class participation." Those may include response papers, short "op-ed" pieces or position papers to be distributed to the entire class, and perhaps online discussion, graded participation in discussion section, etc. I'll announce and post to LATTE each of those as they come up.

You will write a research paper related to each of the three major units of the course, as well as a paper on an example of American Indian fiction. For guidelines on those writing assignments, see the LATTE page.

daily reading assignments and summary of due dates (check LATTE for updates)

#	date	topic	reading	what's due
1	W 1/16	Indians in Waltham	Richter, <i>Facing East</i> , Prologue (1-10) Mann, 1491, "Why Billington Survived" pp. 33-67 (PDF)	
2	Th 1/17	Origin Stories	Hitt, "Mighty White of You" (PDF) Pueblo, Maidu, Skagit, Arikaras, & Iroquois Creation Stories (PDF) Indian Origins in Barnes School History Textbook (PDF)	
	M 1/21	<i>No class: MLK Holiday</i>		

#	date	topic	reading	what's due
3	W 1/23	Counting People	Mann, 1491, "In the Land of Four Quarters" and "Frequently Asked Questions" pp. 68-148 (PDFs)	
4	Th 1/24	America in 1491: Special Guest Charles C. Mann	No new reading, review yesterday's reading and BRING a written question for Mr. Mann to class with you	A Question for Mr. Mann (1-2 pages)
5	M 1/28	Spanish Frontiers	Plog, "Towns, Mounds and Kachinas" (PDF)	
6	W 1/30	Dawnland Encounters	Richter, <i>Facing East</i> , Ch 1-2 (pp. 11-68) James Rosier's journal (PDF)	Reflections on first encounters (1 page)
7	Th 1/31	Inadvertent Ethnography	Biard's <i>Jesuit Relations</i> (1616), Volume 3 (Acadia 1611-1616), Ch 4, 5 and end of 6 (full text online link on LATTE; also PDF of the selection) Roger Williams, <i>Key into the Languages of America</i> 1643 (PDF) Mary Rowlandson, "A True History of the Captivity..." (PDF) John Heckewelder, "The Arrival of the Dutch" (PDF)	
8	M 2/4	Treaties and Alliances	Richter, <i>Facing East</i> , pp. 90-109 Rath, "The Howling Wilderness" (PDF)	
9	W 2/6	c17 Native America	Richter, <i>Facing East</i> , Ch 4 (pp. 110-150) John Easton, "A Relacion of the Indyan Warre" (PDF)	
10	Th 2/7	"Middle Ground" & Fur Trade	White, <i>Middle Ground</i> , excerpt (PDF)	
11	M 2/11	Chesapeake and the South	Waselkov, "Indian Maps of the Southeast" in <i>Powhatan's Mantle</i> (PDF)	Draw a map (1 page)
12	W 2/13	Late c18 – Revolution(s)	Richter, <i>Facing East</i> , Ch 5-6 (pp. 151 -236) & additional reading tba	
13	Th 2/14	Lewis and Clark	<i>Journals of Lewis and Clark</i> , excerpts (see link on LATTE)	
	2/18-222	<i>No classes, Univ. holiday</i>		
14	M 2/25	New Nation(s)	"Speech of Congress to Visiting Iroquois Delegation, 11 June 1776" (PDF) Knox, Indian Policy document (PDF) Mancall, <i>Deadly Medicine: Indians and Alcohol in Early America</i> (excerpt)	
15	W 2/27	Discussion Day #1	Richter, <i>Facing East</i> , Epilogue: Eulogy from Indian Country (pp. 237-253)	
16	Th 2/28	The "Civilized Tribes" ...	Perdue and Green, <i>Cherokee Removal</i> Intro-Ch 1 (pp. 1-70)	Project #1 (5-7 pages)
17	M 3/3	... and their Removal	Perdue and Green, <i>Cherokee Removal</i> Ch 2-5 (pp. 71-184) See LATTE page for exact reading instructions & discussion questions	
18	W 3/5	Native Americans, the Civil War and Sand Creek	Brown, <i>Bury My Heart</i> Ch 1-4 (pp. 1-98)	
19	Th 3/6	Powder River Battlegrounds	Brown, <i>Bury My Heart</i> Ch 5-8 (pp. 101-186)	
20	M 3/10	Little Bighorn	Brown, <i>Bury My Heart</i> Ch 12 (pp. 261-296)	
21	W 3/12	The Apache	Brown, <i>Bury My Heart</i> Ch 9 and 17 (pp. 187-212 and 369-387)	
22	Th 3/13	Wider Fronts and Frontiers of Indian Wars	Brown, <i>Bury My Heart</i> Ch 11, 13-14 and 16 (pp. 235-260, 299-331, and 349-367) Write a 1-2 page response paper about one of these chapters (on the Buffalo War, Nez Perce, Cheyenne or Ute)	1-2 page RP

#	date	topic	reading	what's due
23	M 3/17	Ghost Dance and Wounded Knee	Brown, <i>Bury My Heart</i> Ch 18-19 (pp. 389-418) Begin reading <i>Black Elk Speaks</i> for next time	
24	W 3/19	Black Elk Speaks	Neihardt, ed., <i>Black Elk Speaks</i> (focus on Ch 3 and then the second half, starting with Ch 12)	
25	Th 3/20	Discussion Day #2	Iverson, <i>We Are Still Here</i> Ch 1 (pp. 10-52) See LATTE page for discussion questions & what to review & bring to class	
26	M 3/24	The Reservation System	Deloria, <i>Custer Died for Your Sins</i> Ch 5 (pp. 105-127) Additional document TBA	Project #2 (5-7 pages)
27	W 3/26	Boarding School	Child, "Ojibwe Children and Boarding Schools" (PDF)	
28	Th 3/27	The Indians' New Deal	Iverson, <i>We Are Still Here</i> Ch 3 (pp. 77-102) McNickle, "The Indian New Deal as a Mirror of the Future" (PDF)	
29	M 3/31	Termination and its Consequences	Deloria, <i>Custer Died for Your Sins</i> Ch 1-3 (pp. 1-82) Iverson, <i>We Are Still Here</i> Ch 4 (pp. 103-138)	
30	W 4/2	1960s: Sovereignty and Indian Rights Movements	Deloria, <i>Custer Died for Your Sins</i> Ch 8-10 (pp. 169-238) Iverson, <i>We Are Still Here</i> Ch 5 (pp. 139-174)	
31	Th 4/3	The Occupation of Alcatraz	Primary documents of the occupation (PDF) See also "Alcatraz: Taking Back the Rock" <i>Native Peoples</i> magazine online, http://www.nativepeoples.com/article/articles/144/1/Alcatraz-Taking-Back-quotThe-Rockquot/Page1.html (linked in LATTE)	
32	M 4/7	Pine Ridge	Crow Dog, <i>Lakota Woman</i> (focus on Ch 6-11 and 15, pp. 73-169 & 215-241)	
33	W 4/9	Peyote, PanIndianism & the NAC	Trial texts, TBA	
34	Th 4/10	Repatriation of Indian Ancestral Remains	Momaday, "Disturbing the Spirits" (NYT 11/2/96, as PDF) NMAI Repatriation Policy and Guidelines (PDF)	Novel Paper (7-10 pages)
35	M 4/14	Endangered Languages	Seay, <i>Searching for Lost City</i> (focus on Ch pp.)	
36	W 4/16	Indian Gaming 1	Wilkinson, "Casino Lights and the Quandary of Indian Economic Progress" (PDF)	
37	Th 4/17	Indian Gaming 2	Documents re: Wampanoag casino bid in Massachusetts (PDF)	
	4/21-25	<i>No classes, Univ. holiday</i>		
38	M 4/28	Reservation Blues	Alexie, <i>Reservation Blues</i> (entire)	
	Date TBA	"Smoke Signals"	Evening screening event – location and time TBA	
39	W 4/30	Discussion Day #3	Iverson, <i>We Are Still Here</i> Ch 6 (pp. 175-209)	Project #3 (7-10 pages)