

HIST 3570: AMERICAN INDIAN HISTORY
Fall 2018, MW 4:40-5:55

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Course Description: This course surveys American Indian history in what is now the United States from pre-Columbian times up to the present. It focuses on three themes: the diversity of Native America, change and continuity over time, and the impact of history on the present.

Readings: All assigned readings are available on Huskyct, so there are no books to buy.

Assignments & Grading

| | |
|-------------------------|------------|
| Four Essays (3-4 pages) | 30% |
| Midterm | 25% |
| Final Exam | 25% |
| Class Participation | <u>20%</u> |
| | 100% |

ESSAYS. In a 3-4 page (double-spaced, word-processed) essay, compare two readings. For essays #1, #2, and #4, the readings are in a packet posted on Huskyct. For #3, one reading is on Huskyct, and the other material you will use is on an open-access website. Your essay should have a clear main point (i.e., thesis, argument, interpretation) and use specific examples from the readings as evidence. When quoting from the readings, put the author's name and page number in parentheses after the quotation. Do not do any external research; closely analyze the assigned readings. The lowest of the four grades will be dropped in calculating the final grade.

MIDTERM and FINAL EXAM: Both exams have the same format and will consist of identifications (you need to explain what or who the term refers to and the significance of the term) and short-answer questions requiring one-paragraph answers. The midterm will test you on course material covered during the first half of the semester; the final exam will test you on material covered since the midterm.

CLASS PARTICIPATION: This grade is based on preparedness for class and the quantity and quality of contributions to small-group and full-class discussions. Absences, arriving late, leaving early, wandering in and out of the classroom, and using electronic equipment for purposes unrelated to class activities will seriously impinge on the participation grade.

Policies

- Please do not use smart/cell phones in class. Computers may be used for notetaking but should not be used for purposes unrelated to class activities.
- Do not submit assignments as email attachments unless with explicit instructor permission. Assignments that are to be graded must be turned in on paper.
- C means satisfactory completion of course requirements. B's are for good work (demonstrating special effort, insight, creativity, thoroughness, clarity, etc.). A's are rewards for outstanding work, above and beyond course expectations.
- To be fair to those students who turn their work in on time, late assignments will be marked down a notch: B to B-, C+ to C, for example); more if the assignment is past due by more than one week.
- All written assignments must be done independently. Academic dishonesty, whether cheating or plagiarism, is a serious offense and will result in automatic failure of the assignment and perhaps further penalty depending on the gravity of the situation. See the section on "Academic Integrity" in *The Student Code*.
- If you prefer that I not share your work with other students (anonymously, as good examples), email me the first week of class.

Class Schedule

Note: You are expected to know of changes to this schedule announced in class or on huskycr. If class is cancelled due to snow or another emergency situation, you have an assignment: watch the film *Bones of Contention*, which can be streamed through the UConn Libraries website. In any case (good or bad weather), a 2-3 page (double-spaced) response to this film may be submitted on or before the last day of class for **extra credit**.

WK 1

M 8/27 Introduction: Whose history?

W 8/29 Origin Stories

WK 2

M 9/3 NO CLASS: LABOR DAY

W 9/5 Pre-Columbian America: Moundbuilders and Ancient Pueblo Peoples
READ: Excerpts from Le Page du Pratz, *A History of Louisiana*. What insights into moundbuilding culture can be gleaned from this account of the Natchez by a French settler who lived in Louisiana circa 1725?

WK 3

M 9/10 Pre-Columbian Northeast: Iroquois (Haudenosaunee) Confederacy and New England Algonquians

W 9/12 First Encounters

DUE: ESSAY #1

Compare the experiences and perspectives of Pocahontas and Squanto. Were their relationships with English colonists the same, different, or a mix of commonalities and differences? What explains the commonalities and/or differences?

WK 4

M 9/17 Columbian Exchange

W 9/19 Pequot War and King Philip's War

READ: Excerpts from English colonists' memoirs describing their attack on the Pequot Fort at Mystic. How did John Mason and John Underhill portray this attack? Is it possible to discern Indian perspectives from English writings?

WK 5

M 9/24 Fur and Slave Trades

W 9/26 Land and Treaties

READ: Excerpts from the Treaty of Lancaster, 1744. How did the Iroquois (Haudenosaunee) speakers at this council represent (1) their views of land, and (2) their relationship with English colonists?

WK 6

M 10/1 Religion

W 10/3 Cherokee "Civilization" and Removal

DUE: ESSAY #2

Compare Cherokee perspectives on their nation's relations with the United States in two time periods spanning the removal crisis. What were Elias Boudinot's and John Ross's views in the 1820s? And how did their views diverge from each other's in the 1830s, after the U.S. Supreme Court decisions of 1831 and 1832? (Just so you can keep them straight: Boudinot was editor of the *Cherokee Phoenix* in the 1820s and a member of the so-called Treaty Party in 1835. Ross was principal chief of the Cherokee Nation throughout this time period.)

WK 7

M 10/8 Life on the Plains

W 10/10 **MIDTERM**

WK 8

M 10/15 FILM: *Geronimo and the Apache Resistance*

W 10/17 From Fort Laramie to Wounded Knee

READ: Treaty of Fort Laramie, 1868

WK 9

M 10/22 Assimilation Era: Law & Land Allotment

W 10/24 Assimilation Era: Boarding Schools

DUE: ESSAY #3

In *They Called It Prairie Light: The Story of Chilocco Indian School*, K. Tsianina Lomawaima argued that the assimilationist federal boarding schools did not realize their objective because “Indian people made Chilocco their own.” Using the Huskyct reading and one or more of the Student Files available at the Carlisle Indian School Digital Resource Center (<http://carlisleindian.dickinson.edu/>), what does your research in primary sources lead you to conclude about student perspectives and responses to the boarding school system?

WK 10

M 10/29 Playing Indian: World Fairs, Wild West Shows, Tourism

W 10/31 Salvage Anthropology vs. Society of American Indians

READ: Excerpt, Charles Eastman, *From the Deep Woods to Civilization*

WK 11

M 11/5 From the Indian New Deal to Red Power

W 11/7 Alcatraz, AIM, & Wounded Knee II

DUE: ESSAY #4

Compare two accounts of AIM: one by an activist who participated in the Wounded Knee takeover and a later account by scholars based on research. Does the primary source (the activist memoir) support the argument of the scholars, contradict it, or offer an additional perspective?

WK 12

M 11/12 FILM: Wounded Knee II from *We Shall Remain*

W 11/14 Tribal Governance into the Twentieth Century
READ: Excerpt, Vine Deloria Jr., *Custer Died for Your Sins*

THANKSGIVING BREAK**WK 13**

M 11/26 Current Issues: Economic Development, Casinos, Environment

W 11/28 Current Issues: Federal Tribal Recognition, Tribal Membership
READ: Excerpt, "The Official Guidelines to the Federal Acknowledgment Regulations, 25 CFR 83"

WK 14

M 12/3 Current Issues: NAGPRA, Cultural Appropriation

W 12/5 Preparing for Final Exam
SET Course Evaluations

FINAL EXAM