

History 385R: American Indians since 1840
Fall, 2013
Instructor: Kathi Nehls

Class Meeting: MWF, 3:45-4:50 p.m., East Village, Room 157

Office: Humanities, 205

Office Hours: 2:30-3:30 MWF and by Appointment

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Course Description: This course is about the making of modern American Indian nations. We will examine broadly the varied experiences of American Indian peoples from 1840 to the present and approach this study with the understanding that American Indians were actors in history and not just hapless victims of Euro-American imperialism and power. We will focus on the ways indigenous peoples in the United States acted and responded to the host of societal stresses that accompanied the rapid and often violent social, cultural, and environmental transformations of the nineteenth and twentieth centuries. We will endeavor to understand how, over time, American Indians negotiated their encounters with other indigenous groups as well as with non-Indian peoples. We will pay particular attention to the ways Indians adapted and changed to meet the challenges they confronted as they persisted in their efforts to preserve their homelands, their cultures, their sovereignty, and their right to self-determination.

Required Texts: There are three required texts for this course. All are available in the Oxford College bookstore or can be purchased online.

- --Saunt, Claudio, *Black, White and Indian: Race and the Unmaking of an American Family*. New York: Oxford University Press, 2006.
- --Eastman, Charles, *From The Deep Woods to Civilization*.
- --Pasternak, Judy *Yellow Dirt*

How to be successful in this class:

1. Read the syllabus in its entirety.
2. Come to class everyday and participate.
3. Take thorough notes on readings, lectures, and discussions.
4. Keep up with the reading. Plan ahead as some weeks have a lighter load than others.
5. Check your e-mail and blackboard on a daily basis—this is how I will contact you or make announcements.
6. Listen carefully to and follow my instructions—I want you to succeed.
7. Ask Questions!

Course Requirements:

Exams: There will be two exams: a midterm (October 18) worth 20% of your grade and a comprehensive final (December 16) worth 25%. I will provide study guides a week prior to the exams.

Short Papers: (2): 750-1000 words due September 27 and November 15. The two papers will be averaged for 15% of your grade.

Research Paper: (25%) You will write a 6-8 page paper where you will be asked to research the history of a contemporary issue/controversy affecting Indian Country using primary and secondary sources. The paper will be worth 25% of your grade. You will receive substantial guidance during the research process. The first complete draft will be due November 1, 2013 and the final draft of the paper will be due December 1, 2013). More details will be provided in the class handout.

Quizzes/Writing responses: (15%): You are expected to complete all reading prior to coming to class and contribute your views, insights, and questions to discussions in meaningful and substantive ways. To encourage good reading habits and class participation, I will occasionally give pop-quizzes or ask you to respond thoughtfully to some aspect of the assigned reading for the day using short in-class essays. Your responses will be graded on a check-plus (2 points), check (1 point), check-minus (0 points) basis for clarity, evidentiary support, and level of analysis. Your final score will be calculated as a percentage of total possible quiz points. They will be factored into your participation grade.

Make-up Exams: There will be no make-up exams without written evidence that missing the exam was unavoidable, for example, you were hospitalized or there was a death in your immediate family. You will need to furnish written documentation of the situation on your return and you must notify me at least two hours prior to the exam. Leaving town early for the holiday weekend will not be considered unavoidable, therefore, please make your mid/end of the semester travel plans accordingly. If a make-up exam becomes necessary it will differ in content from the original exam, it will reflect a significantly greater degree of difficulty, and it will offer less choice than original exams. Make-up Exams will be scheduled at the convenience of the instructor.

Grading:

Grades will be based on a 100 point scale as follows: A/94-100, A-/90-93, B+/88-89, B/84-87, B-/80-83, C+/78-79, C/74-77, C-/70-73, D+/68-69, D/64-67, D-/60-63, F/59 and below.

Final grades will be determined as follows:

Midterm	20%
Final Exam	25%
Short Papers (2)	15%
Research Paper	25%
Participation	15%

Below is a general outline of how I will grade written work:

A – Excellent Work is: original, exceptionally insightful, very well written/presented, efficiently organized, and thorough, with very few mistakes and a professional appearance.

B – Good Work is: insightful, clearly written/presented, organized, and thorough, with few mistakes and a professional appearance.

C – Satisfactory Work is: solid but unremarkable in terms of insight, lacking some organization and/or clarity, and adequately written/presented, with several mistakes.

D – Poor Work is: un-insightful, disorganized, poorly written, mistake-ridden, and reflective of a general lack of effort.

F – Failing Work is: work that fails to meet the most basic requirements of the assignment.

Digital Paper Submission and Retention Requirement: Please submit a digital copy of all papers by 11:59 p.m., and bring a hard copy to class the next day. You must submit both a digital and hard copy in order to receive any credit. **Please retain all returned graded work until the end of the semester in the event there is a question about missing assignments, grading, or catastrophic loss of data.**

Attendance Policy: You are expected to attend all classes. You may miss up to three (3) classes without penalty. Thereafter, each absence will result in a two-point deduction from your final grade. If you are late, this counts as a half-absence. In the event a situation should arise where you experience extended illness or extraordinary circumstances, I require a written explanation describing the nature of the situation and supporting documentation. You will be responsible for any missed information and assignments. Students who miss more than four classes in the first three weeks will be administratively withdrawn from the course.

Classroom Behavior:

Please refrain from behaviors that would disrupt the learning environment including, but not limited to, eating, sleeping, reading newspapers, visiting with your neighbor while I or other students are speaking – you get the idea. Since students arriving late to class are disruptive, please be on time. Should you come in late please be seated as quickly and quietly as possible. Habitual tardiness is not acceptable. If you find that distance/travel between classes will cause you to repeatedly arrive late for class, you will need to make adjustments to your schedule that will eliminate the problem—including dropping the class if necessary. **Except where the student can provide official documentation of necessity, with the exception of laptops, cell phones, or any other electronic devices may not be used in this class. Please turn them off and put them away. Recording devices of any kind are expressly prohibited.**

Voluntarily withdrawing from the course:

Students withdrawing after the drop period and before the midterm will receive a W. Students withdrawing after the first exam will receive a W or WF depending on their grade at the point of withdrawal. I reserve the right to withdraw students who habitually miss class, fail to turn in assignments or fail to take exams.

Academic Honesty:

As a student of Oxford College you have agreed to abide by the university's student honor code. All academic work must meet the standards described in the student honor code found at: http://oxford.emory.edu/audiences/current_students/Academic/academic-success/student-honor-code/. Lack of knowledge of the student honor code is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. It is imperative that you familiarize yourself with this policy if you have not already done so. **Academic dishonesty of any kind will not be tolerated.** Any work in infringement of the university's student honor code will at a minimum receive a "0" grade and

be given extra weight in calculating the final grade, which makes failing the course almost certain.

ADA Accommodations: Students who require accommodations - accessibility, seating, note-taking, or testing accommodations etc., please notify me as soon as possible after the start of the semester and provide appropriate documentation.

Changes to the Syllabus: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Class Schedule:

Week 1: Outside Reading: Saunt, pp. 3-45

August 28 Course Introduction

August 30 Lecture: Removal and Resettlement: Indian Territory in 1840

Week 2: Outside Reading: Saunt, pp. 46-107

Sept. 2 Labor Day Holiday

Sept. 4 Lecture/Discussion: Federal Government and Indian Nations

For Class Read: Cherokee Cases (Blackboard)

Sept. 6 **Library Research Instruction (Class will meet in library)**

Week 3: Outside Reading: Saunt, pp. 108-172

Sept.9 Lecture/Discussion: California Indians

For Class Read: "A California Law for the Government and Protection of the Indians, 1850" (Blackboard)

Sept. 11 Lecture/Discussion: Germs, Guns, Horses: Persistence and Change among the Plains' Indians

For Class Read: "I Bring Death"

Sept. 13 Lecture: "Bison Ecology"

Week 4: Outside Reading: Saunt, pp. 173-216

Sept. 16 Lecture: Cultural Contexts and Treaties

Sept. 18 Lecture: Civil War period in the West

Sept. 20 Lecture: Reconstruction in the West

Research Prospectus Due in Class

Week 5: Outside Reading: Eastman, pp. 1-91

Sept. 23 Debate: Legacy of 1866 Treaties: Race, Sovereignty, and the Cherokee Freedmen

For Class Read: Cherokee Treaty of 1866, Articles 4, 5, 9, 10 (Blackboard)

For Class Read: Freedman/Cherokee Docs (Blackboard)

 One-page position paper due in class

Sept. 25 Lecture/Discussion: The Great Plains Wars

For Class Read: Ft. Laramie Treaty 1868 (Blackboard)

Sept. 27 *Geronimo*

First Short Paper Due in Class

Week 6: Outside Reading: Eastman, pp. 92-194

Sept. 30 Lecture: Ghost Dance and Wounded Knee

Oct. 2 Lecture: Allotment Policy

Oct. 4 Lecture/Discussion: Dispossession

For Class Read: Melissa L. Meyer, “We Can Not Get a Living as We Used To”: Dispossession and the White Earth Anishinaabeg” (Blackboard)

Annotated Bibliography Due in Class

Week 7:

Oct. 7 *In the White Man’s Image*

Oct. 9 Lecture/Discussion: Boarding Schools *From the Deep Woods to Civilization*

Two-page response due in class:

Oct. 11 **Exam I**

Week 8:

Oct. 14 Fall Break!

Oct. 16 Lecture/Discussion: Indians and the Courts

For Class Read: Ex Parte Crow Dog; Lone Wolf v. Hitchcock; U.S. v. Kagama (Blackboard)

Oct. 18 Lecture/Discussion: Indians in Popular Culture

Week 9:

Oct. 21 *Ishi, the Last Yahi*

Oct. 23 Discussion: Ishi

For Class Read: ScheperHughes: “Ishi’s Brain, Ishi’s Ashes: Anthropology and Genocide” (Blackboard)

For Class Read: Hauptman “Genocide” (Blackboard)

For Class Read: U.N. Convention on Genocide (Blackboard)

Oct. 25 Discussion: Anthropologists, Researchers, and American Indians

For Class Read: Deloria, “Anthropologists and other Friends” (Blackboard)

For Class Read: Deloria, “Research, Redskins, and Reality” (Blackboard)

Week 10:

Oct. 28 In Whose Honor?

Oct. 30 Discussion: Indian Mascots

For Class Read: Stolen Identities (Blackboard)

Nov. 1 Lecture: American Indians WWI

For Class Read: “What Indians Must Do” (Blackboard)

Complete draft of Research Paper Due for Peer Review/Digital Copy to Instructor

Week 11:

- Nov. 4 Lecture/Discussion: Indian Progressives and the Origins of Reform
 For Class Read: Margaret Jacobs, "Making Savages of Us All"
 (Blackboard)
- Nov. 6 Lecture: "If You Knew the Conditions": Indian Health Service/Merriam Report
- Nov. 8 Discussion: Indigenous Responses to Progressive Reform
 For Class Read: Senate Hearings (Blackboard)*
 Return Completed Peer Review to Partner/Digital Copy to Instructor

Week 12:

- Nov. 11 Lecture: Indians and the New Deal
 For Class Read: Indian Reorganization Act (Blackboard)
- Nov. 13 Lecture: World War II/Termination Policy
- Nov. 15 Lecture/Discussion: Unrecognized Tribes
 For Class Read: "Lost: Native Americans and Government," *Lingua Franca* Vol. 4 (May/June, 1999): 34-41; Novak and Thompson, "The Lost Tribe" *Time*, 6 March 2000. (Blackboard)
 Second Short Paper Due

Week 13:

- Nov. 18 Hollywood Indians
- Nov. 20 "*Reel Injuns*"
- Nov. 22 Lecture/Discussion: Red Power/American Indian Movement
 For Class Read: "Alcatraz Proclamation"
 <http://www.yvwiiusdinvnohii.net/history/AlcatrazProclamation1969.htm>
 Santa Clara Pueblo v. Martinez (Blackboard)

Week 14:

- Nov. 25 *We Shall Remain: Wounded Knee*
- Nov. 27-29 Thanksgiving Break!

Week 15:

- Dec. 2 Lecture: Self-Determination
- Dec. 4 Lecture: Natural Resources and Environment
- Dec. 6 Lecture/Discussion: "Rich Indians": Indian Gaming and Tribal Enterprises
 Final Draft Research paper due in class:
 Absolutely no late papers will be accepted

Week 16:

- Dec. 9 Course Wrap-up and evaluations.
- Dec. 11 Reading Day

Final Exam: Monday, December 16, 2013, 9:00 a.m. – 12:00 p.m.