

**HIST 194-02 / AMST 194-01 Great Lakes American Indian History
Spring 2012**

Visiting Professor, Scott Shoemaker

MWF 10:50 am-11:50 am OLRI 101

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Hours: 1:00-2:00 pm Wednesdays

1. COURSE INTRODUCTION

This course examines the competing ways in which Native histories of the Great Lakes region have been constructed. Primary sources are drawn from Native origin and migration stories, and oral histories. Secondary sources include studies of Ojibwe spearfishing, Indigenous religious, cultural and language revitalization movements, and the Dakota War of 1862 as both an event and remembrance. We investigate other themes such as European contact, labor, gender roles, material culture, removal, federal relationships, land tenure, treaty rights, and federal recognition.

2. REQUIRED READINGS

Texts

Edmunds, R. David. *Enduring Nations: Native Americans in the Midwest*. (University of Illinois, 2008).

Greer, Allan. *The Jesuit Relations: Natives and Missionaries in Seventeenth-Century North America* (Boston : Bedford/St. Martin's, 2000). (This is the source you will use for your primary document analysis assignment)

Mountain Wolf Woman and Nancy Ostrich Lurie. *Mountain Wolf Woman, Sister of Crashing Thunder: The Autobiography of a Winnebago Indian*. (Ann Arbor: University of Michigan, 1961).

Nesper, Larry. *The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights*. (Lincoln: University of Nebraska, 2002).

Sleeper-Smith, Susan. *Indian Women and French Men: Rethinking Cultural Encounter in the Western Great Lakes* (Amherst: University of Massachusetts Press, 2001).

White, Richard. *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (Cambridge: Cambridge University Press, 1991).

Suggested Reading:

Tanner, Helen, ed. *Atlas of Great Lakes Indian History*. (Norman: University of Oklahoma, 1986).

Additional readings

Additional readings will be made available on the course Moodle site and marked **M** on the weekly schedule

3. ASSIGNMENTS AND GRADING

Attendance and Participation

Your participation and attendance is a necessary part of the course. Your participation depends upon your regular attendance and completing the course readings and assignments to contribute to class discussions, which directly impacts your participation grade. Unexcused absences will also result in your missing of important in class assignments and missing the deadline for those assignments due on the day you are absent.

All reading assignments should be completed before coming to class.

Assignments

Primary Document Analysis

This assignment requires that you analyze a set of primary documents of your choosing from *The Jesuit Relations*. Guidelines and parameters for this assignment will be distributed later in the semester.

Facilitation

Each student is responsible for leading one discussion session. These responsibilities include a presentation (5-10 mins.) summarizing the argument of each author, their contributions to understanding the topic and the sources consulted in addition critiques of their analysis. Afterward, you will pose a series of questions for class discussion. You must submit these questions via e-mail the day before your presentation and I will review them to offer comments if necessary.

Response Papers (2-3 pages)

These three papers will require you to critically engage the authors' arguments to explore topics that you find most intriguing or interesting. These do not need to be all encompassing, but rather focused on a particular topic or a few related topics. Each paper should follow a 5-paragraph essay format and have a clear thesis. Due February 13, March 19, and April 23.

Final Exam (Take home and open book) – due Saturday, May 5, 2012 by 12:30pm

Grading

Grades will be apportioned as follows:

Participation and attendance.....	20%
Facilitation.....	10%
Primary Document Analysis....	20%
Response Papers.....	20%
Final Exam.....	30%

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- B Represents achievement that is significantly above the level necessary to meet course requirements
- C Represents achievement that meets the course requirements in every respect
- D Represents achievement that is worthy of credit yet fails to meet the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better
- F Represents failure and signifies that the work was either: (1) completed but at a level of achievement that is not worthy of credit; or (2) was not completed, and there was no agreement between the instructor and the student that the student would be awarded an "I", incomplete. The F carries 0 grade points, and the credits for the course do not count toward any academic degree program. The credit hours for the course are counted in the grade point average.
- N Represents no credit and signifies that the work was either: (1) completed but at a level of achievement that is not worthy of credit; or (2) was not completed, and there was no agreement between the instructor and the student that the student would be awarded an "I", incomplete. The N carries 0 grade points, and the credits for the course do not count toward any academic degree program. The credit hours for the course are not counted in the grade point average.

4. OTHER RULES OF THE CLASS

Attendance: Attendance is mandatory. If you miss a class you are responsible for obtaining the information you need from other students, not me.

Late assignments: All late papers will result in a one half-letter grade deduction per day it is late. If you are sick or had any other emergency and could not complete the assignment on time, you will need a doctor's note or other form of verification for it to be excused.

Incompletes: Incompletes will only be granted under rare or exceptional circumstances. Documentation of your circumstances must be provided. An incomplete will only be given if the student has completed the majority of course work and is expected to

complete the course with a passing grade. The student and instructor will sign an agreement in order for the incomplete to be finished in a timely manner.

Scholastic Dishonesty: “Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Disabilities: If a student has a documented disability, you should contact the Coordinator of Student Disability Services for approval: 696-6220 or kao@macalester.edu.

The following general course outline is subject to change by the instructor.

5. GENERAL COURSE OUTLINE

Week One – Setting the Scene

Monday, January 23 - Introductions

Wednesday, January 25 – American Indian History

Daniel K. Richter, “Whose Indian History?”, *The William and Mary Quarterly*, Third Series, Vol. 50, No.2. 379-393 M

Neal Salisbury, “The Indians’ Old World: Native Americans and the Coming of Europeans,” *The William and Mary Quarterly*, Third Series, Vol. 53, No.3. 435-458 M

Angela Cavendar Wilson, “Power of the Spoken Word: Native Oral Traditions in American Indian History”, Chapter 6 in Don Fixico, ed. *Rethinking American Indian History* (Albuquerque: University of New Mexico Press, 1997). 101-116 M

Friday, January 27 – *Myaamia aalhoohkana* (Miami Winter Stories)

Week Two – *Kihcikami/Gichigami: The Waters, the Land, and the People*

Monday, January 30 – Deluge, Emergence, and Migration

Waapinaakikaapwa, “*Eehonci kiintoohki pyaawaaci myaamiaki* (Where the Miamis First Came From)”. M

“The Death of Weynabozho’s Nephew, the Wolf”, from William Jones and Truman Michelson, *Ojibwe Texts*, Part I, pages 251-260. M

William W. Warren, “Emigration of the Ojibways from the Shores of the Atlantic Ocean, to Their Occupation of the Area of Lake Superior,” Chapter IV in William W. Warren, *History of the Ojibway People*. (St. Paul: Minnesota Historical Society, 1984), 76-94 M

Eddie Benton Benai, “The Migration of the Anishinabe,” Chapter 14 in *The Mishomis Book* (Hayward, WI: Indian Country Communications), 94-102 M

Daniel K. Richter, "The Iroquois in the World on the Turtle's Back", Chapter 1 in *The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization* (Chapel Hill: University of North Carolina, 1992). 8-29 **M**

Wednesday, February 1 – An overview

Helen Tanner, *Atlas of Great Lakes Indian History*, 1-35 **M**

Friday, February 3 - Seasonal Life

Maude Kegg, *Portage Lake: Memories of an Ojibwe Childhood* (St. Paul: Minnesota Historical Society, 1991). Selected excerpts **M**

David R. M. Beck, "Return to Namä'o Uskiwämît: The Importance of Sturgeon in Menominee Indian History." *The Wisconsin Magazine of History*, Vol. 79, No. 1 (Autumn, 1995), pp. 32-48 **M**

Week Three – European Contact and the Middle Ground

Monday, February 6

The Middle Ground, ix-49

Wednesday, February 8

The Middle Ground, 94-185

Friday, February 10

The Middle Ground, 186-268

Week Four – The Middle Ground Cont'd

Monday, February 13

The Middle Ground, 269-365

***Response 1 Due**

Wednesday, February 15

The Middle Ground, 366-465

Friday, February 17

The Middle Ground, 466-524

Week Five - The Fur Trade and Gender

Monday, February 20

Indian Women and French Men, 1-37

***Facilitation #1**

Wednesday, February 22

Indian Women and French Men, 38-71

Friday, February 24

Indian Women and French Men, 72-115

Week Six – Contact, Fur Trade, Gender, Labor

Monday, February 27

Indian Women and French Men, 116-164

Wednesday, February 29

Enduring Nations, 1-35

Friday, March 2

Enduring Nations, 36-55, 94-108, 160-181

***Primary Document Analysis Due**

Week Seven –Resistance and Prophecy

Monday, March 5

Gregory Dowd, “The Indians Great Awakening, 1745-1775,” Chapter 2 and “Renewing Sacred Power in the North,” Chapter 7 in Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815*. (London: John Hopkins Press, 1992). 23-46 ,123-147. **M**

Alfred A Cave, “The Delaware Prophet Neolin: A Reappraisal”, *Ethnohistory*, Spring, 1999, vol. 46, no. 2, 265-290 **M**

***Facilitation #2**

Wednesday, March 7

Film, *Tecumseh’s Vision* (2009)

Friday, March 9

***Class does not meet**

Week Eight – Spring Break March 10-18

Week Nine - Nation-to-Nation Relationships: Great Lakes Tribal Nations and the United States

Monday, March 19 - Treaties

The Treaty of Greenville (1795) and selected minutes **M**

***Response 2 Due**

Wednesday, March 21

Duane Champagne, “First Nations to Self-Government: A Political Legacy of Indigenous Nations in the United States” *American Behavioral Scientist*, 2008; Vol. 51, pages 1672-1693 **M**

Vine Deloria, Jr. and David E. Wilkins, “The Relationship of Indian Tribes to the Three Branches of the Federal Government”, Chapter 4 in *Tribes, Treaties, and Constitutional Tribulations* (Austin: University of Texas, 1999), pages 32-57 **M**

Friday, March 23 –

Dawn Marsh, “Creating Delaware Homelands in the Ohio Country.” *Ohio History*, Volume 116, 2009, pp. 26-40 **M**

Enduring Nations, 54-93, 109-159

***Facilitation #3**

Week Ten – Removal and Resilience

Monday, March 26

Melissa Rinehart and Kate Berry, “Kansas and the Exodus of the Miami Tribe,” In Brad Bays and Erin Fouberg, eds, *The Tribes and the States: Geographies of Intergovernmental Interaction*. (Oxford: Rowman and Littlefield Publishers, 2002): 29-50. **M**

Waziyatawin Angela Cavender Wilson, “Decolonizing the 1862 Death Marches,” *The American Indian Quarterly*, Volume 28, Number 1&2, Winter/Spring 2004: 185-215. **M**

***Facilitation #4**

Wednesday, March 28 – Dakota Concentration Camp Memorial and Fort Snelling Visit (Visit is subject to change due to weather and scheduling)

Friday, March 30

***Class does not meet**

Week Eleven – Land, Loss, and Renewal

Monday, April 2 – Early Life on the Reservations

David R. M. Beck, “The Early Reservation Years”, Chapter 1 in *The Struggle for Self-Determination: History of the Menominee Indians since 1854*. (Lincoln: University of Nebraska, 2005), 2-20 **M**

James M. McClurken, Selected chapters in *Our People, Our Journey: The Little River Band of Ottawa Indians*. (East Lansing: Michigan State University and Little River Band of Ottawa Indians, 2009) **M**

Enduring Nations, 182-194

Wednesday, April 4 – Allotment: The White Earth Case

Melissa L. Meyer, Chapter 3 “Jack Pine, White Pine, and Porcupine: The Alienation of Resources,” and Chapter 5, “ ‘We Can Not Get a Living as We Used To’: Assimilation Gone Awry,” in *The White Earth Tragedy: Ethnicity and Dispossession at a Minnesota Anishinaabe Reservation, 1889-1920*. (Lincoln: University of Nebraska, 1994), 137-172 and 203-224 **M**

***Facilitation #5**

Friday, April 6 – The Big Drum and Peyotism

Thomas Vennum, Jr., “History,” Part 1 in *The Ojibwa Dance Drum: Its History and Construction*. Smithsonian Folklife Studies . (Washington, DC: Smithsonian Institution Press, 1982) 44-103, 113-124, 132-147 **M**

Omer C. Stewart, “The Spread of Peyotism Beyond Oklahoma,” Chapter 7 in *Peyote Religion: A History*. (Norman: University of Oklahoma, 1987). 148-162, 169-173 **M**

Week Twelve – Persistence and Adaptation in 19th and 20th Centuries

Monday, April 9

Mountain Wolf Woman, Chapters 1-4

Wednesday, April 11

Mountain Wolf Woman, Chapters 5-8

Friday, April 13 – Reorganization and Land Claims in the early 20th Century

John C. Savagian, “The Tribal Reorganization of the Stockbridge-Munsee: Essential Conditions in the Re-Creation of a Native American Community, 1930-1942,” *The Wisconsin Magazine of History*, Vol. 77, No. 1 (Autumn, 1993), 39-62. **M**

Helen Hornbeck Tanner, “In the Arena: An Expert Witness View of the Indian Claims Commission”, Chapter 10 in Daniel M. Cobb, ed., *Beyond Red Power: American Indian Politics and Activism Since 1900* (Santa Fe, NM: School for Advanced Research Press, 2007) **M**

***Facilitation #6**

Week Thirteen – Political Resurgence and Activism

Monday, April 16 - Termination and Restoration: The Menominee Case

Nancy Oestrich Lurie, “Ada Deer: Champion of Tribal Sovereignty”, Chapter 14 in Theda Perdue, *Sifters: Native American Women’s Lives* (Oxford University Press, 2001): 223-241 **M**

Libby R. Tronnes, " ‘Where is John Wayne?’ The Menominee Warriors Society, Indian Militancy, and Social Unrest during the Alexian Brothers Novitiate Takeover,” *The American Indian Quarterly*, Volume 26, Number 4, Fall 2002: 526-558 **M**

***Facilitation # 7**

Wednesday, April 18 – Urbanization

Susan Applegate Krouse, “What Came Out of the Takeovers Women’s Activism and the Indian Community School of Milwaukee.” *The American Indian Quarterly*, Volume 27, Number 3&4, Summer/Fall 2003: 533-547 **M**

David Beck, “Developing a Voice: The Evolution of Self-Determination in an Urban Indian Community.” *Wicazo Sa Review*, Volume 17, Number 2, Fall 2002:117-141 **M**

Enduring Nations, 195-213

***Facilitation #8**

Friday, April 20 - Federal Recognition and Gaming

Matthew Fletcher, “Politics, History, and Semantics: The Federal Recognition of Indian Tribes.” *North Dakota Law Review*. 2006, Vol. 82, Issue 2: 487 -518 **M**

William W. Quinn, Jr., “Federal Acknowledgment of American Indian Tribes: The Historical Development of a Legal Concept,” *The American Journal of Legal History*, Vol. 34, No. 4 (Oct., 1990) **M**

Indian Gaming and Regulatory Act (1988) **M**

Enduring Nations, 214-243

Week Fourteen – Sovereign Struggles Continue**Monday, April 23**

The Walleye War, Preface, Introduction, Chapters 1-3

***Response 3 Due**

Wednesday, April 25

The Walleye War, Chapters 4-6

Friday, April 27

Walleye War, Chapters 7-8, Conclusion and Epilogue

Film: *Lighting the Seventh Fire*

Week Fifteen**Monday April 30 – Last day of class**

***Final Exam** (Take home and open book) – due Saturday, May 5, 2012 by 12:30pm