American Indian History to 1900

AMST-225/HIST-225 Fall 2014
Tuesday/Thursday 1:20 p.m.-2:50 p.m.
Olin Rice 350

Instructor: Katrina Phillips, kphilli2@macalester.edu
Office: Old Main 301
Hours: 11 a.m.-1 p.m. Thursday, and by appointment

Course Overview

The history of American Indians is wonderfully complex, but this history is simultaneously fraught with misconceptions and misinterpretations. Europeans (and, later, white Americans) alternated among fascination, fear, and frustration toward American Indians, while American Indians sought to maintain tribal sovereignty and control over their lands and lifestyles amidst continuing encroachment and settlement.

This course examines American Indian history to 1900 by considering the complicated and multifaceted history of the nation's indigenous people. By looking at American Indian interactions with Spanish, French, British, and American explorers, settlers, missionaries, militaries, and government officials, this course argues that the history of American Indians is essential to understanding past as well as present issues. Furthermore, this course looks to move beyond the notion that American Indian history is one of inevitable decline by creating a more nuanced understanding of the American Indian experience.

Course Readings

The majority of the readings will be available on the course Moodle site (https://moodle.macalester.edu/course/view.php?id=958) or through the library website.

However, Colin Calloway’s *The World Turned Upside Down: Indian Voices from Early America*, which you may use as a guide for your research paper, is on reserve at DeWitt Wallace Library.

Course Assignments

- Daily discussion question(s): You are to e-mail me at least one question before midnight on Monday and Wednesday. The questions can be drawn from any or all of the readings for that week. They can focus on a theme you’ve noticed in the readings, or they may be specific to one of the authors’ argument, etc. This is part of your grade, and an easy one at that. It helps me see what issues you find most important, most pertinent, or most confusing.

- Debate: We will have an in-class debate October 30. The debate will be related to that week’s readings regarding the newly-formed United States’ questions regarding Indians. We will discuss this more thoroughly as the date nears.

- Exams: You will take a midterm exam as well as a final exam. I will provide you with a study guide one week before the midterm and on the last day of class for the final. The midterm is scheduled for October 21, and the final exam is scheduled for Saturday, December 13 from 1:30-3:30 p.m. Please note that this time has been pre-determined by
the College, and kindly take this into consideration when making your end-of-semester travel plans.

- Final paper: The main project for the semester will be a 10-12 page research paper based on a primary source. You will draw inspiration from one of the documents in our reader, preferably one that has not been assigned, or from an approved source from the library’s Archives and Special Collections. We will spend time throughout the semester examining research methods, as well as how to find and cite sources. Your papers will be typed, double-spaced in 12 pt. Times New Roman font, with one-inch margins and a bibliography. You will turn in all elements of the project with the final paper:
  - A one-page paper topic, including the primary source and its location, is due at the beginning of class **September 23**.
  - An outline and annotated bibliography is due **October 14**.
  - A first draft of the paper is due **November 11**.
  - The final paper is due at the beginning of class **December 4**.

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**Grading/Grade Breakdown**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance/participation</td>
<td>15%</td>
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<tr>
<td>Discussion questions</td>
<td>10%</td>
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<tr>
<td>Paper topic</td>
<td>5%</td>
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<tr>
<td>Outline/bibliography</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final paper</td>
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<tr>
<td>Final exam</td>
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Assignments that are not handed in at the beginning of class will be marked as late. You will lose 1/3 of a letter grade for each 24 hours the assignment is late (i.e., a paper that would have received a B will receive a B- after the first day, a C+ after the second day, etc.).

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**Attendance and Participation**

It is mandatory that you attend every class as an active participant. A missed class is a missed class, and I will not offer make-up work. Students with documented reasons for being absent – such as military obligations, illness or death in the family, or college-sanctioned events, etc. – will be excused, provided that I am informed of the situation prior to that week’s class.

You are also required to be on time. Arriving late disrupts the class and is disrespectful to your instructor as well as your classmates. Excessive tardiness will be penalized by a markdown in participation.

Please come to class prepared to discuss the readings, and be aware that I may call on students regardless of your previous participation (or lack thereof) in class. If the thought of being called on in class is terrifying, keep these questions in mind as you read:

- What is the author’s main argument? Is it successful? Why or why not?
- What key concepts does the author rely on in making this argument?
- What historical debates are the authors using?
- What are their sources?
- Do you agree with the author? Why or why not?

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**Classroom Environment**
History is often contentious – after all, if we all agreed on one version of history, this class would be irrelevant. With that in mind, however, it is essential that we treat each other with respect. Heated discussions are par for the course, but racist, sexist, and otherwise insensitive/hateful comments will not be tolerated. Students who cannot abide by these notions will be asked to leave. Please ensure that all phones and pagers are to be turned off and put away for the entirety of the class. If you continually forget to turn off your cell phone and your popularity becomes increasingly obvious, I do reserve the right to answer it for you.

Please use your laptops responsibly and respectfully. I ask that you do not use your laptop for note-taking on the off chance that you become more interested in Facebook, Pinterest, or fantasy football than my lectures. The same rule applies to the newspaper, side conversations, or anything else considered disruptive.

**Academic Integrity**

Scholastic dishonesty will not be tolerated, and will be dealt with as such. According to the Director of Academic Programs, “Students are expected to maintain the highest standards of honesty in their college work. Forgery, cheating and plagiarism are serious offenses and students found guilty of any form of academic dishonesty are subject to disciplinary action…”

**Cheating** is the dishonest or unauthorized use of materials for academic work. Examples of cheating include: copying another’s papers or notes during an exam; talking about a test or looking at another’s paper during an exam; altering a graded exam or paper without informing the instructor and resubmitting it for re-grading; gaining unauthorized access to past exams from a course; removing tests from a classroom or office without prior consent; discussing an exam you have taken with other students, either from your class or from another section of the same course, who have yet to take that exam; providing false or exaggerated excuses to postpone due dates; lying to an instructor or college official to improve your grade or to get special privileges; submitting work done in another class without prior permission of both instructors; having another person do your work for a course (including unauthorized collaboration).

**Plagiarism** is the unacknowledged use of another person’s work (words, ideas, data, etc.) in a graded or published piece or in a speech. The following are examples of plagiarism: copying all or parts of another person’s paper, article, or notes and representing it as your own; submitting a paper copied in full or in part from one purchased from a paper writing service or obtained electronically; failing to fully cite (author, article title, book or journal, page number, date of publication) each instance where you have incorporated another’s ideas or quoted words into your own written or oral work.”

**Contacting me**

You may contact me by e-mail with any questions or concerns throughout the semester, or if you’d like to discuss an area of special interest, your final paper, etc. My office hours are noted on the first page of the syllabus. If you cannot come to office hours, I will do my best to find another time that works for both of us. However, please note that any e-mails sent after 10 p.m. will be returned the next day. If you wish to speak with me regarding a graded assignment, you must wait 24 hours before contacting me, and you must have specific questions regarding the assignment. “Why didn’t I get a better graaaaaade?” is not an acceptable question.

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1 Macalester College policy on academic integrity, [http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/](http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/)
Course Schedule

Week 1
September 2 = course introduction
• No assigned readings

September 4 = “Los Indios”

Week 2 – Picturing Indians
September 9

September 11 (Guest Instructor)
• Film and discussion (Film revealed in class)

Week 3 – Indian Land
September 16

September 18
Week 4 – Indian Women
September 23 = PAPER TOPIC DUE

- Part I of film and discussion (Film revealed in class)

September 25

- Part II of film and discussion (Film revealed in class)

Week 5 – Indian Resistance
September 30


October 2


Week 6 – Revising Indian History
October 7

October 9

**Week 7 – “Revolutionary” Indians and Early Indian Policy**

**October 14 = OUTLINE/BIBLIOGRAPHY DUE**
- Letter from George Washington to James Duane, September 7, 1783.
- Proclamation of the Continental Congress, September 22, 1783.
- Report of Committee on Indian Affairs, October 15, 1783.
  - Midterm study guide

**October 16**
- Treaty of Hopewell with the Cherokees, November 28, 1785.
- Northwest Ordinance, July 13, 1787.
- President Washington’s Third Annual Message, October 25, 1791.
- President Jefferson to William Henry Harrison, February 27, 1803.
  - Debate groups assigned

**Week 8**

**October 21 = Midterm Exam**

**October 23 = No Class – Fall Break**

**Week 9 – Our Indian Policy**

**October 28**
- Debate preparation based on readings from Week 7

**October 30**
- In-class debate

**Week 10 – Erasing Indians**

**November 4**
• Treaty of Portage des Sioux, July 19, 1815.
• Johnson v. M’Intosh, 1823.
• Message of President Monroe on Indian Removal, January 27, 1825.
• Treaty with the Ponca Indians, June 9, 1825.
• Treaty of Prairie du Chien, August 19, 1825.

November 6
• Film and discussion (Film revealed in class)

Week 11 – Removing Indians

November 11 = RESEARCH PAPER DRAFT DUE
• Tiya Miles, Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom (Berkeley: University of California Press, 2006), 100-161.

November 13
• Indian Removal Act, May 28, 1830.
• Treaty with the Choctaw Indians, September 27, 1830.
• Cherokee Nation v. Georgia, 1831.
• Worcester v. Georgia, 1832.
• President Jackson on Indian Removal, December 7, 1835.

Week 12 – Indians in Minnesota

November 18

November 20
Week 13 – Indians and the Seventh Cavalry

November 25

- Michael Elliott, “Indian Patriots on Last Stand Hill,” American Quarterly, Vol. 58, No. 4 (December 2 006), 987-1015

November 27

- No Class – Thanksgiving Break

Week 14 – Indians and Assimilation

December 2

- John Gast, American Progress

December 4


Week 15 – Indians and the Past, Present, and Future

December 9 = RESEARCH PAPER DUE

- California’s “Lost” Tribes
  - Final exam study guide

FINAL EXAM = SATURDAY, DECEMBER 13, 1:30-3:30 P.M.