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


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)


Suggested Reading:

**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


**Friday, January 27 – Myaamia aalshookana (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


**Wednesday, February 1 – An overview**  
Helen Tanner, *Atlas of Great Lakes Indian History*, 1-35

**Friday, February 3 - Seasonal Life**  


**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**  
*Primary Document Analysis Due*

**Week Seven – Resistance and Prophecy**

**Monday, March 5**


*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

*Response 2 Due*

**Wednesday, March 21**

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

**Friday, March 23 –**

*Facilitation #3*

**Week Ten – Removal and Resilience**

**Monday, March 26**


*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


*Enduring Nations*, 182-194

Wednesday, April 4 – Allotment: The White Earth Case
Meslissa 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


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


*Facilitation #6*

Week Thirteen – Political Resurgence and Activism

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


*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


*Enduring Nations*, 195-213

*Facilitation #8*

Friday, April 20 - Federal Recognition and Gaming


Indian Gaming and Regulatory Act (1988)

*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*