

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.**

Grading/Grade Breakdown

Attendance/participation =	15%
Discussion questions =	10%
Paper topic =	5%
Outline/bibliography =	10%
Midterm =	20%
Final paper =	20%
Final exam =	20%

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.).

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?

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.”¹

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.

¹ Macalester College policy on academic integrity, <http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>.

Course Schedule

Week 1

September 2 = course introduction

- No assigned readings

September 4 = “Los Indios”

- Daniel K. Richter, *Facing East From Indian Country: A Native History of Early America* (Cambridge: Harvard University Press, 2001), 1-40.
- Gary B. Nash, *Red, White, and Black: The Peoples of Early North America* (Upper Saddle River, NJ: Pearson Prentice Hall, 2006), vii-18.

Week 2 – Picturing Indians

September 9

- Robert F. Berkhofer, *The White Man’s Indian: Images of the American Indian from Columbus to the Present* (New York: Vintage Books, 1978), 3-31.
- Gary B. Nash, *Red, White, and Black: The Peoples of Early North America* (Upper Saddle River, NJ: Pearson Prentice Hall, 2006), 19-49.
- Leigh Edwards, “The United Colors of ‘Pocahontas’: Synthetic Miscegenation and Disney’s Multiculturalism,” *Narrative*, Vol. 7, No. 2, Multiculturalism and Narrative (May, 1999) 147-168.
<http://www.jstor.org.ezp2.lib.umn.edu/stable/pdfplus/20107179.pdf?acceptTC=true>

September 11 (Guest Instructor)

- Film and discussion (Film revealed in class)

Week 3 – Indian Land

September 16

- Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (New York: Cambridge University Press, 1991), 50-93.
- Nanuddemance, “Deed to John Parker”; Jane of Scarborough, “Deed to Andrew and Arthur Alger”; Mittark, “Agreement of Gay Head Indians Not to Sell Land to the English” in Colin Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America* (Boston: Bedford Books, 1994), 83-87.

September 18

- Kathleen DuVal, *The Native Ground: Indians and Colonists in the Heart of the Continent* (Philadelphia: University of Pennsylvania Press, 2006), 1-62.
- Pekka Hamalainen, “The Politics of Grass: European Expansion, Ecological Change, and Indigenous Power in the Southwest Borderlands,” *The William and Mary Quarterly*, Vol. 67, No. 2 (April 2010), 173-208.
<http://www.jstor.org/stable/pdfplus/10.5309/willmaryquar.67.2.173.pdf?acceptTC=true&jpdConfirm=true>

Week 4 – Indian Women

September 23 = PAPER TOPIC DUE

- Helen Rountree, “Pocahontas: The Hostage Who Became Famous,” Theda Perdue, ed., *Sifters: Native American Women’s Lives* (New York: Oxford University Press, 2001), 14-28.
- Juliana Barr, “A Diplomacy of Gender: Rituals of First Contact in the ‘Land of the Tejas’,” *The William and Mary Quarterly*, Vol. 61, No. 3 (Jul., 2004), 393-434.
<http://www.jstor.org.ezp2.lib.umn.edu/stable/pdfplus/3491803.pdf>
- Part I of film and discussion (Film revealed in class)

September 25

- Nancy Shoemaker, “Kateri Tekakwitha’s Torturous Path to Sainthood,” Nancy Shoemaker, ed., *Negotiators of Change: Historical Perspectives on Native American Women* (New York: Routledge, 1995), 49-71.
- Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700-1835* (Lincoln: University of Nebraska Press, 1998), 13-40.
- Part II of film and discussion (Film revealed in class)

Week 5 – Indian Resistance

September 30

- Increase Mather, “The History of King Philip’s War” (1676) in S.T. Joshi, ed., *Documents of American Prejudice: An Anthology of Writings from Thomas Jefferson to David Duke* (New York: Basic Books, 1999), 226-228.
- Colin Calloway, *One Vast Winter Count: The Native American West before Lewis and Clark* (Fargo: Bison Books, 2006), 165-211.

October 2

- Jill Lepore, *The Name of War: King Philip’s War and the Origins of American Identity* (New York: Knopf, 1998), 191-226.
- Christine DeLucia, “The Memory Frontier: Uncommon Pursuits of Past and Present in the Northeast after King Philip’s War,” *Journal of American History* Vol. 98, Issue 4 (March 2012), 975-997.
<http://web.a.ebscohost.com.ezp1.lib.umn.edu/ehost/pdfviewer/pdfviewer?sid=de46e2f9-b921-4a27-aa2e-7cfa05f8d4f6%40sessionmgr4005&vid=2&hid=4207>

Week 6 – Revising Indian History

October 7

- Susan Sleeper Smith, *Indian Women and French Men: Rethinking Cultural Encounter in the Western Great Lakes* (Amherst: University of Massachusetts Press, 2001), 38-72.
- “Cultural Conflicts, Contests, and Confluences” and “A Micmac Questions French ‘Civilization’,” in Colin Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America* (Boston: Bedford Books, 1994), 43-46; 49-52.

October 9

- Daniel K. Richter, *Facing East From Indian Country: A Native History of Early America* (Cambridge: Harvard University Press, 2001), 151-188.
- Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700-1835* (Lincoln: University of Nebraska Press, 1998), 61-108.

Week 7 – “Revolutionary” Indians and Early Indian Policy

October 14 = OUTLINE/BIBLIOGRAPHY DUE

- Colin Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities* (New York: Cambridge University Press 1995), 1-64; 272-301.
- Thomas Jefferson, “Notes on the State of Virginia” (1785) in S.T. Joshi, ed., *Documents of American Prejudice: An Anthology of Writings from Thomas Jefferson to David Duke* (New York: Basic Books, 1999), 3-11.
- 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

- Francis Paul Prucha, *The Great Father: The United States Government and the American Indians* (Lincoln: University of Nebraska Press, 1986), 1-63.
- Treaty of Hopewell with the Cherokees, November 28, 1785.
- Northwest Ordinance, July 13, 1787.
- Report of Henry Knox on White Outrages, July 18, 1788.
- Report of Henry Knox on the Northwestern Indians, June 15, 1789.
- 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

- Jean M. O’Brien, *Firsting and Lasting: Writing Indians out of Existence in New England* (Minneapolis: University of Minnesota Press, 2010), xi-54.

- 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

- Theda Perdue and Michael D. Green, *The Cherokee Nation and the Trail of Tears* (New York: Penguin, 2007), 91-115.
- Excerpts from Jedidiah Morse, "A Report to the Secretary of War on Indian Affairs" (1822) in S.T. Joshi, ed., *Documents of American Prejudice: An Anthology of Writings from Thomas Jefferson to David Duke* (New York: Basic Books, 1999), 231-237.
- Andrew Jackson, "First Annual Message" (1829) in S.T. Joshi, ed., *Documents of American Prejudice: An Anthology of Writings from Thomas Jefferson to David Duke* (New York: Basic Books, 1999), 238-241.
- 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

- Gary Clayton Anderson and Alan R. Woolworth, *Through Dakota Eyes: Narrative Accounts of the Minnesota Indian War of 1862* (St. Paul: Minnesota Historical Society Press, 1988), 1-42.
- "Message of Governor Ramsey to the Legislature of Minnesota: delivered at the extra session, September 9, 1862," (Saint Paul: Wm. R. Marshall, State Printer, 1862), 1-24.

November 20

- Waziyatawin Angela Wilson, "Decolonizing the 1862 Death Marches," *American Indian Quarterly* (Winter & Spring 2004, Vol. 28, Nos. 1 & 2), 185-215.
http://muse.jhu.edu/journals/american_indian_quarterly/v028/28.1wilson02.pdf
- Gary Clayton Anderson and Alan R. Woolworth, *Through Dakota Eyes: Narrative Accounts of the Minnesota Indian War of 1862* (St. Paul: Minnesota Historical Society Press, 1988), 268-297.

Week 13 – Indians and the Seventh Cavalry

November 25

- Michael Elliott, “Indian Patriots on Last Stand Hill,” *American Quarterly*, Vol. 58, No. 4 (December 2006), 987-1015
<http://www.jstor.org.ezp1.lib.umn.edu/stable/pdfplus/40068403.pdf>.
- She Walks with Her Shawl and One Bull, “Victory at Greasy Grass” and Charles DeRudio, “Witness to Custer’s Last Stand” in Marcus, Giggie, Burner, eds., *America Firsthand, Vol. 2: Readings from Reconstruction to the Present* (Boston/New York: Bedford/St. Martin’s, 2012), 11-21.
- Colin Calloway, “The Battle on the Greasy Grass, 1876,” in *Our Hearts Fell to the Ground: Plains Indians Views of How the West Was Lost* (Boston: Bedford/St. Martin’s, 1996), 133-149.

November 27

- No Class – Thanksgiving Break

Week 14 – Indians and Assimilation

December 2

- David Chang, “Enclosures of Land and Sovereignty: The Allotment of American Indian Lands,” *Radical History Review* 109 (2010), 108-119.
- Zitkala-Sa (Gertrude Simmons Bonnin), excerpts from “School Days of an Indian Girl” in Marcus, Giggie, Burner, eds., *America Firsthand, Vol. 2: Readings from Reconstruction to the Present* (Boston/New York: Bedford/St. Martin’s, 2012), 43-50.
- K. Tsianina Lomawaima, “Domesticity in the Federal Indian Schools: The Power of Authority Over Mind and Body,” *American Ethnologist*, Vol. 20, No. 2 (May 1993), 227-240.
<http://www.jstor.org.ezp1.lib.umn.edu/stable/pdfplus/645643.pdf?acceptTC=true&jpdConfirm=true>
- John Gast, *American Progress*
- Frederick E. Hoxie, *A Final Promise: The Campaign to Assimilate the Indians, 1880-1920* (Lincoln: University of Nebraska Press, 1984), 1-39.

December 4

- Colin Calloway, “The End of Freedom,” “Attending the White Man’s Schools,” “The Life and Death of Sitting Bull,” and “Killing the Dream” in *Our Hearts Fell to the Ground: Plains Indians Views of How the West Was Lost* (Boston: Bedford/St. Martin’s, 1996), 150-204.

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.