Native American History Since 1900
AMST 294/HIST 294-09
Tuesday/Thursday 9:40 a.m.-11:10 a.m.
Old Main 111

Professor: Dr. Katrina Phillips, kphilli2@macalester.edu
Office: Old Main 301
Office Hours: 11:30 a.m.-1:00 p.m. Tuesday/Thursday and by appointment

Course Overview
This course examines Native American history since 1900. We begin with an introduction to indigenous history before 1900, characterized by centuries of Euro-American attempts to colonize and Christianize, to assimilate Native bodies and allot Native lands. We will then analyze the ways in which Native Americans have continually fought to sustain their cultures, languages, and religions, as well as their political and socio-economic structures, throughout the 20th and into the 21st centuries. Focusing on themes such as Native resistance to the development of U.S. federal policies and the proliferation of Native culture, we will also consider the shifting nature of Native American sovereignty and the importance of indigenous identity in regards to the experiences of Native Americans.

Course Readings (All other readings will be available on the course Moodle page or J-STOR.)

Required Texts
- Frederick E. Hoxie, Talking Back to Civilization: Indian Voices from the Progressive Era (Boston: Bedford/St. Martin’s, 2001).

Course Assignments
- Daily discussion question(s): You are to e-mail me at least one question before 10 p.m. each 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. It helps me see what issues you find most important, most pertinent, or most confusing.
• 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 Thursday, March 10, and the final exam is scheduled for Thursday, May 5 from 8:00-10:00 am. This time has been pre-determined by the College, so take this into consideration when making your end-of-semester travel plans.

• Two readings response papers. The first paper is due February 23, and the second is due March 29. Each paper will analyze the general themes and arguments of the readings leading up to the assignment due date. You will discuss the effectiveness of the sources as well as how they promote a greater understanding of indigenous history since 1900.

• Final paper: The main project for the semester will be a 10-12 page research paper. U.S. federal Indian policy has affected indigenous peoples since the first interactions with tribal nations and into the present day. The legacies of these policies continually shape the actions of tribal nations, even as American Indians resist the constraints of these federal relationships. For this assignment, you will pick a tribal nation’s official webpage (nearly all nations have them, but some will be more useful than others). Using various materials – primary documents, readings, lectures, films, and outside sources – you will write an essay demonstrating the impact of specific policies on Indian nations as well as the ways in which this nation continues to exercise sovereignty. You will provide a minimum of five printouts from the website and refer to the aspects you are explicitly analyzing. Be sure to include context and historical background for the Indian nation, as well as a map or description of the tribe’s location. A rough draft is due in class March 22, and the final paper is due April 28.

Grading/Grade Breakdown
Attendance = 5%
Participation = 10%
Discussion questions = 5%
Paper draft = 5%
Reading response 1 = 10%
Reading response 2 = 10%
Midterm = 15%
Final paper = 20%
Final exam = 20%

All assignments – in hard copy – are due at the beginning of class on the assigned day. Electronic copies will not be accepted. 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 class. You are allowed two unexcused absences before your grade is negatively affected.
Please be on time. Arriving late disrupts the class and is disrespectful. 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?

**Academic Accommodations**

In accordance with Section 504 of the Americans with Disabilities Act, Macalester College works to ensure that all facilities and programs are accessible to all students. In some circumstances, however, course design may be a barrier to a student’s ability to access or demonstrate mastery of course content. Therefore, reasonable academic accommodations may be implemented based on individual need as substantiated by the appropriate documentation and as determined by the Office of Student Affairs.

**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, and please use your laptops responsibly and respectfully.

**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

If you have any questions, please don’t hesitate to ask: but when in doubt, cite it out!

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.

Course Schedule

Week 1
January 21 = course introduction
- No required readings

Week 2 – historical overview, pt. 1
January 26

January 28
  - Johnson v. McIntosh, 1823
  - Cherokee Nation v. Georgia, 1831
  - Worcester v. Georgia, 1832
- Trail of Tears (Rich Heape Films, 2011)

Week 3 – historical overview, pt. 2
February 2

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

February 4
  o “In the White Man’s Image” (PBS: *The American Experience*, 1988).

*Week 4 – Indians in the Progressive Era*
February 9
• Frederick E. Hoxie, “Critics of Indian Education” and “American Indians on America’s Indian Policy,” *Talking Back to Civilization: Indian Voices from the Progressive Era* (Boston: Bedford/St. Martin’s, 2001), 36-65; 87-107.
  o Excerpts from the *Indian Picture Opera* (1911)

February 11
  o D.W. Griffith, *Battle at Elderbrush Gulch* (1914)

*Week 5 – Indians and World War I*
February 16

February 18
Week 6 – Citizenship and Reorganization
February 23 = FIRST reading response paper due


February 25

  - Midterm study guide handed out

Week 7 – Indians and World War II
March 1


March 3


Week 8
March 8

- Midterm review day

March 10

- Midterm exam

Week 9 – spring break
March 15 & March 17

Week 10 – Termination and Relocation
March 22 = PAPER DRAFT DUE

- Jacquelyn Kilpatrick, “The Cowboy Talkies of the 1930s, 1940s, and 1950s” in Celluloid Indians: Native Americans and Film (Lincoln: University of Nebraska Press, 1999), 36-64.
March 24

Week 11 – The Cold War and Early Activism
March 29 = SECOND response paper due

March 31

Week 12 – The American Indian Movement
April 5
  o We Shall Remain, Episode V: Wounded Knee (PBS: The American Experience, 2009), part 1.
  o The Lone Ranger Aqua Velva commercial (1970s)
  o Johnny Carson interviews Tonto (1973)

April 7
  o We Shall Remain, Episode V: Wounded Knee (PBS: The American Experience, 2009), part 2
  o “Keep America Beautiful” commercial (1971)
Week 13 – The New Face of Sovereignty: Casinos and Court Cases

April 12
  - California’s ‘Lost’ Tribes, “California and the American Dream” (PBS, 2005).

April 14

Week 14 – Toward a New Millennium and Back Again

April 19
  - Last of the Mohicans (1992)

April 21
- Last of the Mohicans (1992)

Week 15 – Indians in the 21st Century: Stereotypes and Reality

April 26
  - Smoke Signals (1998)

April 28 = FINAL PAPER DUE
- Smoke Signals (1998)

FINAL EXAMINATION Thursday, May 5, 2016 8:00-10:00 am.