

NATIVE AMERICAN HISTORY SINCE 1900

AMST 294-01/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

- Peter Nabokov, *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000 (Revised Edition)* (New York: Penguin Books, 1999).
- Frederick E. Hoxie, *Talking Back to Civilization: Indian Voices from the Progressive Era* (Boston: Bedford/St. Martin's, 2001).
- Philip J. Deloria, *Indians in Unexpected Places* (Lawrence: University Press of Kansas, 2004).
- Thomas Britten, *American Indians in World War I: At War and At Home* (Albuquerque: University of New Mexico Press, 1998).
- Chester Nez and Judith Schiess Avila, *Code Talker: The First and Only Memoir By One of the Original Navajo Code Talkers of WWII*, (New York: Berkley, 2012).
- Paul Chaat Smith and Robert Warrior, *Like a Hurricane: The American Indian Movement from Alcatraz to Wounded Knee* (New York: The New Press, 1996).

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

- David Wilkins and K. Tsianina Lomawaima, *Uneven Ground: American Indian Sovereignty and Federal Law* (Norman: University of Oklahoma Press, 2001), 3-63.

January 28

- JeDon A. Emenhiser, "A Peculiar Covenant: American Indian Peoples and the U.S. Constitution" and Taiaiake Alfred, "Native American Political Traditions" in John M. Meyer, ed., *American Indians and U.S. Politics: A Companion Reader* (London: Praeger, 2002), 3-38.
- Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom* (Berkeley: University of California Press, 2006), 149-161.
- Francis Paul Prucha, ed., *Documents of United States Indian Policy, Third Edition* (Lincoln: University of Nebraska Press, 2000).
 - *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

- Philip J. Deloria, "The Killings at Lightning Creek," *Indians in Unexpected Places* (Lawrence: University of Kansas Press, 2004), 15-51.

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

- David Chang, “Enclosures of Land and Sovereignty: The Allotment of American Indian Lands,” *Radical History Review* 109 (2010), 108-119.
 - “Geronimo and the Apache Resistance” (PBS: *The American Experience*, 1988).

February 4

- Brenda J. Child, “From Reservation to Boarding School, *Boarding School Seasons: American Indian Families, 1900-1940* (Lincoln: University of Nebraska Press, 2000), 9-25.
- Frederick E. Hoxie, “The Appeal of Assimilation,” *A Final Promise: The Campaign to Assimilate the Indians, 1880-1920* (Lincoln: University of Nebraska Press, 1984), 1-39.
 - “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.
- Peter Nabokov, “A Twentieth-Century Indian Voice,” *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000 (Revised Edition)* (New York: Penguin Books, 1999), 275-303.
 - Excerpts from the *Indian Picture Opera* (1911)

February 11

- Philip J. Deloria, “Indian Wars, The Movie,” *Indians in Unexpected Places* (Lawrence: University of Kansas Press, 2004), 52-108.
- Frederick E. Hoxie, “Popular Images of Indians: Cartoons and Commentary, 1913-1916,” *Talking Back to Civilization: Indian Voices from the Progressive Era* (Boston: Bedford/St. Martin’s, 2001), 108-122.
 - D.W. Griffith, *Battle at Elderbrush Gulch* (1914)

Week 5 – Indians and World War I

February 16

- Thomas Britten, *American Indians in World War I: At War and At Home* (Albuquerque: University of New Mexico Press, 1998), 3-27; 51-75.
- Frederick E. Hoxie, “World War I” and “After the War: Reservation Indians Speak Out,” *Talking Back to Civilization: Indian Voices from the Progressive Era* (Boston: Bedford/St. Martin’s, 2001), 123-138.

February 18

- Thomas Britten, *American Indians in World War I: At War and At Home* (Albuquerque: University of New Mexico Press, 1998), 99-115; 159-188.

Week 6 – Citizenship and Reorganization

February 23 = FIRST reading response paper due

- Peter Nabokov, “Interlude of Hope,” *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000 (Revised Edition)* (New York: Penguin Books, 1999), 304-331.
- Lawrence Kelly, “The Indian Reorganization Act: The Dream and the Reality,” *Pacific Historical Review* Vol. 44, No. 3 (August 1975), 291-312.

February 25

- Philip J. Deloria, “Technology” in *Indians in Unexpected Places* (Lawrence: University of Kansas Press, 2004), 136-182.
- Francis Paul Prucha, “An Indian New Deal” and “Rounding Out the New Deal” in *The Great Father: The United States Government and the American Indians* (Lincoln: University of Nebraska Press, 1986), 311-339.
 - Midterm study guide handed out

Week 7 – Indians and World War II

March 1

- Chester Nez and Judith Schiess Avila, *Code Talker: The First and Only Memoir By One of the Original Navajo Code Talkers of WWII*, (New York: Berkley, 2012), Chapters 1-13.

March 3

- Chester Nez and Judith Schiess Avila, *Code Talker: The First and Only Memoir By One of the Original Navajo Code Talkers of WWII*, (New York: Berkley, 2012), Chapters 14-23; “Appendix: The Navajo Code Talker's Dictionary.”

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

- Peter Nabokov, “In and Out of the Mainstream” in *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000 (Revised Edition)* (New York: Penguin Books, 1999), 332-354.
- 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

- Kenneth Philp, “Stride Toward Freedom: The Relocation of American Indians to Cities, 1952-1960,” *Western Historical Quarterly* Vol. 16, No. 2 (April 1985), 175-190.
- Ned Blackhawk, “I Can Carry on from Here: The Relocation of American Indians to Los Angeles,” *Wicazo Sa Review*, Vol. 11, No. 2 (Autumn, 1995) 16-30.
- Nancy Oestreich Lurie, “Ada Deer: Champion of Tribal Sovereignty” in Theda Perdue, ed., *Sifters: Native American Women’s Lives* (New York: Oxford University Press, 2001), 223-241.

Week 11 – The Cold War and Early Activism

March 29 = SECOND response paper due

- Paul Rosier, “‘They Are Ancestral Homelands’: Race, Place, and Politics in Cold War Native America, 1945-1961,” *Journal of American History* (March 2006), 1300-1326.
- Andrew Denson, “Native Americans in Cold War Public Diplomacy: Indian Politics, American History and the US Information Agency,” *American Indian Culture and Research Journal* (Vol. 36, No. 2, 2012), 1-22.

March 31

- Peter Nabokov, “Let’s Raise Some Hell” in *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000 (Revised Edition)* (New York: Penguin Books, 1999), 355-380.
- Vine Deloria, Jr., “Preface” and “The Disastrous Policy of Termination” in *Custer Died For Your Sins: An Indian Manifesto* (Norman: University of Oklahoma Press, 1988), vii-xiii, 54-77.

Week 12 – The American Indian Movement

April 5

- Paul Chaat Smith and Robert Warrior, *Like a Hurricane: The American Indian Movement from Alcatraz to Wounded Knee* (New York: The New Press, 1996), 1-35, 112-148.
 - *We Shall Remain, Episode V: Wounded Knee* (PBS: The American Experience, 2009), part 1.
 - *The Lone Ranger Aqua Velva* commercial (1970s)
 - Johnny Carson interviews Tonto (1973)

April 7

- Paul Chaat Smith and Robert Warrior, *Like a Hurricane: The American Indian Movement from Alcatraz to Wounded Knee* (New York: The New Press, 1996), 218-244, 269-279.
- Marlon Brando, “That Unfinished Oscar Speech,” March 27, 1973.
 - *We Shall Remain, Episode V: Wounded Knee* (PBS: The American Experience, 2009), part 2
 - “Keep America Beautiful” commercial (1971)

Week 13 – The New Face of Sovereignty: Casinos and Court Cases

April 12

- Jessica Cattelino, “Casino Roots: The Cultural Production of Twentieth-Century Seminole Economic Development” in Brian Hosner and Colleen O’Neill, eds., *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century* (Boulder: University of Colorado Press, 2004), 66-90.
- Duane Champagne, “Tribal Capitalism and Native Capitalists: Multiple Pathways of Native Economy” in Brian Hosner and Colleen O’Neill, eds., *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century* (Boulder: University of Colorado Press, 2004), 308-329.
 - *California’s “Lost” Tribes*, “California and the American Dream” (PBS, 2005).

April 14

- *Minnesota v. Mille Lacs Band of Chippewa Indians*, 1999.
- Donald L. Fixico, “Chippewa Hunting and Fishing Rights in the Great Lakes,” *The Invasion of Indian Country in the Twentieth Century: American Capitalism and Tribal Natural Resources* (Boulder: University Press of Colorado, 2012), 103-122.
- Patty Loew, “Hidden Transcripts in the Chippewa Treaty Rights Struggle: A Twice-Told Story. Race, Resistance, and the Politics of Power,” *American Indian Quarterly* Vol. 21, No. 4 (Autumn, 1997), 713-728.

Week 14 – Toward a New Millennium and Back Again

April 19

- Jacquelyn Kilpatrick, “The Sympathetic 1980s and 1990s” in *Celluloid Indians: Native Americans and Film* (Lincoln: University of Nebraska Press, 1999), 101-177.
 - *Last of the Mohicans* (1992)

April 21

- *Last of the Mohicans* (1992)

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

April 26

- Paige Raibmon, *Authentic Indians: Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast* (Durham: Duke University Press, 2005), 1-14.
- Philip J. Deloria, “The Secret History of Indian Modernity,” *Indians in Unexpected Places* (Lawrence: University of Kansas Press, 2004), 224-240.
 - *Smoke Signals* (1998)

April 28 = FINAL PAPER DUE

- *Smoke Signals* (1998)

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