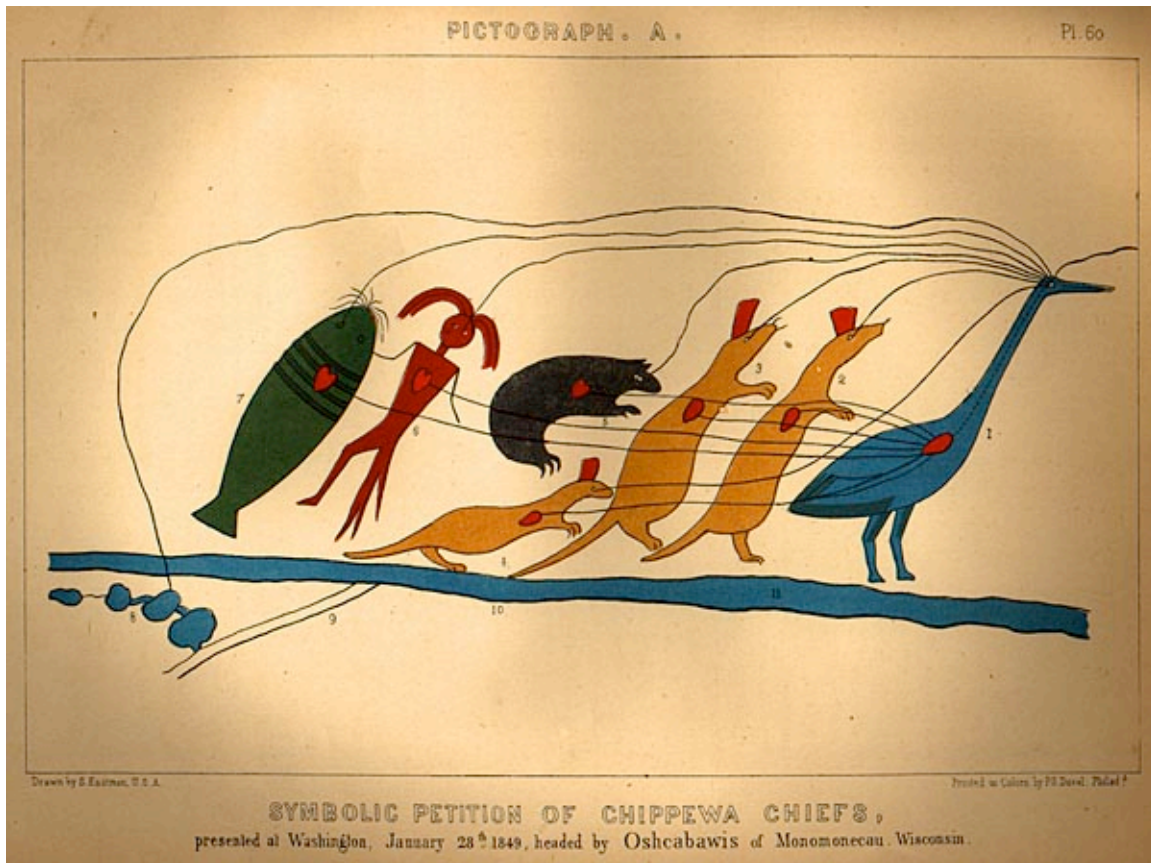


History/American Indian Studies 490 American Indian History

Instructor: Doug Kiel
Class Period: MWF 1:20-2:10, Humanities 1651
Office: Humanities 5265
Office Hours: Wednesday, 2:30-4:30pm
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COURSE DESCRIPTION

Long ignored and romanticized, in recent years American Indian history has become one of the most dynamic and prolific fields of historical inquiry. This course will provide an overview of the prevailing economic, political, and socio-cultural trends that shaped American Indian populations from the eve of Native-newcomer contact in 1492 through the twentieth century. While there is certainly not adequate space within a single semester to explore every major episode in America's indigenous past, we will investigate the most formative developments. We will explore the continent's diverse inhabitants, their encounters and mingling with one another, the "new worlds" they created with various newcomers, and their competing visions for what is now known as the United States. We

will emphasize the complex processes of adaptation, resistance, renewal, and change, and will historicize the enduring challenges facing American Indians in modern U.S. society.

Themes that will recur throughout the course are the ramifications of Indians' unique legal relationship with the United States as "domestic dependent nations"; the diverse range of individual and tribal experiences; how we interpret and tell stories about the Indian past; and the meaning of Indian history to our understanding of American history and culture. Emphasis will be placed upon writing, argumentation, and acquiring the tools necessary for further historical inquiry.

ASSIGNED TEXTS

The following four books are available for purchase at the University Book Store. All other readings for the course are available on Learn@UW.

- James H. Merrell, *The Indians' New World: Catawbas and Their Neighbors from European Contact through the Era of Removal*, 20th Anniversary Edition (Chapel Hill: University of North Carolina Press, 2009)
- Frederick E. Hoxie, *Parading through History: The Making of the Crow Nation in America, 1805-1935* (New York: Cambridge University Press, 1997)
- Nancy Oestreich Lurie, ed., *Mountain Wolf Woman, Sister of Crashing Thunder: The Autobiography of a Winnebago Indian* (Ann Arbor: University of Michigan Press, 1961)
- Charles Wilkinson, *Blood Struggle: The Rise of Modern Indian Nations* (New York: W.W. Norton, 2006)

COURSE REQUIREMENTS

1. **Attendance:** this course requires faithful attendance in course lectures, film screenings, and regular participation in class discussions. Notes from missed lectures should be obtained through classmates.
2. **Image Paper:** the class will be divided into groups for this assignment. The objective of each group is to visit the Wisconsin Historical Society and locate a visual document about Indians. It can be a photograph, a drawing, a painting, or an advertisement—whatever you locate that you find most interesting. As a group, you will bring into the class a copy of your image will turn in a short paper (limited to 2 pages) that you drafted collectively. In this paper, you will reflect on what this image says about American attitudes towards Indians, considering whether the image is hostile, caricatured, sympathetic, and so on.
3. **Winter Count Paper:** the class will be divided into groups again for this assignment. As a group, you will visit the Smithsonian Institution's interactive website about Lakota winter counts <http://wintercounts.si.edu/flashindex.html>. As a group, you will navigate the website's various functions to learn about the Lakota people and the tradition of making winter counts. You will turn in a short paper (limited to 2 pages) that you drafted collectively. In this paper, you will provide a brief review of

the website's effectiveness and will consider the broad historical insight that scholars can gain from analyzing winter counts.

4. **Book Review:** everyone will write a review (5-6 typed, double-spaced pages) of Frederick Hoxie's *Parading through History*. Your book review should evaluate the author's central claims, and identify what you consider to be the three most important moments/developments in the book. Beyond providing an overview of the contours of the book, you should also offer your evaluation of the effectiveness of the text and its arguments. To support your analysis of this text, you will be expected to draw upon the larger body of knowledge that you have about the period in which the narrative is set: that is, you will buttress your analysis with the inclusion of material learned from course lectures and related readings. You will also be required to seek out an additional source that is related to the book you have selected. Your source can be *primary* (a newspaper account, a first-hand journal, a photograph or painting, government document, personal correspondence, etc.) or *secondary* (an academic journal article, book, museum exhibit, etc.) Whichever type of source you choose, your task will be to evaluate how this source adds to your understanding of the book and either supports the book's central arguments, or provides an important counter-point. The purpose of this assignment is to engage in scholarly dialogue.
5. **Exams:** there will be two exams, a Midterm and a Final. The objective portions of the exam will cover each half of the course. The final exam will also require you to write a comprehensive essay response covering the course as a whole.
6. **Film Reviews:** some students are enrolled in the course for 3 credits, and others are enrolled for 4 credits. **Students enrolled in 4 credits are required to write a film review (4-5 typed, double-spaced pages).** In addition to a brief summary, your film review should primarily feature your intellectual reactions and reflection upon what you have learned. When possible, your film review should make connections to the course readings and lectures. You may choose from one of the films listed below. Reviews of foreign indigenous films should be comparative in nature. Other films may be approved for extra credit upon consultation with the instructor. **Film reviews may be turned in at any time throughout the semester, with a final deadline of Friday, April 30th.**

EXTRA CREDIT OPTION: everyone (regardless of whether you are enrolled in 3 credits or 4) has the opportunity to potentially enhance their course grade by writing an extra credit film review (limited to 2 pages). Extra credit reviews will not be graded, but will be marked using a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ system and will be factored into the calculation of your final grade. While you are encouraged to watch as many of the films below as possible throughout the semester, you may only write a review of one of them for extra credit. **Please note that students enrolled in 4 credits must complete their *required* film review before submitting an extra credit review.** Extra credit film reviews may be turned in at any time throughout the semester, with a final deadline of Friday, April 30th.

- ***Bury My Heart at Wounded Knee*** (Director: Yves Simoneau, 2007)
Available at Madison Public Library

- ***The Business of Fancydancing*** (Director: Sherman Alexie, 2003)
Available at UW College Library and Madison Public Library
- ***The Fast Runner**** (Director: Zacharias Kunuk, 2002) [*Inuit film, Nunavut, Canada*]
Available at UW College Library, Am. Indian Studies Program, and Madison Public Library
- ***Frozen River*** (Director: Courtney Hunt, 2008)
Available at UW College Library and Madison Public Library
- ***Little Big Man*** (Director: Arthur Penn, 1970)
Available at UW College Library and Madison Public Library
- ***Once Were Warriors**** (Director: Lee Tamahori, 1995) [*Maori film, New Zealand*]
Available at Madison Public Library and through UW System search
- ***Pow Wow Highway*** (Director: Jonathan Wacks, 1989)
Available at UW College Library, Am. Indian Studies Program, and Madison Public Library
- ***Rabbit-Proof Fence**** (Director: Phillip Noyce, 2002) [*Aboriginal film, Australia*]
Available at Madison Public Library and through UW System search
- ***Skins*** (Director: Chris Eyre, 2002)
Available at UW College Library, Am. Indian Studies Program, and Madison Public Library
- ***Smoke Signals*** (Director: Chris Eyre, 1998)
Available at UW College Library, Am. Indian Studies Program, and Madison Public Library
- ***Whale Rider**** (Director: Niki Caro, 2003) [*Maori film, New Zealand*]
Available at Madison Public Library and through UW System search

GRADES

Your final grade will be determined according to the following criteria. Since students enrolled in the course for 4 credits are required to write an additional paper (film review), the grade distribution is slightly different for 3-credit students than it is for 4-credit students:

For students enrolled in 3 credits:

- Image Paper 10%
- Midterm Exam 25%
- Winter Count Paper 10%
- Book Review 25%
- Final Exam 30%

For students enrolled in 4 credits:

- Film Review 10%
- Image Paper 5%
- Midterm Exam 25%
- Winter Count Paper 5%
- Book Review 25%
- Final Exam 30%

WEEK ONE: Introductions (5 pages)

- January 20 Course Introduction
- January 22 Interpreting the Indian Past
- Readings: Ned Blackhawk, "Look How Far We've Come: How American Indian History Changed the Study of U.S. History in the 1990s," *Organization of American Historians Magazine of History*, Vol. 19, No. 6 (November 2005): 13-17

WEEK TWO: Before and After Columbus (98 pages)

- January 25 An Introduction to UW's American Indian History Resources
(Guest Lecture by Christina Johnson and Omar Poler)
- January 27 Native North America Before Columbus
- January 29 Invasion, Disease, and Global Exchange
- Readings: Merrell, *The Indians' New World*, vii-91
*Introduction to new 20th anniversary edition also on Learn@UW

WEEK THREE: Imperial Dreams (100 pages)

- February 1 Building a Spanish Empire in North America
- February 3 Arrivals: The English, French, and Dutch
- February 5 In-Class Film: "We Shall Remain: After the Mayflower"
- Readings: Merrell, *The Indians' New World*, 92-191

WEEK FOUR: New Worlds in Peace and War (90 pages)

- February 8 Creating Middle Grounds: Cultural and Economic Exchange
- February 10 War, Diplomacy, and Captivity
- February 12 **Class Discussion of Image Assignment and *Indians' New World*
(Image Papers Due in Class)**
- Readings: Merrell, *The Indians' New World*, 192-281

WEEK FIVE: Nations Divided, Nations United (10 pages)

- February 15 Horses, Guns, and Bison: The Transformation of the Plains

February 17 Wisconsin Historical Museum: Representations of Indian History
(No Lecture, Visit Museum)

February 19 Building a Nation, Forging Relationships

Readings: Saukamappe, "An Account of the Arrival of Horses, Guns, and Smallpox" (1787)

Mary Jemison's Memory of the Revolution (1775-1779) / The Treaty of Fort Stanwix (1784)

Joseph Brant on Civilization (1789)

WEEK SIX: Resistance

February 22 In-Class Film: "We Shall Remain: Tecumseh's Vision"

February 24 **MIDTERM EXAM REVIEW SESSION**

February 26 **MIDTERM EXAM**

Readings: *None assigned*

WEEK SEVEN: Facing West (95 pages)

March 1 Before and After Lewis and Clark

March 3 Westward Expansion, Removal, and the Marshall Trilogy

March 5 In-Class Film: "We Shall Remain: Trail of Tears"

Readings: Hoxie, *Parading through History*, 1-95

WEEK EIGHT: Power Shifts (99 pages)

March 8 Empire, Civil War, and Uprising

March 10 The Struggle to Endure:
American Indian Policy and Self-Determination in Colorado
(*Guest Lecture by Skott Vigil*)

March 12 Reservations and Responses to U.S. Colonialism
Class Discussion of Winter Count Assignment
(Winter Count Papers Due in Class)

Readings: Hoxie, *Parading through History*, 96-194

WEEK NINE: Reservation Americanization (100 pages)

March 15 In-Class Film: "We Shall Remain: Geronimo"

March 17 Protestant Reformers and Boarding Schools

March 19 Reservation Cultures and New Leaders

Readings: Hoxie, *Parading through History*, 195-294

WEEK TEN: Visions of Reform (84 pages)

March 22 Emerging from Depression: The Paths to Reform

March 24 **Class Discussion of *Parading through History***

March 26 **No Class: Work on Book Reviews**

Readings: Hoxie, *Parading through History*, 295-378

WEEK ELEVEN

March 29-April 2 *SPRING BREAK*

WEEK TWELVE: The Pendulum Swings (108 pages)

April 5 Economic Incorporation & Indigenous Resistance in Hawai'i and Alaska

April 7 Fighting Abroad, Fighting at Home: WWII and Policy Shifts During the Cold War Era

April 9 **Class Discussion of *Mountain Wolf Woman*
(*Parading through History* Reviews Due in Class)**

Readings: Lurie, *Mountain Wolf Woman*, 1-108

WEEK THIRTEEN: Taking Control (138 pages)

April 12 Cities, Militants, and the Resurgence of Pan-Indian Identity

April 14 In-Class Film: "We Shall Remain: Wounded Knee"

April 16 Acting Sovereign in the 1970s and 80s

Readings: Wilkinson, *Blood Struggle*, ix-128

WEEK FOURTEEN: Rebuilding Native Nations (140 pages)

April 19 Contemporary Legal Challenges
(*Guest Lecture by Jim Schlender*)

April 21 Survival, Revival, and Change

April 23 Sovereignty and Indian Nationhood: The View from Crow Country
(Guest Lecture by Melissa Holds the Enemy)

Readings: Wilkinson, *Blood Struggle*, 129-268

****Saturday, April 24: Optional Field Trip to Aztalan State Park, from 10am-12:30pm
DRIVERS NEEDED****

WEEK FIFTEEN: Old Problems, New Solutions (113 pages)

April 26 Tribal Newspaper Exercise: Historicizing Contemporary Problems

April 28 Treaty Conflict and Public Education:
The Origins and Outcomes of Wisconsin's Act 31
(Guest Lecture by J.P. Leary)

April 30 **Class Discussion of *Blood Struggle*
(Last Day to Submit Film Reviews)**

Readings: Wilkinson, *Blood Struggle*, 271-383

WEEK SIXTEEN: Toward a Global View (37 pages)

May 3 In-Class Film: "In the Light of Reverence"

May 5 Course Conclusions:
American Indian Studies and Global Indigenous Perspectives

May 7 **FINAL EXAM REVIEW SESSION**

Readings: United Nations Permanent Forum on Indigenous Issues, "Who are
Indigenous Peoples?"

José Barreiro, "Indigenous into the 21st Century," from *Basic Call to
Consciousness*, 126-131

Steven Salaita, "Dreamcatchers on the Last Frontier," from *The Holy
Land in Transit: Colonialism and the Quest for Canaan*, 169-182

United Nations Declaration on the Rights of Indigenous Peoples

Sunday, May 9: FINAL EXAM, 10:05-12:05