

University of Wisconsin-Madison  
HIST/AMERIND 190 001  
Intro to American Indian History  
Spring 2023  
Mondays/Wednesday 4:00-5:15pm  
Humanities 1641

Professor Sasha Maria Suarez

Office Hours: Mondays, Wednesdays 1:00-3:00pm, and remotely by appointment

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Discussion Sections:

DIS 301	Mondays	5:40-6:30pm	2125 Mosse Humanities Building
DIS 302	Tuesdays	8:50-9:40am	2631 Mosse Humanities Building
DIS 303	Tuesdays	9:55-10:45am	2631 Mosse Humanities Building
DISS 304	Tuesdays	11:00-11:50am	2631 Mosse Humanities Building

American Indian history is expansive, complex, and deeply entwined with United States history. The breadth of any American Indian history course must acknowledge the centuries of history existing in the Americas prior to European colonization. So too, it must, tackle centuries of history since European and American colonization, accounting for myriad methods of colonization employed by different nations *and* provide substantial American Indian/Indigenous perspective in its analysis. As such, this course is designed as a broad survey course that is organized in chronological units that consider European and American policies and ideologies regarding this land's Indigenous peoples.

This course is divided into 3 units which follow a loose chronological trajectory. While we will always aim to examine history through Indigenous perspectives, we will also spend substantial time examining settler colonial practices and policies in "Indian Affairs," as these have tremendous impact on history. The units will overlap and should be understood as interrelated.

Since this course seeks to cover a wide span of time (roughly from the 1400s through the 1900s), we will focus in on specific localized histories as they relate to overarching international and federal Indian policies. For example, we will examine the creation of European international borders in North America by examining both the Northeast and Texas and the early Southwest. Similarly, we will look at removal in the Northeast and Great Lakes region while also considering how federal Indian removal operated in the case of the Cherokee, Chickasaw, Creek, Choctaw, and Seminole. Our readings and

lectures will work in tandem to create a picture of how federal Indian policy was enacted, perceived, and utilized on the ground.

Please keep in mind that we cannot cover everything in this course. There will, understandably, be geographical gaps in the content we cover over the course of the semester. The goal of this class is to provide you with a good understanding of how American Indian peoples responded to international, national, and local policies and practices designed to deal with the ubiquitous “Indian problem” that foreign (and later domestic) powers were and are consistently confronted with when dealing with Indigenous peoples of the Americas. I encourage you to consider continuing your learning about American Indian history by taking other courses offered by the History Department or the American Indian Studies Program.

### **Course Requirements and Goals**

This course is an undergraduate introductory survey and 3-4 credit course that fulfills the Ethnic Studies Requirement and qualifies for the humanities or social science breadth. Throughout this course you will learn how to critically analyze American Indian/Indigenous historical perspectives and you will consider the cultural perceptions, practices, and structures of Indigenous nations and peoplehood as they exist in relation to and separate from the United States. By the end of this course you will learn how to:

- Catalog the historical events, structures, and themes which historians have identified as foundational to the field of American Indian history
- Deploy interdisciplinary Indigenous studies frameworks, theoretics, and methodologies in the analysis of historical events, structures, and themes to prioritize Indigenous worldviews and perspectives on American Indian history
- Interpret the continuities and shifts in the lives of various Native peoples, communities, and nations in relation to political, cultural, and material conditions in U.S. history using terminology used within the field of American Indian history to describe processes (such as racialization) and structures (such as settler colonialism)
- Discuss tribal sovereignty and processes of racialization, which impact the historical experiences and contemporary struggles facing Native nations and peoples in the United States.
- Analyze historical sources to curate a collection that draws on both Euro-American and Native ways of knowing the past.

### **Expectations**

This is a 4 credit course with a lecture portion that meets for 1 hour and 15 minutes two time a week. Sections meet weekly for 50 minutes. As per university credit-hour policy (45 hours per credit over 15 weeks), you should expect to spend approximately 7 hours per week outside of class reading, writing, completing assignments, and preparing for discussions.

### **Office Hours**

My office hours will be held in person twice weekly on Tuesdays and Thursdays from 11:00pm to 3:00pm .Additional remote office hours may be held on an as needed basis during the course of the

semester and will be announced in class and on Canvas. You may also ask to schedule a separate time to meet by emailing me (**at least 36 hours in advance**). By appointment meetings will be held via Zoom unless otherwise arranged.

To attend your Teaching Assistant’s office hours, please refer to their schedule listed above or in your discussion section syllabi.

### **Required Readings**

Frederick E. Hoxie, *This Indian Country: American Indian Activists and the Place They Made* (New York: Penguin Press, 2012).

There are limited used copies of this book at the University bookstore, but you can also purchase it as an eBook through [VitalSource](#) or through Amazon for 15.99.

\*\*Additional readings in the form of articles, book excerpts, or other media will be made available on Canvas as PDFs, links to external websites (news media, YouTube, PBS, etc.), or links to UW-Madison Library access pages. You will need to sign into your wisc.edu account to fully access the last of these options.\*\*

### **Grading**

<b>Assignment</b>	<b>Points (out of 200)</b>	<b>Percentage of Total Grade</b>
Discussion Section	40	20%
Indigenous Midwest Short Assignment	10	5%
Midterm Exam	50	25%
Final Exam	50	25%
Digital Research Collection <i>3 Primary Source Analyses</i> <i>Final Project</i>	<u>50</u> <i>10 each</i> <i>20</i>	25%

#### *Grading Scale*

A	185-200	93-100%
AB	175-184	88-92%
B	165-174	83-87%
BC	155-164	78-82%
C	140-154	70-77%
D	120-139	60-69%
F	0-119	0-59%

## **Assignments**

### **Attendance**

While attendance is not part of your overall grade for lecture, you will need to attend class regularly to do well in this course. Lectures will not be recorded, lecture notes will not be provided, and though PowerPoint slide may be uploaded, they may not contain important elements of the lectures I give verbally. **You are required to attend discussion sections (see below)**. For more information on attendance, please refer to the “classroom policies” section later in this syllabus.

### **Discussion Sections**

You are required to attend discussion sections as attendance *and* in-class participation make up 20% of your final grade. This means you will need to keep up with the readings and regularly attend sections to receive points. Please always consult your TA and your discussion section syllabi for specifics on how you will be graded in discussion sections.

### **Indigenous Midwest Short Assignment**

In the first half of the semester, you will be assigned a short worksheet assignment that asks you to explore Indigenous histories of different parts of what is today recognized as the U.S. Midwest. You will be given access to digital, public, or oral history resources and you will examine, explore, and/or engage with these resources to reflect on Indigenous histories of the places we currently live *and* to reflect upon your own understandings of these places.

### **Exams**

You will take 2 exams on Canvas during the course of this semester. These exams are composed of multiple choice, fill-in-the-blank, and true/false questions and short essay responses. You will be able to take your exams in class, but you may also choose to “take home” your exams. Each exam will be timed and will have a short window of time during which you must complete the exam or receive an automatic zero. Though these exams can be considered “open book” please be aware that you will not have enough time to complete exam without prior studying and it is up to you to keep track of the time limits for each exam.

Exceptions will be made regarding the time limit given prior communication about accommodation. If your internet should fail you during the exam, please contact your TA and myself as soon as possible. Your midterm and final due dates are listed below.

*Midterm:* Friday, March 10, 12:00am-11:59pm

*Final:* Thursday, May 11 2:45-4:45pm

### **Digital Research Collection**

During our semester together, you will develop analytical skills through in-class examination of primary source documents in lecture and in discussion sections. Using these analytical skills you will create your own “digital research collection” of 3 primary sources that includes a brief introduction about your sources, a short analysis, supporting evidence from scholarly sources (peer reviewed journal articles, monographs/books, etc.), and proper citations in Chicago Manual of Style (CMS). This project is spread out over the course of the semester, with your final collection due at the end of the semester. A full assignment handout is available on Canvas, but a brief outline is provided here.

### *Choosing a Region*

Your primary sources will be centered around specific “regions” or tribal nations within geographic areas of what is now recognized as the United States. This will help you narrow down your pool of primary sources and allow you to learn more about specific tribal nations or areas you most want to learn about. You will sign up for a “region” you are interested in early in the semester.

### *3 Primary Source Analyses*

There will be 3 separate due date period for your primary source analyses over the course of the semester. Each due date period will span 2 week and you may turn in your analysis any time within that period; turning in the analysis after this period has closed will result in the assignment being marked late and your grade and feedback will returned when your TA is best able to get to it. These analyses should be short (500-600 words) and will be graded on succinctness, efficient delivery of contextual information, and a thesis statement derived from your own personal analyses of the document itself and your knowledge derived from lecture, sections, and readings.

Due Date Periods:

Primary Source Analysis 1: Weeks 5 and 6 – assignment due no later than February 24 at 11:59pm

Primary Source Analysis 2: Weeks 10 and 11 - assignment due no later April 7 at 11:59pm

Primary Source Analysis 3: Weeks 13 and 14 - assignment due no later April 28 at 11:59pm

### *Final Project*

Your final project will be a revision of your 3 primary source analyses that includes a short introduction and additional contextual information that connects your chosen sources around a course topic or theme (i.e. Indian removal, Indigenous resistance, etc.). Your final project will submitted on Canvas *and* it will be uploaded to a class website.

*Extra Credit: There may be extra credit opportunities throughout the semester. These opportunities will only be able to boost your grade if you are on the cusp (within .5 percentage points) of the next grading increment. You are only permitted to complete one extra credit assignment during the semester. You will receive announcements about extra credit opportunities and information throughout the semester on Canvas.*

## **Classroom Policies**

### ***Course Modality:***

*This is an in-person class and requires consistent attendance. We will use Canvas as an online component only for readings, assignments, and exams.*

**Canvas:** Our course site will contain all of our external readings, assignment drop boxes, and discussion forums, etc.

### **Technology Policy**

Laptops and tablets are permitted for note-taking and accessing course materials in lecture, but please be aware that your TA sits in the back of the lecture hall and will alert me to non-course related use of devices (online shopping, doing math homework, etc.). Phone are **not** permitted and should be stowed away on silent during class time. Failure to abide by these policies will receive a warning. If

you are still using your devices for non-class related matters or are on your phone after receiving a warning, you will be asked to leave lecture. In cases of emergency (family matters, childcare, etc.), please communicate with myself or your TA at the beginning of class so we are aware you may need to step outside.

Please note that this technology policy is only applicable to lecture and not discussion section which has its own tech policy and consequences for improper use of technology during class.

### **Communication**

Since your TA is the member of our teaching team that you directly engage with on a regular basis, you should plan to email them with questions related to discussion section-related matters, assignments and grading. Your TA will always check in with me before answering if any assignments need clarification. Please be aware that I do not actively check email on weekend or after 6pm on weekdays, which means you may not immediately receive an answer. While I am always happy to discuss anything course-related (among other topics), please plan accordingly with this knowledge. It is best practice to check the syllabus if you have general questions (i.e. “when is the exam?”). All emails will receive responses within 48 hours based upon urgency of the matter at hand. When emailing **please include the course number (HIST or AIS190) as I teach more than one course and this saves me time figuring out which class you are enrolled in.**

### **Attendance**

It is your responsibility to attend lecture regularly to receive the information needed to do well in this class. You do not need to contact me or your TA for absences or illnesses, but you may email in extenuating circumstances (reasons you might miss 1 or more lecture) to discuss temporary accommodations. If you miss a lecture, please plan to obtain notes from a classmate as neither I nor your TA will provide lecture notes or tell you what you missed in class.

You are expected to attend discussion sections every week. You are allowed one unexcused absence over the course of the semester. Section attendance policies are outlined in the syllabus provided by your TA. Again, please refer to specific attendance policies for sections as they differ from lecture policies.

### **Lateness:**

Life happens. Sometimes buses are late or classes across campus run a bit longer than you expected. You should still come to class, but please be as mindful as possible so as not to distract your peers.

### **Late assignments**

Each day an assignment is late, your grade will be reduced by 5%. Keep in mind that this deduction is based off the grade you initially receive. For instance, if your assignment receives a 95%, but is 1 day late, it will drop to a 90%, 2 days late will drop to an 85%, etc. All deductions are made automatically in Canvas. If the assignment has not been turned in within a week, you will receive a 0. If you need an extension, please speak with your TA as soon as possible. Assignments that are late due to illness or other extenuating circumstances will be counted as submitted on time so long as we have discussed a possible timeline to completion.

### **Contesting assignment or exam grades**

You will be asked to wait 48 hours after receiving a grade on an assignment or exam before emailing your TA or myself about your grade. Please carefully look over the assignment and/or exam and see if there are clear indications therein why you received the grade you received. If after 48 hours you still want to discuss your grade, please email your TA. Though it is highly discouraged, if you are seeking to get a grade change, please be aware that I will re-grade, but you risk receiving a lower grade than initially earned. Re-grading is final.

For exams specifically, unless there is a clear mistake in the question or the correct answers on Canvas, we will not be arguing the validity of correct answers. Please wait to discuss exam questions until your entire exam grade (including short responses) has been released as manual changes to grades may occur based upon Canvas glitches for questions that are multiple choice, multiple answer, true/false, etc.

### **Course Content**

This course examines history from American Indian and Indigenous perspectives. It is important to remember that this history has real meaning and consequences to others in our classroom. As such, while we will have serious and analytical conversations throughout the course of the semester, it is important that each of us strive towards thoughtful language when discussing Indigenous peoples.

### **COVID-19 and Other Illnesses**

It is up to you to assess your own health and ability to attend lecture and/or discussion sections. If you are feeling ill, have been exposed to COVID-19, or have tested positive for COVID-19, please do not come to class. Makeup assignments will be made available for sections and attendance is not taken in lecture (see attendance policy above). Though masks are not required per University policy, if you have been exposed or test positive for COVID-19, you are encouraged to monitor symptoms and testing (if possible) and to make your own decisions about attending class and/or wearing a face mask.

*Academic Honesty and Integrity:* All students are expected to abide by UW-Madison's policy for academic honesty and integrity. Plagiarism, cheating, and other forms of student misconduct can result in disciplinary action including but is not limited to failure on the assignment/course, disciplinary probation, or suspension. For more information, refer to the following:

- [conduct.students.wisc.edu/misconduct/academic-integrity/](https://conduct.students.wisc.edu/misconduct/academic-integrity/)
- [conduct.students.wisc.edu/academic-misconduct/student-resources/](https://conduct.students.wisc.edu/academic-misconduct/student-resources/).

*Sexual Harassment and Sexual Violence:* UW-Madison's [policies prohibit sexual harassment and sexual violence](#). Any incidents within the classroom will be taken seriously. Please note that under Title IX, I am required to report disclosure of sexual assault. Any such disclosure will remain private, but reports made to the Title IX office are not confidential. For more information on reporting policies, please refer to <https://compliance.wisc.edu/titleix/reporting-response-options/>.

*Harassment and Discrimination:* Absolutely no discrimination or harassment will be tolerated in the classroom. We will be addressing very difficult and sensitive topics and while some disagreement may

happen, any personal attacks are strictly prohibited. As per policy at UW-Madison in compliance with that set by the Board of Regents for the University of Wisconsin system, any allegations may be submitted to the Office of Compliance (<https://compliance.wisc.edu/eo-complaint/>).

*Diversity and Inclusion Statement:*

**Diversity** is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

**Resources:**

*University Health Services (UHS):* The no-cost mental health services at UHS include individual, couple/partner, group counseling, campus-based programming, stress management, and psychiatry services. UHS offers crisis services, which are available 24/7. Visit <https://www.uhs.wisc.edu/mental-health/> or call 608-265-5600 for more information. Please refer to their page for updated COVID-19 information regarding their current operations.

*Accommodations for Students with Disabilities McBurney Disability Resource Center:* The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work directly with you, your TA, and in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

*Writing Center:* <https://writing.wisc.edu/>

*History Lab:* <https://history.wisc.edu/undergraduate-program/the-history-lab/>

The History Lab is a resource center for undergraduate students studying, researching, and writing about the past. It is staffed by experienced graduate students from the Department of History. Through individual tutoring, the Lab focuses on honing students' abilities to form topics, conduct research, develop arguments and thesis statements, cite evidence, and write effectively. The lab is equipped to support challenges faced by English-language learners.

## Schedule

This schedule includes readings, assignment due dates, exam dates, and approximations of weekly lecture topics and/or themes. Please be aware that this schedule is subject to change and I reserve the right to alter any content below with advance notice.

*\*\*A note on readings: You should complete all scholarly and primary source readings for each week prior to the time your discussion section meets. Readings per week may seem like a lot of reading, but remember that you have a week to read all listed materials prior to class. Make sure to manage your time wisely when reading and keep in mind the length of each assigned piece.\*\**

### **Week 1: Introductions**

January 25: Introductions, Positionality and American Indian History

*\*\*no sections this week\*\**

### **Week 2: Key Terms, Concepts, and Methods**

January 30: Key Terms and Concepts

February 1: Methods of American Indian History

*\*\*Sections begin this week\*\**

#### Readings

- William Bauer, Jr., "Oral history," in *Sources and Methods in Indigenous Studies* pp. 160-168
- Margaret Kovach, "Situating Self, Culture, and Purpose in Indigenous Inquiry," in *Indigenous Methodologies* pp. 109-120
- Jean M. O'Brien, "Historical Sources and Methods in Indigenous Studies: Touching on the Past, Looking to the Future," in *Sources and Methods in Indigenous Studies* pp.15-22
- Zada Ballew, "[On Listening: A Reflection on the Challenges and Opportunities of Writing Native Histories of UW-Madison](#)," Public History Project

## **Native Worlds, Colonial Border and Frontiers**

This unit comprises of two important elements: Indigenous histories prior to 1492 and Indigenous historical relationships with European and American nationhood in what is now the United States.

Though much history exists prior to 1492, limited textual knowledge exists to examine the Indigenous societal and cultural structures that defined life of the Americas. Readings in this unit are predominantly selected to help us to re-think how we engage with the beginning of colonization.

### **Week 3: Rethinking Discovery**

February 6: The Doctrine of Discovery and Defining Colonization

February 8: The Spanish within Indigenous Geographies

#### Readings

- Juliana Barr, "Beyond the 'Atlantic World': Early American History as Viewed from the West," *Magazine of History* 25:1 (2011), pp. 13-18
- Susanah Shaw Romney, "Settler Colonial Prehistories in Seventeenth-Century North American," *William and Mary Quarterly* 76:3 (July 2019), pp. 375-382

- Jeffrey Ostler, *Surviving Genocide*, pp. 11-17
- Damon B. Alkins and William J. Bauer, “Beach Encounters: Indigenous People and the Age of Exploration, 1540-1769,” in *We Are the Land: A History of Native California*, pp. 36-58

#### Primary Sources

- [Inter Caetera](#), 1493

### **Week 4: “Contact” from Native Perspectives**

February 13: Complicating French and Dutch Colonialism

February 15: Myth-busting English Empire

#### Readings

- Jeffrey Ostler, *Surviving Genocide*, pp. 17-43
- Ostler, “Locating Settler Colonialism in Early American History,” *William and Mary Quarterly* 76:3 (July 2019), pp. 443-450

#### Primary Sources

- Haudenosaunee Oral Histories: [The Great Law of Peace](#)
- Haudenosaunee Material Culture: Onondaga Nation, “[Two-Row Wampum – Gaswéñdah](#)”

### **Week 5: Inventing Federal Indian Policy**

February 20: Relations with Early American Empire

February 22: The “Indian Problem” and Early US Indian Policy

#### Readings

- Frederick Hoxie, *This Indian Country*, “Introduction” and “Erased from the Map,” pp. 1-43

#### Primary Sources

- [The Declaration of Independence](#)
- William Apess, “[Eulogy on King Philip](#),” 1836

#### Assignments

- Beginning of Primary Source 1 Due Date Period (open until the end of Week 6)

### **Week 6: Indian Removal**

February 27: The Trail of Tears and the Marshall Trilogy

March 1: Native Worlds in the Old Northwest

#### Readings

- *This Land* Season 1, Episode 4 (“The Treaty”), 32:43
- Hoxie, *This Indian Country*, “The First Indian Lawyer,” pp. 45-98

#### Primary Sources

- John Ross and the Cherokee Nation, “Memorial and Protest of the Cherokee Nation,” 1836 [Canvas PDF]

#### Assignments

- End of Primary Source Analysis 1 Period: **Due by February 24 at 11:59pm**

## **Region-Making and Reservations**

This unit spans the 19<sup>th</sup> and early 20<sup>th</sup> century and examines treaty-making, U.S. expansion and Indigenous removal, the creation of the reservation system, policies of containment and carcerality throughout the Indian Wars and how policy shifted towards assimilation at the turn of the century.

While we discuss how U.S. laws, policies, and practices impacted Native nations, we will also examine Indigenous resistance across the 1800s.

### **Week 7: Removal, Reservations, Resistance**

March 6: U.S.-Dakota War

March 8: Carcerality and Containment as Federal Indian Policy

March 9: Optional Midterm Review session TBA

#### Readings

- Hoxie, *This Indian Country*, “The Mountaintop Principality of San Marino,” pp. 99-141
- Damon B. Alkins and William J. Bauer, “Native Spaces: Sacramento,” and “‘The White Man Would Spoil Everything’: Indigenous People and the California Gold Rush, 1846-1873,” in *We are the Land: A History of Native California*, pp.121-160

#### Primary Sources

- Frances Densmore, “A Sioux Woman’s Account of the Uprising in Minnesota,” 1934 – drawn from the memories of Wicapehwestewin or Good Star Woman [Canvas PDF]

#### Assignments

- **Midterm Exam: opens March 10 at 12:00am, closes March 10 at 11:59pm**

**Week 8: NO CLASS – SPRING BREAK**

### **Week 9: Assimilation Policy and Reading Resistance**

March 20: Introducing Assimilation Policy – Boarding Schools

March 22: Boarding Schools

#### Readings

- Hoxie, *This Indian Country*, “The Winnemucca Rules,” pp. 143-178
- [“Survivors of Native American Boarding Schools Discuss Dark History in the US,” NBC Nightly News \[20:41\]](#)

#### Primary Sources

- Richard Henry Pratt, “[The Advantages of Mingling Indians Among Whites](#),” 1892

#### Assignments

- Indigenous Midwest Assignment: **Due March 22 by 11:59pm**

### **Week 10: Allotment and Empire**

March 27: “The White Earth Tragedy” and Allotment Policy

March 29: An Abbreviated Study of US Territories

#### Readings

- Jean O’Brien, “Making Mahnomen Home: The Dawes Act and Ojibwe Mobility in Grandma’s Stories,” in *Allotment Stories: Indigenous Land Relations under Settler Siege*, pp. 35-46
- Hoxie, *This Indian Country*, “The U.S. Court of Claims,” pp. 181-223

#### Primary Sources

- [Dawes Act](#), 1887 – *transcript about a quarter down webpage*
- “[Andy Favorite and Larry Aitken on Ojibwe Blood Quantum at White Earth Tribal College](#),” 2006

### Assignments

- Beginning of Primary Source 2 Due Date Period (open until the end of Week 11)

## **Reading Resistance through the Twentieth Century**

Building upon the previous unit, our final unit takes up the question of Indigenous resistance and self-determination from 1890 through 1990 by examining Indigenous authors, artists, activists, organizations, modern tribal governments, educators, and policy and law makers. We will read a variety of primary source materials which will expand our understanding of what qualifies as Indigenous resistance throughout the 20<sup>th</sup> century and how these histories can inform the future of not only Indian Country, but of the United States itself.

### **Week 11: “The Red Man’s Rebuke” to the “Vanishing Indian”**

April 3: Self-Representation as Resistance: Columbian Exposition

April 5: Self-Representation as Resistance: Society of American Indians

#### Readings

- Kelly Wisecup, “Chapter 5 – Reading Colonialism at the 1893 World’s Columbian Exposition,” in *Assembled for Use*, pp. 171-202

#### Primary Sources

- Simon Pokagon, “[The Red Man’s Rebuke](#)”

### Assignments

- End of Primary Source Analysis 2 Period: **Due by April 7 at 11:59pm**

### **Week 12: Routes to Self-Determination**

April 10: The Indian Reorganization Act and Modern Tribal Governments

April 12: Urban Indians in the Early 20<sup>th</sup> Century

#### Readings

- Hoxie, *This Indian Country*, “The Good Citizenship Gun,” pp. 225-276
- Hoxie, *This Indian Country*, “Three Indians Who Didn’t Live at Taos,” pp. 277-335

#### Primary Sources

- None

### **Week 13: Termination, Relocation, and Urban Indians Part 1**

April 17: Termination

April 19: Relocation

#### Readings

- Hoxie, *This Indian Country*, “Indian American or American Indian?” and “This Indian Country,” pp., 337-401
- Max Nesterak, “[Uprooted: the 1950s Plan to Erase Indian Country](#),” APM Reports

### Primary Sources

- Bureau of Indian Affairs, Relocation Promo Video, "[Chicago Story](#)," c. 1968

### Assignments

- Beginning of Primary Source 3 Due Date Period (open until the end of Week 14)

### **Week 14: Termination, Relocation, and Urban Indians Part II**

April 24: Takeovers and Challenges: Alcatraz

April 26: Takeovers and Challenges: Wounded Knee II

Readings:

- Kent Blansett, "San Francisco, Red Power, and the Emergence of an 'Indian City'" in *City Dreams and Country Schemes: Community and Identity in the American West*, pp. 261-283
- Chapter on the Indian Community School

### Primary Sources

- The Proclamation of Indians of All Tribes [text](#) and [video](#), November 1969
- Coalition of Tribes for Red Power, "[A Challenge to the University of Wisconsin](#)" September 1970

### Assignments

- End of Primary Source Analysis 3 Due Date Period: **April 28 at 11:59pm**

### **Week 15: "Our History is the Future": The Self-Determination Era**

May 1: Re-affirming Treaty Rights: The Walleye Wars

May 3: Why American Indian History?

*\*\*Optional Final Exam Review TBA\*\**

### Readings

- Barbara Perry and Linda Robyn, "[Putting Anti-Indian Violence in Context: The Case of the Great Lakes Chippewa of Wisconsin](#)," *American Indian Quarterly* 29:3/4 (Summer-Autumn 2005), pp. 590-625

### Primary Sources

None

**Final Exam: May 11, 2:45-4:45 in-person optional; closes May 11 at 11:59pm**

**Digital Research Collection Due: May 13, 11:59pm**