

University of Wisconsin-Madison
HIST/AMERIND 490 001
American Indian History
Spring 2021
Online Synchronous
MW 4-5:15

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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.

There are 5 units in this semester-long course: Borders and Frontiers, Region-Making and Reservations, Assimilation and Allotment, Progressivism and Self-Determination, and American Indian activism (see below for a brief explanation of these units). These units represent a loose chronological guide for how we will examine both settler colonial practices and policies in "Indian Affairs," and will also allow us to examine Indigenous perspectives in history. These units may overlap and should certainly be understood as interrelated eras, one shifting gradually into the other, but all influenced by longstanding colonial approaches to dealing with American Indians and Indianness in what is now the United States.

Since this course seeks to cover a wide span of time (roughly from the 1400s through the 1900s), we will focus in one 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.

Units

This course is divided into five units. Though these are roughly chronological there is often overlap in both time periods covered and in content. The interrelated nature of American Indian policy in the United States means that we will often carry over previous units’ ideas and concepts into our new unit. Consider these largely loose organizational containers to explain the nature of Indigenous-U.S. relations.

Unit 1: Borders 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 force us to re-think how we engage with the beginning of colonization. We will discuss the Doctrine of Discovery, Spanish, French, and British empires, and the American Revolution.

Unit 2: Region-Making and Reservations

This unit examines the 1800s and considers how U.S. expansion, Indigenous removal, and the creation of Indian territories acted as a precursor to the reservation system. Following Unit 1, we will consider how U.S. treaty laws were utilized to dispossess Indigenous nations of their lands and how U.S. popular discourse influenced policies of removal, confinement, and assimilation.

Unit 3: Assimilation and Allotment

This unit also examines the 1800s and examines how the late 19th century into the 20th century continued policies of dispossession through “civilized” assimilation on reservations. We will also discuss the Indian Wars, boarding schools, and the Gilded Age and how Indigenous peoples responded to the American notion of the vanishing and conquered Indian.

Unit 4: Progressivism and Self-Determination

This unit examines the early 20th century. We will discuss an apparent turn towards Indigenous self-determination through the Indian Reorganization Act (IRA), the Indian Citizenship Act, and more. This unit also continues our discussion from Unit 3 regarding assimilation rhetoric and practice and Indigenous responses. We will also address U.S. empire in the contexts of Hawai’i and Alaska.

Unit 5: American Indian Activism

This unit addresses the late 20th century and American Indian activism. Beginning in the years following World War II, we will examine American Indian responses to a post-IRA era of Termination and Relocation policy. Red Power, American Indian activism, and cultural responses to previous U.S. federal Indian policy are all central to this discussion. This unit will examine interdisciplinary methods of Indigenous interpretation, remembrance, and resistance to historical narratives that position them as Other.

Course Requirements and Goals

This course is an advanced undergraduate survey and 4 credit course that fulfills the Ethnic Studies Requirement. 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:

- Articulate some of the effects the past has had on present day circumstances, perceptions of, and disparities in race in the U.S.
- Recognize and question cultural assumptions, rules, and biases, and knowledge claims as they relate to race and ethnicity
- Examine questions and make decisions with consideration for the cultural perspectives and worldviews of others
- Think about Indigenous history as both a topic of inquiry and a method that requires distinct approaches to questions about the past

This is an online synchronous class and you are expected to attend lecture and participate in class discussions.

Expectations

This course's lecture portion meets for 1 hour and 15 minutes two times a week and once and discussion sections meet once weekly for 50 minutes. As per university credit-hour policy (45 hours per credit over 15 weeks), you should expect to spend approximately 12 hours per week outside of class reading, writing, completing assignments, and preparing for discussions.

Office Hours

My office hours will be held remotely through Zoom on Thursdays from 10-12 or by appointment. You will find a link to my office hours in the first module on Canvas.

If you would like to schedule a different remote meeting format, please email me.

Readings

There are two required books for this class, though one is available as an online ebook through the University of Wisconsin-Madison Library. The majority of our readings are articles or portions of books, all available through the University of Wisconsin library page or as uploaded PDFs on the course Canvas.

- Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. Lincoln: University of Nebraska Press, 1998. [Available as a ProQuest Ebook]
- Deloria, Philip J. *Indians in Unexpected Places*. Lawrence: University Press of Kansas, 2004.

Grading

Assignment	Points (out of 200)	Percentage of Total Grade
Discussion	30	15%
Short Assignments	30	15%
Digital Research Project	40	20%
Midterm	50	25%
Exam	50	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%

A note on contesting your grades:

Your TA will grade the majority of your assignments this semester. Please be aware that though I will review contested assignments, your final grade may be lower than that given by your TA based upon my review of the quality, content, and fulfillment of requirements of your assignment.

Assignments

Participation

You will need to participate in lecture and discussion sections to do well in this class. This means you will need to keep up with the readings and regularly attend lecture.

In-Class participation: The majority of your participation points will come from discussion sections. Please refer to your TA's section syllabus for details on how your participation will be graded.

Attendance: While attendance is not part of your overall grade for lecture, you will need to attend discussion sections to do well in this course. Please also be aware that to do well on exams you will need to regularly attend or watch lecture. I will be taking attendance daily as a matter of record keeping.

Short Assignments

Mapping assignment: you will complete a worksheet and 1-page right up about research conducted through the digital Native Land map.

Critical Analysis Papers: you will write two critical analysis papers that are 2-4 pages in length. (analyzing one of four provided primary sources and including 2-3 citations from course readings).

Digital Research Project

This group project requires each of you to conduct primary and secondary source research related to a specific era (as defined by this course's units). Groups will be assigned based upon discussion sections (if we do not have discussion sections we will rework parts of this project and syllabus). Each group will be assigned a specific region and time period to examine. You will each provide one primary source and a *brief* write up of your primary source (think of this as an exhibition didactic in a museum). Your group's "collection" should also have an introduction that outlines the time period (major policies and events and key players) and region (tribes involved). Each member will be graded individually on their contributions to their group's contribution to the class-wide research collection we will compile on Canvas. More information will be provided to you in a separate handout.

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 a short essay response. These exams should be considered "take home," meaning that you will have a set due date to have completed your exam. Since we are conducting this class online, you may consider this exam to be open-book but please be aware of the time limit for each exam (3 hours). Exceptions will be made regarding the time limit given prior communication about accommodation. If your internet should fail you during the exam, please contact myself or your TA as soon as possible. Your midterm and final due dates are listed below.

Midterm: Friday March 5, 11:59pm

Final: May 5, 11:59pm

Extra Credit: There may be extra credit opportunities throughout the semester. These will only be able to boost your grade if you are on the cusp of the next grading increment. You will receive announcements about extra credit opportunities and information throughout the semester on Canvas.

Classroom Policies

Online Course Information:

This is an online, synchronous course that meets for 1 hour and 15 minutes every Monday and Wednesday. We will use Canvas and Blackboard Collaborate.

Canvas: Our course site will contain all of our external readings, assignment drop boxes, and discussion forums. I will upload PowerPoints but please be aware that PowerPoints will have minimal written information. All lectures are recorded and are available via the Blackboard page on Canvas. You will be able to monitor your grade here as well.

Blackboard Collaborate Ultra: We will use Blackboard for synchronous lecture and for small group (breakout group) discussions on readings. I will assign your breakout groups and these groups may be subject to change at any point in the semester. You can access our course BB Collaborate Ultra room on Canvas. For instructions on how to gain access, please refer to kb.wisc.edu/page.php?id=63030.

I do not require that you have your camera on during lecture if you want to speak, but do encourage you to have your camera on during small group work if you feel comfortable doing so. I understand that internet connectivity and bandwidth issues occur (they happen to me too!). If you lose connection and are unable to re-enter, don't worry. Email me when possible and we can work out how to adjust or make up participation points.

Late assignments: each day an assignment is late, it will be reduced a third of a letter grade (for example: an A to an A-). If the assignment has not been turned in within a week, you will receive a 0. If you need an extension, please speak with me 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.

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.

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 conduct.students.wisc.edu/misconduct/academic-integrity/ and conduct.students.wisc.edu/academic-misconduct/student-resources/.

Sexual Harassment and Sexual Violence: UW-Madison's policies prohibit sexual harassment and sexual violence (<https://compliance.wisc.edu/wp-content/uploads/sites/102/2020/08/policy-8.17.20.pdf>). 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 syllabus statement. “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 faculty [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. Faculty [I], will work either directly with the student [you] or 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.” mcburney.wisc.edu/instructor/

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: The schedule lists when readings are due and are structured around your discussion sections. You should have completed that week's readings by Tuesday prior to your section meeting. Since readings are only listed as due on Monday, this gives you a week to complete all readings for the following week. Please make sure to manage your time wisely when reading and keep in mind the length of each assigned piece.*

Week 1: Introductions

Monday January 25	Syllabus	Readings due: <i>None</i>
Wednesday January 27	Key terms and concepts	Readings due: Jean M. O'Brien, "Historical Sources and Methods in Indigenous Studies: Touching on the Past, Looking to the Future," in <i>Sources and Methods in Indigenous Studies</i> pp.15-22

Unit 1: Borders and Frontiers

Week 2

Monday February 1	"Discovery" and European empires	Readings due: Juliana Barr, "Geographies of Power: Mapping Indian Borders in the 'Borderlands' of the Early Southwest," pp. 5-46; Susan Sleeper-Smith, "Chapter Two: Encounter and Trade in the early Atlantic World," in <i>Why You Can't Teach United States History Without American Indians</i> , pp. 26-42; Lisa Brooks, "Every Swamp is Castle": Navigating Native Spaces in the Connecticut River Valley, Winter 1675-1677 and 2005-2015," <i>Northeastern</i>	
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		<i>Naturalist</i> 24 (special Issues 7)(2017): 45-80	
Wednesday February 3	European empires		

Week 3

Monday February 8	European empires	Readings due: Susan M. Hill, "Introduction" (pp. 1-11), "Chapter One" (pp. 15-52), "Chapter Two" (pp. 53-76) <i>The Clay We Are Made of: Haudenosaunee Land Tenure on the Grand River</i> ; The Declaration of Independence; U.S. Constitution	
Wednesday February 10	The American Frontier and the Indian		Mapping assignment due

Week 4

Monday February 15	Resistance and Removal	Readings due: <i>This Land</i> episodes "4. The Treaty" (32:42)," 5. The Land Grab" (31:24); Tiya Miles, "The Lost Letter of Mary Ann Battis: A Troubling Case of Gender and Race in Creek Country," <i>NAIS</i> 1, 1 (2014): 88-98; Miles, "The Narrative of Nancy, A Cherokee Woman," <i>Frontiers</i> 29, 2-3 (2008): 59-80.	
Wednesday February 17			

Unit 2: Region-making and Reservations

Week 5

Monday February 22	Resistance and Removal in the Great Lakes and Plains	Readings due: Michael Witgen, "Seeing Red:	
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		Race, Citizenship, and Indigeneity in the Old Northwest,” <i>Journal of the Early Republic</i> 38, 4(2018): 581-611; Patty Loew, “Chapter 2,” (12-22) “Chapter 4,” (44-58) in <i>Indian Nations of Wisconsin: Histories of Endurance and Renewal</i> .	
Wednesday February 24			

Week 6

Monday March 1	The Indian Wars and Containment	Readings due: Nick Estes, “Ch. 3: War,” in <i>Our History is the Future</i> , pp. 89-131; Layli Long Solider, “38” in <i>Whereas</i> pp. 49-53; additional readings TBA	
Wednesday March 3	The Indian Wars and Containment Midterm exam review session		Midterm exam due Friday March 5 at 11:59pm

Unit 3: Assimilation and Allotment

Week 7

Monday March 8	Introducing Assimilation Policy	Readings due: Brenda J. Child, “Boarding School Seasons,” 1-100	
Wednesday March 10	Assimilation Policy (cont.)		Short analysis 1 due

Week 8

Monday March 15	Assimilation Policy (cont.)	Readings due: Philip J. Deloria, <i>Indians in Unexpected Places</i> pp. 1-51	
Wednesday March 17	The Office of Indian Affairs		

Week 9

Monday March 22	Allotment	Readings due: Philip J. Deloria, <i>Indians in Unexpected Places</i> pp.52-135; Jean M. O'Brien, "Presidential Address: Memory and Mobility: Grandma's Mahnomen, White Earth," <i>Ethnohistory</i> 64, 3 (2017): 345-377.	
Wednesday March 24	Allotment		

Unit 4: Progressivism and Self-Determination

Week 10

Monday March 29	The Progressive Era and the Vanishing Indian	Readings due: Philip J. Deloria, <i>Indians in Unexpected Places</i> pp. 136-182; Simon Pokagon, "The Red Man's Rebuke," World's Columbian Exposition (1893); additional readings TBA	
Wednesday March 31	The Progressive Era and the Vanishing Indian (cont.), American empire		

Week 11

Monday April 5	The Indian Reorganization Act	Readings due: Philip J. Deloria, <i>Indians in Unexpected Places</i> pp. 183-240; Cathleen D. Cahill, "Marie Louise Bottineau Baldwin: Indigenizing the Federal Indian Service," <i>SAIL/AIQ</i> (Summer 2013): 65-86.	
Wednesday April 7			

Unit 5: American Indian Activism

Week 12

Monday April 12	Termination and Relocation	Readings due: Rosalyn LaPier and David R.M. Beck, "A 'one-man relocation team': Scott Henry Peters and American Indian Urban Migration in the 1930s," <i>Western Historical Quarterly</i> 45, 1 (Spring 2014): 17-36; Max Nesterak, "Uprooted: The 1950s Plan to Erase Indian Country," <i>APM Reports</i> (52:49); Kasey Keeler, "Putting People Where They Belong: American Indian Housing Policy in the Mid-Twentieth Century" <i>NAIS</i> 3, 2 (2016): 70-104.	Short analysis 2 due
Wednesday April 14			

Week 13

Monday April 19	Red Power: The Occupation of Alcatraz	Readings due: Kent Blansett, "Introduction" (1-11), Ch 3-5 (75-200); Radio Free Alcatraz, "December 30 1969"	
Wednesday April 21	Red Power: The American Indian Movement		

Week 14

Monday April 26	What is Indigenous history?	Readings due: TBA	
Wednesday April 28			Virtual Research Collection Due

Week 15: Exams Week

Final Exam due May 5, 11:59pm