

HIST 3570: AMERICAN INDIAN HISTORY
Fall, 2009, MW 2:00 – 3:15

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Office Hours:
Drop-in: T & W 10:00 – 11:30 a.m.
Also by Appointment

COURSE DESCRIPTION

This course surveys American Indian history in what is now the United States from pre-Columbian times up to the present, covering cultural diversity among Indian peoples, the effects of European contact, tribal sovereignty, and the history of current issues.

Typically, a survey course expects students to accumulate a body of knowledge on a particular topic. However, it is important for students to experience being history producers, not just history consumers. As history producers, students should leave the course with a good understanding of historical research, the problems and prospects inherent in the different kinds of source materials, and the role of the historian in interpreting the past. I have designed many of the class assignments, readings, and in-class activities with these objectives in mind.

COURSE READINGS

(Note that after each reading I identify it as a primary or secondary source only to help with the research projects, for which students have to use both primary and secondary sources: a primary source is by someone with firsthand knowledge; a secondary source is by a scholar who used primary sources to learn about what happened in the past.)

Books for Purchase (available at the UConn Coop)

Bighorse, Tiana. *Bighorse, the Warrior*. Ed. Noël Bennett. Tucson: University of Arizona Press, 1990. (primary source)

Child, Brenda J. *Boarding School Seasons: American Indian Families, 1900-1940*. Lincoln: University of Nebraska Press, 1998. (secondary source)

Crow Dog, Mary, with Richard Erdoes. *Lakota Woman*. NY: Harper, 1990. (primary source)

Other Readings

Besides these three books, there will be shorter readings assigned on Wikipedia, which we will read for its content but also to critique each entry. There are also other materials available as pdf files on huskyct. The Wikipedia readings are identified on the class schedule by the keyword that should bring up the appropriate entry. The huskyct readings are listed below and in the class schedule.

[Norton, Iroquois Origin Story], Klinck, Carl F. and James J. Talman, eds. *The Journal of Major John Norton*. Toronto: Champlain Society, 1970: 88-92. [Written in 1816]. (primary

source)

Basso, Keith H. "Stalking with Stories': Names, Places, and Moral Narratives Among the Western Apache." In *Western Apache Language and Culture: Essays in Linguistic Anthropology*. Tucson: University of Arizona Press, 1990: 99-137. (secondary source)

Jones, David S. "Expecting Providence." In *Rationalizing Epidemics: Meanings and Uses of American Indian Mortality Since 1600*. Cambridge: Harvard University Press, 2004: chap. 1. (secondary source)

Anderson, Virginia DeJohn. "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England." *William and Mary Quarterly* 51 (1994): 601-624. (secondary source)

Karr, Ronald Dale. "Why Should You Be So Furious?': The Violence of the Pequot War." *Journal of American History* 85 (1998): 876-909. (secondary source)

Mason, John. *A Brief History of the Pequot War* (1736). Paul Royster, ed. Pp. 1-33. [Orig. written ca. 1670 by John Mason, writing about himself in the third person.] In DigitalCommons, University of Nebraska-Lincoln, <http://digitalcommons.unl.edu/etas/42>, accessed 8/14/09. (primary source)

Deloria, Vine, Jr. "The Red and the Black." In *Custer Died for Your Sins: An Indian Manifesto*. NY: Avon, 1969: chap. 8. (primary source)

Smith, Paul Chaat and Robert Allen Warrior. "The American Indian Movement." In *Like a Hurricane: The Indian Movement from Alcatraz to Wounded Knee*. NY: New Press, 1996: chap. 7. (secondary source)

ASSIGNMENTS & GRADING

Reading Quizzes	20%
Research Results #1	10%
Research Results #2	15%
Final Wikipedia Entry	20%
Final Exam	20%
Class Participation	<u>15%</u>
	100%

Reading Quizzes

On those days marked "Quiz" on the class schedule, we will begin the session with a reading quiz, which will be one question I will choose from the list of questions posted on huskyct for that day's assigned readings. Please bring your own lined paper (torn out of a spiral notebook, for instance). I expect responses 1-2 paragraphs in length. These reading quizzes take the place of a midterm. They are cumulative, which means that a question will always ask about the assigned reading for that day but could also require that you refer back to material covered previously in the course -- to a class lecture, a film, a reading, a class activity. In grading the responses, I will be checking foremost to see if you use sufficient details in your answer to show that you did do the reading, and I will also reward students who make particularly creative and insightful responses. It is essential that your handwriting in these responses be legible. In calculating the final grade, I will drop the lowest grade.

Research Results

There are two Wikipedia projects, for which the objective is to revise or write fresh a Wikipedia entry on a particular topic in American Indian history. The first project we will work on together as a class. The second one will be chosen and developed individually by each student. Each Wikipedia project will require that students submit a Research Results assignment. For the class Wikipedia project, you need to post a copy on huskyct and turn a paper version in to me.

Research Results #1 (class Wikipedia project) components:

- An annotated bibliography which cites each source according to the class style sheet (available on huskyct) and which gives a few sentences explaining what the source is and how it is helpful for knowing more about this topic. The sources should be listed alphabetically by the author's name. You do not have to read all this material word for word but should read carefully enough to become well-informed about this source and its content. The Research Guide on huskyct should help you find these materials. Also, in class, we will discuss what these different types of sources are, examples of which make up the course's common readings.
- The annotated bibliography should list *exactly* four sources, one each of ...
 1. a primary source (a document or object)
 2. a secondary-source journal article published after 1970, preferably from a history journal or a closely related field (such as Anthropology or American Studies), and found in one of these three journal databases: JSTOR, Project Muse, or History Cooperative
 3. a secondary-source book from Babbidge Library (bring this book with you to class on Monday, 10/5). Since the entire class is researching the same topic, those who get to the library first will likely find the most relevant books on the topic, but think creatively and broadly about our topic to try to find a book that is relevant. Also, feel free to use another library that you have easy access to.
 4. a reputable website (produced by a university, archives, tribe, or other organization, not by a random individual whom you know nothing about); NOT a Wikipedia site or other encyclopedia site
- A summary paragraph of what you have learned from your research, in which you tell the rest of us three pieces of information that you think are most important to include in our Wikipedia entry and *why* they are important.

Research Results #2 (individual Wikipedia project) components:

- A heading that gives in quotation marks the keyword for your topic and, if this topic already has an entry in Wikipedia, the link/address and the date you accessed it. Also print out two copies: one for you and one for me, so we can freeze the entry in time as you revise it. Attach my copy to the version you turn in with a paper clip or staple.
- An annotated bibliography of *at least* eight sources, two each of those listed for the class project (so two primary sources, two journal articles since 1970, two books, two

reputable websites). You do not need to bring the books to class; however, if you want to come talk to me about your project, please always bring as much of your collected materials with you as you can easily carry.

- A summary paragraph of what you have learned from your research, in which you explain the objective for your entry (what its most important point is).
- A draft outline for your entry, with a few sentences under each subheading explaining the content of each section.

Final Wikipedia Entry

This is a minimum of five double-spaced pages and should include the components of a typical Wikipedia entry: an introduction, a few images, a table of contents, a series of subsections with brief headings, endnotes, and bibliography/references. Do not worry about making links, nor do you need to include “See Also” or “External Links” sections. Turn in a paper version to me. You will also post a version online in huskyct so your classmates can access it, in which case posting a version with some links is optional.

Final Exam

This will be a blue-book essay exam in our scheduled exam period. It will consist of two or three essay questions which will be distributed beforehand. These questions will cover the entire semester’s material, including your classmates’ Wikipedia entries. You will not be allowed to bring books or papers with you into the exam room.

Class Participation

This grade is based on your contributions to small-group workshops and class discussions -- the quantity and quality of those contributions as well as your preparation for class. If you miss class or arrive late or early, you will obviously not be able to participate in the discussion, and such absences will thus affect your class participation grade.

POLICIES

- Do not leave the classroom when in session unless it’s an emergency. Even when we are working informally in groups, it is inappropriate to leave the room since absences and interruptions interfere with the group’s or the class’s ability to complete the task at hand. Arriving late and leaving early similarly disrupt the class.
- No use of electronic equipment in class, unless with explicit instructor permission. Please turn off cell phones before class starts.
- Do not submit completed assignments as email attachments, unless with explicit instructor permission. Assignments that are to be graded must be turned in on paper.
- C means satisfactory completion of course requirements. B's are for good work (demonstrating special effort, insight, creativity, thoroughness, clarity, etc.). A's are rewards for outstanding work, above and beyond course expectations.
- To be fair to those students who turn their work in on time, late assignments will be marked down a notch: B to B-, C+ to C, for example); more if the assignment is past due by more than one week.

- Academic dishonesty, whether cheating or plagiarism, is a serious offense and will result in automatic failure of the assignment and perhaps further action depending on the situation. All graded work in this course must be done independently. See the section on "Academic Integrity" in *The Student Code*.
- I will consider it all right for me to show your assignments to others as examples or models (of course, your name and any other identifying characteristics would be removed first), unless you let me know in writing (such as in an email sent from your huskymail email address) before the first assignment is due that you do not wish your work to be shared with anyone.

CLASS SCHEDULE

Note:

You are expected to know about any changes to this schedule announced in class.

Please bring copies of the readings with you to class. For those readings marked with an *, it is especially important that you bring the reading to class because we will likely refer to its specifics in our discussion.

WK 1	M 8/31	Introduction: Tribes and People
	W 9/2	Introduction: Places and History Plan: Class Wikipedia Project
WK 2	M 9/7	NO CLASS – LABOR DAY
	W 9/9	Origin Stories Quiz #1 Read: Norton, Iroquois Origin Story (huskyct)* Basso, "Stalking with Stories" (huskyct)
WK 3	M 9/14	Precolumbian History Quiz #2 Read: "Mound builder (people)," Wikipedia* "Ancient Pueblo Peoples," (Anasazi), Wikipedia*
	W 9/16	Culture Areas (at the time of European Contact)
WK 4	M 9/21	First Contact
	W 9/23	Film Excerpt: <i>Roanoak</i> (1986) Columbian Exchange

Quiz #3

Read: "Columbian Exchange," Wikipedia

Jones, *Rationalizing Epidemics*, chap. 1 (huskyct)

Anderson, "King Philip's Herds" (huskyct)

WK 5 M 9/28 Pequot War

Quiz #4

Read: "Pequot War," Wikipedia*

Karr, "'Why Should You Be So Furious?'" (huskyct)*

Mason, *Brief History of the Pequot War* (huskyct)*

W 9/30

Land, Deeds, Treaties

WK 6 M 10/5 Workshop: Class Wikipedia Project

Due: Research Results #1 (bring 6 copies to class for distribution, also post on huskyct)

Bring to class: Babbidge Library book cited in your bibliography

W 10/7

Workshop: Class Wikipedia Project (laptops allowed today)

WK 7 M 10/12

Land, Deeds, Treaties, cont'd.

W 10/14

Trail of Tears

WK 8 M 10/19

The Nineteenth Century, Coast to Coast

W 10/21

The Long Walk

Quiz #5

Read: Bighorse, *Bighorse, the Warrior**

WK 9 M 10/26

Film: *Geronimo and the Apache Resistance*

W 10/28

From Fort Laramie to Wounded Knee

Due: Research Results #2

WK 10 M 11/2

Assimilation Era: Land Allotment & Law

W 11/4

Boarding Schools

Quiz #6

Read: Child, *Boarding School Seasons**

WK 11 M 11/9

Images of Indians: Wild West Shows, Anthropology, Tourism, Fairs, Advertising, Museums, Movies, & Mascots

W 11/11

Pan-Indianism

WK 12 M 11/16

Workshop: Wikipedia Projects

Bring: three copies of a draft version for group work

W 11/18

New Deal, World War II, Relocation & Termination

Due: Final Wikipedia Entry

WK 13 M 11/23 & W 11/25: NO CLASS – THANKSGIVING BREAK

WK 14 M 11/30 Red Power

Quiz #7

Read: Crow Dog, *Lakota Woman**

W 12/2 From Red Power to the 21st Century

Quiz #8

Read: Deloria, *Custer Died for Your Sins*, chap. 8 (huskyct)
Smith & Warrior, *Like a Hurricane*, chap. 7 (huskyct)

WK 15 M 12/7 Current Issues

W 12/9 Review for Final Exam

Read: classmates' Wikipedia Entries on huskyct

FINAL EXAM