Topics In American Indian History: Native Women’s History  
AIS/HIST 474

Professor: Cary Miller  
Office Hours: M/W 2:00-3:30 and by appointment  
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Office: 365 Holton Hall  
Office phone: 229-6251

Course Description:
This course will examine the historical experience of Native American women with respect to their cultures. Properly stated, this class pursues Ethnohistory - using the cultural framework of Native Communities themselves to interpret the historical record. Over the course of the semester we will examine gender and gender roles in Native American culture as well as the contributions of individual Native women.

Course Objectives:
By the end of this course students will:
1) Understand ethnohistory as a methodology  
2) Be able to conduct critical interpretation of primary source materials  
3) Develop an understanding of the cultural context of American Indian Women  
4) Develop an understanding of the roles of women in the history of American Indians  
5) Develop improved research and writing skills.

Assignments:  
Your grade will be determined as follows:  
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<tr>
<th>Assignment</th>
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<tr>
<td>Midterm</td>
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<tr>
<td>Research Paper</td>
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<td>Response Papers</td>
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<td>Final</td>
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<td>Class Participation</td>
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Grading Scale:  
Based on percentage correct:  
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<td>A-</td>
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<td>A</td>
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Research Paper - Due Wednesday April 9
For this assignment, choose a topic of interest to you concerning Native American Women. You may focus on an individual, a contemporary issue, or a specific cultural practice. Please do not write papers on Pocahontas or Sacagawea. You have the option of submitting a typed outline of your paper including its thesis on March 12 for 5 pts extra credit awarded toward the midterm exam. (Graduate students must submit a typed outline and 5 page historiography for their paper as part of their midterm exam grade) This paper should be typed, double-spaced, 10 pages in length with one-inch margins and 12 point font. (Graduate student papers should be 25 pages in length and demonstrate graduate level critical analysis of primary and secondary sources contributing to an original thesis). Pages should be numbered, and endnotes and bibliography should be included. Chicago style is the approved format for the paper. History majors in particular may wish to get a copy of Kate L. Turabian’s book A Manual for Writers of Research Papers, Theses, and Dissertations, 7th ed. You can also find a great deal of the endnote and bibliographic formatting examples from her book at http://www.isr.bucknell.edu/img/assets/6535/turabian.pdf
Exams: Midterm due Wednesday March 12; Final due Wed May 14 at 5pm.
Both exams for this course will be take-home short-answer and essay papers. Exams will be distributed one week prior to the due date. Exams, while restricted to the use of class assigned texts for your resources, must still conform to all formatting rules for papers identified above for the research paper. (Graduate students will receive a graduate level exam for this assignment that focuses on methodological issues. As noted above, as part of this exam, graduate students must submit a typed outline and five-page historiography on their research topic.)

Class Participation:
Although the majority of this course will consist of lecture presentation, I encourage students to ask questions for clarification as needed. Further, every Wednesday, the last half hour of class will be devoted to discussion of the week’s readings. Since this is a larger class, I don’t expect every student to participate every week, I do expect all students to participate on a regular basis. This discussion period should help not only to clarify the readings in general, but also, by focusing in on important issues in the readings, should assist you in preparing for exams.

Response Papers - Every Wednesday
Each Wednesday, a one page response paper addressing the readings assigned for that week is due. These are informal papers designed to help prepare you to discuss the texts in class. Please feel free to share first impressions, and unsubstantiated gut instincts about the texts and their writers as well as to pose questions to which you do not have the answer. These assignments need not conform to any particular essay format. I ask only that you use complete sentences and turn it in typed, double spaced, in 12 point font with one inch margins. These assignments will be collected at the end of each class session, so that you may refer to them for ideas, and to remind yourself in class of questions that came to you while you were engaged with the reading. There may, at times, be questions that you are uncomfortable raising in class, but would still like an answer to. Include these as well, and I will do my best to give you a complete response. These papers are not assigned a letter grade. Either they are complete, or they are not. Late papers will be given one half credit, unless there are extenuating circumstances. Since the value of these papers is to help you be prepared for class discussion, their value is diminished if they are turned in late. Response papers will not be due the week of the midterm exam and the week the research paper is due. (Graduate Student response papers must indicate the thesis of the articles assigned and assess strengths and weaknesses of the historical arguments they contain.)

General Stuff:
You are expected to be aware of the deadlines listed above and observe them. Late assignments (research paper) will be penalized 5% per class day, in other words, one full grade per week. Response papers will be given one half credit if received late. The midterm and final will not be accepted late unless there is a documented major emergency. Papers should be submitted in one of the following ways: a) turned in to me in class; b) placed in my mail box in Holton Hall; c) sent to me electronically; or d) handed to me during office hours. Do not slip papers under my door, as I will not be responsible for losing them in that case. If you are submitting work by any method other than handing it directly to me make a copy of the work for yourself in case for some reason your assignment does not make it into his hands.
Students with disabilities. Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following:
http://www4.uwm.edu/sac/SACltr.pdf

Religious observances. Policies concerning accommodations for absences due to religious observance can be found at http://www4.uwm.edu/secu/docs/other/S1.5.htm

Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty can be found at the following sites:
Students: http://www4.uwm.edu/current_students/military_call_up.cfm

Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
http://www4.uwm.edu/secu/docs/other/S31.pdf

Discriminatory conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. Find UWM policy details here: http://www4.uwm.edu/secu/docs/other/S47.pdf

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.
http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
http://www4.uwm.edu/secu/docs/other/S49.7.htm

Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.
http://www4.uwm.edu/secu/docs/other/S28.htm

Other: The final exam requirement, the final exam date requirement, etc.
http://www4.uwm.edu/secu/docs/other/S22.htm
**Academic Advising in History**

All L&S students have to declare and complete an academic major to graduate. If you have earned in excess of 45 credits and have not yet declared a major, you are encouraged to do so. If you either are interested in declaring a major (or minor) in History or require academic advising in History, please visit the Department of History undergraduate program web page at [www.uwm.edu/Dept/History/undergradadvising.html](http://www.uwm.edu/Dept/History/undergradadvising.html) for information on how to proceed.

**Major or Certificate in American Indian Studies**

All L&S students have to declare and complete an academic major to graduate. If you have earned in excess of 45 credits and have not yet declared a major, you are encouraged to do so. If you either are interested in declaring a major or certificate in American Indian Studies or require academic advising in American Indian Studies, please contact Cary Miller in the Department of History at [carym@uwm.edu](mailto:carym@uwm.edu) as our website is under construction.

**Required Texts:**


*Readings not in one of the above texts are available via library electronic reserve.*

**Schedule:**

Jan 23 Intro

Readings: Kugel and Murphy, Introduction p. xiii-xxxiv

Jan 28 Kinship Terms and Social-Political Structure of Native Societies


Jan 30 Constructing Gender

Readings:


Kugel and Murphy, p. 107-128.
Feb 4 Women in Native American stories
   Readings:

Feb 6 Childhood and Rite of Passage
   Readings:

Feb 11 Life partners
   Readings:
   Kugel and Murphy, p. 77-104

Feb 13 Women as providers
   Readings:
   Kugel and Murphey, p. 27-49.

Feb 18 Women’s political roles
   Readings:
   Kugel and Murphey, p. 166-196.

Feb 20 Professional women in traditional societies
   Readings:
   Sifters, Lozen, pp. 92-107
   Kugel and Murphy p. 137-161.

Feb 25 Pocahontas – the woman behind the myth
   Readings:
   Sifters, pp. 14-28
   Kugel and Murphey, p. 7-25.
Feb 27 Native women in the Fur Trade
Readings:
Kugel and Murphy, p. 203-230.
Film: *Ikwe*

Mar 3 Native women in colonial America
Readings:
Sifters, 29-47.
Kugel and Murphey, p. 51-62; 332-361.

Mar 5 Native women and early missions
Readings:
Sifters, pp. 77-91.
Kugel and Murphy, p. 234-262.

Mar 10 Sacagawea and gender relations in the early west
Readings:
Sifters, pp. 60-76
Kugel and Murphy, p. 368-406

Mar 12 Midterm Due

Mar 24 Native women and the Early Republic
Readings:
Sifters, pp. 48-59
Kugel and Murphy, p. 275-298

Mar 26 Native women and Changing Roles in the 19th Century
Readings:
Kugel and Murphy, p. 301-224.

Mar 31 Gender, Boarding Schools, and Domesticity
Readings:
Kugel and Murphy, p. 431-457.
Apr 2 Mountain Wolf Woman
Readings:
Mountain Wolf Woman, Preface, pp 1-83; 92-108.

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Mountain Wolf Woman, Preface, pp 1-83; 92-108.

Apr 7 Transitions to 20th cent, or “What can I do with my Boarding school education?”
Readings:

Apr 9 Native Women in the Southwestern Borderlands Research Papers Due
Readings:
Sifters, pp. 160-174; 187-203

Apr 14 World Wars and New Ideas
Readings:
Sifters, pp. 175-185

Apr 16 Gender, Termination, and Activism
Readings:
Sifters, pp. 204-219; 223-240

Apr 21 Native Women, Work, and Resources in 20th century Canada
Readings:

Apr 23 Native Women in 20th Century Leadership Roles
Readings:

Summary – A Life in Historical Context: Wilma Mankiller

Apr 28 Mankiller, Chapters 1-4, pp. 3-60

Apr 30 Mankiller, Chapters 5-7, pp. 61-116

May 5 Mankiller, Chapters 8-10, pp. 117-184

May 7 Mankiller, Chapters 11-13, pp. 185-258
Wed May 14 Final Exam due at 5pm