

# North American Indian History 1887 to the Present

## AIS/HIST 263

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### Course Description

North American Indian History 1887 to the present will examine the historical experience of the Native Peoples of North America with respect to their cultures. Properly stated, this class pursues Ethnohistory - using the cultural framework of Native Communities themselves to interpret the historical record. After fully exploring the attempts of the United States government to force detribalization and assimilation at the turn of the century, this course will chronicle the gradual resurgence of Indian identity and self-determination in the 20<sup>th</sup> century.

### COURSE OBJECTIVES

- Read important primary and secondary sources (books, essays, chapters, letters, and other documents) that deal generally with American Indian history in North America from 1887 to the present, including traditional sources as well as alternative perspectives from the field of ethnohistory.
- Understand broad concepts such as Ethnicity, Religion, Syncretism, Identity, and Racism as well as more specific concepts related to American Indian history such as Kinship, Gift Exchange, Assimilation, and Acculturation.
- Analyze information gained from lectures, readings, and films in order to understand the varieties and complexities of the American Indian experience across time.
- Synthesize information on about the history of American Indian cultures from lectures, readings, and discussions into coherent and thoughtful written analyses in quizzes and examinations.

### LEARNING GOALS: Students will:

- understand American Indian choices and actions within their cultural context.
- understand the organizational and institutional structures that developed policies toward American Indian communities.
- understand the impact of federal policies on American Indian lives.
- understand the important role of American Indians in United States history.
- be able to critique conventional wisdom regarding of the organizations, individuals, and institutions relevant to the colonial period and nineteenth centuries.
- understand and be able to apply ethnohistory as a historical methodology to understand AmericanIndian choices and actions in the past.

### GER Areas

This course counts towards the fulfillment of two areas of the university's general education requirements (GER): the social sciences area and the minority cultural diversity in America area.

**Social Sciences Compliance**

1) Definition: A branch of science dealing with study of human behavior, human cultural and physical variation and evolution, and the organization, development, and consequences of human activity both past and present.

2) Criteria: A course satisfying this requirement shall incorporate criterion a) and at least one other of the following learning outcomes. Students will be able to:

- a) recognize and analyze intrapersonal and/or socio-cultural factors associated with individual behavior, collective action, or societal development;
- b) identify and critically evaluate the function and development of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships;
- c) recognize and contextualize human capacities for and/or techniques of creating behavior acquisition and change as viewed from both intra- and inter- cultural perspectives;
- d) demonstrate the ability to identify, apply and effectively communicate methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures;
- e) critically evaluate and apply alternative theoretical frameworks that have been used to offer meaningful explanations of social phenomena.

This course counts towards the GER-SS requirement because it holds as a primary instructional purpose the study of the consequences of human activity, human behavior, human cultural variation and development the context of American Indian History. Using the discipline of History to examine the actions of American Indian communities, various colonial powers, individual leaders, the various policy decisions of the United States, and the socio-economic context within which these interactions take place provide an opportunity to study human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships. At the same time, by opening up the time span and the racial groups under examination, this course presents alternative theoretical frameworks, such as ethnohistory, that offer meaningful explanations of social phenomena.

Specifically, this course satisfies the criteria of the social science area of the GER by having as major learning goals: 1. the understanding of socio-cultural factors associated with collective action and societal development (criterion a); 2. developing an understanding of the collective organizational and institutional structures of American Indian Tribes and the United States that together through their interrelationships brought about major changes in American Indian policy (criterion b); 3. Recognize and contextualize historical action and decisions of American Indian Tribes originating both from within and circumstances imposed from without Indian communities (criterion c); 4. Learning to evaluate and apply the methodology of ethnohistory to American Indian history (criterion d and e)

Tests, quizzes, term paper and response papers will reinforce these goals. Please see assignments below for specific grading rubrics.

**GER Minority Cultural Diversity in America Compliance****Cultural Diversity: Race, Ethnicity, and Diversity in the United States**

1) Definition: Courses in this area focus on the experiences of African Americans, Native Americans, Asian Americans, and/or Latino/as. Courses will also include perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, courses may also include diasporic and transnational frameworks for understanding key topics.

2) Criteria: Courses satisfying this requirement shall incorporate criterion a) and at least two other of the following learning outcomes. Students will be able to:

- a) describe the history, culture, customs, values, social systems, and contributions of populations of color in the United States;
- b) investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences;
- c) explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”;
- d) reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitudes towards, people whose cultural and social identities differ from their own;
- e. articulate, within communities of color, the social, cultural, and political contributions of women, transgender people, and persons of varied sexual orientations;
- f. analyze the role of diversity in the successful functioning of a multiracial democratic society;
- g. delineate how formations of race and ethnicity in the United States are part of a larger transnational history.

This course is appropriate for minority cultural diversity in America GER designation as it centers on the history, cultures, social systems gendered identities, and values of American Indian peoples of North America and the impact of colonial invasion, constructions of race, and oppression on their societies. The course pursues as a major learning goal the examination of the history, culture, customs, values, social systems, and contributions of the Native Peoples of North America. (criteria a); critically investigates the social, intellectual, and political structures that support the oppression of American Indian peoples based on race, ethnicity, and other human differences (criteria b); explains fundamental episodes in the history and social construction of “race” and “ethnicity” with regard to American Indian people and American society generally (criterion c); encourages students to reflect critically on their own attitudes towards American Indian cultural and social identities through a weekly reflection paper assignment (criterion d); examines the alternative cultural constructions of gender and varied sexual orientation as applied to economic and political roles in American Indian society (criterion e); encourages students to realign their understanding of the history of the United States to include American Indian Peoples with settlers as part of a larger transnational, trans-Atlantic history. (criterion g).

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Tests, quizzes, term paper and response papers will reinforce these goals. Please see assignments below for specific grading rubrics.

All Learning Outcomes for the course are related to one or more of the above points. Students will:

- understand American Indian choices and actions within their cultural context. (Cultural Diversity criterion a)
- understand the organizational and institutional structures that developed policies toward American Indian communities. (Social Science criterion a and b)
- understand the impact of federal policies on American Indian lives. (Cultural Diversity criterion a, b, c, and g)
- understand the important role of American Indians in United States history. (Cultural Diversity criterion b and g)
- be able to critique conventional wisdom regarding of the organizations, individuals, and institutions relevant to the colonial period and nineteenth centuries. Social Science criterion a, b, and c)
- understand and be able to apply ethnohistory as a historical methodology to understand American Indian choices and actions in the past. (social science criterion d and e)

Assignments that will give me the information needed to determine if learning outcomes have been met:

### Assignments:

Your grade will be determined as follows:

Midterm	20%
Paper	20%
Attendance	10%
Final	25%
Discussion Grade	25%
(Quizzes 10%)	
(Response papers 10%)	
(Participation 5%)	
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Total	100%

### Exams: Midterm Wednesday March 11; Final 10:00 am to noon on Friday May 15

Both exams for this course will contain short-answer and essay questions. If someone absolutely must miss an exam, (which must be approved prior to the test date by the instructor) the make-up exam will consist of a five-page typed essay.

**Grading Rubric:** A: Student demonstrates clear understanding of Colonial and US Indian policies, their cause and effect relationships over time, and the cultural context of American Indian choices and actions as they address the complications posed by these newcomers. Students use clear examples from readings and lecture that demonstrate significant turning points in this historical relationship.

B. Student demonstrates a strong understanding of US Indian policies, their cause and effect relationships over time, and the cultural context of American Indian choices and actions as they address the complications posed by these newcomers.

C. Student demonstrates a general understanding of US Indian policies, their cause and effect relationships over time, and the cultural context of American Indian choices and actions as they address the complications posed by these newcomers. Student uses examples to demonstrate this that are more tenuous or miss some of the important cause and effect events of this history. Student may struggle with placing American Indian decisions and actions in their cultural context.

D. Student demonstrates they know some of the important persons and events, but fails to place American Indian decisions and actions in their cultural context. Student has difficulty identifying historical cause and effect.

F. Student fails to demonstrate knowledge of the significant persons and events of American Indian History or the cultural context within which these events took place.

### Term Paper - Due April 8 at lecture

For this assignment, you will read a primary source: the autobiography of Mountain Wolf Woman. After reading the text, you are to write a paper indicating the historical significance of the experiences of the author and how her cultural context impacted her historical actions using only course materials. Specific directions for this assignment will be provided in sections. This paper should be typed, double spaced, 5-8 pages in length with one-inch margins and 12 point font. Pages should be numbered, and footnotes should be included formatted in Chicago style. Plagiarism will be discussed intensively in sections and any students who plagiarize this assignment will face severe penalties or automatic failure of this course. Additional instructions for the Mountain Wolf Woman paper are appended at the end of this syllabus.

**Grading Rubric:** A. Student demonstrates a clear understanding of Mountain Wolf Woman's decisions and actions within his cultural and historical context and gives substantive examples from the book to demonstrate this. Student essay has a strong thesis, follows formatting rules given to students, and is well organized and argued.

B. Student demonstrates a strong understanding of Mountain Wolf Woman's decisions and actions within his cultural and historical context. Student gives few substantive examples from the book to demonstrate this. Student essay has an identifiable thesis and follows most of the formatting rules given to students.

C. Student demonstrates a general understanding of Mountain Wolf Woman's decisions and actions within his cultural and historical context. Student fails to give substantive examples from the book to demonstrate this. Student thesis is weak but follows most of the formatting rules given to students.

D. Student appears to have read the book, but doesn't know how to formulate a thesis or present a strong argument. Grasp of Mountain Wolf Woman's decisions and actions within his cultural and historical context are weak. Student fails to give substantive examples from the book or have much of an argument.

F. Student does not appear to have read the book or provides a straight book review rather than an essay based on the assignment.

### Discussion Grade

The discussion grade will be based on attendance, quiz grades, participation in class discussion and the number of completed response papers turned in. Quizzes will be given every other week in section. These quizzes will help you to prepare for the midterm and final exams. The lowest quiz grade will be dropped.

**Grading Rubric:** Quizzes will be graded similar to exams discussed above. Other measures of discussion performance, attendance and participation, are quantitative not qualitative. If the student is present they get points for attendance. If the student participates they get points for participation.

### Response Papers - Alternate Mondays

For the weeks in which a quiz is not given, a two paragraph 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 in lecture on the Mondays they are due. 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 greatly diminished if they are turned in late.

**Grading Rubric:** The grading rubric here is very simple – assignment is turned in or not turned in. Idea here is to give the students the freedom to ask questions concerning American Indian history and culture that they wish to learn without fear of penalty. This often allows myself and TAs to address stereotypes and misconceptions that might not otherwise come to our attention.

### 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 half credit if received late. The midterm and final will not be accepted late unless there is a major emergency such as a UFO abduction that caused you to “loose” the entire space of time you had the assignment. Please see our kind counseling staff for the revealing post abduction hypnosis sessions. Papers should be submitted in one of the following ways: a) in section, b) placed in your TA’s mail box in Holton Hall, or c) handed to your TA during office hours. **Please 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 your TA, please 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://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

*Religious observances.* Policies regarding accommodations for absences due to religious observance are found at the following:

[http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm)

*Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.

<http://www3.uwm.edu/des/web/registration/militarycallup.cfm>

*Incompletes.* The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:

[http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S31.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf)

### **Required Texts:**

Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. 3rd Edition. New York: Bedford/ St. Martin's, 1999.

Iverson, Peter, *"We Are Still Here": American Indians in the Twentieth Century*. Wheelington: IL: Harlan Davidson, Inc., 1998.

Hoxie, Frederick, Peter C. Mancall and James H. Merrill eds. *American Nations: Encounters in Indian Country 1850 to the Present*. New York: Routledge, 2001.

Lurie, Nancy Oestreich, ed. *Mountain Wolf Woman: Sister of Crashing Thunder*. Ann Arbor: University of Michigan Press, 1966.

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

### **Schedule:**

Jan 26 Intro

Jan 28 Native American World Views

Readings:

Miller, Barbara D. *Cultural Anthropology*. Boston: Allyn and Bacon, 1999, pgs 184-199.

Ember, Carol R. and Melvin Ember, *Anthropology*. New Jersey: Prentice Hall, 1998, pgs. 314-319.

Feb 2 Kinship Terms and Social-Political Structure of Native Societies

Readings:

Bates, Daniel G. and Elliot M. Fratkin, *Cultural Anthropology*. Boston: Allyn and Bacon, 1999, pgs. 258-266; 268-284.

Feb 4 Summary of 19<sup>th</sup> cent Ind policy

Readings:

Weeks, Philip, "The United States Turns to a Policy of Separation" in *Farewell, My Nation*, Arlington Heights, IL: Harlan Davidson, Inc., 1990, pgs. 1-33.

Feb 9 Policy of Concentration

Readings: Calloway pp. 290-363  
Am Nations, pp. 3-13  
Film: The Long Walk

Feb 11 Reservations and Factional Politics

Readings: American Nations pp. 200-219  
Meyer, Melissa. "'We Can Not Get a Living as We Used To: ' Dispossession and the  
White Earth Anishinaabeg, 1889-1920.'" *American Historical Review*, 96(2),  
1991, p. 368-394.

Feb 16 Allotment Policy

Readings: Calloway, 372-383, 393-412  
Am Nations, pp. 110-140  
Iverson, pp. 30-36

Feb 18 Reservation Life in the Era of Allotment

Readings: Am Nations, 64-93; 142-155

Feb 23 Boarding Schools

Readings: Calloway, 383-393, 413-432  
Am Nations, pp. 156-171  
Iverson, pp. 19-26  
Film clips

Feb 25 A Changing Economy

Readings: Am Nations, 94-109  
Iverson, 37-49  
Terry R. Reynolds, "Maria Montoya Martinez: Craftina Life, Transforming a Community" in Theda  
Perdue ed. *Sifters: Native American Women's Lives*, (Oxford University Press, 2001) p. 160-174.  
Hosmer, Brian C. "Creating Indian Entrepreneurs: Menominees, Neopit Mills, and  
Timber Exploitation, 1890-1915." *American Indian Culture and Research  
Journal*, 15(1), 1991, p. 1-28.

Mar 2 Religion Under Siege

Readings: Iverson, 26-30  
Am Nations, pp. 172-198; 242-262

Mar 4 Progressives and WWI

Readings: Iverson, 49-76  
Am Nations, 264-287

Mar 9 Review

Mar 11 **Midterm**

Mar 23 Indian Reorganization Act

Readings: Calloway, 438-445, 473-483  
American Nations 288-311



**Mar 25 Indian Reorganization Act**

Readings: Iverson, 77-102

**Mar 30 World War II**

Readings: Iverson, 103-113

Calloway: 445-446

Loew, Patty. "The Back of the Homefront: Black and American Indian Women in Wisconsin during World War II." *Wisconsin Magazine of History*, 82(2), 1998-1999, pgs 82-103.

**Apr 1 Stirring for Rights**

Readings:

American Nations, pp. 312-328

Iverson, pp. 113-119

**Apr 6 Termination & the Cold War**

Readings: Calloway, pp. 447-451

Iverson, pp. 119-132

**Apr 8 Termination in Wisconsin **Term Papers Due****

Readings

Hauptman, Laurence M. "Learning the Lessons of History: The Oneidas of Wisconsin Reject Termination, 1943-1956." *Journal of Ethnic Studies*, 14(3), 1986, pgs. 31-52.

Lurie, Nancy Oestreich. "Menominee Termination: From Reservation to Colony." *Human Organization*, 31(3), 1971, p. 257-270.

**Apr 13 Urban Migration and Relocation**

Readings:

Iverson, pp. 132-135

Calloway, pp. 451-453; 483-489

American Nations, pp. 354-373

Burt, Larry W. "Roots of the Native American Urban Experience: Relocation Policy in the 1950s." *American Indian Quarterly*. 10(2), 1986, pgs. 85-99.

**Apr 15 Struggle for Resources**

Readings:

Calloway, pp. 411-414; 470-472

Wrone, David R. "The Economic Impact of the 1837 and 1842 Chippewa Treaties." *American Indian Quarterly*. 17(3), 1993, pgs. 329-340.

**Apr 20 Birth of Urban Activism**

Readings:

Calloway, pp. 455-457, 490-496, 582-590

American Nations, pp. 330-353

Iverson, pp. 139-155

Johnson, Troy R. "Roots of Contemporary Native American Activism." *American Indian Culture and Research Journal*. 20(2), 1996, pgs. 127-154.

**Apr 22 AIM and Wounded Knee II**

Readings:

Calloway, pp. 457-463, 497-500

American Nations, pp. 417-422

Film: In the Spirit of Crazy Horse

**Apr 27 Self-Determination**

Readings:

Calloway: 465-470; 500-506, 561-574

American Nations, pp. 410-430

Iverson, pp. 155-174

**Apr 29 Repatriation**

Readings: Iverson, pp. 176-189

Calloway, pp. 557-560, 590-603

American Nations, pp. 459-467

**May 4 Reservation Community Development and Gaming**

Readings:

American Nations, pp. 433-457, 469-479, 481-499

Calloway, pp. 520-543; 544-557, 575-581

Iverson, pp. 190-209

Cornell, Stephen and Kalt, Joseph P. "Sovereignty and Nation-Building: the Development Challenge in Indian Country Today." *American Indian Culture and Research Journal*. 22(3), 1998, pgs. 187-214.

**May 6 Review**

**Final Exam time 10:00am to noon on Friday May 15**

## Appendix A

### Mountain Wolf Woman Paper Assignment

For this assignment, you will read:

Lurie, Nancy Oestreich ed. *Mountain Wolf Woman: Sister of Crashing Thunder, the Autobiography of a Winnebago Woman*. Ann Arbor: University of Michigan Press, 1961.

So far this semester, we have covered a number of policy periods in American Indian history and the culture changes that accompanied these policies. After reading the text, you are to write an essay indicating the historical significance of Mountain Wolf Woman's experiences and how her culture impacted her actions during this period of great change. Please also comment on the ways in which the editor, Nancy Lurie, may have influenced the text, and the reasons for which the text was written.

This paper should be typed, double-spaced, 4-5 pages in length with one-inch margins and 12 point font (either Arial or Times New Roman). Pages should be numbered, and printed only on one side of the paper. Footnotes should be included, following the format of your academic discipline. **DO NOT USE OUTSIDE SOURCES FOR THIS PAPER.** This assignment can be completed using the texts required for this class.

Title

1. Set page margins at one-inch. Must do manually because page is set at 1.25 by default  
-Go to File, Page Setup, type in 1 for Left/Right alignment, OK
2. Paper should be double-spaced  
-Go to Format, Paragraph, Line Spacing, highlight double, OK
3. Use endnotes for citations directly from text or for unoriginal ideas/paraphrasing<sup>1</sup>  
-Go to Insert, Reference, Footnote, Insert  
-direct citations should be limited, but can be used sparingly to support an argument<sup>2</sup>
4. Essay should be 4 to 5 pages in length<sup>3</sup>
5. Use 12 point font in Times New Roman or Arial<sup>4</sup>
6. Include page numbers  
-Go to Insert, Page Numbers, Position: Bottom of Page, Alignment: Center, OK
7. In the first paragraph, develop a thesis sentence that states what is going to be argued in the essay. The phrases “I am going to prove” or “this paper is about” should not be used.
8. Proper spelling and grammar are important. Use spell check and be sure to thoroughly edit  
-UWM Writing Center, Curtain Hall 382 (414) 229-4339  
[writing@uwm.edu/Dept/English/wcenter](mailto:writing@uwm.edu/Dept/English/wcenter) -call or email for an appointment
9. Be sure to answer all parts of the question.
10. Help save trees, a title page is not necessary.

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<sup>1</sup> Nancy Oestreich Lurie, ed. *Mountain Wolf Woman: Sister of Crashing Thunder, the Autobiography of a Winnebago Woman*. (Ann Arbor: University of Michigan Press, 1961), p. ?

<sup>2</sup> Ibid, p. ?

<sup>3</sup> Colin G. Calloway. *First Peoples: A Documentary Survey of American Indian History*. (New York: Bedford/St. Martin's, 1999), p. ??

<sup>4</sup> Lurie, p.?