

Topics In American Indian History: Native Women's History

AIS/HIST 474

Professor: Cary Miller
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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:

Midterm	25%
Research Paper	25%
Response Papers	10%
Final	30%
Class Participation	10%
	100%

Grading Scale:

Based on percentage correct:

A-	90-92	A	93-100		
B-	80-82	B	83-86	B+	87-89
C-	70-72	C	73-76	C+	77-79
D-	60-62	D	63-66	D+	67-69
F	59 or less				

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 Sacagewea. 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 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 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 as our website is under construction.

Required Texts:

Kugel, Rebecca and Lucy Murphy, eds. *Native Women's History in Eastern North America Before 1900: A Guide to Research and Writing*. Lincoln: University of Nebraska Press, 2007.

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

Mankiller, Wilma and Michael Wallis. *Mankiller: A Chief and Her People*. New York: St. Martin's Press, 1993.

Perdue, Theda, ed. *Sifters: Native American Women's Lives*. New York: Oxford University Press, 2001.

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

Schedule:

Jan 23 Intro

Readings: Kugel and Murphey Introduction p. xiii-xxxiv

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

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

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

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

Jan 30 Constructing Gender

Readings:

Perdue, Theda. "Constructing Gender," in *Cherokee Women*. Lincoln: University of Nebraska Press, 1998, pgs. 17-40.

Kugel and Murphy, p. 107-128.

Feb 4 Women in Native American stories

Readings:

Kilcup, Karen L. "Traditional Narratives and Songs". In *Native American Women's Writing 1800-1924*. Malden: Blackwell Publishers, 2000. pgs. 14-21.

Barnouw, Victor, "Stories about Matchikewis and Oshkikwe," in *Wisconsin Chippewa Myths and Tales*. Madison: University of Wisconsin Press, 1977, 93-119

Feb 6 Childhood and Rite of Passage

Readings:

McClurken, James M. *Fish in the Lakes, Wild Race, and Game in Abundance*. East Lansing: Michigan State University Press, 2000, pgs. 8-16.

St. Pierre, Mark and Tilda Long Soldier. *Walking in the Sacred Manner*. New York: Simon and Schuster, 1995, pgs. 59-76.

Hazen-Hammond, Susan, "Kinaalda: Coming of Age in the Navajo Nation," *Arizona Highways*, March 1995. p. 14-19.

Feb 11 Life partners

Readings:

St. Pierre, Mark and Tilda Long Soldier. *Walking in the Sacred Manner*. New York: Simon and Schuster, 1995, 77-94.

Kugel and Murphy, p. 77-104

Feb 13 Women as providers

Readings:

Buffalohead, Priscilla K. "Farmers, Warriors, Traders: A Fresh Look at Ojibway Women," *Minnesota History*, 1983, 48(6), pgs. 236-244.

Kugel and Murphey, p. 27-49.

Feb 18 Women's political roles

Readings:

Perdue, Theda, "Defining Community," in *Cherokee Women*. Lincoln: University of Nebraska Press, 1998, 41-59.

Kugel and Murphey, p. 166-196.

Feb 20 Professional women in traditional societies

Readings:

Sifters, Lozen, pp. 92-107

Harring, Sidney L. "Red Lilac of the Cayugas: Traditional Indian Law and Culture in Conflict in a Witchcraft Trial in Buffalo New York, 1930," in Hoxie, Mancall and Merrell eds. *American Nations: Encounters in Indian Country 1850 to the Present*, New York: Routledge, 2001, pp. 221-237.

Kugel and Murphy p. 137-161.

Feb 25 Pocahontas – the woman behind the myth

Readings:

Sifters, pp. 14-28

Perdue, Theda, "Columbus Meets Pocahontas in the American South." *Southern Cultures*, 3(1), 1997, pgs. 4-21.

Kugel and Murphey, p. 7-25.

Feb 27 Native women in the Fur Trade

Readings:

White, Bruce M. "The Woman Who Married a Beaver: Trade Patterns and Gender Roles in the Ojibwa Fur Trade." *Ethnohistory*, 46(1), 1999, pgs. 109-147.

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.

Shoemaker, Nancy. "Kateri Tekakwitha's Tortuous Path to Sainthood," in Nancy Shoemaker ed. *Negotiators of Change*. New York: Routledge Press, 1995, 49-71.

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

Perdue, Theda. "Native Women in the Early Republic: Old World Perceptions, New World Realities" in Hoxie, Hoffman, and Albert Eds, *Native Americans and the Early Republic*, pgs. 85-122.

Kugel and Murphy, p. 275-298

Mar 26 Native women and Changing Roles in the 19th Century

Readings:

Kugel and Murphy, p. 301-224.

Emmerich, Lisa E. "Right in the Midst of My Own People': Native American Women and the Field Matron Program," in Hoxie, Mancall and Merrell eds. *American Nations: Encounters in Indian Country 1850 to the Present*, New York: Routledge, 2001, pp. 142-155.

Mar 31 Gender, Boarding Schools, and Domesticity

Readings:

Devens, Carol, "If We Get the Girls, We Get the Race': Missionary Education of Native American Girls," in Hoxie, Mancall and Merrell eds. *American Nations: Encounters in Indian Country 1850 to the Present*, New York: Routledge, 2001, pp. 156-171.

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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Readings:

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:

Sifters, pp. 109–124; 127-139; 141-157.

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

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 16 Gender, Termination, and Activism

Readings:

Sifters, pp. 204-219; 223-240

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

Readings:

Jennifer Blythe and Peggy Martin McGuire, “The Changing Employment of Cree Women in Moosonee and Moose Factory” in Christine Miller and Patricia Chuchryk ed. *Women of the First Nations*, (University of Manitoba Press, 1996) p. 131-149;

Rosemary Brown, “The Exploitation of the Oil and Gas Frontier: Its Impact on Lubicon Lake Cree Women” in Christine Miller and Patricia Chuchryk ed. *Women of the First Nations*, (University of Manitoba Press, 1996), p. 151-163

Apr 23 Native Women in 20th Century Leadership Roles

Readings:

Hoikkala, Paivi H. “Mothers and Community Builders: Salt River Pima and Maricopa Women in Community Action.” in Nancy Shoemaker ed. *Negotiators of Change*. New York: Routledge Press, 1995 Pgs. 213-234.

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