

## Native American | Indigenous History of the United States (to about 1890)

Ethnic Studies 112A  
Fall 2021  
M|W|F 2:00–2:50 PM  
WARREN COLLEGE TENT WEST  
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Ross Frank  
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**Office Hours:**  
Tu–Th. 1:00–3:00 pm,  
& appt (office/Zoom)  
<https://ucsd.zoom.us/j/98721759234>

### COURSE ORGANIZATION

This course serves as an introduction to the complex history of the peoples who occupied North America before European contact and colonization, the negotiation, resistance, and resilience demonstrated in the face of invaders from Europe, and the reshaping of Indigenous lives and futures by colonial processes.

The course works as an organized conversation around the course themes, the readings, your responses to reading questions, and your interaction with your classmates, your instructor, and guests invited to speak in class. The goal will be to learn the contours of Native American | Indigenous history, and how the past has shaped people in relation to present issues and possible futures.

### COURSE RESPONSIBILITIES

#### Course Assignments & Expectations

**You are expected to attend and/or listen to class meetings, complete the reading and writing assignments, and the examinations, in order to complete this course.**

Course evaluation will be based on:

- |                                       |     |
|---------------------------------------|-----|
| • Reading questions blog & discussion | 40% |
| • Midterm exam                        | 10% |
| • Written essay                       | 25% |
| • Final exam                          | 25% |

**Lectures** will be held live during scheduled class time. Class will be recorded and made available on Canvas in the Media Gallery.

- **Reading blog entries:** I will post reading questions online in advance of most class sessions. You will contribute **blog entries** on CANVAS providing your response to the reading questions and commenting on the reading selections. You will use these questions to prepare for discussion of the readings and underlying themes. Blogs should be completed **at least** an hour before each class, and you are welcome to read, comment upon and extend the responses of your classmates. Your blog entries will also help you absorb the reading material assigned during the quarter, and to prepare for other assignments.

Each Reading Blog is worth a 1 point towards your final grade.

- **Class discussion:** Participation in discussions held throughout the quarter will count for part of your class grade. There are 3 ways to participate and receive credit:
  - 1) participate in discussion during class sessions;

2) discussion during Office Hours (live or through Zoom);

3) Interrogation Paper - For this option, first do the readings for the week and watch the lecture/discussion videos. You will then write a 250-500 word post due by 5pm Saturday on Canvas in which you identify and interrogate a concept or question from the week's material, citing one short passage from each reading and at least one moment from the class recordings.

At the end of each week, report in the "Weekly Discussion | Interrogation Submission" blog which of the options above you chose for that week, *and* either a brief description of your contribute, or the Interrogation submission if you have chosen Option 3.

Each week is worth 2 points towards your final grade.

- **Midterm exam:** The midterm provides the opportunity to incorporate and expand upon class readings, lectures, discussions, and blog entries. The exam will consist of brief identifications of key terms and essay questions.
- **Written Essay:** Choose one of the Native | Indigenous-authored novels listed below as the subject of an essay assignment. A description of the books to aid you in your choice, and guidelines for the essay, will become available later in the quarter.
- **Final exam:** The final will have the same basic format as the midterm. It allows you to address issues and themes from the entire course, with some emphasis on the material after the midterm.

I welcome visits – in person or by Zoom - to my office during regular office hours (or [email me for an appointment](#)) to discuss any aspect of the class and the assignments.

### Academic Honesty

All work submitted in this course must be your own and original. Each student is expected to be familiar with and abide by UCSD's policy on Integrity of Scholarship, available at:

<https://academicintegrity.ucsd.edu/process/policy.html>

### Discussion Ethics

Our study of the Native American | Indigenous History involves challenging commonly held understandings of race, gender, sexuality, nation, and class. Please engage one another in discussion with respect, generosity, and consideration. Abusive or harsh language, personal attacks, intimidation, will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit:

<https://ucsd.edu/about/principles.html>

### Use of Course Materials

My lectures and course materials, including materials that I have created posted on Canvas, are protected by U.S. copyright law and by [University policy](#). I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course.

You may not [reproduce, distribute or display \(post/upload\)](#) lecture notes or recordings or course materials in any other way without my express prior written consent. You also may not allow others to do so.

Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

### Accommodations

If you have a medical condition or different physical or learning needs for which you may need accommodation in order to participate fully and successfully, please speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities:

<https://disabilities.ucsd.edu/students/typesaccommodations.html>

If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that we can adjust accordingly.

## ASSIGNED READING

**Note: Do not purchase any books before reading this section very carefully!**

Course readings: articles, documents, and maps, are available in CANVAS.

The following required book may be purchased online and accessed from a UCSD internet address or UCSD VPN (*only 1 copy is available at any given time!*):

Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*. Boston : Beacon Press (2014).

<https://web.a.ebscohost.com/ehost/detail/detail?vid=0&sid=5c45444a-1e66-4d50-a913-88e1b3185ee5%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWWhvc3QtbGl2ZQ%3d%3d#AN=762140&db=nlebk>

In addition, you will choose one of the following Native | Indigenous-authored novels for your written assignment later in the quarter. A description of the books will be available to aid you in your choice:

Ella Cara Deloria, *Waterlily*

Louis Owens, *Bone Game*

Leslie Marmon Silko, *Garden in the Dunes*

James Welch, *Fool's Crow*

The novels have been placed on 2 hour library reserve at Geisel Library.

## SYLLABUS

The reading(s) that follows each week's heading are to be read **before** that class meeting. Longer reading assignments have been repeated over the period given to complete them. Be prepared to refer to the reading material in class.

**WEEK 0    SEPTEMBER 24    Introduction to History of Native Americans**

Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*.  
Introduction, pages xi-xiv.  
Angela Cavender Wilson. "American Indian History or Non-Indian Perceptions of American Indian History?" 23-26.  
Maps 1-2 General maps.

**WEEK 1    SEPTEMBER 27    Myth as History and History as Myth**

Calloway. *First Peoples*, 78-91.  
Angela Cavender Wilson. "Grandmother to Granddaughter: Generations of Oral History in a Dakota Family." 27-36.  
Hurtado & Iverson. Documents 2-5, pages 20-28 and Document 2, pp. 58-59.

**SEPTEMBER 29    The Pre-contact World in the Southwest**

Dunbar-Ortiz, *An Indigenous Peoples' History*, Chapter 1, 1-14.  
Calloway. *First Peoples*, 65-71.

**OCTOBER 1    Contact and Colonization in the Southwest**

Dunbar-Ortiz, *An Indigenous Peoples' History*, Chapter 2, 15-31.  
Stirling, Matthew W. Excerpt from *Origin Myth of Acoma and Other Records*. 1-21, 118-119, plates 1-5, figure 1.

**WEEK 2    OCTOBER 4    Pueblo Revolt and Reorganization in New Mexico**

Calloway. *First Peoples*, 91-95.  
Hurtado & Iverson. Document 3, pp. 59-60 and Documents 1-2, pp. 94-98.  
Map 3. *Present Pueblo Indian Towns* and 4. *Indian Reservations in CO. NM, & TX*.

**OCTOBER 6    Indians, Missions, and the late Colonial Spanish Empire**

Calloway. *First Peoples*, 198-201.  
Hurtado & Iverson. Documents 1-2, pp. 229-230.  
Ross Frank. "'They conceal a malice most refined': Controlling Social and Ethnic Mobility in Late Colonial New Mexico." 77-94.

**OCTOBER 8    California Indians and Alta California**

Hurtado & Iverson. Documents 3-4, pp. 98-104.  
Steven W. Hackel. "Sources of Rebellion: Indian Testimony and the Mission San Gabriel Uprising of 1785", 643-669.

**WEEK 3    OCTOBER 11    Contact and Colonization in the Great Lakes**

Calloway. *First Peoples*, 95-102.

Hurtado & Iverson. Document 4, pp. 60-61.

Carol Devens. "Separate Confrontations: Gender as a Factor in Indian Adaptation to European Colonization in New France."

OCTOBER 13      Destruction of Huronia

Calloway. *First Peoples*, 122-130.

Bruce Trigger. "Early Native North American Responses to European Contact: Romantic Versus Rationalist Interpretations." 1195-1215.

OCTOBER 15      Rebuilding a French Trade Empire

Harold Hickerson. "The Feast of the Dead Among the Seventeenth Century Algonkians of the Upper Great Lakes." 81-107.

Hurtado & Iverson. Document 3, 138-140.

**WEEK 4    OCTOBER 18      Contact and Colonization in the Eastern Woodlands**

Dunbar-Ortiz, *An Indigenous Peoples' History*, Chapter 3, 32-44.

Calloway. *First Peoples*, 54-64.

Hurtado & Iverson. Documents 5-6, pp. 61-63.

Karen O. Kupperman. "English Perceptions of Treachery, 1583-1640: The Case of the American 'Savages'." *The Historical Journal* 20:2 (1977): 263-287.

OCTOBER 20      King Phillip's War and The English Colonies

Calloway. *First Peoples*, 102-111, and 133-136.

Jill Lepore. "Dead-Men-Tell-No-Tales – John Sassamon and the Fatal Consequences of Literacy." 479-512.

OCTOBER 22

Dunbar-Ortiz, *An Indigenous Peoples' History*, Chapter 4, 56-77.

Hurtado & Iverson. Documents 1-2, pp. 134-138.

Gregory Evans Dowd. "Thinking and Believing: Nativism and Unity in the Ages of Pontiac and Tecumsah." 309-335.

**WEEK 5    OCTOBER 25      MIDTERM EXAMINATION**

OCTOBER 27      Native Nations, Empire, and Revolution

Calloway. *First Peoples*, 218-238.

Hurtado & Iverson. Documents 1-5, pp. 164-170.

Francis Paul Prucha. *Documents of United States Indian Policy*, 1-3, pp. 1-3.

OCTOBER 29      Indian Policy for a New Republic

Dunbar-Ortiz, *An Indigenous Peoples' History*, Chapter 5, 78-94.

Hurtado & Iverson. Documents 1-3, pp. 200-203.

Francis Paul Prucha. *Documents*, 13-17, pp. 14-21.

***Begin reading your choice from the books listed for your written assignment!***

**WEEK 6    NOVEMBER 1      United States, Exploration, and the "Release of Energy"**  
**Read book for written assignment.**

Calloway. *First Peoples*, 274-285, and 320-324.

Michelle Daniel. "From Blood Feud to Jury System; the Metamorphosis of Cherokee Law from 1750-1840." 97-125.

Map 5 *Territorial Expansion I*.

#### NOVEMBER 3 "Civilization" and Removal: Horns of a Dilemma

Dunbar-Ortiz, *An Indigenous Peoples' History*, Chapter 6, 95-116.

Calloway. *First Peoples*, 286-298 and 306-315.

Kenneth Penn Davis. "Chaos in Indian Country: The Cherokee Nation, 1828-1835." 129-147.

Donna L. Akers. "Removing the Heart of the Choctaw People: Indian Removal from a Native Perspective." 63-76.

Hurtado & Iverson. Documents 4-6, pp. 203-205.

Prucha. *Documents* 6, pp. 6-8.

#### NOVEMBER 5 Dynamics of Early 19<sup>th</sup> Century Culture Change

Calloway. *First Peoples*, 332-341.

Map 6 *Territorial Expansion II*.

### WEEK 7 NOVEMBER 8 The First Wave: Going West Before the Civil War

#### **Read book for written assignment.**

Dunbar-Ortiz, *An Indigenous Peoples' History*, Chapter 7, 116-132.

Hurtado & Iverson. Documents 4-6, pp. 231-238.

Robert F. Heizer. Selections from *The Destruction of California Indians*, 219-229, 268-269.

Map 7 *European Settlement*.

#### NOVEMBER 10 The 2nd Wave: Taking Possession of the Indian West

Calloway. *First Peoples*, 341-358.

Pekka Hämäläinen. "The Rise and Fall of Plains Indian Horse Cultures." 833-862.

Hurtado & Iverson. Documents 1-6, pp. 276-284.

Prucha. *Documents*, 79, 81-83, pp. 131-136

#### NOVEMBER 12 Special Event: IYA: The Esselen Remember

### WEEK 8 NOVEMBER 15 The Plains in 1860-1890s in History and Art

#### **Read book for written assignment.**

Calloway. *First Peoples*, 359-365 and 470-475.

Raymond J. DeMallie. "'These Have No Ears': Narrative and the Ethnohistorical Method." 516-538.

Map 8 *Indian Reservations in ND, SD, NE, and Kansas*.

#### NOVEMBER 17 The Art of Misrecognition

Calloway. *First Peoples*, 369-378.

James Riding In (Pawnee). "The United States v. Yellow Sun et. al. (The Pawnee

People): A Case Study of Institutional and Societal Racism & U.S. Justice in Nebraska from 1850s to 1870s, 13-41.  
 Map 8 *Indian Reservations in ND, SD, NE, and Kansas*.

NOVEMBER 19 The Push for Assimilation: Religion and Culture.

Calloway. *First Peoples*, 412-425 and 448-454.  
 Hurtado & Iverson. Document 1, pp. 348-351.  
 Prucha. *Documents*, 95-99, pp. 156-165.

**WEEK 9** NOVEMBER 22 The Push for Assimilation: Privatizing the Reservation  
**REWRITE OPTION - WRITTEN ASSIGNMENT DRAFTS DUE**

**Read book for written assignment.**

Calloway. *First Peoples*, 425-435 and 460-469.  
 Jo Ann Ruckman. "Indian Schooling in New Mexico in the 1890s: Letters of a Teacher in the Indian Service." 36-69.  
 Leanne Hinton. *Flutes of fire: essays on California Indian languages*. Chapter 6: 60-69.  
 Map 9 *Indian Reservations in California and Nevada*.

NOVEMBER 24 Understanding the Ghost Dance Movement and the "End of the Frontier"

Dunbar-Ortiz, *An Indigenous Peoples' History*, Chapter 7, 133-161.  
 James Mooney. Excerpt from: *The Ghost Dance Religion and the Sioux Outbreak of 1890*. 19-45.  
 Map 10 *Ghost Dance Religion*, and Map 11 *Wounded Knee*.

NOVEMBER 26 **INDIGENOUS PEOPLE'S DAY**

**WEEK 10** NOVEMBER 29 Narrating the Nation, Erasing the Indian  
**WRITTEN ASSIGNMENT DUE (beginning of class)**

Calloway. *First Peoples*, 202-207 and 263-266.  
 Prucha. *Documents*, 105-107, pp. 173-176  
 Maps: 12-15 Indian population charts.

DECEMBER 1 Surviving the Nineteenth Century

Rennard Strickland, and William M. Strickland. "Beyond the Trail of Tears: One Hundred and Fifty Years of Cherokee Survival." In *Cherokee Removal: Before and After*. 112-138.

DECEMBER 3

A. Emehiser LeDon. "A Peculiar Covenant: American Indian Peoples and the U.S. Constitution", 3-11.

**Thursday** **DECEMBER 9** **FINAL EXAM** **3:00 – 6:00 PM**  
**(Please confirm place & time in Final Exam Schedule)**