



HIUS 108A: History of Native Americans in the United States I

Mary Klann, PhD

MWF 9:00 - 9:50 am, CENTR 222

Winter 2018

How To Contact Me

Email: mklann@ucsd.edu

Office Hours: Wednesdays, 10:30-12:30 pm
or by appointment, HSS 6059

I usually respond within 24 hours during weekdays, 48 hours on weekends. If you don't hear back from me in 48 hours, feel free to send a follow-up email. If you have questions or concerns about course content, meeting in person is best—come to office hours, schedule an appointment, or speak to me before or after class.

Where to Find Readings and Materials

There are no required books to purchase for this class. However, students are required to purchase iClickers, which are available at the UCSD bookstore.

All required reading for this course will be available online, via PDF or link through our TritonEd site, or through the E-Reserves at Geisel Library.

Course Description

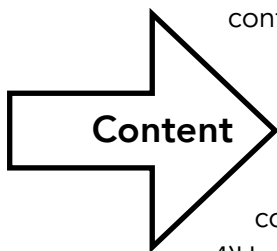
This course examines the history of Native people in the United States to about 1890. We will examine the diverse and complex cultural, religious, and political systems which governed Native societies before and after European contact and colonization. By exploring slavery, economics, diplomacy, violence, gender dynamics, and racial ideology, we will interrogate the dynamics of Native-European encounters throughout North America. In addition, we will assess

how the development of the United States as a political, legal, and social entity impacted relations between settlers and Native nations. We will investigate the role of Native people in transformative events in American history such as the American Revolution and Civil War, and examine the changing nature of US political relations with sovereign Native nations. This course will introduce students to scholarly debates about how Native American history is presented and understood. By engaging both primary and secondary sources, students will become familiar with historical analysis and developing arguments based on available historical evidence from both Native and non-Native perspectives.

Course Learning Objectives

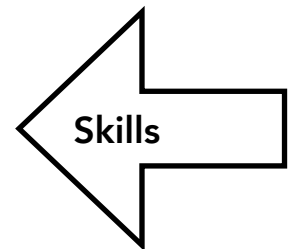
By the end of this course, students will be able to:

- 1) Explain and identify major changes to Native nations wrought by European contact and colonization and the formation of the United States.
- 2) Contextualize, interpret, and analyze the concept of Native sovereignty through about 1890, utilizing a diverse array of Native political ideologies, cultural practices, historical methodologies, and diplomatic actions.
- 3) Evaluate, critique, and appraise how Native Americans are represented in common narratives of U.S. history.
- 4) Understand contemporary issues facing Native Americans based on historical context.



By the end of this course, students will be able to:

- 1) Analyze a primary source by putting into historical context.
- 2) Perform close readings of both secondary and primary sources, determining main arguments and significance.
- 3) Deconstruct and critique a scholarly argument (secondary source) and articulate an opinion about it.
- 4) Formulate a historical argument using evidence to support it.



Accommodation of Disabilities

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in the University Center 202 behind Center Hall. Students are required to present their AFA letters to faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. For additional information, please contact the OSD: 858-534-4382, osd@ucsd.edu; <http://disabilities.ucsd.edu>.

Inclusive Learning Environment

In this class, we will work together to develop an inclusive and respectful learning community. I expect, encourage, and appreciate the expressions of different ideas, opinions, and beliefs, so that conversations that could



potentially be divisive turn instead into opportunities for intellectual and personal enrichment. In our class, each one of us is required to respect what others say and their right to say it, and to give thoughtful consideration of others' communication. Incendiary, discriminatory and/or violent language will not be tolerated.

Academic Integrity



While this course encourages intellectual cooperation and discussion, all materials submitted for a grade must represent **your own work**. Proper citation of other people's work is required. Suspicion of academic misconduct and plagiarism will be investigated, and verified cases will be reported to the Academic Integrity Office according to university policy. A finding of plagiarism will result in a "0" on the assignment, and a possible failing grade in the course. See <http://students.ucsd.edu/academics/academic-integrity/index.html> for further information.

Laptop/Cell Phone Policy

Laptops are permitted in this class only for the purposes of note-taking. Please refrain from engaging in activities that may distract you or your classmates from lectures and discussions. Please silence all cell phones and other electronic devices for the lecture period.

Recording Policy

Unless explicitly authorized with with an accommodation from the Office for Students with Disabilities, video and/or audio recording or taping lectures is not permitted without my permission.

Lecture Slides and Podcasts

This course will be podcasted. The audio and screencast of the lectures will be available through <http://podcast.ucsd.edu> for all students enrolled in the course after the lectures have finished. I will post lecture slides before lecture begins for students who prefer to print slides to take notes or follow along with the slides during lecture.



Late Work Policy

There is an automatic two-day grace period for papers and podcasts. On time and/or early assessments are always encouraged and will have my fresh eyes on them, but you have two days after the scheduled due date to turn in your assignment with no questions asked. **After the two-day grace period, I will accept late work for half credit.** I encourage you to compare the syllabi for your courses at the beginning of the quarter to see when you have heavy weeks and when you might need to take advantage of the two-day grace period. Requests for extensions must be submitted to me **48 hours in advance** of the assignment due date. *Please note: Since you have one week to complete Wikis and Reading Annotations, I will not grant extensions for these assignments.*

How Will I Be Graded?

Class Participation: 15%
Wiki Assignments: 15%
Reading Annotations: 20%
Paper 1: 10%
Paper 2: 20%
Podcast: 20%

Assessments

Class Participation (15%)



This class encourages and rewards on-going engagement with the course material in class. I will evaluate class participation based on iClicker participation and completion of occasional short in-class writing assignments ("minute papers").

• **iClicker:** Usually, during each lecture, I will pose 2-3 iClicker questions to generate discussion in small groups. These are not quiz questions—you do not get points for being correct, just for participating. Please register your

iClickers by Friday, January 12.

- **Minute papers:** Throughout the quarter, I'll periodically pose a question or ask you to reflect on a specific topic.

Wiki: Native Americans in the News (15%)

During Weeks 3 and 7, you'll be responsible for completing an entry on our course Wiki. Wiki entries are comprised of the following:

1. Locate and link to a news story, blog post, radio/podcast segment, or Twitter thread published within the past 2 months which concerns Native Americans. The item can be historical or relate to contemporary issues. After the link, provide a brief synopsis of the story or issue. Synopses should be a substantial paragraph (7-9 sentences). After summarizing the story, offer a one-sentence *analysis, critique, or opinion* about the item. You are encouraged to connect the story to topics covered in class.



2. Add onto the analysis for 2 of your classmates' entries with one sentence per entry. You may offer an alternative opinion, add onto the analysis with an example, or connect to other issues from our course or from contemporary society. The goal is to work together to analyze contemporary issues facing Native people.

Reading Annotations (20% - 10 weeks, 2% each)

Each week you'll be responsible for annotating one reading of your choice. We'll be using the online tool, *Hypothesis* to collectively annotate the reading. I'll provide brief weekly reading



guides which include questions to consider while doing the reading. You may choose to answer these questions through your annotations, or note other aspects of the reading you find significant, interesting, or confusing. I'll provide instructions for how to install and use *Hypothesis* during the first week of class.

Paper 1 (10%) - Due February 9 (Week 5)

For Paper 1, you will answer the following question: Of all the tools, resources, and/or actions Native people utilized to define and assert tribal sovereignty after European contact, which was the most effective and/or significant? You will choose one specific example and utilize no more

than 3 sources from the syllabus (between Weeks 1-5) to support your argument. Paper should be 4-5 pages in length.



Paper 2 (20%) - Due March 2 (Week 8)

Paper 2 is a revised and updated version of Paper 1. You will answer the same prompt, and can utilize the same argument, with the addition of 2 new sources from the syllabus which take into account Native peoples' experiences and actions after the formation of the United States. You can also substantially revise your argument or provide additional dimensions/caveats based on the new sources discussed. This paper should thoughtfully incorporate my comments from Paper 1 to revise and improve your argument and analysis. Sources should be drawn from the syllabus between Weeks 1-8. Paper should be 6-8 pages in length.

Podcast (20%) - Due March 21 (Finals Week)

In lieu of a final exam, you will work in pairs or threes to construct a brief, 6-7 minute "podcast" utilizing the sources from one of the digital humanities resources listed below.

- Minnesota Historical Society, digital exhibit, US-Dakota War of 1862: <http://www.usdakotawar.org>.
- Newberry Library, digital exhibit, "Lewis and Clark and the Indian Country: 200 Years of American History," <http://publications.newberry.org/lewisandclark/>.
- Plains Indian Ledger Art digital database, <https://plainsledgerart.org>.



Podcasts will be uploaded to a private group on Sound Cloud—I will provide a link for you to upload your audio file. You will be required to listen to and "review" two other podcasts from the course as part of the assignment. Podcasts should be uploaded by the end of our final exam time, March 21 at 11:00 am. You will have until the end of finals week (March 24) to submit your reviews using a link I will provide via TritonEd.

I reserve the right to change the syllabus. If I do so, I will notify you in a timely manner.

Schedule of Weekly Topics, Readings, and Assessments

Note on Syllabus Organization: Our class will cover material chronologically and thematically. Each Friday, the lecture will focus on a specific Native person, incorporating biographical details as well as wider historical context.

Week 1

Monday, January 8 – Introduction

(No Reading)

Wednesday, January 10 – Defining Sovereignty, Defining History

Juliana Barr, "Borders and Borderlands," in *Why You Can't Teach United States History without American Indians*, ed. Susan Sleeper-Smith, Juliana Barr, Nancy Shoemaker, and Jean M. O'Brien (Chapel Hill: The University of North Carolina Press, 2015), p. 9-25. **(PDF through TritonEd, also available online through Geisel)**

Pekka Hämäläinen, "The Changing Histories of North America Before Europeans," *OAH Magazine of History* (2013) 27 (4): 5-7. <https://doi.org/10.1093/oahmag/oat032>. **(PDF through TritonEd)**

Angela Cavender Wilson, "American Indian History or Non-Indian Perceptions of American Indian History?" *American Indian Quarterly*, 20, no. 1 (Winter 1996): 3-5. **(PDF through TritonEd)**

Friday, January 12 – Biography: The Ancient One, or Kennewick Man

Kevin Taylor, "The Long Legal and Moral Battle Over Kennewick Man," *Indian Country Today*, April 25, 2013, available at: <https://indiancountrymedianetwork.com/history/genealogy/the-long-legal-and-moral-battle-over-kennewick-man/>

Tasneem Raja, "A Long, Complicated Battle Over 9,000-Year-Old Bones is Finally Over," *Code Switch* May 5, 2016, available at: <https://www.npr.org/sections/codeswitch/2016/05/05/476631934/a-long-complicated-battle-over-9-000-year-old-bones-is-finally-over>

Burke Museum Statement on the Repatriation of the Ancient One, February 20, 2017, available at: <http://www.burkemuseum.org/blog/kennewick-man-ancient-one>.

Week 2

Monday, January 15 – Martin Luther King, Jr. Day – No Class

Wednesday, January 17 – Contact and Colonization in the Southwest

Ned Blackhawk, "Spanish-Ute Relations to 1750," in *Violence Over the Land: Indians and Empires in the Early American West* (Cambridge: Harvard University Press, 2009): 16-54. **(PDF through TritonEd)**

Friday, January 19 – Biography: Po'pay (San Juan Pueblo)

Antonio de Otermín Describes the Pueblo Revolt, 1680, in *Interpreting a Continent: Voices from Colonial America*, ed. Kathleen DuVal and John DuVal (Lanham, MD: Rowman & Littlefield Publishers, Inc., 2009), 252-260. **(PDF through TritonEd)**

Declaration of Juan, December 18, 1681 and Declaration of Josephe, December 19, 1681, in "Revolt of the Pueblo Indians of New Mexico and Otermín's Attempted Reconquest, 1680-1682," from the American Journeys Collection, Wisconsin Historical Society Digital Library and Archives, p.232-242. **(PDF through TritonEd)**

Week 3

Wiki #1 Due by Sunday, January 28 at 11:59 pm
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Monday, January 22 – Contact and Colonization in the Atlantic World

Susan Sleeper-Smith, "Encounter and Trade in the Early Atlantic World," in *Why You Can't Teach United States History without American Indians*, p. 26-42. **(PDF through TritonEd, also available online through Geisel)**

Wednesday, January 24 – Diplomacy and Violence in the Great Lakes and Eastern Woodlands

Brett Rushforth, "'A Little Flesh We Offer You': The Origins of Indian Slavery in New France," *William and Mary Quarterly* 60, no. 4 (October 2003): 777-808. **(PDF through TritonEd)**

Friday, January 26 – Biography: Mataoka, also known as Pocahontas (Powhatan)

Daniel Richter, "Living with Europeans," in *Facing East from Indian Country: A Native History of Early America* (Cambridge: Harvard University Press, 2003), 69-109. **(PDF through TritonEd, also available online through Geisel)**

Week 4

Monday, January 29 – King Philip's War

Jill Lepore, "Dead Men Tell No Tales: John Sassamon and the Fatal Consequences of Literacy," *American Quarterly* 46, no. 4 (December 1994): 479-512. **(PDF through TritonEd)**

Wednesday, January 31 – Native Slavery in Colonial America

Juliana Barr, "From Captives to Slaves: Commodifying Indian Women in the Borderlands," *Journal of American History* 92, no. 1 (June 2005): 19-46. **(PDF through TritonEd)**

Friday, February 2 – Biography: Neolin (Delaware)

Alfred A. Cave, "The Delaware Prophet Neolin: A Reappraisal," *Ethnohistory* 46, no. 2 (Spring 1999): 265-290. **(PDF through TritonEd)**

Pontiac's Speech to an Ottawa, Potawatomi, and Huron Audience, 1763 **(PDF through TritonEd)**

Week 5

Monday, February 5 – Native People and the American Revolution

Sarah M. S. Pearsall, "Recentring Indian Women in the American Revolution," *Why You Can't Teach United States History without American Indians*, p. 57-70. **(PDF through TritonEd, also available online through Geisel)**

Wednesday, February 7 – Indian Policies and the New Republic

John R. Wunder, "'Merciless Indian Savages' and the Declaration of Independence: Native Americans Translate the *Ecunnaunuxulgee* Document," *American Indian Law Review* 25, no. 1 (2000/2001): 65-92. **(PDF through TritonEd)**

Letter from George Washington to James Duane, September 7, 1783, <https://founders.archives.gov/documents/Washington/99-01-02-11798>.

Friday, February 9 – Biography: Sacagawea (Shoshone)

Paper 1 Due by 9:00 am

Stephanie Ambrose Tubbs, "Why Sacagawea Deserves the Day Off," in *Why Sacagawea Deserves the Day Off and Other Lessons from the Lewis and Clark Trail* (Lincoln: University of Nebraska Press, Bison Books, 2008), 89-99. **(PDF through TritonEd)**

Week 6

Monday, February 12 – Native Americans and the New Nation

Michelle Daniel, "From Blood Feud to Jury System: The Metamorphosis of Cherokee Law from 1750 to 1840," *American Indian Quarterly* 11, No. 2 (Spring 1987): 97-125. **(PDF through TritonEd)**

Wednesday, February 14 – Indian Removal

Primary Source Documents from "How Did the Removal of the Cherokee Nation from Georgia Shape Women's Activism in the North, 1817-1838?" Kathryn Kish Sklar, 2004. *Women and Social Movements in the United States, 1600-2000* Database. **(PDFs through TritonEd)**

Document 11: Cherokee Women's Petition, 30 June 1818

Document 12: Excerpts from Andrew Jackson, "First Annual Message," 8 December 1829

Document 13: Georgia State Assembly, "Laws Extending Jurisdiction over the Cherokees," 19 December 1829

Document 14: United States Congress, "Indian Removal Act of 1830," 28 May 1830

Document 15: Excerpt from Andrew Jackson, Second Annual Message, 6 December 1830

Watch video from Smithsonian National Museum of the American Indian, "The 'Indian Problem,'" available at: <https://www.youtube.com/watch?v=if-BOZgWZPE>. (Closed captioning available.)

Friday, February 16 – Biographies: Kenekuk (Kickapoo) and Tecumseh (Shawnee)

Joseph B. Herring, "Kenekuk, the Kickapoo Prophet: Acculturation without Assimilation," *American Indian Quarterly* 9, no. 3 (Summer 1985): 295-307. **(PDF through TritonEd)**

Tecumseh's Speech to Governor Henry Harrison, August 20, 1810: <http://images.indianahistory.org/cdm/ref/collection/dc007/id/18>

Week 7

Wiki #2 Due by Sunday, February 25 at 11:59 pm

Monday, February 19 – Presidents' Day – No Class

Wednesday, February 21 – Foundations of Federal Indian Law

Frank Pommersheim, "The Marshall Trilogy: Foundational but Not Fully Constitutional?" in *Broken Landscape: Indians, Indian Tribes, and the Constitution* (Oxford: Oxford University Press, 2009), 87-124. **(PDF through TritonEd)**

Friday, February 23 – Corn Tassel (Cherokee)

Sidney L. Haring, "Corn Tassel: State and Federal Conflict Over Tribal Sovereignty," in *Crow Dog's Case: American Indian Sovereignty, Tribal Law, and United States Law in the Nineteenth Century* (Cambridge: Cambridge University Press, 1994): 25-56. **(PDF through TritonEd)**

Week 8

Monday, February 26 – Indian Survival in the West

Albert Hurtado, "Indians in the Service of Manifest Destiny," in *Indian Survival on the California Frontier* (New Haven: Yale University Press, 1988): 72-85. **(PDF through TritonEd)**

California's Act for the Government and Protection of Indians, 1850. Available at: <http://faculty.humanities.uci.edu/tcthorne/notablecaliforniaindians/actforprotection1850.htm>

Wednesday, February 28 – The Civil War in Indian Country

F. Todd Smith, "'The Most Destitute' People in Indian Territory: The Wichita Agency Tribes and the Civil War," in *The Civil War and Reconstruction in Indian Territory* ed. Bradley R. Clampitt (Lincoln: University of Nebraska Press, 2015): 88-109. **(PDF through TritonEd)**

Scott Manning Stevens, "American Indians and the Civil War," in *Why You Can't Teach United States History without American Indians*, p. 134-148. **(PDF through TritonEd, also available online through Geisel)**

Friday, March 2 – Biography: Sarah Winnemucca Hopkins (Paiute)

Paper 2 Due by 9:00 am

Rose Stremlau, "Rape Narratives on the Northern Paiute Frontier: Sarah Winnemucca, Sexual Sovereignty, and Economic Autonomy, 1844-1891," in *Portraits of Women in the American West* ed. Dee Garceau-Hagen (New York: Routledge, 2005), 37-62. **(PDF through TritonEd)**

Week 9

Monday, March 5 – Violence and Conflict on the Plains

Watch the following videos at the Minnesota Historical Society's website, *The US-Dakota War of 1862*, <http://www.usdakotawar.org>: (Closed Captioning available)

- Introduction
- Dakota Homeland
- Newcomers
- Treaties

- War
- Aftermath
- Today

Waziyatawin, "Minnesota's Sesquicentennials and Dakota People: Remembering Oppression and Invoking Resistance," in *Re-Collecting Black Hawk: Landscape, Memory, and Power in the American Midwest*, ed. Nicholas A. Brown and Sarah E. Kanouse (Pittsburgh: University of Pittsburgh Press, 2015): 237-247. **(PDF through TritonEd)**

For Reference: Kathiann M. Kowalski, *Road to Wounded Knee* Timeline. **(PDF through TritonEd)**

Wednesday, March 7 – Violence and Conflict in the Southwest

Jennifer Nez Denetdale, "A Biographical Account of Manuelito: Noble Savage, Patriotic Warrior, and American Citizen," in *Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita* (Tucson: University of Arizona Press, 2007): 51-86. **(PDF through TritonEd)**

Friday, March 9 – Biography: Sitting Bull (Lakota)

Candace Greene, "Verbal Meets Visual: Sitting Bull and the Representation of History," *Ethnohistory* 62, no. 2 (April 2016): 217-240. **(PDF through TritonEd)**

View the Sitting Bull – Saville Ledger at: <https://plainsledgerart.org/plates/index/79>.

Week 10

Monday, March 12 – Changes to US-Native Relations after 1871

Kevin Bruyneel, "1871 and the Turn to Postcolonial Time in US-Indigenous Relations," in *The Third Space of Sovereignty: The Postcolonial Politics of US-Indigenous Relations* (Minneapolis: University of Minnesota Press, 2007): 65-95. **(PDF through TritonEd)**

Wednesday, March 14 – The Ghost Dance Movement and Wounded Knee

Gregory E. Smoak, "Prophecy and American Identities," in *Ghost Dances and Identity: Prophetic Religion and American Indian Ethnogenesis in the Nineteenth Century* (Berkeley: University of California Press, 2006): 191-205. **(PDF through TritonEd)**

Friday, March 16 – Biography: Zitkála-Šá (Dakota)

Zitkála-Šá, "Impressions of an Indian Childhood" and "The School Days of an Indian Girl," in *American Indian Stories* (Washington, DC: Hayworth Publishing House, 1921): <http://digital.library.upenn.edu/women/zitkala-sa/stories/stories.html>.

Finals Week

Podcasts Due March 21 by 11:00 am.

Podcast Reviews Due March 24 by 11:59 pm.