

Native American | Indigenous History in the United States (from about 1870)

Ethnic Studies 112B
Winter 2023
MWF 3:00 – 3:50 PM
Sequoia 147
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Office Hours:
M noon-1, W noon-2
& by appointment.
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COURSE DESCRIPTION

This course serves as an introduction to the last 150 years of the complex history of the peoples who occupied North America before European contact and colonization. It covers the ongoing negotiation, resistance, resilience, and the reshaping of Indigenous lives and futures by colonial processes and the United States nation state.

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 REQUIREMENTS

Course Assignments & Expectations

You are expected to attend class meetings, complete the reading and writing assignments, and the 2-part final project/exam, *in order to complete this course*.

• Assignments:		Grading scale:			
Reading Questions Blog	20%	93-100	A	73-76	C
In-class participation	20%	90-92	A-	70-72	C-
Midterm exam (in class)	10%	87-89	B+	67-69	D+
Final project written essay	30%	83-86	B	63-66	D
Final project presentation	20%	80-82	B-	60-62	D-
(during final exam period)		77-79	C+	0-60	F

Lectures will be held live during scheduled class time. Class will be recorded and made available on Canvas in the Media Gallery. We are all still affected by the **COVID-19** global pandemic. *Please, stay home if you're sick!* You can notify me and watch the podcast of the material you miss.

- **Reading blog entries (20%):** I will post an average of 2 sets of reading questions per week on CANVAS, generally due on Mondays and Fridays. Reading questions will be posted at least 2 days in advance of the relevant class session. You will contribute **blog entries** to each set on CANVAS, providing your response to the reading

questions and commenting on the reading selections. You will use responses to these questions to prepare for in-class discussions 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, for a total of 20 points.

- **Class discussion (20%):** Participation in discussions held throughout the quarter will count for part of your class grade.

Discussion participation is self-reporting. 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 contribution, or the Interrogation submission if you have chosen Option 3.

There are 3 ways to participate and receive credit:

- 1) participate in discussion during class sessions;
- 2) discussion during Office Hours (Zoom, if requested);
- 3) Interrogation Paper - For this option, 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 short passages from relevant readings, and at least one moment from the class lecture | discussion.

Each week is worth 2 points towards your final grade.

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- **Midterm exam (10%):** 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 a short essay question.
- **Final Exam (50%):** The final exam will consist of two parts:
 - Part 1 (30%):** Research paper on chosen topic (individual or group project).
 - Part 2 (20%):** Presentation during the scheduled Final Exam period, Tuesday, March 21, 11:30am-2:30pm.

I welcome visits to my office, or by Zoom if requested, 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: <https://academicintegrity.ucsd.edu/process/policy.html>

Associated Students Office of Student Advocacy: a free and private resource providing one on one Zoom advising to students accused of violating Student Conduct or Academic Integrity policies: <https://asadvocacy.ucsd.edu/>

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, 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

The readings – articles, documents, maps, and useful web sites - is available on CANVAS.

We will read the following book in its entirety. Please purchase a copy if you do not wish to read the PDF in CANVAS:

Peter Iverson, *'We Are Still Here': American Indians in the 20th Century* (2nd edition).

SYLLABUS

The reading(s) that follow each week heading are to be read **before** that class meeting. *Be prepared to refer to and discuss the reading material in class. Also, due to guest lecturers, reading assignments during weeks 6-10 may change.* Updates will be announced in class and provided on CANVAS.

WEEK 1 JANUARY 9 Introduction to History of Native Americans

JANUARY 11 Reservation Incarceration and Coerced Assimilation

Glen Coulthard, "Place Against Empire: Understanding Indigenous Anti-Colonialism".

Please read before starting *Wah' Kon-Tah*:

Fredrick W Boling, "A Tribute To John Joseph Mathews: Osage Writer"

Mary Austin, "Review of *Wah' Kon-Tah*." *Saturday Evening Post*, 11/19/1932

John Joseph Mathews, *Wah' Kon-Tah: the Osage and the White Man's Road*. Introduction, Chapter 1-6.

JANUARY 13 DISCUSSION: *Wah' Kon Tah*, Settler Colonialism, Decolonization

Mathews, *Wah' Kon-Tah*. Chapters 7-9.

Peter Iverson, "*We Are Still Here*", Introduction, Chapter 1.

Francis Paul Prucha. Documents, numbers 84, 95, 97 & 104.

J. Kēhaulani Kauanui, "'A structure, not an event': Settler Colonialism and Enduring Indigeneity," *Lateral* 5.1 (2016). <http://csalateral.org/issue/5-1/forum-alt-humanities-settler-colonialism-enduring-indigeneity-kauanui/>

WEEK 2 JANUARY 16 NO CLASS – Martin Luther King Jr. Holiday

JANUARY 18 CLASS VISIT: Michael Connolly (Campo-Kumeyaay)

Mathews, *Wah' Kon-Tah*. Chapters 10-16.

Michelle M. Lorimer, *Resurrecting the Past: The California Mission Myth*, Chapter 2.

JANUARY 20 Building the Attack on Assimilation

Iverson, "*We Are Still Here*", Chapter 2.

Prucha. Documents, CANVAS., numbers 136, 137, & 139.

WEEK 3 JANUARY 23 FILM: *Ishi, the Last Yahi*
 Frederick E. Hoxie, *Talking Back to Civilization: Indian Voices from the Progressive Era*.
 Nancy Rockafellar and Orin Starn. "Ishi's Brain".
 NMNH Repatriation Office. "The Repatriation of Ishi, the Last Yahi Indian".

JANUARY 25 Reversing Directions in the New Deal
 Matthews, *Wah' Kon-Tah*. Chapter 17, notes.
 Iverson, "We Are Still Here", Chapter 3.
 Prucha. Documents, numbers 142-144.

JANUARY 27 The Indian New Deal in Action
 Donald Lee Parman, *Indians and the American West in the Twentieth Century*,
 Chapter 6.
 Kenneth R. Philp, *Indian Self-Rule : First-Hand Accounts of Indian-White Relations
 from Roosevelt to Reagan*, Part I: Chapters 1 and 2.

WEEK 4 JANUARY 30 World War II and the Remaking of the New Deal
 Iverson, "We Are Still Here", Chapter 4: 103-124.
 Eve Tuck and K. Wayne Yang, "Decolonization is not a metaphor".

FEBRUARY 1 Termination and Urbanization
 Iverson, "We Are Still Here", Chapter 4: 124-150.
 Philp, *Indian Self-Rule*, Part II: Chapters 1,2 and 6.
 Donald Lee Fixico, *The Urban Indian Experience in America*. Chapter 1.
 Prucha. Documents, numbers 147-149.

FEBRUARY 3 Indian Activism and the Red Power Movement
 Iverson, "We Are Still Here", Chapter 5: 151-189.
 Nick Estes, *Our History is the Future*, Chapter 5.
 Marie Mauze, "Two Kwakwaka'wakw Museums: Heritage and Politics".

WEEK 5 FEBRUARY 6 Reversing Direction Again: Indian Self-Determination
 Iverson, "We Are Still Here", Chapter 6: 191-226.
 Fixico, *The Urban Indian Experience in America*, Chapter 3.
 Prucha. Documents, numbers 159-160, 162-164.

FEBRUARY 8 Prelude to Sovereignty?
 Iverson, "We Are Still Here", Chapter 7: 227-268.
 Jeff Corntassel, and Richard C. Witmer. *Forced Federalism: Contemporary Challenges
 to Indigenous Nationhood*, Chapter 1.
 Prucha. Documents, numbers 183-185.

FEBRUARY 10 **MIDTERM EXAMINATION** please bring blue book(s)

WEEK 6 Native Sovereignty: Government, Law & Justice, Identity, Citizenship

FEBRUARY 13 CLASS VISIT: Devon Lomayesva
(Santa Ysabel-Kumeyaay)

Eve Tuck. "Suspending Damage: A Letter to Communities".

Meet this week after reading the Tuck article (above) about idea for research project (individuals or groups).

Vine Deloria, and David E. Wilkins. *Tribes, Treaties, and Constitutional Tribulations*. Chapters 4 and 8.

William C. Canby, Jr., *American Indian Law in a Nutshell*, Chapter 4

FEBRUARY 15 Sovereignty and Identity

Eva Marie Garrouette. *Real Indians: Identity and the Survival of Native America*, Chapter 5.

Maggie Blackhawk. "The Indian Law That Helps Build Walls", *New York Times*, 5/26/2019.

John J. Bodinger de Uriarte, "Imagining the Nation with House Odds: Representing American Indian Identity at Mashantucket".

FEBRUARY 17 Identity and Citizenship

Eva Marie Garrouette, "The Racial Formation of American Indians: Negotiating Legitimate Identities within Tribal and Federal Law".

Scott Richard Lyons. *X-Marks: Native Signatures of Assent*, Chapter 1.

Gerald Vizenor and Jill Doerfler. *The White Earth Nation: Ratification of a Native Democratic Constitution*, Chapter 3.

WEEK 7 Native Sovereignty: Language, Culture, Education

FEBRUARY 20 NO CLASS – President's Day

FEBRUARY 22 Indigenous Knowledge

Vine Deloria, *Red Earth, White Lies : Native Americans and the Myth of Scientific Fact*, Chapter 8.

Lawrence William Gross, "Cultural Sovereignty and Native American Hermeneutics in the Interpretation of the Sacred Stories of the Anishinaabe".

FEBRUARY 24 CLASS VISIT: Angela Santos Elliot
(Manzanita-Kumeyaay)

Duane Champagne, "American Indian Studies Is for Everyone".

Les W. Field, "Unacknowledged Tribes, Dangerous Knowledge: The Muwekma Ohlone and How Indian Identities Are "Known".

WEEK 8 Native Sovereignty: Religion, Ceremony, Repatriation
FEBRUARY 27 Cultural Property

DUE: 1-2 page description of research project.

Kathleen S. Fine-Dare, *Grave Injustice : The American Indian Repatriation Movement and NAGPRA*. Introduction & Chapter 1: 1-46.

William E. Farr, "Troubled Bundles, Troubled Blackfeet - the Travail of Cultural and Religious Renewal".

MARCH 1 Repatriation

Fine-Dare, *Grave Injustice*, Chapter 4: 117-137.

Prucha. Documents, numbers 209 & 214: (text of NMAI Act & NAGPRA).

MARCH 3 Religion, Ceremony

Prucha. Documents, number 183: (Indian Religious Freedom Act, 1978).

Prucha. Documents, number 204: (Lyng v. NW Cemetery Assn., 1978).

Religious Freedom Restoration Act, 1993

Apache Stronghold v United States

Apache Stronghold tribal-amicus-brief

WEEK 9 Native Sovereignty: History, Economy

MARCH 6 CLASS VISIT: Ethan Banegas (Barona-Kumeyaay)

Interview with Danny Tucker, Chair, Sycuan Band of the Kumeyaay Nation,
<https://youtu.be/82eoLUjhe6A>

Ethan Banegas, Chapter 4: Indian Gaming in the Kumeyaay Nation

Carole Goldberg, and Duane Champagne. "Ramona Redeemed".

MARCH 8 Gaming and Economy

NOTE: for this session we will divide up the reading and report back in class!

"A Japanese American Family, a Native American Tribe and a Bountiful Friendship", *New York Times*, 11/10/2022.

Danielle E. Horgan, "Reconciling the Past with the Future: The Cape Wind Project and the National Historic Preservation Act".

Eve Darian-Smith, *New Capitalists: Law, Politics, and Identity Surrounding Casino Gaming on Native American Land*, Chapter 3 & Chapter 5

Jessica R. Cattelino. "Tribal Gaming and Indigenous Sovereignty, with Notes from Seminole Country".

Michael Connolly Miskwish, "Equity and Fairness: Taxation and Regulatory Impediments to Tribal Governance in San Diego County".

Stephen E. Cornell, and Joseph P. Kalt. "Reloading the Dice: Improving the Chances for Economic Development on American Indian Reservations."

Traci L. Morris and Sascha D. Meinrath, "New Media, Technology and Internet Use in Indian Country".

MARCH 10 CLASS VISIT: Ami Admire (Rincon-Payókawicham)
Karen Gayton Swisher. "Why Indian People Should Be the Ones Who Write About
Indian Education".
Donald Lee Fixico, *The American Indian Mind in a Linear World: American Indian
Studies and Traditional Knowledge*, Chapter 1.

WEEK 10 Indigenous Futurity

MARCH 13 Indigenous Futurity
Jeff Corntassel, "Re-envisioning resurgence: Indigenous pathways to
decolonization and sustainable self-determination".
Lyons. *X-Marks*, Chapter 4.

MARCH 15 FILM: *Harold of Orange* by Gerald Vizenor
(Anishinabeg [Ojibwa])
Gerald Vizenor, "The Origins of American Indian Instant Coffee".

MARCH 17 Conclusion and Final Projects

WRITTEN RESEARCH PROJECTS DUE

TUESDAY MARCH 21 FINAL EXAM/PROJECTS 11:30 AM – 2:30 PM
(Please confirm place & time in Final Exam Schedule)