



ETHN 112A: History of Native Americans and Indigenous People in the US I

Mary Klann (she/her), PhD
MWF 10:00 am - 10:50 am
CENTR 207
Winter 2024

How to Contact Me:

Email: mcklann@ucsd.edu

Feel free to contact me via email or send a message through Canvas. I usually respond within 24 hours during weekdays, 48 hours on weekends. (I try very hard to avoid looking at emails on Saturdays.) If you don't hear back from me in 48 hours, please send a follow-up!

Where to Find Required Readings and Materials:

There are no required books to purchase for this class. All required reading for this course will be available online, via PDF or link through our course Canvas site.

Student Hours: I will hold **in-person student hours on Wednesdays and Thursdays from 12:00 pm - 1:00 pm in my office, Ridge Walk (Arts & Humanities) 0728**. These are open meetings, no need to make an appointment first! If neither time works for you, email me and we can set up an appointment to meet in person or via Zoom.

Course Description

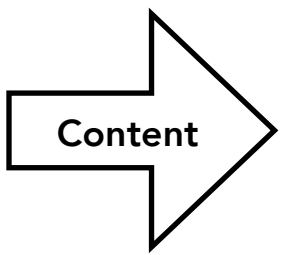
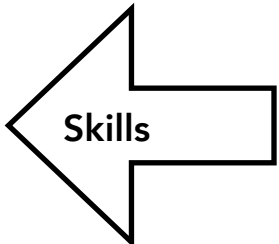
This course examines the histories of Native American, Pacific Islander, and other Indigenous populations in the United States, with specific emphasis on precolonial and postcontact interaction and knowledge systems of Indigenous groups from the 1400s to mid-nineteenth century. By exploring slavery, 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.

Course Learning Objectives

These are the objectives I had in mind while designing this course. However, I know that these might not be the most important objectives for you. I'm looking forward to seeing what goals you have for the course that may or may not intersect with the goals below:

In this course, we will work on:

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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.
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5. Analyze a primary source by putting into historical context.
 6. Perform close readings of both secondary and primary sources, determining main arguments and significance.
 7. Deconstruct and critique a scholarly argument (secondary source) and articulate an opinion about it.
 8. Formulate a historical argument using evidence to support it.
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Accommodation of Disabilities and Access Needs

My hope is that this course is accessible to all students, including students with disabilities. If at any point during the course, you encounter a circumstance (mental, physical, cognitive, legal, personal, etc.) that affects your ability to fully access and participate in this course, you are welcome (but not required) to contact me to discuss your specific needs. You may also find that your educational needs may be served by receiving official accommodations from the Office for Students with Disabilities (OSD). For additional information, please contact the OSD: 858-534-4382, osd@ucsd.edu. If you have any questions or if I can make a change that can improve your learning experience, please do not hesitate to reach out.

Basic Needs, Health and Well-Being

The Hub Basic Needs Center and the **Triton Food Pantry**, located at the Original Student Center, provide students with essential resources, including access to food, stable housing, and financial wellness resources.

UCSD's Counseling and Psychological Services (CAPS) is open for in-person and video and phone visits as well as urgent care visits. We're (still!) in a chaotic moment, and there is a lot of uncertainty. If you are

feeling anxious or worried and it is affecting your ability to succeed in our class, please reach out for help! I will do what I can and refer you to other resources available.

Academic Integrity

This course encourages intellectual cooperation and discussion. We're working together to assemble a useable, public-facing project! Part of this process will involve proper citation, credit, and usage of digitized primary documents. We'll work together to figure out the proper process for everything.

The Academic Integrity Office has a lot of resources for students about how academic integrity is governed and expected at UC San Diego. I trust you to be honest with me about the work you are completing in this class.

Preferred Names and Pronouns

In our Interactive Syllabus, please be sure to let me know what you'd like to be called, and if you would like to share them, your preferred gender pronouns. If at any point in the quarter you wish to communicate with me about this matter, please do not hesitate to do so.

Online and In-Person Learning

Collaboration

In this class, you will frequently engage with your classmates and me every week, both online and in-person. It will be our collective responsibility to make sure that our interactions (both virtual and face-to-face) are always respectful and supportive of the views, experiences, and expertise of others. Keep in mind that if a comment or action is inappropriate *in person*, it is also inappropriate *online*. To create a course culture of courtesy, collegiality, and cooperation, remember that we know more together than any one of us knows individually.



Online Learning and Technical Requirements

Our class will be conducted through Canvas and our course blog! If you have any questions or need assistance with Canvas, please visit the IT Service website. There, you can find more information about the technical requirements for online learning. If at any point you're struggling to access any of the tools or platforms we'll use in this class, please reach out to me.

Here's the exact tools we will be using:

- **Canvas** (I recommend downloading the Canvas app if you have a smartphone)
- **Hypothesis** (collective annotation tool, you'll need to create a **free** account)
- **Padlet** (no need to create an account, I'll show you how to use this!)
- **Slido** (online polling app, no need to create an account for this one either)
- **Answer Garden** (online word cloud app, no need to create an account for this one either)

Access to a reliable functioning desktop or laptop computer and internet connection will certainly help you complete this class successfully, but you **can** also access all of our course material through a smartphone or tablet. **Please let me know if you have any difficulty accessing Canvas or other course**

tools if your primary device is your smartphone or tablet. I am working to make sure that course resources are easily accessible on mobile devices, but I want to make sure I catch any problems!

(Un)Grading Policy

This class is ungraded! What does that mean? I am eliminating all grades for individual assessments and weekly participation activities. Why? Educational and psychological research has shown that grades diminish interest in learning. Also, grades tend to stress people out!¹ My goal for everybody is to come away from this class feeling proud of what you accomplished and having met your own learning goals. So, in this course, **you will be determining your own grade.**

How does it work?

I will provide feedback (lots of feedback) throughout the quarter on your assessments (I-Search Papers, Unessays, and Why Native History Matters) and your class participation (annotations and in-class discussions/Padlets). You'll also receive comments and feedback regularly from your peers. But, your final grade in the course is up to you. (SERIOUSLY!) I want everybody to pass the class. Whether you want to go for an A, B, or C is your choice.

At the end of each assignment, you'll complete a "Declaration" quiz in Canvas. (It is called a "quiz," but it isn't testing you on anything. It is just a true/false checklist where you confirm that the assessment is completed.) Once you complete the quiz, you will see your points in the Canvas Gradebook. (The points are there for you to keep track of your progress in the course.) You'll also complete a Declaration quiz at the end of each week to confirm that you've met the benchmarks for class participation.

After each assignment and twice during the quarter you'll also turn in Reflections. I'll ask you to reflect on what you learned, what you enjoyed about the process, and anything you'd like to change for next time. (The reflections will only be seen by me, so it is a good place to express concerns if you have them.)

This class is also highly collaborative. We are all learning "in public" in a sense in this course. You'll be sharing your thoughts and analysis with your peers and providing comments that help to further the discussion. You'll also be able to participate in conversations with me in the margins of the readings, on the Padlets, and in our class discussions.

Here's how the points will be calculated:

Weekly Lecture Participation: Responding to polls and word clouds and discussions, providing feedback for peers, engaging with course lectures	20 points/week = 200 points total
Reflection Padlets: Due twice during the quarter	20 points each = 40 points total
Class Participation Reflections	10 points each = 20 points total
Interactive Syllabus	10 points
Why Native History Matters	40 points

¹ We'll be getting into a bit of this research in Week 1 when we read Alfie Kohn's essay!

I-Search Paper Plan	20 points
I-Search Paper	70 points
I-Search Paper Reflection	15 points
Unessay	70 points
Unessay Reflection	15 points
Total Points	500 points

It is up to you how you want to accumulate those points! But, for your reference...

- To get an A, you'll need at least 450 points
- To get a B, you'll need at least 400 points
- To get a C, you'll need at least 350 points

Just to reiterate—you do the assignment, declare it, and you get the points. I'll never take any points away from you—you just get them for completing the thing. :)

Late Work Policy

There is an automatic two-day grace period for weekly class participation, assessments, peer reviews, and reflections. (**Basically any time there is a due date, you have up to two days to turn in whatever is due.**) On time assessments are always encouraged but you have two days after the scheduled due date to turn in your assignment with **no questions asked**. As for extensions, I have no problem granting them if you need them. Seriously, just ask! I am happy to work out a plan with you to submit what you need to, when you are able.

Joy in Learning

My main goal with this and all of the classes I teach is to cultivate an environment where we can enjoy the learning process. That doesn't mean we won't run into frustrating situations—the nature of primary source research can be very frustrating, and, for many of us, these are new topics. We are bound to fail at some point! But ultimately, I want to provide space and time for **joy in learning** this quarter. (I give credit to a former student of mine for starting my thought process on how to intentionally build a class that incorporates joy. The student commented about how they wished there was more time for them to **enjoy** the learning process. I AGREE.)

Flexible deadlines and ungrading are two pieces of this process. Here's a few comments from previous students about these policies:

On flexible deadlines:

"It allowed me to **focus on the quality of my work** than stressing about a tight deadline."

On ungrading:

"I could learn the material and do the assignments **with a purpose of learning** rather than doing an assignment for the sake of a grade or for passing the class."

Assessments

Housekeeping Assignments:

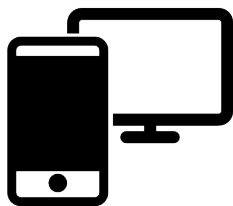
Interactive Syllabus: Read the interactive syllabus and answer the questions. **DUE: Sunday, January 14** (10 points)

Class Participation Reflections: Twice in the quarter, I'll ask you to reflect on your participation in weekly activities and readings. **DUE: Sunday, January 28** (10 points) **and Saturday, March 23** (10 points)

I-Search Paper Plan: Before starting your research, submit your planned research question for feedback from me and your peers. **DUE: Sunday, February 4**

Weekly Participation:

Participation in this course can be digital and/or in-person. We'll be meeting on Mondays and Wednesdays in-person at our scheduled class time, and using most of our Friday sessions to complete work asynchronously online. Our conversations about resources and articles will continue between modalities and carry over week to week. By Monday morning, I will post the materials for the week to our Canvas site. (Each week will have its own "module.") The modules will contain:



- A link to all the **Google Slides** from our in-person sessions. (These will be posted before class but likely the same day as our class sessions.)
- A **Discussion Padlet** for each day we meet in-person. These Padlets will contain links to the polls/word clouds that I administered in class. If you have to miss class for any reason, you'll be able to view the podcast of the lecture slides and then participate in the same discussion questions as those in class answered. On Discussion Padlets, I'll also post additional resources that may

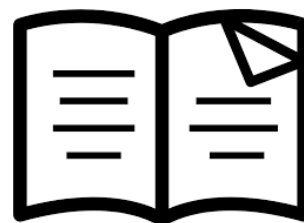
be of interest/relevant to our class discussions and lecture content.

- Links to **readings** which we will annotate together as a class. (See below for more on annotations.)
- **Class Participation Declaration** for the week.
- **Submission links** for any declarations for assessments due that week.

Recommended benchmark for class participation: Regular reading and reflecting, regular answering of polls and word clouds, and regular in-class participation. You can expand on your opinions from the polls, ask questions about the material, react, and engage with your classmates and me in the annotations and in class. If you can't make it to the in-person session, you'll be able to access the Discussion Padlets and podcasted lectures to stay up-to-date!

Annotations: We'll be collectively annotating the readings using hypothes.is. There's no minimum or maximum number of annotations you're required to do. I just want you to thoroughly engage with the reading. For example:

- Analyze and engage with the text. Explain briefly why you found something interesting, shocking, confusing, etc.
- Connect with your classmates' annotations, by either asking or



answering questions, or adding onto their notes with your own thoughts and analysis.

- If someone has already highlighted the phrase you wanted to comment on, reply to their post instead of adding your own.
- Emojis, GIFs, one word reactions, and “retweets” are encouraged!
- Check back in with the annotations after you’ve completed yours. The conversation can grow and change over the course of the week.

Weekly Class Participation Declarations DUE: Every Sunday night

Why Native History Matters

Share a story or some piece of information that you learned from our class with someone who isn’t taking the class. Post to the Why Native History Matters Padlet with a short description of what you chose to share and what their response was. (Credit for the idea for this assignment goes to my best friend, Professor Leslie Dunlap at Willamette University!)

DUE: Rolling deadline - post by the quarter’s end

Individual Research Projects

I-Search Paper: “I-Search” papers tell the story of the writer’s search for information about a particular topic. For this assignment, you will choose one topic on Native history between precolonization to about 1890 of particular interest to you and develop a research question about that particular topic. You will conduct primary source research to answer the question, but won’t actually write a formal research paper. Rather, you will develop a strong thesis statement, and describe how the sources you discovered will support that thesis. These papers are meant to be written in the first person (i.e. use of “I,” “me,”



“us,” is acceptable). More information will be distributed as the due date approaches. (4-6 pages, double-spaced. *Note: the page requirement for this assignment is flexible, but these papers should not be less than 4 pages.*) You’ll be sharing your papers with your classmates and giving feedback to your peers.

DUE: Sunday, February 25

REFLECTION DUE: Sunday, March 3

Unessay: The last project of the semester will be an “unessay,” which basically means the format for this project is completely up to you! You’ll be using the deep research you’ve already completed on your topic for the I-Search Paper to tell a compelling historical story. How? A short podcast? A long-form essay? A website? Infographic? Series of Instagram posts? Lesson plan? We’ll talk about options, but the point is to pick the format that you think works best for your topic, and best for your individual skills and interests.

PROJECT DUE: Thursday, March 21

REFLECTION DUE: Saturday, March 23

Reflection Padlets

Reflection Padlets are spaces where we’ll draw connections between the individual research projects you’ll be working on with the I-Search Paper and the UnEssay. In these collaborative Padlets, you’ll reflect on the themes that stood out in the selection of your peer’s work that you



read. These themes can be based on content, but they can also be based on connections in methodology and approach to sources.

Reflection Padlet #1 Due: Sunday, March 10

Reflection Padlet #2 Due: Saturday, March 23

As a class, we might decide to change the syllabus due to unforeseen circumstances (like a global pandemic). If so, we'll work together on a mutually acceptable solution. I promise to never add work, only to lessen the load, if needed.

Schedule of Weekly Topics, Readings, and Assessments

Week 1 - January 8 - January 14

Interactive Syllabus Due: January 14

Monday, January 8 - Course Intro/Syllabus

Wednesday, January 10 - Intro to UnGrading/Annotation

Alfie Kohn, "The Case Against Grades"

Friday, January 12 - Asynchronous Workday (Annotation of Reading): Time and History

Angela Cavender Wilson, now known as Waziyatawin (Wahpetonwan Dakota), "Grandmother to Granddaughter: Generations of Oral History in a Dakota Family," *American Indian Quarterly* 20, no. 1 (Winter 1996): 7-13.

Week 2 - January 15 - January 21

Monday, January 15 - Martin Luther King Jr. Holiday **No Class**

Wednesday, January 17 - Defining Sovereignty, Defining History

Friday, January 19 - Asynchronous Workday (Annotation of Readings): UCSD is a Native Place

Selected primary sources from Indigenous ancestors found at University House

Week 3 - January 22 - January 28

Class Participation Reflection #1 Due January 28

Monday, January 22 - Repatriation, Acknowledgment, and Ancestral Land

Wednesday, January 24 - Contact and Colonization in the Southwest

Friday, January 25 - Asynchronous Workday (Annotation of Readings): Creation Stories Part I

California Creation Stories (Cahuilla, Maidu, Pomo, Wintu, Hupa, Salinan): "Mythic Time," in *The Way We Lived: California Indian Stories, Songs, and Reminiscences*, ed. Malcom Margolin, 35 anniversary ed. (Berkeley: Heyday, 2017): 123-137.

Week 4 - January 29 - February 4

I-Search Paper Plan Due February 4

Monday, January 29 - The Pueblo Revolt

Wednesday, January 31 - Contact and Colonization in the Atlantic World

Friday, February 2 - Asynchronous Workday (Annotation of Readings): Creation Stories Part II

Lisa Brooks (Abenaki), Excerpts from "Alnôbawôgan, Wlôgan, Awikhigan: Entering Native Space," in *The Common Pot: The Recovery of Native Space in the Northeast* (Minneapolis: University of Minnesota Press, 2008): 1-8.

Week 5 - February 5 - February 11

Monday, February 5 - Diplomacy and Violence in the Great Lakes and Eastern Woodlands

Wednesday, February 7 - King Philip's War

Friday, February 9 - Asynchronous Workday (Annotation of Readings): Creation Stories Part III

Pontiac's Speech to an Ottawa, Potawatomi, and Huron Audience, 1763
Joy Harjo (Muscogee), "A Map to the Next World," in *Poet Warrior: A Memoir* (New York: W.W. Norton & Co., 2021): 187-189.

Week 6 - February 12 - February 18

Monday, February 12 - Native Slavery in Colonial America

Wednesday, February 14 - Native People and the United States

Treaty of Fort Pitt, 1778

Friday, February 16 - Asynchronous Workday (Annotation of Readings): Creation Stories Part IV

Scott Richard Lyons (Leech Lake Ojibwe), "Migrations/Removals," in *X-Marks: Native Signatures of Assent* (Minneapolis: University of Minnesota Press, 2010): 1-34.

Week 7 - February 19 - February 25

I-Search Paper Due February 25

Monday, February 19 - Presidents' Day Holiday **No Class**

Wednesday, February 21 - What's in a Treaty?

Treaty with the Creeks, 1832

Treaty with the Navajo, 1868

Friday, February 23 - Asynchronous Workday: Work on I-Search Papers

No Additional Reading!

Week 8 - February 26 - March 3

I-Search Paper Reflection Due March 3

Monday, February 26 - Indian Removal

Wednesday, February 28 - Foundations of Federal Indian Law

Friday, March 1 - Asynchronous Workday (Annotation of Reading): Creation Stories Part V

Margaret Huetl (Descendant Lac Courte Oreilles Ojibwe), "Treaty Stories: Reclaiming the Unbroken History of Lac Course Orville's Ojibwe Sovereignty," *Ethnohistory* 68, no. 2 (April 2021): 215-236.

Week 9 - March 4 - March 10

Reflection Padlet #1 Due March 10

Monday, March 4 - Trip to Special Collections & Archives: 19th Century and Contemporary Ledger Art

Meet in classroom space at Geisel Library!

Wednesday, March 6 - Conflicts, Violence, and Sovereignty in the West

Friday, March 8 - Asynchronous Workday (Annotation of Reading): Creation Stories Part VI

Ross Frank, "Crow Dog's Trial and Ledger Drawing: Cultural Production and Tribal Nation in the Maw of the American Empire," *Western Historical Quarterly* 53, no. 4 (Winter 2022): 325-352.

Week 10 - March 11 - March 17

Monday, March 11 - Changes to Native-US Relations after the Civil War

Wednesday, March 13 - Creation Stories: "Indian Time" and "Policy Eras"

Layli Long Solider (Oglala Lakota), "Whereas Statement" in *Whereas* (Minneapolis: Graywolf Press, 2017), 70.

Friday, March 15 - Asynchronous Workday

Work on unessays and catch up!

Finals Week - March 16 - March 23

Unessay Due March 21

Unessay Reflection Due March 23

Class Participation Reflection #2 Due March 23

Reflection Padlet #2 Due March 23

Why Native History Matters Due March 23 (Rolling Deadline)