

HIST 3570: AMERICAN INDIAN HISTORY
Spring 2016, MW 4:40-5:55

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Course Description

This course surveys American Indian history in what is now the United States from pre-Columbian times up to the present. It focuses on these recurring themes: the great diversity of Native North America, change and continuity over time, and the impact of history on the present. The course objective is not for students to accumulate a lot of "facts" but for students to develop skills such as the ability to do sound historical research, think critically, and be able to articulate ideas and information when writing and speaking.

For the research projects, you will do a lot of reading of open-access material available online and books and articles found in our library or in library databases. Your only costs for this course are one poster board and printing costs.

Assignments & Grading

Research Project #1: Ethnohistory Paper	15%
Research Project #2: Tribal History	15%
Research Project #3: Boarding School Poster	15%
Research Project #4: Current Issues	15%
Midterm	10%
Final Exam	15%
Class Participation	<u>15%</u>
	100%

RESEARCH PROJECT #1: Ethnohistory Paper

You will write a 3-5 page (double-spaced, word-processed) paper analyzing a 17th-century book written by the "Pilgrims" (the English religious separatists who settled Plymouth Colony). Your purpose, in the tradition of ethnohistory, is to discern from English-language documents what the Native American perspective was: What did New England Indians think about the Pilgrims? Your paper should have a clear main point (thesis/argument) answering that question and should use specific examples from the book as supporting evidence proving your main point. When quoting or referring to specifics, put the page number in parentheses afterwards. Do not do any

outside research. Instead, closely analyze this one text to try to figure out what the Indian perspective on English settlement of New England was. The book is Henry Martyn Dexter, ed. *Mourt's Relation, or Journal of the Plantation at Plymouth*. Boston: John Kimball Wiggin, 1865. The google books pdf of it is posted on huskyct. Or, if you prefer to use a book, you can buy the Dwight Heath edition cheaply online. Just be sure to identify in your paper if you used the Heath edition instead of the one on huskyct. You do not need to read the introduction and footnotes but may find them helpful. Note that the author is unknown (probably William Bradford and Edward Winslow wrote most of it) so do not call him Mourt. You may call the authors the Pilgrims or Plymouth Separatists.

RESEARCH PROJECT #2

This research project will involve each student in independent research on the history of a particular tribe up to the mid-nineteenth century (circa 1850) and in a group presentation to the rest of the class.

The most important component of the research project is the quality and quantity of research each student conducts. Students will submit a bibliography listing at least six sources, which must consist of both scholarly books and journal articles found in journal databases such as JSTOR and Project Muse. Encyclopedias (such as Wikipedia) and internet websites are NOT acceptable sources for Project #2. You may use primary sources (documents produced in the time period you are studying), but your most useful sources will be secondary works written by scholars who are specialists in the history of your assigned tribe based on their own historical, anthropological, or archaeological research. Because you will be graded on the quality of the sources you have located, be sure to identify who the most reliable and informative authorities are on your assigned tribe's history. If you have trouble finding books or articles on your assigned tribe, then look for books and articles on the region/culture area.

A second component of the research project is that students will come together in teams designated by "culture areas" to prepare class presentations. Time will be set aside in class for team meetings, and so you are not expected to meet outside of class to prepare the presentations. Your purpose in the presentation is to historicize the culture areas concept by identifying one landmark event or development that led to a dramatic change in the Native history of that region before the mid-nineteenth century. The final presentations will be 15-20 minutes long with five minutes for questions from the audience. Every member of the group should have a speaking role in the presentation.

You will turn in your bibliography on the day the planning of the presentation starts and will resubmit it, with revisions or additions, on the final presentation day. The grade for the research project will be based on the substance, relevance, and accuracy of information you personally collected through your research, as evident on the bibliography and during team discussions; and the creative insights, thoughtful

analysis, and level of participatory energy you bring to the team's planning and the presentation itself. Absences on planning days or a lack of engagement in or preparation for team discussions will have a major impact on this grade.

RESEARCH PROJECT #3

You will need to purchase a poster board to present research findings on Carlisle Indian School. Using the website of the Carlisle Indian School Digital Resource Center, pick one or more of the Student Files – perhaps from the tribe you just researched for Project #2-- as your focal point for interpreting the boarding school experience. Use the other resources available through this website to further research the experiences and perspective of the student(s) you have chosen to profile and your understanding of the Carlisle school's philosophy and student responses to it. Your poster will be graded on (1) whether the information presented clearly coordinates around a main point (thesis/argument) and (2) the amount of research you put into the project and the substantiveness and accuracy of your research findings as displayed on the poster.

<http://carlisleindian.dickinson.edu/>

RESEARCH PROJECT #4

I will reassign students to a new team to research the history of a current issue. Possible team topics are tribal sovereignty, environmental issues, economic development (such as casinos), tribal federal acknowledgment, tribal membership, NAGPRA (Native American Graves Protection and Repatriation Act), sacred sites, and mascots.

Teams will prepare a presentation under the same guidelines as for Research Project #2 but will draw from a greater variety of sources. In each individual's minimum of six sources listed on the bibliography, you must include at least one scholarly book, one scholarly article, one newspaper article, and a tribal website. As with Research Project #2, your objective with the bibliography is to identify the most authoritative sources of information and not take information randomly from websites, in which the identity, purpose, and credibility of the author are not transparent nor authoritative.

Encyclopedias are NOT acceptable sources of information for your research because their information is derivative from some other source. Find those reliable sources yourself and do not accept as true and incontestable everything you read.

Your purpose in the presentation will be to familiarize the rest of the class with the historical background of this current issue. As a team, you should develop a thesis (main point/argument) that strives to explain the historical factors behind a fundamental problem, contradiction, or disagreement that predominates in contemporary discussions of this issue. Note that you should not take sides in a debate by judging who is right and who is wrong, what is good or what is bad. Your purpose is to explain this issue and illuminate the multiple viewpoints Native people have expressed in debates on this issue.

MIDTERM

The midterm will consist of four short-answer questions, each requiring a one-paragraph answer. You may draw on all course materials (lectures, powerpoints posted on huskyct, handouts, the research projects, group presentations) in your responses. I will bring blue books, and you will bring a pen/pencil and will not have access to notes or other materials.

FINAL EXAM

The final exam, held in our regular classroom during our scheduled exam period, will consist of (1) four short-answer questions similar to the midterm and dealing with material studied since the midterm, and (2) an essay question that expects you to draw on course material from throughout the semester. You will receive a list of possible essay questions ahead of time, from which I will pick one on the day of the exam. I will bring blue books; you just bring your pens or pencils.

CLASS PARTICIPATION

Your participation in planning meetings and the two presentations count toward Research Project #2 and #4 grades, but all other contributions to class discussion affect your class participation grade and are based on the quantity and quality of contributions and preparation for class. Absences, arriving late, and leaving early obviously mean you are not there in class participating. Use of phones and other electronic equipment without instructor permission, not giving full attention to classmates during their presentations, and walking in and out of the classroom while class is in session all count as disruptive behavior and will seriously impinge calculation of the final class participation grade.

Policies

- Do not leave the classroom when in session unless it's an emergency. Even when we are working informally in groups, it is inappropriate to leave the room since absences and interruptions interfere with the group's or the class's ability to complete the task at hand.
- No use of electronic equipment in class, unless with explicit instructor permission. Please turn off cell phones before class starts.
- Do not submit assignments as email attachments unless with explicit instructor permission. Assignments that are to be graded must be turned in on paper.
- C means satisfactory completion of course requirements. B's are for good work (demonstrating special effort, insight, creativity, thoroughness, clarity, etc.). A's are rewards for outstanding work, above and beyond course expectations.
- To be fair to those students who turn their work in on time, late assignments will be marked down a notch: B to B-, C+ to C, for example); more if the assignment is past due by more than one week.

- All written assignments must be done independently. Academic dishonesty, whether cheating or plagiarism, is a serious offense and will result in automatic failure of the assignment and perhaps further penalty depending on the gravity of the situation. See the section on "Academic Integrity" in *The Student Code*.
- I can show your assignments (anonymously) to others as models unless you tell me in writing (by email, e.g.) that you do not wish your work shared.

Class Schedule

Note: You are expected to know about changes to this schedule announced in class or posted on huskyct. If class is cancelled because of snow or some other emergency situation, you do have an assignment: watch the film *Bones of Contention*, which can be streamed through the UConn Libraries website.

WK 1

W 1/20 INTRODUCTION

WK 2

M 1/25 ORIGINS

W 1/27 MOUNDBUILDERS & ANCIENT PUEBLO PEOPLES

WK 3

M 2/1 IROQUOIS (HAUDENOSAUNEE) CONFEDERACY

NATIVE NEW ENGLAND

CULTURE AREAS CONCEPT

W 2/3 EXCHANGE: ENVIRONMENTS, TRADE, PEOPLE, CULTURE

ETHNOHISTORY

Read: *Mourt's Relation*

WK 4

M 2/8 EXCHANGE, cont'd.

PEQUOT WAR & KING PHILIP'S WAR

Due: Research Project #1

W 2/10 LOOKING AHEAD TO RESEARCH PROJECT #2

WK 5

M 2/15 LAND, TREATIES, & 1776

W 2/17 CHEROKEE "CIVILIZATION" AND REMOVAL

WK 6

M 2/22 PRESENTATION PLANNING (laptops allowed)

Due: Draft Bibliography

W 2/24 PRESENTATION PLANNING (laptops allowed)

WK 7

M 2/29 PRESENTATIONS
W 3/2 PRESENTATIONS
Due: Final Bibliography

WK 8

M 3/7 MIDTERM
W 3/9 FROM FORT LARAMIE TO WOUNDED KNEE

SPRING BREAK**WK 9**

M 3/21 Film: *Geronimo and the Apache Resistance*
W 3/23 US ASSIMILATION POLICIES: LAND & LAW

WK 10

M 3/28 POSTER DAY: Boarding School Experiences & Perspectives
Due: Research Project #3
W 3/30 NATIVE AMERICA AT THE TURN OF THE 20th CENTURY
LOOKING AHEAD TO RESEARCH PROJECT #4 (laptops allowed)

WK 11

M 4/4 FROM INDIAN NEW DEAL TO RED POWER
W 4/6 FILM: Wounded Knee Occupation from *We Shall Remain*

WK 12

M 4/11 PRESENTATION PLANNING (laptops allowed)
Due: Draft Bibliography
W 4/13 PRESENTATION PLANNING (laptops allowed)

WK 13

M 4/18 PRESENTATIONS
W 4/20 PRESENTATIONS
Due: Final Bibliography

WK 14

M 4/25 WRAPPING UP
W 4/27 COURSE EVALUATIONS
PREPARING FOR FINAL EXAM

FINAL EXAM