

HISTORY 226
NATIVE AMERICAN HISTORY (1871-PRESENT)

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Course time and location: M,W,F 2:00 – 2:50 p.m., N1116
Office hours: by appointment

Description

From the end of treaty-making with the United States in the late-nineteenth century through the present, this course examines the struggles of Native people in asserting indigenous sovereignty while simultaneously acknowledging their connections to the United States. Focusing on some well-known events and people, like Little Big Horn and Geronimo, and many lesser-known people and events, like Thomas Sloan and the Indian Reorganization Act, this course examines persistence and change as American Indians in the United States grappled with issues of sovereignty and citizenship.

Format

Class sessions will be a combination of lectures, discussions, group and individual activities. Regardless of the specific class activity, you must work from the assumption that you will come to class having read the assigned material *and thought about it*.

Assignments

RESEARCH PAPER

You get to choose a topic, issue, or question that arises from your reading of Louise Erdrich's book, *Round House*. The paper provides you with an opportunity to offer some historical context for any topic, question, or issue that interests you in the book. Length: 8-10 pages.

SHORT ASSIGNMENTS

The short assignments serve as an opportunity for you to systematically explore the implications of the course reading for a given class session. We will use these short assignments as a way to improve your understanding of course material through writing. **IMPORTANT NOTE:** I may assign a short assignment the meeting before the assignment is to be submitted. In such an instance, it will be the kind of assignment that can be completed within one hour—after you have completed the assigned reading.

EXAMS

Mid-Term Exam: Wednesday, March 6. I will provide you with a study guide for the exam approximately one week before the test.

Final Exam: A take-home exam due by 5 p.m., Friday, May 17.

Grades

Participation: 20%

- Attendance
- Active participation in class that demonstrates your engagement with the assigned course material

Short Assignments: 25%

Research Paper: 25%

Mid-Term Exam: 15%

Final Exam: 15%

Extra Credit: There will be extra credit opportunities to bolster your course grade. I will explain the specifics of each extra credit assignment as they arise.

Policies

1. **ATTENDANCE.** Each class is worth 100 points. You have “**two free passes.**” This means that you can miss two class sessions for any reason at all without informing me. After you use up the two free passes, your lack of attendance will affect your grade for the course. After using up the two free passes, you will lose 100 points per missed class session.
2. **LATE WORK.**
 1. I will not accept late Short Assignments. They are meant to prepare you for class. There is no point in submitting a Short Assignment after the class has met to discuss the assignment.
 2. If you submit parts of the research paper late, you will incur a penalty. I will deduct a third of a grade for each day that the assignment is late—i.e., If you receive an “A” for a paper that is submitted one day late, you will actually get an A-; for that same paper two days late, you will get a B+.
3. **CLASSROOM RULES.**
 1. Cell phones must be turned off before class.
 2. No laptops. I know that some of you use laptops to take notes, but for this course, you will need to rely on pen and paper.
 3. After two tardy arrivals, I will subtract 25 points from the 100 points that you automatically receive for coming to class.

Reading

The course is reading intensive. At the beginning of the semester, we will briefly discuss strategies for how best to read the articles and books that constitute historical scholarship. Throughout the semester, you will be

presented with a variety of different kinds of primary documents that we will strive to use as a window into the past. Below are the required books for the course.

4. Louise Erdrich, *The Round House*

INTRODUCTION

Wed., Jan. 23

No Reading

Fri., Jan. 25

Reading:

1) Andrew Huff, Memo to Robert T. Coulter, Executive Director of the Indian Resource Center

SHORT ASSIGNMENT #1: List three questions that you would like to explore in the course based on your reading of the Huff memo.

Mon., Jan. 28

Reading:

5. Jill Norgren, *The Cherokee Cases* (excerpts)

Mon., Feb. 4

Reading:

6. Sidney L. Harring, *Crow Dog's Case: American Indian Sovereignty, Tribal Law, and the United States Law in the Nineteenth Century*, Ch. 1

Wed., Feb. 6

Reading:

7. Harring, *Crow Dog's Case*, Ch. 2

Fri., Feb. 8

Reading:

8. R. David Edmunds, Frederick E. Hoxie, and Neal Salisbury, *The People: A History of Native America*, Ch. 12, "Warfare in the West, 1867-1886"
9. Ace Daklugie, Charlie Smith, and Jasper Kanseah (Chiricahua Apaches) Remember Geronimo, n.d., in *Major Problems in American Indian History*

Mon., Feb. 11

Reading:

- 1) *Our Hearts Fell to the Ground*, Ch. 14
2. Louis Warren, *God's Red Son*, "Introduction"
3. Peter Iverson, *"We Are Still Here": American Indians in the Twentieth Century*, pp. 1-19.

Wed., Feb. 13

Reading:

4. Frederick Hoxie, *A Final Promise*, Ch. 3

Fri., Feb. 15

Reading:

5. Hoxie, *Final Promise*, Ch. 4
6. Carl Schurz, "Present Aspects of the Indian Problem," in *Americanizing the American Indians*, ed., Francis Paul Prucha.

Mon., Feb. 18

Reading:

7. Hoxie, *Final Promise*, Ch. 5

Wed., Feb. 20

Reading:

- 1) Brenda Child, "Ojibwe Children and Boarding Schools," in *Major Problems in American Indian History*

Fri., Feb. 22

Reading:

8. Zitkala-Sa, "The School Days of An American Indian Girl," in Zitkala-Sa, *American Indian Stories*
9. Luther Standing Bear's experiences, in Colin Calloway, *First Peoples*

Mon. Feb. 25

Reading:

10. Zitkala-Sa, "An Indian Teacher American Indians," in Zitkala-Sa, *American Indian Stories*

Wed., Feb. 27

Reading:

11. Cathleen Cahill, *Federal Fathers and Mothers: A Social History of the United States Indian Service, 1869-1933*, Ch. 2

Fri., Mar. 1

Reading:

12. Margaret Jacobs, "Maternal Colonialism: White Women and Indigenous Child Removal in the American West and Australia, 1880-1940," *Western Historical Quarterly* 36 (Winter 2005): 453-476. (JSTOR)

Mon., Mar 4

Reading: Cahill, *Federal Fathers and Mothers*, Ch. 3

Wed., Mar. 6

MID-TERM EXAM

Fri. Mar. 8

Reading: Cahill, *Federal Fathers and Mothers*, Ch. 8

Mon., Mar. 11

Reading: Louise Erdrich, *The Round House*

Wed., Mar. 13

Reading: Erdrich, *The Round House*

Fri., Mar. 15

Reading: Erdrich, *The Round House*

Mar. 18-29: SPRING BREAK

Mon., Apr. 1:

Reading (Documents):

13. Ignatia Broker, Brought to a Brotherhood
14. Clyde Warrior, "We Are Not Free": From Testimony before the President's National Advisory Commission on Rural Poverty (1967)
15. Robert Burnette and John Koster, A Blueprint for Elected Tyranny (1974)

Wed., Apr. 3

Reading (Documents): Rosenthal, *Reimagining Indian Country*, Chapter 6 - Conclusion

Fri., Apr. 5

Reading: Peter Iverson, "Building Toward Self-Determination: Plains and Southwestern Indians in the 1940s and 1950s," *Western Historical Quarterly*, 16 (April 1985), 163-73. (JSTOR)

Mon., Apr. 8

Reading: Myla Vicenti Carpio, "Countering Colonization: Albuquerque's Laguna Colony," *Wicazo Sa Review* 19 (Fall 2004): 61-78. (JSTOR)

Wed., Apr. 10

Reading (Documents):

16. Codetalker Keith Little (Diné) Emphasizes the Importance of the Navajo Language in World War II, 2004
17. Ella Deloria (Yankton Dakota) on Indian Experiences During World War II, 1944
18. House Concurrent Resolution 108 Terminates Trust Relationship, 1953
19. Ruth Muskrat Bronson (Cherokee) Criticizes the Proposed Termination of Federal Trusteeship, 1955
20. John Wooden Legs (Northern Cheyenne) Outlines the Fight to Save the Land, 1960
21. Mary Jacobs (Lumbee) Relates How Her Family Made a Home in Chicago, n.d.

Fri., Apr. 12

Reading: Stephen Kent Amerman, "Making and Indian Place in Urban Schools," *American Indian Culture and Research Journal*, Vol. 31, No. 1 (2012). (Documents)

Mon., Apr. 15

Reading: Daniel Cobb, "Talking the Language of the Larger World: Politics in Cold War America." (Documents)

Wed., Apr. 17

Reading (Documents):

22. Clyde Warrior (Ponca) Delineates Five Types of Indians, 1965
23. A Proclamation from the Indians of All Tribes, Alcatraz Island, 1969
24. Emil Notti (Athabaskan) Describes Economic Changes in Alaska and Calls for Self Determination, 1968
25. President Richard Nixon Advocates Self-Determination for Native Nations, 1970
26. Ada Deer (Menominee) Explains How Her People Overturned Termination
27. Michael Hughes (O'odham/Hopi) Describes Schools in Phoenix, 2001

Fri., Apr. 19

Reading: Eileen Luna-Firebaugh (Choctaw-Cherokee), "The Border Crossed Us: Border Crossing Issues of the Indigenous Peoples of North America," *Wicazo Sa Review* 17:1 (2002), 159-81. (JSTOR)

Mon., Apr. 22

Reading: Nicolas Rosenthal, "Dawn of a New Day?: Indian Gaming in Southern California," in *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century*, eds. Brian Hosmer and Colleen O'Neill (Boulder: University of Colorado Press, 2004), 91-111. (Documents)

Wed., Apr. 24

Reading (Documents):

28. Eddie Tullis (Poarch Band of Creek Indians) Outlines the Benefits of Bingo and Gaming, 1985
29. Senator Harry Reid Requests State Control of Indian Gaming, 1987
30. James Riding In Presents a Pawnee Perspective on Repatriation, 1996
31. Kai'opua Fyfe Opposes Federal Recognition of Kanaka Maoli (Native Hawaiians), 2000
32. Elouise Cobell (Blackfeet) Describes the History of Land Litigation, 2008
33. Steve Russell (Cherokee) Argues for a Hemispheric Indigenous Identity, 2010
34. Charlene Teters (Spokane) Asks "Whose History Do We Celebrate?" 1998

Fri., Apr. 26

Reading: Alexandra Harmon, Colleen O'Neil, and Paul Rosier, "Interwoven Economic Histories: American Indians in a Capitalist America," *Journal of American History*, Vol. 98, No. 3 (December 2011), 698-722. (JSTOR)

Mon., Apr. 29

Reading:

35. Donald L. Fixico, *The Invasion of Indian Country in the Twentieth Century: American Capitalism and Tribal Natural Resources*, chapters 7-9. (Documents)
36. Deborah Sontag and Brent McDonald, "In North Dakota, A Tale of Oil, Corruption and Death," *New York Times*, December 28, 2014.

Watch *New York Times* short documentary: <http://www.nytimes.com/2014/12/29/us/in-north-dakota-where-oil-corruption-and-bodies-surface.html>

Wed., May 1

Reading: David E. Wilkins, *Hollow Justice: A History of Indigenous Claims in the United States*, excerpts. (Documents)

Fri., May 3

Jessica Cattelino, *High Stakes: Florida Seminole Gaming and Sovereignty*, Chapter 2. (Documents)

Mon., May 6

Cattelino, *High Stakes*, Chapter 4. (Documents)

Wed., May 8

Recognition, Sovereignty Struggles, & Indigenous Rights in the United States: A Sourcebook, eds., Amy E. Den Ouden and Jean M. O'Brien, Introduction. (Documents)

Fri., May 10

No reading.

RESEARCH PAPER DUE: Thursday, May 16, midnight, via email attachment.

TAKE HOME FINAL EXAM DUE: Friday, May 17, 5 p.m., via email attachment.