

**HISTORY 226**  
**NATIVE AMERICAN HISTORY (1871-PRESENT)**  
**SPRING 2023**

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Course time and location: M,W,F 2:00-2:50 p.m., HSSC N2116  
Office hours: MW, 2-4 and by appointment

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**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. The course seeks to demonstrate that by placing American Indians in the foreground rather than the background, the history of the United States looks very different.

**Format**

Class sessions will be a combination of mini-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*.

**Reading**

The course is reading intensive. At the beginning of the semester, we will briefly discuss strategies for how best to read course material. Throughout the semester, you will be presented with a variety of different kinds of primary documents that we will use as windows into the past. Below is the required book for the course.

David Treuer, *The Heartbeat of Wounded Knee: Native America from 1890 to the Present*

## **ASSIGNMENTS**

### PAPERS

You will write three 3-5 page papers for this course. These papers provide you with an opportunity to systematically explore questions that are of particular interest to you through the creative process of writing. I will provide you with detailed instructions for each paper.

### COVER STORY

At the end of the semester, you will write a 4-page explanation of the story that your three previous papers tell. This writing assignment provides you with an opportunity to identify change over time, one of the most important tasks that historians undertake.

### SHORT ASSIGNMENTS

Short assignments serve as an opportunity to reinforce course content and 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. These are pass/fail assignments. If you demonstrate that you have grappled with the relevant course material in the assignment, you will receive full credit. If not, you will not receive credit for the assignment.

### EXAMS

Mid-Term Exam: Friday, March 10. I will provide you with a study guide for the exam approximately one week before the test.

## **Grades**

Participation: 15%

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

Short Assignments: 20%

Paper #1: 15%

Paper #2: 15%

Paper #3: 15%  
Mid-Term Exam: 10%  
Cover Story: 10%

### **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.
  - a. 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.
  - b. If you have a legitimate excuse, I will accept papers 1, 2, and 3 after the deadline for full credit. I will determine if the excuse is “legitimate” after you inform me of the situation.
3. CLASSROOM RULES.
  - a. Cell phones must be turned off before class.
  - b. No laptops or tablets. I know that some of you use devices to take notes, but for this course, you will need to rely on pen and paper—unless I receive official documentation from the college.
  - c. After two tardy arrivals, for subsequent tardies, I will subtract 50 points from the 100 points that you automatically receive for coming to class.
  - d. While I will not prevent you from leaving the classroom while we are in session, please make an effort to fill up your water bottles, use the restroom, make phone calls, text messages to friends, etc. BEFORE class. The time we have together is precious. It is also only 50 minutes.
  - e. For the reading assignments that I place in the Documents section, I expect that you will print out copies and bring them to class.

### **Religious Holidays**

Grinnell College “embraces the religious diversity of its faculty, students and staff,” and therefore the college’s policy on religious observance emphasizes that the “Faculty and students share the responsibility to support members of our community who observe religious holidays.” I will work with any students to make sure that class requirements do not conflict with their religious holidays/observances. Students have the responsibility to let me know in advance when these potential conflicts may occur (preferably at the beginning of the semester), so that we can formulate alternative solutions to missing class or assignment deadlines.

## SCHEDULE

### INTRODUCTION

Mon., Jan. 30

What is history?

Jill Lepore, "What the January 6<sup>th</sup> Report Doesn't See," *The New Yorker*, Jan. 16, 2023.

<https://www.newyorker.com/magazine/2023/01/16/what-the-january-6th-report-is-missing>

Wed., Feb. 1

Significance of Native American history?

Reading:

- 1) David Treuer, *The Heartbeat of Wounded Knee*, Prologue
- 2) Louis S. Warren, *God's Red Son: The Ghost Dance Religion and the Making of Modern America*, "Introduction: A Hole in the Dream" (Documents)

What are the narratives of Native American history that Treuer and Warren challenge? From the perspective of Native peoples, why do these narratives of the past matter in the present?

Narrating the Apocalypse: 10,000 BCE-1890

Fri., Feb. 3

Reading:

- 1) Treuer, *The Heartbeat of Wounded Knee*, pp. 21-51
- 2) Cartier Records His Meeting with the Micmacs, 1534 (Documents)

Short Assignment #1: Using European-produced sources, like Jacques Cartier's account, what can we believe about first encounters between Native peoples and Europeans? Can we believe everything about the Micmas from Cartier's account? Just some things? Do you think these kind of accounts of initial encounters can only tell us about their European authors? Use one paragraph (double-spaced) to address any of these questions related to our knowledge of first encounters, based on European sources.

Mon., Feb. 6

Reading:

- 1) Treuer, *The Heartbeat of Wounded Knee*, pp. 51-97
- 2) Pedro Naranjo (Keresan Pueblo) Provides His Explanation for the Pueblo Revolt, 1681 (Documents)

How did separate and sovereign peoples become part of the United States?

Wed., Feb. 8

Reading (all in Documents):

- 1) Treaty with the Six Nations, Oct. 22, 1784
- 2) Treaty of Fort McIntosh, Jan. 21, 1785
- 3) Treaty of Hopewell with the Cherokees, Nov. 28, 1785

Fri., Feb. 10

Reading:

- 1) Jonas Bens, *The Indigenous Paradox: Rights, Sovereignty, and Culture in the Americas*, Ch. 1, "Indigeneity and the Law" (Documents)

How did treaty-making end?

Mon., Feb. 13

Reading:

- 1) Colin Calloway, *Pen and Ink Witchcraft, Treaties and Treaty Making in American Indian History*, Conclusion: The Death and Rebirth of Indian Treaties (E-Book)

Wed., Feb. 15

Reading (both in Documents):

- 1) David Treuer, *The Heartbeat of Wounded Knee*, 101-114.
- 2) Abolition of Treaty Making, March 3, 1871
- 3) Indian Commissioner Walker on Indian Policy, Extract from the *Annual Report of the Commissioner of Indian Affairs*, Nov. 1, 1872

What happened at Wounded Knee (1890)?

Fri., Feb. 17

Reading:

- 1) Jeffrey Ostler, *The Plains Indian Sioux*, Ch. 14 (Documents)

Mon., Feb. 20

Reading:

- 1) Jeffrey Ostler, *The Plains Indian Sioux*, Ch. 15 (Documents)

What was the aftermath of Wounded Knee?

Wed., Feb. 22

Reading:

- 1) Lakotas Describe the Wounded Knee Massacre, 1891 (Documents)
- 2) Louis Warren, *God's Red Son*, Ch. 12, "The Road from Wounded Knee" (Documents)

Fri., Feb. 24

Reading:

- 1) Louis Warren, *God's Red Son*, Ch. 13, "Writing *The Ghost Dance Religion and Sioux Outbreak of 1890*" (Documents)

Beyond Wounded Knee

Mon., Feb. 27

Reading:

- 1) David Treuer, *Heartbeat of Wounded Knee*, 114-130

Boarding Schools

Wed., Mar. 1

Reading:

- 1) Lyman Abbott, "Education for the Indian," in *Americanizing the American Indian* (E-book)
- 2) Amelia S. Quinton, "Comments on Lyman Abbott's Paper," in *Americanizing the American Indian* (E-book)
- 3) Seth Low, "Comments on Lyman Abbott's Paper" in *Americanizing the American Indian* (E-book)

Thur., Mar. 2, PAPER #1, DUE VIA PWEB, 5 pm

Fri., Mar. 3

Reading:

- 1) Richard Henry Pratt, "The Advantages of Mingling Indians with Whites," *Proceedings of the National Conference on Charities and Correction* (1892). (Documents)
- 2) Carlos Montezuma to Richard Henry Pratt, March. 15, 1892 (Documents)
- 3) Brenda Child, *Boarding School Seasons: American Indian Families 1900-1940*, excerpts (Documents)

Mon., Mar. 6

Reading:

- 1) Zitkala-Sa, *American Indian Stories*, excerpts (Documents)

NEW DEALS, OLD DEALS, 1920-1940

Wed., Mar. 8

Reading: Marsha Weisiger, "Gendered Injustice: Navajo Livestock Reduction in the New Deal Era," *Western Historical Quarterly* 38 (Winter 2007): 437-55. (JSTOR)

Fri., Mar. 10

Reading: John R. Finger, "The Eastern Cherokees and the New Deal." (Documents)

Mon., Mar. 13  
MID-TERM EXAM (in-class)

Wed., Mar. 15  
Reading (Documents): Nicolas G. Rosenthal, *Reimagining Indian Country: Native Migration & Identity in Twentieth-Century Los Angeles*, Introduction – Chapter 2

Fri., Mar. 17  
Reading (Documents):  
1) Ignatia Broker, Brought to a Brotherhood  
2) Clyde Warrior, “We Are Not Free”: From Testimony before the President’s National Advisory Commission on Rural Poverty (1967)  
3) Robert Burnette and John Koster, A Blueprint for Elected Tyranny (1974)

March 18 – April 2: Spring Break!

WARS ABROAD AND AT HOME, 1941-1960

Mon., Apr. 3  
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)

Wed., Apr. 5  
Reading: Myla Vicenti Carpio, “Countering Colonization: Albuquerque’s Laguna Colony,” *Wicazo Sa Review* 19 (Fall 2004): 61-78. (JSTOR)

Thur., Apr. 6, PAPER #2 DUE VIA PWEB by 5 pm

Fri., Apr. 7  
Reading (Documents):  
1) Codetalker Keith Little (Diné) Emphasizes the Importance of the Navajo Language in World War II, 2004  
2) Ella Deloria (Yankton Dakota) on Indian Experiences During World War II, 1944  
3) House Concurrent Resolution 108 Terminates Trust Relationship, 1953  
4) Ruth Muskrat Bronson (Cherokee) Criticizes the Proposed Termination of Federal Trusteeship, 1955  
5) John Wooden Legs (Northern Cheyenne) Outlines the Fight to Save the Land, 1960  
6) Mary Jacobs (Lumbee) Relates How Her Family Made a Home in Chicago, n.d.

TAKING CONTROL OF EDUCATION, LAND, AND LIVES, 1960-1981

Mon., Apr. 10

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

Wed., Apr. 12

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

Fri., Apr. 14

Reading (Documents):

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

## IDENTITY, HISTORY, AND ECONOMIC DEVELOPMENT IN THE TWENTY-FIRST CENTURY

Mon., Apr. 17

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)

Wed., Apr. 29

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)

Fri., Apr. 21

Reading (Documents):

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

## STAKING CLAIMS



Mon., Apr. 24

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)

Wed., Apr. 26

Reading:

- 1) Donald L. Fixico, *The Invasion of Indian Country in the Twentieth Century: American Capitalism and Tribal Natural Resources*, chapters 7-9. (Documents)
- 2) 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>

Fri., Apr. 28

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

Mon., May 1

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

Wed., May 3

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

Fri., May 5

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

Mon., May 8

No reading

Tue., May 9, PAPER #3 DUE VIA PWEB

Wed., May 10

No reading

Fri., May 12

No reading

COVER STORY DUE: Thursday, May 18, 5 p.m., via PWEB