

HIST 438B: American Indian History Since 1851

Course Description and Learning Outcomes

This class focuses on impact of Indian culture on Indian-White relations, allotment, reservation life, Indian Reorganization Act, Termination, struggle for civil rights, self-determination, and economic development.

1. This course satisfies the *Intellectual Breadth and Lifelong Learning* UULO by asking students to demonstrate the necessary skills for proficiency in accessing, evaluating, and integrating information and understanding the basic principles, theoretical models and research methods of history.
2. This course satisfies the *Inquiry and Critical Thinking* UULO by asking students to critically analyze modes of writing in public, popular, and academic texts and recognize how contexts for the production of intellectual inquiry and ideas play a critical role in shaping their presentation.
3. This course satisfies the *Global/Multicultural Knowledge and Awareness* UULO by asking students to identify and analyze the significance human beings attach to their differences and politics of identity and be able to describe and analyze the effects of prejudice, exclusion, subordination, and ideologies of racial superiority upon all human groups; recognize how American Indian history illuminates both enduring human concerns and changes in the human condition, and understand and appreciate the diversity of cultures that exist in local, national and international contexts; and understand the human development, cultural frameworks, and societies of people in the United States.

Required Reading List

1. Albert Hurtado, et al, ed., *Major Problems in American Indian History*, 3rd Edition.
2. Joshua Reid, *The Sea is My Country: The Maritime World of the Makahs*.
3. Brenda Child, *My Grandfather's Knocking Sticks: Ojibwe Family Life and Labor on the Reservation*.
4. Laurie Arnold, *Bartering With the Bones of Their Dead: The Colville Confederated Tribes and Termination*.

These books are available at the University Bookstore and through on-line vendors (Amazon, Barnes and Noble, etc.). Do not wait to purchase them, as you may find that they have been sold or returned to the publisher.

Please turn off your cell phone before coming to class!

ASSIGNMENTS

Exams: This class includes two exams. These exams will consist of identifications and short answer questions. The questions will be derived from in class lectures. You will have a choice on the exams (i.e. answer six of eight short answer questions). Exam #1 will address American Indian history from 1850 to 1920 and Exam #2 will address American Indian history from 1920 to the present with a cumulative component

9. Students need to bring a bluebook to the exam periods.

Book Reviews: Students are required to write a one-page, single spaced review of two of the assigned books. You have the option of fulfilling this assignment as it fits your schedule. Reviews are due on the day indicated on the syllabus and you cannot review a book after that date. Your analysis needs to be divided into three parts. First, you need to define the author's thesis or main argument. Second, you need to summarize the book. How did the author prove his or her argument? Finally, you need to offer a critical assessment of the book. What do you think of the author's argument? Where did he/she succeed? Fail? An example of the format is located in Webcampus. Due dates are listed on the syllabus. Submit your book review using the proscribed assignment in "Course Content" tab in Webcampus.

Response Paper: You are required to write one ten to twelve page response paper. You must use at least *ten* primary documents from *Major Problems in American Indian History* to answer one of the following questions. The response paper is due. Submit your essay using the proscribed assignment in "Course Content" tab in Webcampus.

Response Paper Option #1: Between 1776 and 1890, how did United States colonialism affect American Indians? How did American Indians adapt to and resist colonialism? How did the process of colonialism that you identified compare and contrast with that of the book you did not review? Choose ONE of the following themes to prove your argument: social, political, economic or cultural changes. For example, a student might want to explore how United States colonialism affected American Indian politics and how American Indians used politics to adapt to and resist colonialism. By colonialism, I follow Susan Miller's definition: "although colonialism refers to the planting of colonies outside a nation's own land base, its essential character is the extraction of resources by those distant colonies. To better access the resources of a colonized land, colonial nations suppress and manipulate the Indigenous populations there. Methods of suppression include military assault, concentration on reduced land bases, taking of Indigenous children, compulsory (re)education, criminalization of Indigenous culture and incarceration of its carriers, economic marginalization, enslavements and more."

Response Paper Option #2: Between 1880 and 2010, how and why did American Indians assert their sovereignty? How did the process of sovereignty that you identified compare and contrast with that of the book you did not review? Choose ONE of the following themes – social relations, politics, economics or culture. By sovereignty, I follow Scott Lyon's definition, which is "the general strategy by which we aim to best recover our losses from the ravages of colonization: our lands, our languages, our cultures, our self-respect."

Style Guide For Response Paper

1. Papers must be twelve point, Times New Roman font and double-spaced.
2. Students must use footnote citations and the *Chicago Manual of Style* for those footnotes.

General Evaluation Rubric for Response Paper

1. The **Thesis/Argument** is easily identifiable, plausible, novel, sophisticated, insightful and crystal clear.
2. The **Use of Evidence** includes primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.
3. The **Analysis** includes the author clearly relating evidence to “mini-thesis” (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.
4. The **Structure/Organization** is evident, understandable, and appropriate for thesis. Excellent transitions. Paragraphs support solid topic sentences. The **Logic and Argumentation** has all ideas in the paper flow logically; the argument is identifiable, reasonable and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class) that illuminate thesis.
5. The **Mechanics** of the paper include sentence structure, grammar and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

Assignment Value

Exam #1	30 points
Exam #2	35 points
Response Paper	25 points
Book Review #1	5 points
Book Review #2	5 points
Total Points	100 points

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	Below 59

Course Schedule

August 24: Class Introduction and Syllabus

August 26: American Indians and American Empire

Required Reading from *Major Problems in American Indian History*

Devon Mihesuah, "Countering Colonization," 2-13.

R. David Edmunds, "Practicing Inclusion," 13-21.

"Charlene Teters (Spokane) Asks 'Whose History Do We Celebrate?'," 537-39.

"Columbus Describes the Caribs, 1492," 62-63.

August 31: Why Treaties?

Required Reading from *Major Problems in American Indian History*

"The Iroquois and the U.S. Make the Treaty of Fort Stanwix, 1784," 210-211.

"Chief Sharitarish (Pawnee) Voices Concern for His People, 1822," 245-46.

September 2: Gold Rushes and Genocide: California, 1848-1860

Required Reading from *Major Problems in American Indian History*

David Chang, "Indigenous Families in the Borderlands: Concows and Native Hawaiians in Gold Rush California," 305-17.

"Sarah Winnemucca (Paiute) Recalls Her Father's Encounter with Overland Emigrants, c. 1845," 285-86.

"William Joseph (Nisenan) Describes the Gold Rush, c. 1849," 286-88.

"Lucy Young (Lassik) Discusses the Dangers Native Women Faced in California, c. 1861," 288-94.

September 7: No Class – Labor Day Holiday

September 9: Ethnic Cleansing in the Promised Land: Texas, 1848-1875

Required Reading from *Major Problems in American Indian History*

None

September 14: Lakota Expansion onto the Great Plains, 1804-1851

Required Reading from *Major Problems in American Indian History*

Waziyatawin, "Grandmother to Granddaughter: Remembering the Minnesota War of 1862," 299-305.

"Black Hawk (Oglala) Asserts Lakota Land Claims on the Plains, 1851," 295.

"Wabasha (Dakota) Explains How Nefarious Trading Practices Caused the 1862 Minnesota War, 1868," 295-97.

"President Abraham Lincoln Orders the Execution of 39 Dakotas Involved in the Minnesota War, 1862," 297-99.

September 16: Lakota Expansion onto the Great Plains, 1851-1868

Required Reading from *Major Problems in American Indian History*

"George Manypenny, Commissioner of Indian Affairs, Discusses United States Conflict with the Lakota, 1876," 323-24.

September 21: Lakota Expansion onto the Great Plains, 1851-1868 The Era of the Long Walk: The American Civil War in Diné Country, 1863-1868

Required Reading from *Major Problems in American Indian History*

“Barboncito (Diné) Demands that the Diné Leave Bosque Redondo, 1868,” 320-21.

September 23:

Reid Review Due.

The Era of the Long Walk: The American Civil War in Diné Country, 1863-1868

Required Reading from *Major Problems in American Indian History*

“Barboncito (Diné) Demands that the Diné Leave Bosque Redondo, 1868,” 320-21.

September 28: Allotment: Diminishing Indigenous Land, 1880-1920

Making Indians at Home in America: The Origins of the Reservation System

Required Reading from *Major Problems in American Indian History*

“Paiutes Explain How Settlers Threaten to Usurp Land on Pyramid Lake Reservation, 1875,” 321-23.

September 30: Required Reading from *Major Problems in American Indian History*

Tracy Neal Leavelle, “On the Reservation: Agriculture and Adaptation in Oregon, 1856-1887,” 345-59.

“Henry Dawes Supports the Allotment of the Cherokee Nation, 1885,” 363-64.

“Cherokee Delegates Defend Their Land and Institutions, 1895,” 364-67.

“The General Allotment Act (Dawes Act), 1887,” 367-69

October 5: “We Were All Like Migrant Workers Here”: Work, Labor, and Community in Indian Country, 1870-1940

Required Reading from *Major Problems in American Indian History*

William Bauer, “Off the Reservation: Migrant Labor and Native Communities in California, 1865-1887,” 332-45.

Malinda Maynor Lowery, “Creating Community and a Native Identity in Jim Crow Georgia, 1890-1920,” 387-98.

“Mountain Wolf Woman (Ho-Chunk) Describes Women’s Work and Labor in Wisconsin, c. 1890,” 324-28.

October 7: A Final Promise: American Indian Education, 1880-1920

Required Reading from *Major Problems in American Indian History*

Brenda Child, “Ojibwe Children and Boarding Schools,” 376-87.

“Dorothy Peche (Shoshone) Recalls Attending a Government Boarding School, c. 1917,” 371-74.

“Minnie Wilburn (Nomlaki) Wants Her Son, Clarence, to Come Home from the Sherman Indian Institute, 1918,” 374-75.

October 12: The Day the World Ended: The Wounded Knee Massacre, 1868-1891

Required Reading from *Major Problems in American Indian History*

“Lakotas Describe the Wounded Knee Massacre, 1891,” 330-32.

October 14: Midterm Exam

October 19: The Politics of Land and Sovereignty: American Indian Leaders, 1885-1920

Required Reading from *Major Problems in American Indian History*

None

October 21: No Class.

October 26: American Indian Intellectuals: Dr. Charles Eastman, the Society of American Indians and the Indian Reform Movement, 1858-1939

Required Reading from *Major Problems in American Indian History*

“Lewis Meriam Summarizes the Problems Facing American Indians, 1928,” 402-06.

“Wisconsin Residents Detail the Poor Health Conditions of Native People, 1929,” 406-08.

October 28: Talking to Jesus: Peyote, Road Men, and the Native American Church, 1870-1925

Child Review Due

Required Reading from *Major Problems in American Indian History*

None

November 2: The Indian New Deal, 1932-1945

Required Reading from *Major Problems in American Indian History*

John Finger, “The Eastern Cherokees and the New Deal,” 429-42.

“The Indian Reorganization Act (Wheeler-Howard Act), 1934,” 408-411.

“Rupert Costo (Cahuilla) Condemns the Indian New Deal, 1986,” 411-14.

“Ben Reifel (Brule Lakota) Praises the Legacy of John Collier, 1986,” 414-16.

November 4: “The Cruel Way Our Stock Was Handled”: Livestock Reduction and the Diné Response to the Indian New Deal, 1930-1945

Required Reading from *Major Problems in American Indian History*

Marsha Weisiger, “Diné Women and Livestock Reduction in the New Deal Era,” 417-29.

November 9: A Revolution in Indian Country: World War II at Home and Abroad

Required Reading from *Major Problems in American Indian History*

“Codetalker Keith Little (Diné) Emphasizes the Importance of the Navajo Language in World War II, 2004,” 446-49.

“Ella Deloria (Yankton Dakota) on Indian Experiences During World War II, 1944,” 449-453.

November 11: No Class – Veteran’s Day

November 16: Termination, 1945-1965

Arnold Review Due

Required Reading from *Major Problems in American Indian History*

“House Concurrent Resolution 108 Terminates the Trust Relationship, 1963,” 453-54.

“Ruth Muskrat Bronson (Cherokee) Criticizes the Proposed Termination of Federal Trusteeship, 1955,” 454-57.

“Ada Deer (Menominee) Explains How Her People Overturned Termination, 1974,” 495-98.

November 18: “A More Rank and Ripe Case of Dishonorable Dealing Will Never in All Probability Be Found in Our History”: The Indian Claims Commission

Required Reading from *Major Problems in American Indian History*

“John Wooden Legs (Northern Cheyenne) Outlines the Fight to Save the Land, 1960,” 457-59.

“Elouise Cobell (Blackfeet) Describes the History of Land Litigation,” 534-35.

November 23: “It Was Time to Raise Some Hell”: The Roots of Red Power, 1961-1972

Required Reading from *Major Problems in American Indian History*

Peter Iverson, “Building Toward Self-Determination: Plains and Southwestern Indians in the Mid-Twentieth Century,” 464-71.

Daniel Cobb, “Talking the Language of the Larger World: Politics in Cold War America,” 514-24.

“Clyde Warrior (Ponca) Delineates Five Types of Indians, 1965,” 487-89.

“Proclamation from the Indians of All Tribes, Alcatraz Island, 1969,” 489-90.

November 25: No Class

Response Paper due in Webcampus by noon.

November 30: “The Feeling of Truly Being Free”: Self-Determination in Indian Country Since 1970

Required Reading from *Major Problems in American Indian History*

Eileen Luna-Firebaugh, “The Border Crossed Us: Identity and Sovereignty on the Borders of Indian Country, 539-54.”

“Emil Notti (Athaskan) Describes Economic Changes in Alaska and Calls for Self-Determination,” 491-92

“President Richard Nixon Advocates Self-Determination for Native Nations, 1970,” 492-95

December 2: Betting on Indian Country: The Rise of Indian Gaming in the 20th and 21st

Required Reading from *Major Problems in American Indian History*

Nicholas Rosenthal, “Dawn of a New Day?: Indian Gaming in Southern California,” 554-65.

“Eddie Tullis (Poarch Band of Creek Indians) Outlines the Benefits of Bingo and Gaming, 1985,” 527-28.

“Senator Harry Reid Requests State Control of Indian Gaming, 1987,” 528-30.

December 9: Final Exam @ 8:00

Graduate Student Addendum

In addition to taking the two exams and completing the response paper, graduate students must review all three books assigned to the undergraduates as well as the following:

Required Reading List for GRADUATE STUDENTS.

1. Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West*.
2. Cathleen Cahill, *Federal Fathers and Mothers: A Social History of the United States Indian Service, 1869-1933*.
3. Margaret Jacobs, *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940*
4. Marsha Weisiger, *Dreaming of Sheep in Navajo Country*.
5. Jessica Cattellino, *High Stakes: Florida Seminole Gaming and Sovereignty*.

Graduate Student Book Analysis:

Graduate students are required to write a one-page, single spaced analysis of the assigned books. Your analysis needs to be divided into three parts. First, you need to define the author's thesis or main argument. Second, you need to summarize the book. How did the author prove his or her argument? Finally, you need to offer a critical assessment of the book. What do you think of the author's argument? Where did he/she succeed? Fail? An example of the format is located in Webcampus.

Consultation and Related Matters

Students are welcome to visit and discuss any relevant topic with me. Please feel free to see me during my office hours or at another time by appointment. Students with disabilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate the educational experience.

WebCampus

WebCampus is an online course management system available to all students enrolled in the class. It functions like a website for our course. If you do not have a computer of your own, you can still access eCampus from any computer lab on campus. In your browser, simply type in the following URL: <http://wecampus.unlv.edu>. Students are required to create their WebCampus and their University of Nevada, Las Vegas e-mail account. Once you are online, you will be able to read course announcements, download printable copies of syllabi, view exam study guides and essay questions, and up-to-date grades.

Regarding Final Grades

I highly recommend that you retain all papers and examinations. If there is a dispute over a score, the burden of proof rests with you – I will not change a grade without the actual exam, paper, or other incontrovertible evidence of a scoring error. Incomplete grades will only be granted in strict conformity to the university guidelines. This means that they will only be given to students who are otherwise passing the class, but are unable to complete the course because of illness or other conditions beyond their control. Failing the course is not grounds for an

incomplete grade.

Attendance and Student Conduct

Attendance is not taken in this class but is highly recommended. Also, students should not leave class early without notifying me beforehand. Such behavior is disruptive and discourteous to other students and to me. Cellular phones will be turned off before class begins.

Consultation and Related Matters

Students are welcome to visit and discuss any relevant topic with me. Please feel free to see me during my office hours or at another time by appointment. Students with disabilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate the educational experience.

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UNIVERSITY POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143,

<http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library--Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services,

visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

Thank you for including these items in your syllabi. Have a great year!