

A Course Proposal for
 Group Studies 594, "Native American History in the Midwest,"
 To be taught Spring Quarter, 2005
 By Prof. Lucy E. Murphy
 OSU Newark campus

This course is designed to give students an opportunity to examine the experiences of Native Americans in the Midwest (defined loosely as the Great Lakes and Ohio Valley regions) from ancient times to the present. The course is presented as part of the OSU Newark Oral History Project, "Discovering the Stories of Native Ohio," which has been funded by a grant from the OSU Office of Outreach and Engagement. Students who enroll in this course and/or in Comparative Studies 470 will have the opportunity to interview Ohio Native Americans about their histories.

Objectives: Students will

- acquire an appreciation of Native American histories and cultures throughout the Midwest.
- gain an understanding of major trends in American Indian history in the Midwest.
- familiarize themselves with a variety of Native voices and viewpoints by reading and discussing primary sources produced by Indian people from several eras.
- examine major influences on Native American economies, religions, and politics.
- gain an understanding of the ways U.S. government policy affected Indians in the Midwest, and vice versa.
- study issues of concern to Indian people today, and the history behind those issues.

Special activities:

- Students will be encouraged to attend the Native American Indian Center of Central Ohio's Memorial Day Pow Wow, to be held in Columbus
- Guest speakers will vary from quarter to quarter, but may include (if available):
 - Ray Gonyea, curator for Native American art and culture, Eiteljorg Museum of American Indians and Western Art, Indianapolis, to discuss the creation of an exhibit on Native Americans in Indiana
 - Darryl Baldwin, a leader from the Miami Tribe's language revitalization project
 - A representative from an Ohio Native American urban center such as the Native American Indian Center of Central Ohio
 - Prof. Patricia Stuhr of OSU, who does research on the ways that Native casinos support and display the works of Native American artists.

Books:

- Helen Hornbeck Tanner, ed., Atlas of Great Lakes Indian History (Norman: University of Oklahoma Press, 1987) ISBN: 0-8061-2056-8
- R. David Edmunds, ed., People of Persistence (Urbana: University of Illinois Press, forthcoming)
- Charles A. Eastman, Indian Boyhood (New York: Dover Publications, [1902] 1971) ISBN 0-486-22037-0

- Ignatia Broker, Night Flying Woman: An Ojibway Narrative (St. Paul: Minnesota Historical Society Press, 1983) ISBN 0-87351-167-0
- Bill Dunlop and Marcia Fountain-Blackledge, The Indians of Hungry Hollow (Ann Arbor: The University of Michigan Press) ISBN 0-472-08653-7
- Larry Nesper, The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights (Lincoln: University of Nebraska Press, 2002) ISBN 0-8032-8380-6
- Students will also be expected to read News from Indian Country, a national newspaper published in Hayward, Wisconsin, on a regular basis. Copies will be available on reserve in the library.

Grades will be based on:

- participation, 10%
- a quiz, 10%
- a mid-term exam, 20%
- a paper, 20%, and
- a presentation and paper based on an interview or on a research project, 40%.

Here are the grade breakdowns from the History Department

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

Grading Your Exams: I furnish below brief descriptions of how you will earn your essay grades:

“C” essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.

“B” essays will include: all of the above requirements for a “C” essay plus more relevant data and analyses than is found in an average essay.

“A” essays will include: all of the above requirements for a “B” essay plus more data and some indication of independent or extended thought.

As for “D” and “E” essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

The History Department’s statement on plagiarism:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Here is a direct link for discussion of plagiarism:
http://cstw.osu.edu/writing_center/handouts/research_plagiarism.htm

Disability Services

Students with disabilities will be appropriately accommodated, and should inform the instructor as soon as possible of their needs

Course Outline

Week 1: Introduction; Ancient Cultures

Read: Atlas to p. 27; R. David Edmunds, "A German Chocolate Cake, with White Coconut Icing: Ohio and the Native American World," from Geoffrey Parker, Richard Sisson, and William Russell Coil, eds., Ohio and the World, 1753-2053 (2004, OSU Press)

Week 2: Native lifeways circa 1600

Early contact with Europeans; Iroquois wars; Fur trade; French-Indian relations

Read: Atlas to p. 47; Charles A. Eastman, Indian Boyhood

Week 3: Traditional religions, Christian missionaries QUIZ

Wars: Fox Wars, Pontiac's Rebellion: English-Indian relations

Indian religious movements: Tecumseh and the Shawnee Prophet; War of 1812

Read: Atlas to p. 121; Helen Hornbeck Tanner, "The Glaize in 1792: A Composite Indian Community," Ethnohistory 25/1 (Winter 1978) pp. 15-39

Week 4: Mining; The Winnebago Revolt and the Black Hawk War

The Indian Removal Act; Treaties

Read: Atlas to p. 161; Steve Warren, "The Ohio Shawnees Struggle Against Removal: 1814-1830;" Lucy Murphy, "'Their Women Quite Industrious Miners: ' Native American Lead Mining in the Upper Mississippi Valley, 1788-1832," from People of Persistence: excerpt from Donald Jackson, ed., Black Hawk, An Autobiography [1833] (Urbana and Chicago: University of Illinois Press, 1990) ISBN 0-252-72325-2

Week 5: Reservations and Refugees; Identity MIDTERM EXAM

Dakota Revolt, Civil War Film: "The Dakota Revolt"

Read: Atlas to p. 182; Rebecca Kugel, "Re-Working Ethnicity: Gender, Work Roles, and Contending Re-Definitions of the Great Lakes Métis, 1820-1842," and Susan Sleeper-Smith, "Resistance to Removal: The 'White Indian,' Frances Slocum," in People of Persistence

Week 6: The Dawes Severalty Act; Boarding Schools; Sports

Film: "Medicine Fiddle"

Read: Ignatia Broker, Night Flying Woman; Brenda Child, "A New Seasonal Round: Government Boarding Schools, Wild Rice Production, and Ojibwe Family Life During the Great Depression" in People of Persistence

**Week 7: Society of American Indians, National Congress of American Indians
The Depression Era PAPER DUE**

Read: Bill Dunlop and Marcia Fountain-Blackledge, The Indians of Hungry Hollow

**Week 8: Economic Development; Activism, Fishing Rights
Termination, Relocation: Urban Indian Centers**

Read: Brian Hosmer, "Blackjack and Lumberjack: Economic Development and Cultural Identity in Menominee Culture," and James Lagrand, "Indian Work and Indian Neighborhoods: Adjusting to Life in a Midwestern Metropolis during the 1950s," in People of Persistence

**Week 9: Cultural Resurgence; Pow wows
Casinos; Religious Freedom**

Read: Larry Nesper, The Walleye War

**Week 10: Contemporary Issues: Native American Graves Protection and
Repatriation Act; Stereotypes and Mascots; Preservation;
Film: "In Whose Honor?"**

Read: selected chapters from Rita Kohn and W. Lynwood Montell, Always a People: Oral Histories of Contemporary Woodland Indians (Bloomington: Indiana University Press, 1997) ISBN 0-253-33298-2

Final exam date: Student presentations and papers due