History 3071 Professor Daniel Rivers

Derby Hall 47 Dulles 369, W and Th 1-3

TTH 9:35-10:55 rivers.91@osu.edu

**History 3071: Native American History since Removal**

This course will introduce students to the history of Native Americans from the 1820s to the present. We will look at the removal of Native tribes to Indian Territory, the establishment of the reservation system, the resurgence of Native cultures and pan-Indian movements in the twentieth century, postwar urban migration and tribal termination policies, the Red Power movements of the 1960s, and Native legal organizing in the late 20th and 21st centuries. The course will encourage the students to think about intersections of gender, race, sexuality, and class and to consider Native resistance movements and cultural persistence over the last two centuries.

**Historical Study**

**Goals:** Students recognize how past events are studied and how they influence today’s society and the human condition.

**Expected Learning Outcomes:**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

***Rationale for fulfilling the GE Learning Outcomes for Historical Study:***

*Goals of the course that fulfill the GE Learning Outcomes in Historical Study:* History courses develop students’ knowledge of how past events influence today’s society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies

Students will evaluate differing historical interpretations of the interactions between Native Americans and Euro-American governments and cultures from the early nineteenth century to the present. We will examine, for example, current historical debates over the nature of slavery in Indian Territory in the period before the Civil War.

1. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.

Students will look at the ways that historical negotiations over tribal sovereignty, assimilation, and regional Native cultures have changed over time and shaped current Native American political and cultural issues. The class will also offer an in-depth look at the legal struggle for indigenous rights in the U.S. and how that history affects contemporary Native American legal cases and political activism.

1. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio- cultural context.

Students will analyze primary sources including diary entries, letters, newspapers and legal cases and contextualize them using secondary analyses. They will be asked to critically evaluate the changing ways that Native Americans have defined themselves and their relationship to both tribal nations and the United States in the modern era.

1. Students will carry out in-depth analysis in a final paper comparing distinct historical moments, social movements and their effects.

The students will be asked to write two 5-7 page papers in which they will be asked to use a combination of primary and secondary sources to analyze the ways that historical movements and events have been represented; paper topics will include the effect of class divisions on the Native tribes of the Southeast and the impact of these divisions on Indian removal; the emergence of Native resistance to increasing settlement in the West in the form of the Ghost Dance and new tribal affiliations; and the founding of pan-Indian movements in the last half of the twentieth century in reaction to federal tribal assimilation policies.

**Diversity**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

**Social Diversity in the United States**

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

***Rationale for fulfilling the GE Learning Outcomes for Social Diversity in the United States*:**

*Goals of the course that fulfill the GE Learning Outcomes*: Students will achieve the social diversity goals and learning outcomes by:

1. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand how the categories of race, gender, class, ethnicity, religion, and nation have shaped peoples’ identities and the distribution of power and resources in the U.S. and elsewhere

This class will ask students to look at Native American history with an in intersectional perspective and ask how categories of race, gender, class, ethnicity, sexuality, religion, and nation shape and are shaped by Native tribal identities and the changing relationship between tribal nations and the American government.

1. Describe theories of racial, ethnic, class, national, gender, and religious formation on exams and written assignments.

Students will be asked throughout the class to think of the formation of racial, ethnic, class, national, gender, and religious identity as a shifting and historically specific process. For example, we will look at how changes in the notion of tribal identities that emerge after the Second World War underlie the Red Power movements of the 1960s and 1970s.

1. Critically examine theories of race, gender, class, ethnicity, religion, and nation

The course will return throughout the term to different theories of race, gender, class, ethnicity, religion, and nation. Many of the readings, while historical in nature, ask the students to engage with alternative theoretical perspectives. The work of Alexandra Harmon, on the tribes of the Puget Sound region, for example, is grounded in a poststructuralist understanding of ethnogenesis, how this process is a critical part of the negotiation between indigenous peoples and the nation-state, and how it affects notions of race, gender, class, sexuality, ethnicity, religion, and nation.

1. Engage with contemporary and historical debates on race, gender, class, ethnicity, religion, and nation.

Course materials will require that the students grapple with both historical and contemporary debates on race, gender, class, ethnicity, religion, and nation. Examples include: the changing definition of “Indian” in the twentieth century and the interplay between these definitions and perceptions and appropriations of Native identity in mainstream American culture; debates over gender roles in the Victorian era and how they impacted Native women; and the effect on federal Native American policy of nineteenth and twentieth century anthropological perspectives.

1. Access and critically examine movements framed by race, gender, class, ethnicity, religion, and/or nation in a wider socio-cultural context.

Throughout the semester, students will learn about and critically evaluate both Native and Euro/American social and political movements framed by race, gender, class, ethnicity, religion, and nation and place them in the larger historical context of Native American history. In the material on Native American community activism in the post-World War Two years, for example, students will analyze Native American women’s activism and evaluate the ways that this political work engaged with both Native and mainstream American concepts of race, ethnicity, gender, and nation.

1. Carry out in-depth analysis in a final paper comparing distinct moments of ethnic, racial, nationalist, gender, class, and/or religious mobilization or social movements and their effects.

The students will be asked to write two 5-7 page papers in which they will be asked to use a combination of primary and secondary sources to analyze the ways that categories of race, gender, class, sexuality, ethnicity, religion, and nation have intersectionally operated to impact indigenous American communities in the nineteenth and twentieth centuries.

**Student Responsibilities:**

**Attendance and Preparation**

Attendance is a critical requirement. Students who cannot avoid missing a class must notify me ahead of time and provide a 1-2 page write-up of the readings for that day as a make-up assignment. The write-up will be due two weeks from the original absence. Missing more than three classes will affect the participation section of the final course grade. Students will also be responsible for reading the assigned texts and bringing digital or printed versions of assigned materials to each week’s class.

**Discussion Questions/Comments**

All students must sign up for three class meetings during the semester where they will be responsible for posting a discussion question on the readings by noon the day before class. All students will be responsible for reading their peers’ questions before class.

**Assignments**

Students will be required to write two five-page analytical papers that will be due on Sept.17 and Nov. 14. The papers should engage several (at least three) of the course readings in their analysis. The papers must be detailed and use a standard footnote documentation style. All papers are due at the beginning of class and will be penalized a half letter grade for each class meeting they are late. There will also be an in-class midterm exam on Oct 17 and a final exam during finals week.

**Course Objectives/Learning Outcomes**

History courses develop students’ knowledge of how past events influence today’s society and  
help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape  
human activity.

2. Students display knowledge about the origins and nature of contemporary issues and develop  
a foundation for future comparative understanding.

3. Students think, speak, and write critically about primary and secondary historical sources by  
examining diverse interpretations of past events and ideas in their historical contexts.

**Grading Policies**:

Student Participation 10%

Papers 20% **each** (40% total)

Mid-term 25%

Final 25%

**Readings:**

All course readings will be made available digitally on the History 3071 Carmen page.

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

**Weekly Schedule**

**Thursday 8/22: Course Introduction**

**Tuesday 8/27: Indian Removal**

“Indian Removal,” in Russell David Edmunds et al., *The People: A History of Native America*, (Boston: Houghton Mifflin Company, 2007), 213-239

Claudio Saunt, “Taking Account of Property: Stratification among the Creek Indians in the Early Nineteenth Century,” The William and Mary Quarterly, 3rd Ser., 57, No. 4 (Oct. 2000): 733-760

**Thursday 8/29: Indian Removal Part II**

Jill Norgren, *The Cherokee Cases: The Confrontation of Law and Politics* (New York: McGraw-Hill, 1996), 1-40

Theda Purdue, “Cherokee Women and the Trail of Tears,” in Rebecca Kugel and Lucy Eldersveld Murphy eds., *Native Women's History in Eastern North America before 1900: A Guide to Research and Writing* (Lincoln: University of Nebraska Press, 2007), 277-302

**Tuesday 9/3: Native Tribes and American Slavery**

Barbara Krauthamer, *Black Slaves, Indian Masters: Slavery, Emancipation, and Citizenship in the Native American South* (Durham/Chapel Hill: The University of North Carolina Press, 2013), 77-100

**Thursday 9/5: Native Americans and the Civil War**

“Indian People in the Civil War Era,” in *The People: A History of Native America*, 268-294

Proclamation Ordering Conscription in the Chickasaw Nation, 1864

**Tuesday 9/10: The Western Wars**

“Warfare in the West, 1867-1886,” in *The People: A History of Native America*, 295-321

Richard White, “The Winning of the West: The Expansion of the Western Sioux in the

Eighteenth and Nineteenth Centuries” *The Journal of American History* (Sep. 1978): 319-343

Laura Jane Moore, “Lozen: An Apache Woman Warrior,” in Theda Purdue, ed. Sifters: Native

American Women’s Lives (New York: Oxford University Press, 2001), 92-107

**Thursday 9/12: Expansion and Conflict: The Pacific Northwest**

Alexandra Harmon, *Indians in the Making: Ethnic Relations and Indian Identities Around Puget Sound* (Berkeley: The University of California Press, 1998), 103-130

**Tuesday 9/17: Expansion and the Push for Assimilation**

"‘Kill the Indian, Save the Man’: Survival in a Shrinking Homeland, 1878-1900,” in *The People: A History of Native America*, 322-346

Devon A. Mihesuah, “‘Too Dark to be Angels’: The Class System among the Cherokees at the Female Seminary,” in *Unequal Sisters: A Multicultural Reader in U.S. Women’s History* 4th ed., ed. Vicki L. Ruiz with Ellen Carol Dubois (New York: Routledge, 2008), 178-193

Luther Standing Bear (Lakota) Recalls His Experiences at the Carlisle Indian Industrial School, 1879

**Thursday 9/19: The Ghost Dance**

Gregory Smoak, *Ghost Dances and Identity: Prophetic Religion and American Indian Ethnogenesis in the Nineteenth Century*, (Berkeley: The University of California Press, 2006), 113-190

**Tuesday 9/24: Negotiations and New Voices**

“Survival and Renewal, 1900-1930,” in *The People: A History of Native America*, 347-372

**Thursday 9/26: The Society of American Indians (Columbus, Ohio)**

Chadwick Allen, “Locating the Society of American Indians,” *American Indian Quarterly* (Summer 2013), 3-22

Marti Chaatsmith, “Singing at a Center of the Indian World: The SAI and Ohio Earthworks,” *American Indian Quarterly* (Summer 2013), 181-198

Renya Ramirez, “Ho-Chunk Warrior, Intellectual, and Activist: Henry Roe Cloud Fights for the Apaches,” *American Indian Quarterly* (Summer 2013), 291-309

**Tuesday 10/1: Native Americans in U.S. Popular Culture in the Early 20th Century**

**FIRST PAPER DUE**

Philip Deloria, *Playing Indian* (New Haven: Yale University Press, 1998), 95-127

**Thursday 10/3: Scientific Racism, Eugenics, and the Social Sciences**

Angela Gonzales, Judy Kertesz, and Gabrielle Tayac, “Eugenics as Indian Removal: Sociohistorical Processes and the De (con) struction of American Indians in the Southeast,” *The Public Historian* (Summer 2007), 53-67

Robert E. Bieder, “Anthropology and History of the American Indian,” *American Quarterly*, v. 33, no. 3: 309-326

**Tuesday 10/8: John Collier and “The Indians’ New Deal”**

Lawrence C. Kelly, “The Indian Reorganization Act: The Dream and the Reality,” *Pacific Historical Review* (Aug. 1975): 291-312.

“Reorganization and War,” in *The People: A History of Native America*, 373-396

**Thursday 10/10: D’Arcy McNickle and Native American Art and Literature, 1900-1945**

D’Arcy McNickle, “Train Time,” “Hard Riding,” “Snowfall,” and “The Hawk is Hungry”

**Tuesday 10/15: Discussion of Short Fiction**

**Thursday 10/17: The Second World War**

Alison R. Bernstein, *American Indians and World War II: Toward a New Era in Indian Affairs* (Norman: The University of Oklahoma Press, 1991), 22-88

Ella Deloria (Yankton Dakota) on Indian Experiences During World War II, 1944

**Tuesday 10/22: In-class Midterm**

**Thursday 10/24: Tribal Termination Policies and Urbanization**

“Fighting to Be Indians, 1945-1970,” in *The People: A History of Native America*, 397-424

Donald L. Fixico, “The Relocation and Urbanization of American Indians,” in Albert L. Hurtado and Peter Iverson, eds. *Major Problems in American Indian History: Documents and Essays* (Lexington, MA: D.C. Heath and Co., 1994), 506-518

Mary Jacobs (Lumbee) Relates How her Family Made a Home in Chicago, n.d.

**Tuesday 10/29: Tribal Termination Policies and Urbanization Part II**

Jaakko Puisto, 'We didn't Care for It': the Salish and Kootenai Battle against Termination Policy, 1946-1954,” Montana; The Magazine of Western History, 52, No. 4, (Winter 2002): 48-63

Mary C. Wright, “Creating Change, Reclaiming Indian Space in Post-World War II Seattle: The American Indian Women’s Service League and the Seattle Indian Center, 1958-1978,” in *Keeping the Campfires Going: Native Women’s Activism in Urban Communities*, ed. Susan Applegate Krouse and Heather A. Howard (Lincoln: The University of Nebraska Press), 125-145

**Thursday 10/31: Native Americans in U.S. Popular Culture in the Post-WWII Era**

Philip Deloria, *Playing Indian* (New Haven: Yale University Press, 1998), 128-180

**Tuesday 11/5: Native Resistance Movements Part I**

Richard DeLuca, "‘We Hold the Rock!’ The Indian Attempt to Reclaim Alcatraz Island,”

California History, 62, No. 1 (Spring 1983): 2-22

Bradley G. Shreve, “‘From Time Immemorial’: The Fish-in Movement and the Rise of Intertribal Activism,” Pacific Historical Review, 78, No. 3 (August 2009): 403-434

A Proclamation from the Indians of All Tribes, Alcatraz Island, 1969

**Thursday 11/7: Native Resistance Movements Part II**

Donna Hightower Langston, “American Indian Women’s Activism in the 1960s and 1970s,” *Hypatia* (Spring 2003): 114-132.

Annett M. Jaimes, “American Indian Women: At the Center of Indigenous Resistance in North

America,” in M. Annette Jaimes ed., *The State of Native America: Genocide, Colonization, and*

*Resistance* (Boston: South End Press, 1992), 311-345

**Tuesday 11/12: Native Resistance Movements Part III**

Susan Applegate Krouse, “What Came Out of the Takeovers: Women’s Activism and the Indian Community School of Milwaukee,” in *Keeping the Campfires Going: Native Women’s Activism in Urban Communities*, ed. Susan Applegate Krouse and Heather A. Howard (Lincoln: The University of Nebraska Press), 146-162

Paivi H. Hoikkala, “Mothers and Community Builders: Salt River Pima and Maricopa Women in Community Action,” in *Negotiators of Change: Historical Perspectives on Native American Women*, ed. Nancy Shoemaker (New York: Routledge, 1995), 213-234

**Thursday 11/14: Sexualities and Gender**

**SECOND PAPER DUE**

Archival materials on lesbian and gay Native American organizing and experience from the Lesbian Herstory Archives (Brooklyn) and the Gay, Lesbian, Bisexual, and Transgender Historical Society of Northern California (San Francisco)

Paula Gunn Allen, “Beloved Woman: Lesbians in American Indian Cultures,” in *Conditions* 3 (Spring 1981): 67-87

**Tuesday 11/19: Film - Two Spirits (2009)**

**Thursday 11/21: Contemporary Native Politics Part I**

“Acting Sovereign, 1970-1990,” in *The People: A History of Native America*, 425-453

Ada Deer (Menominee) Explains How Her People Overturned Termination, 1974

**Tuesday 11/26: Contemporary Native Politics Part II**

“Indians in the New Millennium,” in *The People: A History of Native America*, 454-474

Winona LaDuke (United States), “The Indigenous Women’s Network, Our Future, Our

Responsibility” (1995) in Estelle Freedman, *The Essential Feminist Reader* (New York: Modern Library, 2007), 405-08

**Thursday 11/28 - Thanksgiving**

**Tuesday 12/3:** **Class Wrap-up**

**Academic Misconduct**

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://sja.osu.edu/page.asp?id=1>).

**Students with Disabilities**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu](http://www.ods.ohio-state.edu/)