

History 205.01
T,Th,11am-12:15
Buckman 212

Dee Garceau
Buckman 206
Office: Fri,1-5pm

Native American Legends and Historical Realities

The actual history of Native North Americans bears little resemblance to popular lore about Indians as mystics in harmony with nature, as primitives and victims, or as warriors and princesses. This course will analyze EuroAmerican constructions of Indian identity in light of imperial expansion, and re-envision Native American people as active agents in history.

Our chronology begins before European invasion and goes beyond the “closing of the frontier” to include the twentieth and twenty-first centuries. We will trace Indian innovations in land use, family structure, economic life, political organization and diplomatic relations, through the histories of specific tribes as they navigated changing North American landscapes. In the process, we will re-periodize and remap North American history using tribal standards of significance.

Course Objectives

To move us beyond the master narrative of Native American history, which goes something like this: American Indians were primitive and therefore unable to resist the sophisticated Europeans who invaded their continent and conquered them. Once conquered and placed on reservations, Americans Indians have been unable to cope to cope with modernity. They have lost their ways and mourn their idyllic past. This narrative about Indian people has informed popular culture and persisted into the twenty-first century. *The real Native American past is far more complex than this tale of woe. As Blackfeet elder Kenneth Charles Eaglespeaker says, “Things become tradition really fast.”*

Required Texts

Sherman Alexie, *Reservation Blues* (New York: Warner Books, 1996).

Brenda Child, *Boarding School Seasons: American Indian Families, 1900-1940* (Lincoln: University of Nebraska Press, 1998).

Michael Green & Theda Purdue, *The Cherokee Removal; A Brief History with Documents* 2nd Edition (Boston: St. Martin's Press, 2005).

Michael Tate, *Indians and Emigrants: Encounters on the Overland Trails* (Norman: University of Oklahoma Press, 2006).

James Welch, *Fools Crow* (Penguin Books, 1986).

Coursepack: A collection of scanned articles and primary sources, available online. Click on ‘Academic Departments.’ Select ‘History.’ Select ‘Garceau.’ Select ‘Public folder.’ Select ‘History 205.’ You will find the readings listed by author and/or abbreviated title.

Commitment and Planning

- On days marked **Discussion, come to class prepared**; that is, having done the readings listed for that day. Participation in discussion will make up 25% of your grade. I will call on you during every class to discuss the topics at hand.
- Note that on **February 28, March 7, April 2, and April 16**, you will be responsible for having read a whole book. Do begin these books ahead of time, so that you can finish in time for our discussion and/or paper or quiz.
- There will be two exams (25%), two quizzes (25%), and two formal papers (25%).

Course Requirements

- Consistent attendance. At Rhodes, we have the advantage of small classes in which we generate new insights through discussion. If you are absent, I cannot recreate the discussion you missed. In other words, missed classes cannot be “made up.” More than two absences will lower your average by a full letter grade.
- Informed participation in scheduled discussions. That means you refer specifically and cogently to material within the texts we have read. Feel free to raise questions about the readings; this often moves discussion forward!
- Completion of assigned work, on time. Writing assignments, quizzes, or exams missed without a verifiable medical reason will earn a grade of zero.
- All work for this course should be pledged under the Honor Code. Use of outlines or notes prepared by another student is **plagiarism**. Plagiarism is a violation of the Honor Code, and will result in an automatic ‘F.’

Written Assignments

- A **5-6 page essay critique** of the film, “Blackrobe,” using information from relevant assigned readings.
- An **in-class essay exam** on the Cherokee Nation during the antebellum period.
- A **6-7 page interpretive essay** on *Fools Crow* or *Reservation Blues* in light of related assigned readings.
- **Two quizzes**: on *Indians and Emigrants: Encounters on the Overland Trails* in light of related readings; and on *Boarding School Seasons* in light of related readings.
- An **in-class final exam**, content to be announced.

COURSE OUTLINE

Th Jan 10 Introduction to the Course

T Jan 15 Discussion
Spiritual Dimensions of Early Contact

Reading: Kenneth Morrison, "Montagnais Missionization in Early New France, pp.104-16.

James Ronda, "‘We Are Well As We Are’: An Indian Critique of Seventeenth-Century Missions," pp.66-82.

Th Jan 17 Lecture
The Northern Fur Trade

Reading: "Edmond Atkin Reveals the Reasons for French Success in the Indian Trade," (1755), pp.142-44.

"Give Us Good Goods" (1743), p.40.

"The Frenchman Dreams Himself Home," pp.80-82.

T Jan 22 Discussion
The Northern Fur Trade

Reading: Arthur Ray, "The Fur Trade as an Aspect of Native American History," pp.147-55.

Sylvia Van Kirk, "The Role of Native American Women in Fur Trade Society," pp.156-62.

Th Jan 24 Discussion
"Blackrobe" [View this film on Moodle, before today's class]

Reading: Rayna Green, "The Pochahontas Perplex: The Image of Indian Women in American Culture," pp.15-21.

Colin Calloway, "How the Blackfeet Got Horses, Guns, and Smallpox," pp.41-2.

Saukamappee, "Memories of War and Smallpox," pp.43-7.

T Jan 29 Slide Lecture
Native America in Art and Literature: Images From the
Euro-American Imagination

Th Jan 31 Discussion
Gendered Dimensions of Early Contact

Reading: Kathleen Brown, "The Anglo-Algonquian
Gender Frontier," pp.26-48.

Karen Anderson, "Commodity Exchange and
Subordination: Montagnais-Naskapi and Huron
Women, 1600-1650," pp.48-62.

T Feb 5 Discussion
Economic and Political Dimensions of Early Contact

Reading: Daniel Usner, "The Frontier Exchange Economy
of the Lower Mississippi Valley in the Eighteenth
Century," pp.216-39.

James Merrell, "The Indians' New World: The Catawba
Experience," pp.65-81.

Th Feb 7 Lecture
The Seneca Nation and the American Revolution

Reading: Anthony Wallace, "The Seneca Nation of Indians,"
pp.35-50.

Blackrobe Essay due.

T Feb 12 Lecture/Discussion
Emergence of United States Removal Policy: The Case of the
Cherokee

Reading: Theda Perdue & Michael Green, *The Cherokee
Removal*, pp.1-23.

Documents, "Cherokee Civilization," *The Cherokee
Removal*, pp.24-57.

Th Feb 14 Discussion
Cherokee Nation and Culture in the Mid-Nineteenth Century

Reading: Theda Perdue, "Women, Men, and American Indian Policy: The Cherokee Response to Civilization," pp.90-109.

William McLoughlin, "An Alternative Missionary Style: The Jones Among the Cherokee," pp.98-121.

Michael Coleman, "American Indian School Pupils as Cultural Brokers," pp.122-35.

T Feb 19 Discussion
Factionalism, Debate, and Removal

Reading: Perdue & Green, *The Cherokee Removal*, "United States Indian Policy," pp.92-120; and "The Cherokee Debate," pp.121-75.

Theda Perdue, "Cherokee Women and the Trail of Tears," pp.527-40.

Th Feb 21 **In-class exam on the Cherokee**

T Feb 26 Discussion
Plains Ecology and Plains Diplomacy

Reading: Richard White, "The Winning of the West: The Expansion of the Western Sioux in the 18th and 19th Centuries," pp.243-56.

Dan Flores, "Bison Ecology and Bison Diplomacy: The Southern Plains, 1800-1850," pp.465-85.

Lone Dog's Winter Count (1800-1871), pp.31-36.

Th Feb 28 Discussion
Revisiting the Warrior Attack on the Covered Wagon: A Shopworn Trope

Reading: Michael Tate, *Indians and Emigrants: Encounters on the Overland Trails* [read the whole book].

Quiz on *Indians and Emigrants* in light of related readings.

T March 5 Lecture
Grant's Peace Policy and Plains Warfare: At Cross Purposes

Reading: "Account of Sand Creek," pp.102-03.

Little Bear, "The Sand Creek Massacre" (1864), p.104.

Raymond DeMallie, "Plains Indian Treaty Councils in Ethnohistorical Perspective," pp.344-55.

Th March 7 Discussion
The Blackfeet on the Late Nineteenth-Century Northern Plains

Reading: James Welch, *Fools Crow* [read the whole book].

Bear Head, "Account of the Massacre on the Marias," pp.105-110.

March 9-17 Spring Break

T March 19 Lecture
Anti-Modernism, Edward S. Curtis, and the Myth of the Vanishing Race

Essay on *Fools Crow* due.

Th March 21 Discussion
Show Indians at the Turn of the Century

Reading: Joy Kasson, "American Indian Performers in Wild West Shows," pp.161-219.

Film clip (in class): "Gender and Powwow Cultures," a work in progress by Professor Garceau, Dance River Productions.

T March 26 Discussion
Cultural Mediation, Innovation, and Tribal Survival in the Early 20th Century

Reading: Peter Iverson, "When Indians Became Cowboys," pp.16-31.

Sally Jenkins, "The Team That Invented Football," 60-74.

Benjamin Rader, "The Greatest Drama in Indian Life: Experiments In Indian Identity and Resistance at the Haskell Institute Homecoming of 1926," 429-50.

March 28-31 Easter Break

- T April 2 Discussion
Boarding Schools: Oppression and Resistance

Reading: Brenda Childs, *Boarding School Seasons: American Indian Families, 1900-1940* [read the whole book].

Quiz on *Boarding School Seasons* in light of related readings.
- Th April 4 Lecture/Discussion
The Indian New Deal

Reading: "Lewis Meriam Summarizes the Problems Facing American Indians" (1928), pp.448-51.

Veronica Tiller, "The New Deal and the Jicarilla Apaches, 1930s," pp.444-54.
- T April 9 Lecture/Discussion
Urbans and the American Indian Movement

Reading: Judith Antell, "The Occupation of Alcatraz Island, 1969-1970," pp.539-49.

"A Proclamation for Indians of All Tribes, Alcatraz Island" 1969), pp.523-24.

Vernon Bellecourt, "Birth of AIM," pp.372-76.

Gerald Vizenor, "Confrontation or Negotiation?" pp.376-80.
- Th April 11 Discussion
Cultural Revitalization in Contemporary America

Reading: William Farr, "Troubled Bundles, Troubled Blackfeet: The Travail of Cultural and Religious Renewal," pp. 2-17.

Ian Frazier, "On the Rez," Atlantic Monthly (1999), pp.53-84.
- T April 16 Discussion
Sherman Alexie, *Reservation Blues* [read the whole book].

Th April 18 In-class film: "Contrary Warriors: A Film of the Crow Tribe"
Reservation Blues Essay due.

T April 23 Discussion
Contemporary Challenges

Reading: Fergus Bordewich, "A Scene Most Resembling Hell,"
pp.240-69.

Bordewich, "Our Lives Have Been Transmuted, Changed
Forever," pp.302-33.

Th April 25 Discussion
Synthesis and Reflection: How have your perceptions of Native American people
and their histories changed?

Final Exam: Day/Time TBA

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