

# HIST 351: Native American History

## Messiah College

**N.B. This syllabus can also be found on the “Q” drive accessible from computers in campus labs  
path: “Q” drive > InstructorFiles > LaGrand\_James > HIST 351 > HIST 351 syllabus**

Fall 2008  
Tues. & Thurs.  
Boyer 131  
1:20-2:35 p.m.

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office hours: Mon., 10:00-10:50 a.m.;  
Tues., 2:45-3:35 p.m.;  
Wed., 10:00-10:50 a.m. in Larsen;  
& by apt.

### COURSE DESCRIPTION AND OBJECTIVES:

Native American people have had a peculiar role in the writing of American history. On the one hand, they were often omitted entirely from classrooms and textbooks for many years. Historian Colin Calloway has noted that “although Indian peoples were the first to inhabit North America and are still here, their presence in American history is often fleeting.” On the other hand, at times Americans have been fascinated by Native Americans, but only as stereotypes or images of some ideal (savagery, the natural man, simplicity, etc.). Here, Native Americans were noted, but were not treated as human beings with the capacity to change and adapt. This course aims at redressing this situation. We will examine the history of Native American peoples from before European contact to the present day. In the process, we will find that the history of Native Americans is not the story of a simple people, but of incredible complexity in language, social and political structure, and religion. Furthermore, we will find that Native Americans have a present and a future, as well as a past. In the process of our study this semester, we will come to better understand Native Americans both on their own terms and as they confronted a white society and government over many centuries. Among the themes we will explore will be land, trade, religion, social and family structures, warfare, legal sovereignty, cultural change, and Indian identity over time. In examining both what might be called (from the perspective of the present) the nation’s first minority group and Indian-white race relations over time, this course addresses American pluralism, and so is cross-listed as a pluralism interdisciplinary course. This semester’s examination of Native American history will help you develop critical reading and reading comprehension skills through the reading of both primary and secondary texts. Furthermore, it will provide you opportunities to develop written and oral communication skills.

### OBJECTIVES FOR PLURALISM COURSES AT MESSIAH COLLEGE:

- 1) To help students understand contemporary issues that arise out of the pluralism of race, ethnicity, social class, gender, and religion.
- 2) To help students examine contemporary society from diverse viewpoints and, through these, to increase self-knowledge.
- 3) To help students explain some of the effects of inequality, prejudice, and discrimination.
- 4) To help students articulate and practice an informed and faithful Christian response to diversity.

### PARAMETERS FOR WRITING-ENRICHED (“W”) COURSES AT MESSIAH COLLEGE:

- 1) Students in these courses will complete at least ten pages of finished, transactional (as opposed to reflective or poetic) writing.
- 2) Helpful intervention (conferencing, tutoring, peer collaboration, professor comments on ungraded drafts, etc.) will be used in the writing processes of at least two distinct writing assignments.
- 3) Students must earn a passing grade in the writing portion of the course in order to pass the course.

### REQUIRED READINGS--BOOKS FOR PURCHASE IN BOOKSTORE:

- Calloway, Colin G., ed. *First Peoples: A Documentary Survey of American Indian History*. Bedford Books, 2008 (3d ed). ISBN 0312453736.
- Merrell, James H. *Into the American Woods: Negotiators on the Pennsylvania Frontier*. Norton, 1999. ISBN 0393319768.
- Utley, Robert M. *The Lance and the Shield: The Life and Times of Sitting Bull*. Ballantine Books, 1994. ISBN 0345389387.
- LaGrand, James B. *Indian Metropolis: Native Americans in Chicago, 1945-75*. University of Illinois Press, 2005. ISBN 0252072960.

### REQUIRED READINGS--ARTICLES:

- Edmunds, R. David. "Native Americans, New Voices: American Indian History, 1895-1995," *American Historical Review* 100 (June 1995) - available online via Academic Search Complete
- Hoxie, Frederick E. "'Thinking Like an Indian': Exploring American Indian Views of American History," *Reviews in American History* 29 (March 2001) - to be distributed in class
- Blackhawk, Ned. "Look How Far We've Come: How American Indian History Changed the Study of American History in the 1990s," *OAH Magazine of History* 19 (November 2005) - available online via Academic Search Complete
- Ronda, James P. "'We Are Well As We Are': An Indian Critique of Seventeenth-Century Christian Missions," *The William and Mary Quarterly* 34 (January 1977) - available online via Jstor
- Ronda, James P. "Generations of Faith: The Christian Indians of Martha's Vineyard," *The William and Mary Quarterly* 38 (July 1981) - available online via Jstor

### REQUIREMENTS:

- read all required books and articles listed above
- write two exams
- take several unannounced quizzes
- submit an essay of 5-7 double-spaced pages on 1 of the 3 monographs we'll read (Merrell, Utley, or LaGrand) after having brought a draft of the essay to the writing center
- submit an essay of 6-8 double-spaced pages on either American Indian history in museums or American Indian history and Christianity after having a classmate give a peer evaluation
- keep a journal on responses to primary source documents found in Calloway
- participate regularly in class discussions

### STANDARD OF EVALUATION:

The final grade for the course will be derived as follows:

exam #1	20%
exam #2	30%
quizzes	5%
reading journal	5%
essays	30%
participation and group presentation	10%

### EXAMS:

You will write two exams for this course: a midterm and a final. The midterm exam will have two sections: ID and essay. The first section will ask you to identify and give the significance of several terms from the first half of the course. These might be names, places, organizations, pieces of legislation, etc. In identifying these terms, play the role of the journalist who always answers the five "W" questions: who, what, when, where, and why. After you have identified the term, explain its significance--where it fits in or contributes to major themes covered in the course. IDs need not be more than a few sentences, but they should not be merely a series of disjointed notes or phrases. Make sure you write in complete, grammatical sentences in all your work for this course, including IDs. The second section of the exam

will ask you to write an essay on a major theme from the first half of the course. Make sure that you answer this question completely. Your essay should be well-organized, persuasive, and draw on materials from all the different facets of the course--lectures, readings, and class discussions--for examples and evidence. The final exam--in addition to having an ID section and an essay on the second half of the course--will also have a third section which will ask you to write an essay on a theme that spans the entire course from beginning to end. This final cumulative essay will ask you to think about the course as a whole. Make-up exams will be offered only under extraordinary circumstances (i.e. to students with a note from the dean or a physician).

#### QUIZZES:

Several unscheduled quizzes covering assigned readings will be given throughout the semester. Make-up quizzes will not be offered; instead, your lowest quiz grade will be dropped in arriving at your total quiz score.

#### READING JOURNAL:

You're asked to keep a reading journal in which you respond once a week to the primary source documents found in Calloway. The following are some questions you might find helpful as you respond to these documents:

- What led the author to write this?
- What was the context for the writing of this document?
- Who was the audience the author hoped to reach?
- What did the author hope his or her document would achieve?
- What rhetorical and logical strategies does the author use to try to sway his or her audience?
- Do you believe that this document is successful in what it set out to do? Why or why not?

#### ESSAY #1:

You will write an essay of 5-7 pages on one of the three monographs we'll read. Use the questions below to guide the writing of them. Feel free to expand on the questions given or to begin on a different but related matter. In other words, do not feel constrained by the questions provided. Frame your essays around issues and ideas that you think important and interesting. Yet you should not avoid the questions provided, as they help you address some of the more important issues raised in the work you will do this semester. In their finished form, your essays should contain prose that is both grammatical and persuasive. In other words, make sure they are both well-written and well-thought-out. Also, your essays should make specific references to the text being discussed when appropriate. Read and make reference to at least two reviews of the book (available online via Academic Search Complete, google, etc.). Before submitting the final draft of your essay, have it bring it to the writing center.

Assignment for essay on Merrell, due Tues., Oct. 14, in class:

- What does this book suggest about peace and violence? Is peace possible between two fundamentally different groups of people, such as the Indians and colonists in colonial Pennsylvania?

Assignment for essay on Utley, due Tues., Nov. 4, in class:

- What kind of leader was Sitting Bull? Was he more successful or unsuccessful? What do we learn about the challenges that American Indian people in the late 19th century faced through examining Sitting Bull's life story?

Assignment for essay on LaGrand, due Tues., Dec. 2, in class:

- Does this book seem to suggest that the phenomenon of American Indian urbanization should be understood as more successful or unsuccessful in the final analysis? Do you agree with the book's assessment of this?

## ESSAY #2

You will write an essay of 6-8 pages on one of the following questions:

1) How successful is the National Museum of the American Indian at presenting and teaching about American Indian history? What would you change about or add to the museum if you worked there?

OR

2) How do you think about American Indian history in relationship to the Christian faith? How does or should an adherence to Christianity affect how you view American Indian history?

This will be peer reviewed by a classmate before the final draft is submitted on Dec. 11.

## GROUP PRESENTATIONS:

On Dec. 4 and Dec. 9, groups of students will give a presentation on a theme in contemporary American Indian life. The following is a partial list of possible topics for this project:

- American Indian religion and religious freedom
- tribal government today
- American Indian identity and blood quantum
- repatriation of American Indian artifacts and remains
- American Indian land, water, & mineral rights
- American Indian gaming (casinos)
- American Indian mascots and nicknames
- American Indian hunting and fishing rights
- American Indian poverty
- BIA policy today
- American Indian education
- American Indian health (incl. alcoholism)

## PARTICIPATION:

It goes without saying that you must attend class regularly in order to participate. You are expected to attend every class meeting. Beyond this minimal participation in the class (which will earn you only a minimal participation grade), you can gain participation points by regularly asking or answering questions, and by responding to readings and lectures when given the opportunity.

## NOTE ON ACADEMIC INTEGRITY:

Academic dishonesty of any kind (including cheating and plagiarism) violates the community standards of Messiah College, as well as those of the larger community of scholars into which you enter through this course. As such, any cases will be punished appropriately. However, please do not hesitate to talk to the instructor if you have questions about how to use or cite outside sources or about any other matter of academic practice. Messiah College's academic integrity policy may be found here:

[www.messiah.edu/academics/advising\\_handbook/academic\\_policies/integrity.pdf](http://www.messiah.edu/academics/advising_handbook/academic_policies/integrity.pdf).

## NOTE ON AMERICANS WITH DISABILITIES ACT:

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101). If you have questions, call extension 5382.

# SCHEDULE

[NOTE: ALL DETAILS SUBJECT TO CHANGE]

Tues., Sept. 2	Introduction reading: --
Thurs., Sept. 4	The Study of History and the Study of Native Americans reading: Calloway, pp. 1-12; Edmunds, "Native Americans, New Voices" Hoxie, "Thinking Like an Indian" Blackhawk, "Look How Far We've Come"
Tues., Sept. 9	The Study of History and the Study of Native Americans (cont.) reading: --
Thurs., Sept. 11	Origin Beliefs and Pre-Contact History reading: Calloway, pp. 14-62
Tues., Sept. 16	The Spanish and Indians in Colonial America reading: Calloway, pp. 76-92, 108-119
Thurs., Sept. 18	<i>No class meeting; reading day</i> reading: --
Tues., Sept. 23	The French and Indians in Colonial America reading: Calloway, pp. 92-98, 119-130
Thurs., Sept. 25	The English and Indians in Colonial America reading: Calloway, pp. 98-107, 130-139 Ronda, "We Are Well As We Are" Ronda, "Generations of Faith"
Tues., Sept. 30	The English and Indians in Colonial America (cont.) reading: --
Thurs., Oct. 2	Indians in the Revolutionary Era reading: Calloway, pp. 154-180, 191-205
Sat., Oct. 4	<i>Class trip to the National Museum of the American Indian</i>
Tues., Oct. 7	Indians in the Revolutionary Era (cont.) reading: --
Thurs., Oct. 9	<i>No class meeting; Mid-Fall Recess</i>
Tues., Oct. 14	Cultural Contact in Early Pennsylvania reading: Merrell, all.
Thurs., Oct. 16	National Expansion and Indian Revitalization (essays on Merrell DUE) reading: Calloway, pp. 218-228, 244-267
Tues., Oct. 21	Removal and the Trail of Tears reading: Calloway, pp. 228-243, 267-275
Thurs., Oct. 23	EXAM #1

Tues., Oct. 28	The Plains reading: Calloway, pp. 290-316, 327-344
Thurs., Oct. 30	The Plains reading: --
Tues., Nov. 4	The Life and Times of Sitting Bull reading: Utley, all.
Thurs., Nov. 6	The Northwest and Southwest (essays on Utley DUE) reading: Calloway, pp. 344-355
Tues., Nov. 11	The BIA, Dawes Act, and More Indian Revitalization reading: Calloway, pp. 372-383, 404-410
Thurs., Nov. 13	Reservation Life in the Early 20th Century reading: Calloway, pp. 383-403, 410-425
Tues., Nov. 18	Peer Review of Essays (first draft of essay #2 DUE in class) reading: --
Thurs., Nov. 20	The Indian New Deal reading: Calloway, pp. 438-445, 473-483; handouts
Tues., Nov. 25	American Indian Urban Life reading: LaGrand, pp. 1-160; Calloway, pp. 445-455, 483-489
Thurs., Nov. 27	<i>No class meeting; Thanksgiving Recess</i>
Tues., Dec. 2	American Indian Urban Life (cont.) reading: LaGrand, pp. 161-257; Calloway, pp. 455-463, 490-500
Thurs., Dec. 4	Group Presentations on Contemporary Indian Life (essays on LaGrand DUE) reading: Calloway (relevant sections)
Tues., Dec. 9	Group Presentations on Contemporary Indian Life (cont.) reading: --
Thurs., Dec. 11	Discussion of Essays; Review (final draft of essay #2 DUE in class) reading: --
Mon., Dec. 15 1:30-3:30 p.m.	EXAM #2