

**HIST 308: NORTH AMERICAN INDIAN HISTORY**  
**Spring 2012 - Dr. Steven M. Fountain**  
**Monday & Wednesday 10:35-11:50 a.m., LIB 201**  
**Washington State University Vancouver**

**Office:** CLS 208T

**Office Hours:** Tue. noon-1:00 pm, Wed. 3:00-4:00 pm, or by appointment

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**THE COURSE**

This is an introductory course in the history of Indigenous America. The materials covered in this course will serve as a base from which to embark into upper division offerings in North American history, Native American Studies, or Anthropology. We will emphasize the dynamic world of many different peoples in North America, but, by necessity, will explore a limited number of Indigenous Worlds. Major themes in the first portion of the class will include pre-Columbian Indigenous America, the European encounter and colonialism. We will then turn to Native American relationships with the United States and among Indigenous Nations in American Society. Throughout, we will examine ongoing Native-Newcomer relations and issues among and between North American Indians. By viewing history through the lens of Indigenous America, we will illuminate major themes of American history and *begin* to discover Native America as well.

In order to succeed, I *highly recommend* that you have taken **HIST 110 and HIST 111** as a background to this course. If you have concerns or questions about this, please see me.

**A NOTE ON USEAGE**

As you may have noticed, I (and others) use a variety of terms to refer collectively to peoples indigenous to North America. You will find this to be the case in the readings, elsewhere in your academic life, and in the larger world. "Native Americans" is appropriate and acceptable in most instances, especially in formal writing. "American Indian" is also widely used (as in the awkward official title of this course), however, be aware that the American Indian Movement has added a political connotation and some individuals have rejected its use. In Canada, the official designation is "First Nations." "Native" has also found wide use but may carry offensive baggage if used without care. "Amerind" has not been generally accepted, but enjoyed a brief heyday in academic writing. "Indigenous" is a more apt description in an academic context, but "Indian" is the preferred term that most indigenous peoples within the United States use for themselves in everyday conversation.

When appropriate, use a tribal designation such as Shoshone, Mohawk, or Seminole rather than more monolithic terms. Here too, be aware that people's names for themselves are preferential to those used by outsiders. In an increasing number of cases, names like Tohono O'odham and have replaced offensive names like Papago. We will discuss these cases and others in lecture, and I will make every effort to present both popular and self-designated terms for peoples.

### READING:

- The reading for this course will be an important component of your success or failure. As with all History courses, you will find that reading and thinking (analyzing and synthesizing) are central tasks. You will need to schedule your reading carefully and take this portion of the class as seriously as you would a lab or problem set. Be careful to avoid building up a reading debt that will leave you unable to either complete the readings, or force you to read so quickly that you have no time to contemplate and absorb the reading.
- The assigned readings ***must be completed before class on Wednesday for the week they are listed.*** Your reading in preparation for these lectures will compose a significant portion of your participation grade.

### REQUIRED TEXTS:

- The following books are available at The Bookie. Many local bookstores can and will order these items if not already in stock. I urge you to support local retailers, but bear in mind that you will need to begin reading immediately, so do not put off your purchases.
- **Colin G. Calloway. *First Peoples: A Documentary Survey of American Indian History*. Fourth edition. Boston: Bedford/St. Martin's, 2011. ISBN 031265362X**
- **Larry Cebula. *Plateau Indians and the Quest for Spiritual Power, 1700-1850*. Lincoln: University of Nebraska Press, 2007. ISBN 0803222432**
- **Andrew H. Fisher. *Shadow Tribe: The Making of a Columbia River Indian Identity*. Seattle: University of Washington Press, 2010. ISBN 0295990201**
- **Theda Perdue and Michael D. Green, eds. *The Cherokee Removal: A Brief History with Documents*. Second Edition. Boston: Bedford/St. Martins, 2004. ISBN 0312415990**
- In addition, you will need to research and determine the most appropriate tribal overview as part of your ongoing Tribal Perspectives assignment below. You will be drawing from multiple sources for that assignment, but at least one "additional book," ***approved by Prof. Fountain***, will be unique for each of you - to either check out through the library, or if you decide it is worthwhile, to purchase. See "Tribal Bibliography" below.
- Readings will be available through the course website (URL listed at the top of the page), usually via the library's electronic reserve system. Some articles will require your access to the library databases such as *America: History and Life*. These readings consist of (usually) *short*, excerpted primary documents or secondary articles chosen specifically for this course.
- Rex Dalton, "Archaeology: The Coast Road," *Nature* 422, no. 6927 (Mar. 6, 2003): 10-12.
- Keith H. Basso, *Wisdom Sits in Places: Landscape and Language among the Western Apache* (Albuquerque: University of New Mexico Press, 1996), 9-13, 23-30.
- Daniel Vickers, "The First Whalers of Nantucket," *William and Mary Quarterly* 40, no. 3 (1983): 560-569.
- Margot Liberty, "Hell Came with Horses: Plains Women in the Equestrian Era," *Montana* 32, no. 3 (1982): 10-19.
- Albert L. Hurtado, *Indian Survival on the California Frontier* (New Haven, CT: Yale University Press, 1988), 1-9.

- James Ronda. "Exploring the Explorers: Great Plains Peoples and the Lewis and Clark Expedition," *Great Plains Quarterly* 13, no. 2 (1993): 81-90.
- Andrew Lawler, "Grave Disputes," *Science* 330, no. 6001 (Oct. 8, 2010): 166-170.
- Andrew Lawler, "A Tale of Two Skeletons," *Science* 330, no. 6001 (Oct. 8, 2010): 171-172.
- Phil Deloria, *Playing Indian* (New Haven, CT: Yale University Press, 1998), 95-102.
- Russel Lawrence Barsh, "Ethnogenesis and Ethnonationalism from Competing Treaty Claims," in *The Power of Promises: Rethinking Indian Treaties in the Pacific Northwest*, ed. Alexandra Harmon (Seattle: University of Washington Press, 2008), 215-243.
- Gail Courey Toensing, "Don't Know Much about History: Stossel Says American Indians Receive the Most Help," *Indian Country Today Media Network*, (Mar. 29, 2011).

### **ASSIGNMENTS:**

- All written assignments ***must follow the Writing Guide***. This includes use of Chicago-style footnotes where relevant - no other citation styles are acceptable. The Writing Guide is also the authority on formatting (margins, spacing, etc.), and matters of style.

#### **1) Participation (every class meeting)**

- I will track student contributions and participation in lecture on a daily basis. If you do not attend class every meeting, you will not earn full credit for this portion of class. If you are quiet (and perhaps thoughtful), you will be called upon. Put simply, the expectation is that you will be a contributing member of our classroom community. Prepare for class, ask questions, take part in discussions, and help each other through the history of the North American West.
- We will have occasional in-class "assignments" requiring your participation. These will sometimes rely on your having completed assigned reading, and in other cases may mean producing something on the spot. In either case, you cannot participate if you are not prepared and present.

#### **2) Writing Quiz Wed., Jan. 18 (in class)**

- The initial graded assignment for the class will be a quiz over the syllabus and writing guide. This may seem silly, but it is the only way I can get your lazier peers to read the damn things. You, of course will be fine because you would read and understand them both fully in any case.

#### **3) Tribal Perspectives ongoing, most Fridays**

- In the first week of class, you will be assigned a tribe or group with which you will become familiar, if not an expert. While it is a hopeless task to fully understand the perspectives and culture of another group - without the opportunity to visit or meet members of these tribes, in a single term, and in a single class - having a "place to stand" should lend perspective to the course as a whole.
- Throughout the course, we will have weekly questions tied to reading and lecture themes. Your job in this assignment is to respond to these issues through the particular lens of your assigned group. This will require ongoing research throughout the course (beginning with the appropriate *Handbook of North American Indians* article), and attention to the themes of each week's

lectures. You should consider the general or comparative cases presented in the readings and lectures from the perspective of the peoples to whom you have been assigned.

- Each week, you should generate a **one-page mini-essay** to *explain* what your groups' position might be vis-a-vis the weekly question based on their historical context. For example, the perspective of Chinooks and Seminoles on federal recognition is rather different due to their differing historical situations and cultural practices. (The absolute maximum length for each is *two pages*.)

- By the end of the course, you should have generated a fifteen-page (+/-) essay describing and explaining your peoples' history regarding several different topics. You may be called upon in class to provide your perspective, and **you will turn these in each week, and I will grade a random sample of each batch to generate your grade on this assignment.**

#### **4) Tribal Bibliography** **Fri., Jan. 27, by 5:00pm**

- In order to carry out the above assignment, you will need to determine the *best* sources of information for your assigned tribe. Resources vary widely, dependent on anthropological interest, the size of the tribe, the production of tribal members, cultural considerations, length of contact, and other variables. However, your job is to compile a short list of the **five** most useful sources for your assigned tribe.

- One - the first on your list - must be the most authoritative overview of the tribe. This may be the most recent work, or the standard in its field, but should be a book providing depth of coverage of several aspects of tribal culture and history.

- The remaining four works may be any combinations of books, articles, book chapters, or (less likely) primary documents or web sites. You will quickly find that web sites are usually a particularly poor source of information for Native American history. In order to fulfill this assignment, you will need to do research in both book catalogs and databases, as well as following up on recommended readings from sources such as the textbook, the *Handbook of North American Indians*, and other encyclopedias. Using this three-pronged approach, you will quickly get a sense of the limitations or expanse of historical literature on your assigned tribe. You must then sift through the results to get to the "top 5" sources. (You may list more, but this is the minimum.)

- The first five items you find are not likely to be the "best." You need to evaluate items based on:

- 1) coverage - does the source cover a broad swath of history, a major event or era, or a significant topic not otherwise included in other sources? do you have a mix of detailed and general works?
- 2) authority - is the source written by someone with expertise? what sources did they use? how reliable or reputable is the journal or press? does it have extensive notes? is it peer-reviewed?
- 3) origins - is this based on primary documents or first-hand experience? does it synthesize the existing literature? is there a mix of native and non-native perspectives on the list? for what purpose was the source written?

- All together, these considerations should add up to a bibliography of sources that provide coverage of culture and cultural changes from pre-European contact through to the near-present.

- Native American history has long been a popular subject, and the volume for some tribes is overwhelming. For others, you would be hard-pressed to come up with a dozen quality, useful works. Consultation with Prof. Fountain is recommended to help discern from amongst the many works available. We will discuss this assignment in class as well.

**4) Midterm Exam**  
**Mon., Mar. 5, in class**

The midterm will consist of two short essay questions. These questions will be taken from the questions listed on the study guide. Each will require you to synthesize readings and lecture in order to answer questions using the terms and ideas highlighted in lecture and discussion. The exam will cover the materials through week nine. We will discuss this in detail as the exam nears.

**5) Final Version: Tribal History/Tribal Perspectives**  
**Fri., Apr. 27, by 5:00 pm**

- The final, combined version of your weekly tribal perspectives papers should be combined into a single long-form essay. The rough model is that of the *Handbook of North American Indians* in that you will have headings for each section. Taken together, this should result in a 15 to 20-page paper for which the vast bulk of the research and writing will be complete by the due date.

- Corrections and adjustments will be necessary, based on the feedback you receive along the way on the weekly assignments. The additional piece to compose for the final assignment is a short, two-page introduction giving an overview of tribal history and a basic introduction to the who, where, and when of your people. The most significant events discussed in the paper should also be highlighted in the introduction. You should eliminate repetitive portions and arrange topics in a chronology that makes sense for your tribe throughout the paper.

**6) Final Exam**  
**Mon., Apr. 30, 10:30 am - 12:30 pm**

The final exam covers material from the midterm through the end of the course and will consist of three short essay questions in the same mode as the midterm exam. I will again issue a study guide at least two weeks before the exam. See the course website for the study guide when posted.

**GRADING:**

- Most of the grade for this class will depend upon your ability to synthesize and assess classroom presentations (including lecture, films, and in-class discussions) and assigned reading. Written assignments and exams will demand a demonstration of your depth of understanding in the context of a prompt. Simply put, you must be able to think and write well in order to do well in this course.

**- NOTE: You must complete all assignments with a passing grade to pass the course.**

**GRADING STANDARDS:**

- The standards for excellence in this course are high, but well within reach of students with above-average abilities choosing to apply themselves. Earning an A is a challenge and requires significant effort, but a grade is not a reflection of effort. You may work very hard in this course and earn a "C". Few students, however, fail if they complete all the work required in the course: careful reading, daily lecture attendance, and deliberative, thoughtful writing.

- **Grades are not a measure of effort**, or of intelligence. Honest, extensive efforts may not result in top grades. Grades are a measure of the quality of work, not of an individual. Written assignments and exams will demand a demonstration of your depth of understanding in the context of a prompt. Simply put, you must be able to think and write well in order to do well in this course.

- A grade of “F” is usually earned by a serious misunderstanding, a serious lack of effort, or an incomprehensible response. **Failure to fulfill basic assignment requirements, plagiarism or other forms of cheating will result in an “F”.** *Plagiarism on any assignment will result in a failing grade for the course.* Though we will discuss this in class, if you have any questions about what may constitute plagiarism, please see me.

- A grade of “D” reflects work that is in some way seriously flawed - factually, logically, mechanically, or otherwise. This may be caused by incoherent writing or by a misunderstanding of the assignment or material. “D”s do indicate a glimmer of hope if you are willing to work to correct problems, but may also indicate that you are on the cusp of failure. **If you earn a grade of “D” or below on any assignment, please see me before embarking upon the next assignment.** It is in both of our interests to get on track as soon as possible.

- A grade of “C” may be earned by simply doing the job competently. It addresses the question, offers support, and is written in a manner that is logical and coherent. These papers and exams meet the basic criteria of completion with only some errors or flaws. **“C” may be most common grade for this course.** Earning higher grades will require significant effort, thoughtfulness, and some measure of excellence in your work.

- **A grade of “B” reflects work that does a better than average** job of answering the question(s) while providing well-chosen evidence to support your well-written essay. “B”s reflect work that is nearly excellent in all respects, but may fall short of top marks due to minor errors.

- **An “A” grade requires work of near-professional quality.** Such work is nearly flawless in its mechanics, offers a compelling and thoughtful essay that reveals a significant depth of historical understanding. As such, an “A” is not common, but is awarded to outstanding work that effectively employs best choices of examples and detail. A grade of “A” is not likely on any work that has not required a serious commitment.

- Papers and exams marked with split grades - for example “B-/C+” - fall on the margins of the two grade ranges. Such a grade may not quite be of B quality, but it is not too far from it either. Such grades should encourage you to refine your work to push toward higher marks. They are recorded in the grade book as the numerical value that approximates the median value - in the case of the example, a grade of B-/C+ would correspond to 80%.

#### **GRADING BREAKDOWN:**

Discussion/Participation	1/18	(6%)	(percentages approximate)
Writing Quiz	1/18	(6%)	
Bibliography	1/18	(6%)	
Midterm Exam	2/18	(11%)	
Tribal History/Tribal Perspectives			
random check average	3/18	(17%)	
full & final version	6/18	(33%)	
Final Exam	4/18	(22%)	
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	18/18	100%	

**AVAILABILITY:**

- As your instructor, I am here to help you learn the course material, think critically, expand your knowledge, improve your writing skills, and delve into the world of Western American History. This requires considerable effort on your part. I am available for consultation on readings, lecture topics, assignments, or any other aspect of this course. I urge you to take advantage of this opportunity and use the office hours available to you.

**IT SHOULD GO WITHOUT SAYING, BUT:**

In lecture, please:

- **STOW IT - no cell phones on, no texting during class. I will ask you to put your phone away the first time, and *will drop you from the course if a second incident occurs.***
- **USE YOUR COMPUTER TO LEARN, NOT PLAY** - computer users must use their machine to take notes. Email, facebook and all the rest distract you and your fellow students and will not be tolerated. As above, if this becomes an issue, ***you will be dropped from the course.***
- **BE HERE** - come to class on time, notify me if you need to leave early (and please sit in the back and leave quietly when necessary).
- **BE PROFESSIONAL** - come to class prepared to learn, with reading completed.
- **BE A DECENT HUMAN BEING** - express common courtesy toward your fellow classmates and professor.

**PLAGIARISM:**

*Plagiarism will result in two consequences. Either may ultimately lead to your removal from the university.*

**All incidents of plagiarism will be turned over to Student Judicial Affairs.** The decisions and documentation of Student Judicial Affairs will be in addition the in-class consequences.

**All incidents of plagiarism will result in a failing grade for the course.** Cheating is an insult to me, your fellow students, and the institution of education. *Attempting to steal a grade will not be tolerated* in this course.

Please discuss with the instructor any concerns or questions you might have. See also the Writing Guide on the course website.

**ADDITIONAL UNIVERSITY BOILERPLATE:**

**Academic Integrity:** Academic integrity is the cornerstone of the university and will be strongly enforced in this course. Any student found in violation of the academic integrity policy will be given an “F” for the course and will be referred to the Office of Student Conduct. For additional information about WSU’s Academic Integrity policy/procedures please contact (360) 546-9573.

**Disability Accommodation:** Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services, located in the Student Resource Center on the Lower Level of Student Services Center (360) 546-9138.

**Emergency Notification System:** WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information

when registering for classes on ROnet. In the event of a **Building Evacuation**, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of **class cancellation campus-wide**, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website - <http://safetyplan.vancouver.wsu.edu/>

**Important Dates and Deadlines:** Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at [www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX](http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX). Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSS

### **READING & LECTURE SCHEDULE:**

- We will follow a roughly chronological sequence, but throughout the course will be focusing on particular themes that may stretch well beyond the temporal bounds of the week's official chronology.

- This course requires *full, active participation of every student*. Perhaps more than you have experienced in other history courses, a significant portion of the course will be driven by the insights and questions of you and your classmates. *If you are unprepared, it will be (likely painfully) obvious. Be sure that you are prepared for every class meeting.*

- *Schedule your reading carefully.* Some weeks are comparably light and others are heavier. You will likely need to begin reading *well before* the due date for several assignments. It is imperative that you are prepared for class in advance - be forewarned that *this is a reading intensive course* compared to other disciplines. That does not necessarily mean that the reading load is onerous for a History course (it is not), but that you must read carefully and thoughtfully to succeed. Reading is your "problem set" for the course.

#### **WEEK ONE: Native Americas: An Introduction**

READING: TEXT (Calloway), Introduction

TEXT Document: "A Navajo Emergence Story," 40-49

Dalton, "Archaeology: The Coast Road: (2 pg. online)

assigned section of *Handbook of North American Indians*

#### **WEEK TWO: A Dynamic World: America Before 1492**

**MON., JAN. 16: No WSU classes: MLK Day of Service**

**WED., JAN. 18: Writing Quiz (in class)**

READING: TEXT, Ch. 1

TEXT Document: "Corn and Game," 50-54

Basso, "Quoting the Ancestors" from *Wisdom Sits in Places* (11 pg. excerpt online)

Tribal monographs

#### **WEEK THREE: New Peoples & Shatter Zones**

**FRI., JAN. 27: Bibliography (due before 5:00 pm)**

READING: TEXT, Ch. 2

TEXT Document: "A Narrative of the De Soto Invasion," 112-119

Tribal monographs

Cebula, Introduction & Ch. 1



**WEEK TEN: Resistance against the Outsiders: Failed Federal Policies**

READING: Fisher, Ch. 4

TEXT, Ch. ~~5 (from p. 300)~~ & 6 (part, p. 344-358)

TEXT Document: "Dismantling Tribes and Their Homelands," 448-454

**WEEK ELEVEN: New Assimilations: Vanishing Indians & Salvage Ethnography**

READING: Fisher, Ch. 5 (through p. 128)

TEXT, Ch. ~~6~~ 7 (through p. 436)

TEXT Document: "Sioux School Experiences," 457-469

Lawler, "Grave Disputes" (4 pg. online) &amp; Lawler, "A Tale of Two Skeletons" (2 pg. online)

**WEEK TWELVE: New Adaptations: Last Men, Wild West Shows, and Survival**

READING: Fisher, Ch. 5 (from p. 128)

TEXT, Ch. ~~6~~ 7 (from p. 436)

TEXT Document: "An Indian View of the Indian Bureau," 454-456

Deloria, *Playing Indian* 1 (7 pg. excerpt online)**WEEK THIRTEEN: The Indian New Deal and WWII**

READING: Fisher, Ch. 6

TEXT, Ch. ~~7~~ 8 (through p. 494)

TEXT Document: "Two Views of the Indian Reorganization Act," 510-520

**WEEK FOURTEEN: Termination and Self-Determination**

READING: Fisher, Ch. 7

TEXT, Ch. ~~7~~ 8 (part, p. 495-505) & 10 (part, p. 622-628)

TEXT Document: "Indians in the Cities," 520-526

Barsh, "Ethnogenesis and Ethnonationalism from Competing Treaty Claims" (22 pgs. online)

**WEEK FIFTEEN: Red Power, Resistance, and Sovereignty****FRI., APR. 27: Final Version, Tribal Perspectives/Tribal History (due before 5:00)**

READING: Fisher, Conclusion

TEXT, Ch. 8 (from p. 505), 9 (all), &amp; 10 (parts, p. 618-622, 628-631, 648-656)

TEXT Documents: "Documents of Indian Militancy," 527-531 &amp; "Playing Indian and Fighting Mascots," 665-673

Toensing, "Don't Know Much about History" (1 pg. + video online)

**DISCUSSION: WED., Apr. 25: Fisher, *Shadow People*****FINAL EXAM: Mon., Apr. 30, 10:30 am - 12:30 pm**