

HIST/FNST 326
HISTORY OF ABORIGINAL PEOPLE OF NORTH AMERICA
SINCE 1850

Tuesday:

8:30-10:20 AQ5037 (Lecture)

Friday:

8:30-9:20 AQ4130 (Discussion)

9:30-10:20 RCB6100 (Tutorial)

10:30-11:20 RCB6100 (Tutorial)

Office Hours:

Tuesday: 10:30-12:30 AQ6007

Friday: 11:30-1:30 AQ6007

Course Description:

In this course, we will explore Canadian and US aboriginal history from the middle of the nineteenth century through the present. We will examine the complex exchanges that took place when Natives encountered newcomers at trade forts, battlegrounds, bargaining tables, worksites, classrooms, and picket lines. While maintaining a broad scope, we will also investigate specific cases to gain a deeper understanding of the intricacies of First Nations history. Whenever possible, we will draw on Native sources to reconstruct the unique historical experience of indigenous peoples. Although I will present important information in lecture, you will need to complete all of the assigned readings to perform well on course assignments and exams.

Course Objectives:

In this course we will:

- a) Develop a more sophisticated understanding of the history of aboriginal peoples in Canada and the United States
- b) Identify the historical antecedents of issues facing contemporary aboriginal groups
- c) Gain a fuller appreciation for the diversity of Native experiences across space and through time
- d) Strengthen our ability to effectively convey evidence-driven arguments through speech and writing

Required Texts:

Calloway, Collin. *First Peoples: A Documentary Survey of American Indian History*, 3rd Ed. New York: Bedford/St. Martin's, 2008.

Calloway, Collin. *Our Hearts Fell to the Ground: Plains Indian Views of How the West was Lost*. New York: Bedford/St. Martin's, 1996.

Miller, J. R. *Skyscrapers Hide the Heavens: A History of Indian-White Relations in Canada*, 3rd Ed. Toronto: University of Toronto Press, 2000.

All assigned articles accessible through JSTOR or Proquest.

Assignments:

Comparative Essay: (due week 6 at the start of lecture, maximum 5 pages, 15%)

You will write an essay comparing and contrasting the experiences of the Red River Metis with those of the Plains Indian groups of Canada and the United States. If you like, you may focus on a particular aspect of these histories, such as subsistence strategies, diplomacy, identity formation, or military resistance. In formulating your response, you must draw on the relevant portions of the Miller and Calloway texts, including primary sources from the latter. Your essay must conform to the writing guidelines outlined in the week 1 workshop.

Research Paper: (due week 12 at start of lecture [proposal due week 3 at start of lecture], maximum 15 pages – worth 35%)

You will produce a research paper on a topic of your choosing based on extensive primary and secondary source research. Be sure to confirm the availability of sources early in the semester, so that you are not left with an undoable project. If you are having trouble choosing a topic, please visit me during office hours for assistance.

To be sure you are headed in the right direction, you will submit a research proposal in week 4. In this proposal you will present your topic, and make a case for researching it by outlining your research question, methodology, and sources. Your proposal should not exceed two pages, not including a bibliography, which is required. I will apportion to this outline 10% out of the 35% allocated to your research paper. However, if your final paper shows substantial improvement from your proposal, I will boost your grade on the proposal by half the difference between the two. For instance, a student who initially receives 65% on the proposal and then receives 85% on the final paper would see their proposal grade increase to 75%. Once again, you must conform to the writing guidelines outlined in the week 1 workshop. ***I will not accept late papers without a doctor's note.***

Lesson Plan: (dates variable – sign up sheet on my office door, 15%)

Each week in tutorial, a student or group of students will lead the class in discussing the assigned articles or primary documents. The discussion leader(s) will prepare a detailed class plan (preferably in ten-minute segments) that includes a brief introduction to the material as well as questions or activities designed to generate conversation. Each group or individual will submit a written copy of their class plan one week in advance of their selected tutorial. A week after presenting, you must individually submit a one-page summary of the most interesting ideas or connections that emerged from the group discussion.

Participation: (15%)

You must come to discussion and tutorial having completed all of the assigned readings and having drawn connections between the readings and lecture material. Preparing questions in

advance is a useful way to participate and generate discussion. You might also consider bringing in “found objects” (e.g. advertisements, artwork, artifacts, etc.) that cast the week’s themes in a fresh light. Although spirited disagreements might sometimes arise, I expect all students to engage in civil, respectful discourse.

Final Exam: (date to be determined, 20%)

During the exam period, you will write a final exam covering all material from the course, including lectures, readings, and group discussion. You should expect to write a number of ID and significance type questions, as well as two essays on major course themes.

MEETINGS:

WEEK 1: NATIVE AMERICANS AND THE ENVIRONMENT

Lecture: No required readings.

Discussion: Dan Flores, “Bison Ecology and Bison Diplomacy: The Southern Plains from 1800-1850” *The Journal of American History* 78(2) (Sep., 1991): 465-485; Richard White, “Indian Land Use and Environmental Change: Island County, Washington: A Case Study” *Arizona and the West* 17(4) (Winter 1975): 327-338.

Tutorial: No required readings. Come prepared for writing workshop.

WEEK 2: EARLY EXCHANGES: DISEASE AND TRADE

Lecture: Miller, *Skyscrapers Hide the Heavens*, 148-174.

Discussion: Robert Boyd, “The Pacific Northwest Measles Epidemic of 1847-1848” *Oregon Historical Quarterly*, 95(1) (Spring 1994): 6-47; Ramon Powers and James N. Leiker, “Cholera among the Plains Indians: Perceptions, Causes, Consequences” *The Western Historical Quarterly*, 29(3) (Autumn 1998): 317-340.

Tutorial: Michael Lansing, “Plains Indian Women and Interracial Marriage in the Upper Missouri Trade, 1804-1868” *The Western Historical Quarterly* 31(4) (Winter 2000): 413-433; Jonathan R. Dean, “‘Uses of the Past’ on the Northwest Coast: The Russian American Company and Tlingit Nobility, 1825-1867” *Ethnohistory* 42(2) (Spring 1995): 265-302.

WEEK 3: MISSIONARIES: ACCOMODATION AND RESISTANCE

Lecture: Miller, *Skyscrapers Hide the Heavens*, 175-196.

Discussion: Elizabeth Furniss, “Resistance, Coercion, and Revitalization: The Shuswap Encounter with Roman Catholic Missionaries, 1860-1900” *Ethnohistory* 42(2) (Spring 1995): 231-263; Linda Clemmons, “‘Our Children are in Danger of Becoming Little Indians’: Protestant Missionary Children and Dakotas, 1835-1862” *Michigan Historical Review* 25(2) (Fall, 1999): 69-90.

Tutorial: Denys Delage, “The Ojibwa-Jesuit Debate at Walpole Island, 1844” *Ethnohistory* 41(2) (Spring 1994): 295-321.

WEEK 4: RESISTING CONQUEST: MILITARY ENCOUNTERS IN THE WEST

Lecture: Calloway, *First Peoples*, 348-354, 397-402; Miller, *Skyscrapers Hide the Heavens*, 225-253. ***RESEARCH PROPOSAL DUE AT START OF LECTURE***

Discussion: Richard White, "The Winning of the West: The Expansion of the Western Sioux in the Eighteen and Nineteenth Centuries." *Journal of American History* 65 (September, 1978): 319-343; David D. Smits, "The Frontier Army and the Destruction of the Buffalo: 1865-1883" *The Western Historical Quarterly* 25(3) (Autumn 1994): 312-338

Tutorial: Calloway, *Our Hearts Fell to the Ground*, chapters 5-7, 9.

WEEK 5: BROKEN PROMISES: ACTS AND TREATIES

Lecture: Miller, *Skyscrapers Hide the Heavens*, 197-224.

Discussion: Calloway, *First Peoples*, 369-396.

Tutorial: John F. Flanagan, "The Invalidity of the Nez Perce Treaty of 1863 and the Taking of the Wallowa Valley," *American Indian Law Review* 24(1) (1999/200): 75-98; Calloway, *Our Hearts Fell to the Ground*, chapters 8.

WEEK 6: REMAKING NATIVE LAND: ESTABLISHING AND DISMANTLING RESERVATIONS

Lecture: Calloway, *First Peoples*, 346-347, 418-425; Miller, *Skyscrapers Hide the Heavens*, 255-282. ***COMPARATIVE ESSAY DUE AT START OF LECTURE***

Discussion: Calloway, *First Peoples*, 448-456; Khal Schneider, "Making Indian Land in the Allotment Era" *The Western Historical Quarterly* 41(4) (Winter 2010): 429-450.

Tutorial: Robert W. Larson, "Part II: Red Cloud: The Reservation Years" *Montana: The Magazine of Western History* 47(2) (Summer 1997): 14-25; Calloway, *Our Hearts Fell to the Ground*, chapter 11.

WEEK 7: ENTERING THE LABOR FORCE: NATIVE AMERICANS AT WORK

Lecture: Calloway, *First Peoples*, 436-439; Miller, *Skyscrapers Hide the Heavens*, 283-307

Discussion: Daniel L. Boxberger, "In and out of the Labor Force: The Lummi Indians and the Development of the Commercial Salmon Fishery of North Puget Sound, 1880-1900" *Ethnohistory* 35(2) Spring, 1988): 161-190; William J. Bauer, Jr., "'We Were All Migrant Workers Here': Round Valley Indian Labor in Northern California, 1850-1929" *The Western Historical Quarterly* 37(1) (Spring 2006): 43-63.

Tutorial: Michael F. Magliari, "Free State Slavery: Bound Indian Labor and Slave Trafficking in California's Sacramento Valley, 1850-1864" *Pacific Historical Review* 81(2) (May 2012): 155-192; Calloway, *First Peoples*, 366-69.

WEEK 8: ATTEMPTS AT ACCULTURATION: MANDATORY EDUCATION AND OUTLAWED CEREMONIES

Lecture: Calloway, *First Peoples*, 425-435; Miller, *Skyscrapers Hide the Heavens*, 125-147;

Discussion: Clyde Ellis, "'There is No Doubt... the Dances Should Be Curtailed': Indian Dances and Federal Policy on the Southern Plains, 1880-1930" *Pacific Historical Review*, 70(4) (November 2001): 543-569; Calloway, *First Peoples*, 355-58.

Tutorial: Thomas G. Andrews, "Turning the Tables on Assimilation: Oglala Lakotas and the Pine Ridge Day Schools, 1889-1920s" *The Western Historical Quarterly* V. 33, N. 4 (Winter 2002): 407-430; Calloway, *First Peoples*, 457-469.

WEEK 9: POLITICAL ACTION REBORN

Lecture: Calloway, *First Peoples*, 442-447; Miller, *Skyscrapers Hide the Heavens*, 311-335.

Discussion: Richard Lindstrom, "'Not from the Land Side, but from the Flag Side': Native American Responses to the Wanamaker Expedition of 1913" *Journal of Social History* 30(1) (Autumn 1996): 209-227.

Tutorial: David Rich Lewis, "Reservation Leadership and the Progressive-Traditional Dichotomy: William Wash and the Northern Utes, 1865-1928." *Ethnohistory* 38 (1) (Spring 1991): 124-142; Calloway, *First Peoples*, 410-412.

WEEK 10: FROM CELEBRATING INDIANNESS TO DEMANDING CONFORMITY

Lecture: Calloway, *First Peoples*, 484-505.

Discussion: No readings required. Film: *Fallen Hero: The Tommy Prince Story*.

Tutorial: Lawrence C. Kelly, "The Indian Reorganization Act: The Dream and the Reality." *Pacific Historical Review* 44 (1975): 291-312; Calloway, *First Peoples*, 510-520.

WEEK 11: RED POWER: NATIVE AMERICANS AND 1960S PROTEST CULTURE

Lecture: Calloway, *First Peoples*, 505-509, 548-553; Miller, *Skyscrapers Hide the Heavens*, 336-363.

Discussion: Bradley G. Shreve, "'From Time Immemorial': The Fish-in Movement and the Rise of Intertribal Activism" *Pacific Historical Review* 78(3) (August 2009): 403-434.

Tutorial: Dean J. Kotlowski "Alcatraz, Wounded Knee, and Beyond: The Nixon and Ford Administrations Respond to Native American Protest" *Pacific Historical Review* 72(2) (May 2003): 201-227; Calloway, *First Peoples*, 527-532.

WEEK 12: EMERGING JUSTICE? NATIVE RIGHTS ON TRIAL

Lecture: Calloway, *First Peoples*, 566-71; Miller, *Skyscrapers Hide the Heavens*, 364-391. ***RESEARCH PAPER DUE AT START OF LECTURE***

Discussion: No required readings. Exam Preparation

Tutorial: Douglas C. Harris, "Territoriality, Aboriginal Rights, and the Heiltsuk Spawn-on-kelp Fishery," *U.B.C. Law Review* 34(1) (2000): 195-238; Susan B. Bruning, "Complex Legal Legacies: The Native American Graves Protection and Repatriation Act, Scientific Study, and Kennewick Man" *American Antiquity* 71(3) (July 2006): 501-521