

HIST 5305: Studies in U.S. History (Colonization and Resistance in Indigenous America)

CRN 18319 / Fall 2019

Mondays 5:00 – 7:50

Dr. Jeffrey P. Shepherd

LART 320 (Main Office) / Office Hours: Mondays 3:30 – 4:30 and Tuesdays 10:00 – 11:00

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This course provides a graduate-level introduction to the histories of Indigenous Peoples in the United States. It will seek a balance between broad themes such as conquest and resistance, colonization and imperialism, cultural assimilation and accommodation, racialization, labor and capitalism; and the post-WWII transformation of Native communities; and specific case studies in times and places as diverse as the urban Pacific Northwest, Ojibwe women in Minnesota, and settler colonialism in California, Hawaii, and Oklahoma. We will ask a series of questions that will hopefully reorient our perspectives on standard narratives of U.S. history: how have Indigenous peoples maintained their semi-separate status as sovereign nations while the U.S. nation-state expanded around them? How have violence, ethnic cleansing, and genocide played a part in U.S. – Indigenous relations? How have cultural identities changed over time, and what does that say about notions of authenticity and tradition? What strategies have indigenous peoples employed to pressure the nation-state to respect treaty rights, land rights, and civil rights? How have Native People adapted to (or resisted) wage labor regimes, urban settings, and federal policies of assimilation and land dispossession? Finally, what theoretical challenges have Indigenous scholars offered to help us better understand Native cultures, histories, and worldviews?

In addition to these thematic, content and analytical points, this course has several pedagogical and professional objectives. Students will learn key scholarly skills such as, active reading for the argument and thesis of a book, its main points and substantive examples, its strengths and weaknesses, and its use of sources. Students will fine-tune their debate skills via in-class discussions; build their oral speaking abilities through individual presentations of books; and develop writing aptitudes in several distinct writing assignments. Lastly, students will investigate the individual scholars and the debates associated with the books they are reading, to develop a sense for the ways in which authorial background interacts with content and the themes dominating a particular subfield of Native American history.

This class will also explore ways in which students can incorporate Indigenous histories into broader narratives of U.S. History; while also introducing students into recent debates about decolonization and settler – colonialism. Students have several writing options in the class, including the completion of three medium size essays (6-8 pages) or one larger synthetic essay of 20-25 pages. With each option, students will use assigned books from the class AND add several related books to their essay.

Required Readings

David Treuer. *The Heartbeat of Wounded Knee: Native America from 1890 to the Present*. (Riverhead Books, 2019). ISBN-10: 1594633150.

Sleeper-Smith, Susan; Juliana Barr, Jean M. O'Brien, Nancy Shoemaker, Scott Manning Stevens. (Eds.). *Why You Can't Teach United States History without American Indians*. (Chapel Hill: The University of North Carolina Press, 2015) ISBN-10: 1469621207

Brenda Child. *Holding Our World Together: Ojibwe Women and the Survival of Community*. (New York: Penguin Books, 2013). ISBN-10: 0143121596

Benjamin Madley. *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873*. (New Haven: Yale University Press, 2017). ISBN-10: 0300230699.

- Jennifer Nez Denetdale. *Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita*. (University of Arizona Press, 2007). ISBN-10: 0816526605
- Karl Jacoby. *Shadows at Dawn: A Borderlands Massacre and the Violence of History*. (Penguin Books, 2009). ISBN-10: 0143116215
- Chang, David. *The Color of the Land: Race, Nation, and the Politics of Landownership in Oklahoma, 1832-1929*. (University of North Carolina, 2010). 0807871060
- J. Kehaulani Kauanui. *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity*. Durham: Duke University Press, 2008). 978-0-8223-4079
- Coll Thrush. *Native Seattle: Histories from the Crossing-Over Place*. Second Edition. (University of Washington Press, 2017). ISBN-10: 0295741333
- Kent Blansett. *A Journey to Freedom: Richard Oakes, Alcatraz, and the Red Power Movement*. (New Haven: Yale University Press, 2018). ISBN-10: 0300227817
- Audra Simpson. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. (Duke University Press, 2014). ISBN-10: 9780822356554.
- Susan Miller. (Ed). *Native Historians Write Back: Decolonizing American Indian History*. (Texas Tech Press, 2011). 0896726991.

***All articles can be found on J-STOR through the UTEP Library online portal

Assignments and Assessment

Participation and Attendance (100 pts)

- *Attendance is mandatory* (40 pts). You are allowed one unexcused absence before you lose 10% of your grade. Two unexcused absences result in deduction of 25% from your grade. Please arrive to class on time and stay until we are finished. If you are chronically late or leave early, this will also impact your final grade.
- *Participation in Class* (30 pts). Sharing ideas and debating concepts are central components of any scholarly endeavor. Verbal communication facilitates cognitive development and a deeper, more holistic understanding of a subject. To that end, each student must contribute on a regular basis to class discussion. Students must also be prepared to field questions about a book's argument/thesis, goals and objectives, and successes and weaknesses. In addition, I expect each student to have a solid grasp of the content and themes of each book: you must come to class prepared to answer specific questions. Superficial skimming is not acceptable, but we will discuss approaches to "active and productive reading."
- *Formal Book Presentation* (30 pts). Students will work in pairs on a formal presentation of 20-25 minutes, providing an overview of the author's background; and the thesis, goals/objectives; main themes; examples; sources; strengths/weaknesses of the book. After the formal presentation, students will lead discussion of the book for 30 minutes.

Engagement Outside of the Classroom (50 points)

- Learning about Native Peoples involves more than reading some books. For this "assignment" I am offering two options: attend or assist with an event, visit Isleta/Tigua, Tortugas, or another Native community, or something equitable. You can attend an event or assist with two things and write a 500 word summary/reaction paper; or you can attend or assist with one event and write 1,000 word summary/reaction paper. A few immediate options are the "Rocking the Rez Pow Wow" on October 5 (<http://www.speakingrock.com/event/10th-annual-rocking-the-rez-pow-wow/>), various events associated with Indigenous Peoples Day (or you can volunteer to assist by contacting ARISE, see me for details), the public lecture/symposium on

Mescalero History in the Paso del Norte Region (approximately October 14), or various other events). Please share with the class any relevant events or opportunities.

Essays and Writing Expectations

Writing is central to the historical profession. Assessment of your assignments will factor in grammar and syntax, sentence structure, and the myriad components of “good writing” (topic sentences, proper punctuation, clear organization, etc.). I urge you to purchase the following books: Strunk & White, *The Elements of Style*; Strunk & White, *The Elements of Grammar*; Margaret Shertzer, *The Elements of Grammar*. All of these are available online for less than \$5.00. I also suggest that you purchase Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, available new or used online for roughly \$15.00. These are small but useful investments in your academic career.

Synthesis Essays

Studies courses emphasize content, themes, patterns, and examples in history, with an eye towards sources, methods, and historiography. To that end, students will write “synthesis essays” that summarize content and focus on patterns and themes, balanced by specific examples. It is important for historians to have the ability to synthesize large amounts of information and evidence (examples) and come to general conclusions about commonalities, patterns, themes, and differences over time and space. Although these essays will also take into consideration sources, methods, and historiographical debate and significance, the goal of these essays remains the synthesis of information in narrative form.

- **Essay Option One (3 x 50 = 150)**
Rather than write one large paper due at the end of the semester, students may write three short essays based on three sets of THREE books from the syllabus, plus ONE additional book per set, NOT from the required reading. You may choose which books you want to focus on. These essays should be between six and eight pages each, or roughly 1,500 – 2,000 words. They are akin to “review essays” found in *Reviews in American History*, which means that they elaborate on the main elements of a book review and include commentary on historiography. Review essays also compare and contrast the strengths and weaknesses of the books cover.
- **Essay Option Two (150 points)**
In this option, you choose four books from class and eight additional books of your choosing. This paper will focus on a specific theme in Indigenous history, such as land use, allotment, capitalism and culture, urbanization, gender, racialization, federal Indian policy, sovereignty, or more theoretical issues such as decolonization or settler-colonialism, etc. The paper process is divided into three sections: proposal and bibliography (300 words and books/articles, outline, final draft. This option is useful for doctoral students working on their portfolios. The paper should be 20-25 pages (5,000 – 6,000 words) with footnotes. The paper is due on December 9.
- **Book Reviews (2 x 25 = 50)**
Students will write standard reviews on these books: David Treuer, *The Heartbeat of Wounded Knee*; and Brenda Child, *Holding Our World Together*. Elaboration will be provided in class (and examples can be found online), but this is a typical scholarly book review (750 words) as published in journals such as the *Western Historical Quarterly*. It follows a basic format: first paragraph contains an interesting quote, line, or noteworthy introduction into the book; the second paragraph (sometimes the first) states the thesis and main points of the book; the second or the third paragraphs summarize the content; and the third or fourth paragraph offers analysis and commentary. With that said, please do not get hung up on the paragraphs: just note that there is a pattern and a somewhat standard format.

Grading (total possible 350 pts)

A = 350 – 315 B = 314 – 280 C = 279 - 245 D = 244 – 210

The PhD. Portfolio

We will discuss the portfolio, which doctoral students must complete and defend to move to candidacy. It is relevant to this class in a number of ways. First, the papers that you write can be included in the portfolio. Whether or not your dissertation will focus on Native history, the books in this course directly engage U.S. and borderlands history, thus the papers are well-suited for the portfolio. Second, you can adjust the Review Essays to compliment the papers that you include in the fields. For example, if you already have several 6 – 8 page papers, you can merge these papers into a 20 page paper.

Additional Relevance of the Course

Very few of you will focus on Native history for your MA papers or PhD dissertations. However, the themes, issues, ideas, and concepts we discuss are relevant for the intellectual development of all students, regardless of their specific research interests. The books we are reading all broadly discuss one or more of the following themes: identity; racialization; cultural change and adaptation; hegemony and resistance; gender; imperialism and colonialism; labor and capitalism; memory and historical narrative; and other issues. Additionally, the books touch upon time periods and themes that are central to U.S. history, but the emphasis on Indigenous Peoples provides us with a critical stance from which we can fruitfully reconsider and interrogate standard histories and mainstream narratives.

Course Schedule**Week One / August 26****Introductions and Overviews**

Reading: Edmunds, “Native Americans, New Voices,” Deloria, “American Indian Historiography,” Blackhawk, “Currents in North American Indian Historiography,”

Week Two / September 2**No class due to Labor Day Holiday**

Readings: Patrick Wolfe, “Settler Colonialism and the Elimination of the Native,” *Journal of Genocide Research* 8, 4 (December 2006): 387-409; Lorenzo Veracini, “‘Settler Colonialism’: Career of a Concept,” *Journal of Imperial and Commonwealth History* 41, 2 (2013): 313-333.

Week Three / September 9**Surviving “The End of Indian History”**

Reading: *The Heartbeat of Wounded Knee*
Due: Review of Treuer, *The Heartbeat of Wounded Knee*

Week Four / September 16**Native Histories and/in U.S. History**

Reading: Sleeper – Smith, et. al., *Why You Can't Teach United States History without American Indians*
Due: Option Two proposal and bibliography

Week Five / September 15**Native Women and Community**

Reading: Child, *Holding Our World Together*
Due: Book Review of Child, *Holding Our World Together*

Week Six / September 30	Genocide or Ethnic Cleansing? Reading: Madley, <i>An American Genocide</i>
Week Seven / October 7	Hidden Histories in the Southwest Reading: Denetdale, <i>Reclaiming Diné History</i> Due: Option One: First Review Essay
Week Eight / October 14	Nde' Peoples in the U.S. – Mexico Borderlands Readings: Arreola, "Chiricahua Apache Homeland in the Borderland Southwest" <i>The Geographical Review</i> 102 (1): 111-131, January 2012; William B. Griffen, "The Compás: A Chiricahua Apache Family of the Late 18 th and Early 19 th Centuries" <i>American Indian Quarterly</i> , Vol. 7, No. 2. (Spring, 1983), pp. 21-49; DeLay, "Independent Indians and the U.S. – Mexico War" <i>The American Historical Review</i> Vol. 112, No. 1 (Feb., 2007), pp. 35-68. *Meet @ "Mescalero Apaches in the Paso del Norte Region"
Week Nine / October 21	Violence and Historical Memory Reading: <i>Jacoby, Shadows at Dawn</i>
Week Ten / October 28	Racialization and Nationalism Reading: Chang, <i>The Color of the Land</i>
Week Eleven / November 4	Blood Politics and U.S. Colonialism Reading: Kauanui, <i>Hawaiian Blood</i> Due: Option One, Second Review Essay
Week Twelve / November 11	Urban Histories and the Pacific Northwest Reading: Thrush, <i>Native Seattle</i> Due: Option Two, Outline of Paper
Week Thirteen / November 18	Post-World War II Activism Reading: Blansett, <i>A Journey to Freedom</i>
Week Fourteen / November 25	Settler Colonialism and Ethnographic Refusal Reading: Simpson, <i>Mohawk Interruptus</i>
Week Fifteen / December 2	Decolonial Voices Readings: Miller, (Ed). <i>Native Historians Write Back</i>
December 9 / No Class	Due via email as attachment in MS Word: Option One, Third Review Essay; and Option Two, Final Paper