Native America | Indigenous History in the United States (from about 1870)

Ethnic Studies 112B
Winter 2023
MWF 3:00 – 3:50 PM
Sequoyah 147
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COURSE DESCRIPTION
This course serves as an introduction to the last 150 years of the complex history of the peoples who occupied North America before European contact and colonization. It covers the ongoing negotiation, resistance, resilience, and the reshaping of Indigenous lives and futures by colonial processes and the United States nation state.

The course works as an organized conversation around the course themes, the readings, your responses to reading questions, and your interaction with your classmates, your instructor, and guests invited to speak in class. The goal will be to learn the contours of Native American | Indigenous history, and how the past has shaped people in relation to present issues and possible futures.

COURSE REQUIREMENTS

Course Assignments & Expectations
You are expected to attend class meetings, complete the reading and writing assignments, and the 2-part final project/exam, in order to complete this course.

- Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Grading scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Questions Blog</td>
<td>20%</td>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>In-class participation</td>
<td>20%</td>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>Midterm exam (in class)</td>
<td>10%</td>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>Final project written essay</td>
<td>30%</td>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>Final project presentation</td>
<td>20%</td>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>(during final exam period)</td>
<td></td>
<td>77-79</td>
<td>C+</td>
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Lectures will be held live during scheduled class time. Class will be recorded and made available on Canvas in the Media Gallery. We are all still affected by the COVID-19 global pandemic. Please, stay home if you’re sick! You can notify me and watch the podcast of the material you miss.

- Reading blog entries (20%): I will post an average of 2 sets of reading questions per week on CANVAS, generally due on Mondays and Fridays. Reading questions will be posted at least 2 days in advance of the relevant class session. You will contribute blog entries to each set on CANVAS, providing your response to the reading
questions and commenting on the reading selections. You will use responses to these questions to prepare for in-class discussions of the readings and underlying themes. Blogs should be completed **at least** an hour before each class, and you are welcome to read, comment upon and extend the responses of your classmates. Your blog entries will also help you absorb the reading material assigned during the quarter, and to prepare for other assignments.

Each Reading Blog is worth a 1 point towards your final grade, for a total of 20 points.

- **Class discussion (20%)**: Participation in discussions held throughout the quarter will count for part of your class grade.

  Discussion participation is self-reporting. At the end of each week, report in the “Weekly Discussion | Interrogation Submission” blog which of the options above you chose for that week, *and* either a brief description of your contribution, or the Interrogation submission if you have chosen Option 3.

  There are 3 ways to participate and receive credit:

  1) participate in discussion during class sessions;
  2) discussion during Office Hours (Zoom, if requested);
  3) Interrogation Paper - For this option, write a 250-500 word post due by 5pm Saturday on Canvas in which you identify and interrogate a concept or question from the week’s material, citing short passages from relevant readings, and at least one moment from the class lecture | discussion.

  Each week is worth 2 points towards your final grade.

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- **Midterm exam (10%)**: The midterm provides the opportunity to incorporate and expand upon class readings, lectures, discussions, and blog entries. The exam will consist of brief identifications of key terms and a short essay question.

- **Final Exam (50%)**: The final exam will consist of two parts:

  **Part 1 (30%)**: Research paper on chosen topic (individual or group project).

  **Part 2 (20%)**: Presentation during the scheduled Final Exam period, Tuesday, March 21, 11:30am-2:30pm.

I welcome visits to my office, or by Zoom if requested, during regular office hours (or **email me for an appointment**) to discuss any aspect of the class and the assignments.

### Academic Honesty

All work submitted in this course must be your own and original. Each student is expected to be familiar with and abide by UCSD’s policy on Integrity of Scholarship: [https://academicintegrity.ucsd.edu/process/policy.html](https://academicintegrity.ucsd.edu/process/policy.html)

Associated Students Office of Student Advocacy: a free and private resource providing one on one Zoom advising to students accused of violating Student Conduct or Academic Integrity policies: [https://asadvocacy.ucsd.edu/](https://asadvocacy.ucsd.edu/)
Discussion Ethics
Our study of the Native American | Indigenous History involves challenging commonly held understandings of race, gender, sexuality, nation, and class. Please engage one another in discussion with respect, generosity, and consideration. Abusive or harsh language, personal attacks, intimidation, will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit: https://ucsd.edu/about/principles.html

Use of Course Materials
My lectures and course materials, including materials that I have created posted on Canvas, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course.

You may not reproduce, distribute or display (post/upload) lecture notes, recordings, or course materials in any other way without my express prior written consent. You also may not allow others to do so.

Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

Accommodations
If you have a medical condition or different physical or learning needs for which you may need accommodation in order to participate fully and successfully, please speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities: https://disabilities.ucsd.edu/students/typesaccommodations.html

If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that we can adjust accordingly.

ASSIGNED READING
The readings – articles, documents, maps, and useful web sites - is available on CANVAS.

We will read the following book in its entirely. Please purchase a copy if you do not wish to read the PDF in CANVAS:

SYLLABUS

The reading(s) that follow each week heading are to be read before that class meeting. Be prepared to refer to and discuss the reading material in class. Also, due to guest lecturers, reading assignments during weeks 6-10 may change. Updates will be announced in class and provided on CANVAS.

WEEK 1    JANUARY 9   Introduction to History of Native Americans

JANUARY 11    Reservation Incarceration and Coerced Assimilation
Glen Coulthard, “Place Against Empire: Understanding Indigenous Anti-Colonialism”.
Please read before starting Wah’ Kon-Tah:
Fredrick W Boling, “A Tribute To John Joseph Mathews: Osage Writer”
Mary Austin, “Review of Wah’ Kon-Tah.” Saturday Evening Post, 11/19/1932
John Joseph Mathews, Wah’ Kon-Tah: the Osage and the White Man’s Road.
Introduction, Chapter 1-6.

JANUARY 13    DISCUSSION: Wah’ Kon Tah, Settler Colonialism, Decolonization
Matthews, Wah’ Kon-Tah. Chapters 7-9.
Peter Iverson, “We Are Still Here”, Introduction, Chapter 1.
Francis Paul Prucha. Documents, numbers 84, 95, 97 & 104.

WEEK 2      JANUARY 16   NO CLASS – Martin Luther King Jr. Holiday

JANUARY 18    CLASS VISIT: Michael Connolly (Campo-Kumeyaay)
Matthews, Wah’ Kon-Tah. Chapters 10-16.

JANUARY 20    Building the Attack on Assimilation
Iverson, “We Are Still Here”, Chapter 2.
Prucha. Documents, CANVAS, numbers 136, 137, & 139.
WEEK 3  JANUARY 23    FILM: *Ishi, the Last Yahi*
Nancy Rockafellar and Orin Starn, “Ishi’s Brain”.
NMNH Repatriation Office. “The Repatriation of Ishi, the Last Yahi Indian”.

JANUARY 25    Reversing Directions in the New Deal
Matthews, *Wah’ Kon-Tah.* Chapter 17, notes.
Iverson, “*We Are Still Here*”, Chapter 3.
Prucha. Documents, numbers 142-144.

JANUARY 27    The Indian New Deal in Action

WEEK 4  JANUARY 30    World War II and the Remaking of the New Deal
Iverson, “*We Are Still Here*”, Chapter 4: 103-124.
Eve Tuck and K. Wayne Yang, “Decolonization is not a metaphor”.

FEBRUARY 1    Termination and Urbanization
Iverson, “*We Are Still Here*”, Chapter 4: 124-150.
Philp, *Indian Self-Rule,* Part II: Chapters 1,2 and 6.
Donald Lee Fixico, *The Urban Indian Experience in America.* Chapter 1.
Prucha. Documents, numbers 147-149.

FEBRUARY 3    Indian Activism and the Red Power Movement
Iverson, “*We Are Still Here*”, Chapter 5: 151-189.
Nick Estes, *Our History is the Future,* Chapter 5.
Marie Mauze, “Two Kwakwaka’wakw Museums: Heritage and Politics”.

WEEK 5  FEBRUARY 6    Reversing Direction Again: Indian Self-Determination
Iverson, “*We Are Still Here*”, Chapter 6: 191-226.
Fixico, *The Urban Indian Experience in America*”, Chapter 3.
Prucha. Documents, numbers 159-160, 162-164.

FEBRUARY 8    Prelude to Sovereignty?
Iverson, “*We Are Still Here*”, Chapter 7: 227-268.
Prucha. Documents, numbers 183-185.

FEBRUARY 10    MIDTERM EXAMINATION please bring blue book(s)
WEEK 6  Native Sovereignty: Government, Law & Justice, Identity, Citizenship

FEBRUARY 13       CLASS VISIT: Devon Lomayesva
(Santa Ysabel-Kumeyaay)

Eve Tuck. "Suspending Damage: A Letter to Communities".
Meet this week after reading the Tuck article (above) about idea for research project (individuals or groups).
Vine Deloria, and David E. Wilkins. Tribes, Treaties, and Constitutional Tribulations. Chapters 4 and 8.
William C. Canby, Jr., American Indian Law in a Nutshell, Chapter 4

FEBRUARY 15       Sovereignty and Identity
Eva Marie Garroutte. Real Indians: Identity and the Survival of Native America, Chapter 5.
John J. Bodinger de Uriarte, "Imagining the Nation with House Odds: Representing American Indian Identity at Mashantucket”.

FEBRUARY 17       Identity and Citizenship
Gerald Vizenor and Jill Doerfler. The White Earth Nation: Ratification of a Native Democratic Constitution, Chapter 3.

WEEK 7  Native Sovereignty: Language, Culture, Education

FEBRUARY 20       NO CLASS – President’s Day

FEBRUARY 22       Indigenous Knowledge
Lawrence William Gross, "Cultural Sovereignty and Native American Hermeneutics in the Interpretation of the Sacred Stories of the Anishinaabe”.

FEBRUARY 24       CLASS VISIT: Angela Santos Elliot
(Manzanita-Kumeyaay)
Duane Champagne, "American Indian Studies Is for Everyone”.
Les W. Field, "Unacknowledged Tribes, Dangerous Knowledge: The Muwekma Ohlone and How Indian Identities Are "Known".
WEEK 8  Native Sovereignty: Religion, Ceremony, Repatriation
FEBRUARY 27  Cultural Property

DUE: 1-2 page description of research project.

William E. Farr, "Troubled Bundles, Troubled Blackfeet - the Travail of Cultural and Religious Renewal”.

MARCH 1  Repatriation
Fine-Dare, *Grave Injustice*, Chapter 4: 117-137.

MARCH 3  Religion, Ceremony
Prucha. Documents, number 204: (Lyng v. NW Cemetery Assn., 1978).
Religious Freedom Restoration Act, 1993
Apache Stronghold v United States
Apache Stronghold tribal-amicus-brief

WEEK 9  Native Sovereignty: History, Economy
MARCH 6  CLASS VISIT: Ethan Banegas (Barona-Kumeyaay)
Interview with Danny Tucker, Chair, Sycuan Band of the Kumeyaay Nation, [https://youtu.be/82eoLUjhe6A](https://youtu.be/82eoLUjhe6A)
Ethan Banegas, Chapter 4: Indian Gaming in the Kumeyaay Nation
Carole Goldberg, and Duane Champagne. "Ramona Redeemed”.

MARCH 8  Gaming and Economy
NOTE: for this session we will divide up the reading and report back in class!
Danielle E. Horgan, “Reconciling the Past with the Future: The Cape Wind Project and the National Historic Preservation Act”.
Eve Darian-Smith, *New Capitalists: Law, Politics, and Identity Surrounding Casino Gaming on Native American Land*, Chapter 3 & Chapter 5
Jessica R. Cattelino. “Tribal Gaming and Indigenous Sovereignty, with Notes from Seminole Country”.
Michael Connolly Miskwish, “Equity and Fairness: Taxation and Regulatory Impediments to Tribal Governance in San Diego County”.
Stephen E. Cornell, and Joseph P. Kalt. "Reloading the Dice: Improving the Chances for Economic Development on American Indian Reservations.”
Traci L. Morris and Sascha D. Meinrath, “New Media, Technology and Internet Use in Indian Country”.

— 7 —
MARCH 10 CLASS VISIT: Ami Admire (Rincon-Payókawicham)
Karen Gayton Swisher. "Why Indian People Should Be the Ones Who Write About Indian Education”.

**WEEK 10 Indigenous Futurity**

MARCH 13 Indigenous Futurity

MARCH 15 FILM: *Harold of Orange* by Gerald Vizenor (Anishinabeg [Ojibwa])

MARCH 17 Conclusion and Final Projects

**WRITTEN RESEARCH PROJECTS DUE**

TUESDAY MARCH 21 FINAL EXAM/PROJECTS 11:30 AM – 2:30 PM
(Please confirm place & time in Final Exam Schedule)