

## **HIST 496 Native American history, research, Spring 2020**

MWF 12:30-1:20

McClain 212

Office hours:

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This research seminar has two purposes. First, you will learn about Native cultures and societies, and how Indians struggled with first European powers and then United States. Second, you will learn how to set up, research, and complete a history project using primary sources. We will study the history of Native-colonial relations from first encounters to the present, the perceptions that Natives and Euro-Americans had (and have) of each other, and differences and similarities between (and among) the two sets of cultures. Cultural change and continuity will be an important theme.

During the first half of the class we will focus on the common readings, including the assigned books and documents. You will also develop and write a research proposal and put together a bibliography for your project. Each meeting I will pose questions, clarify issues, and lecture as needed. You will read assignments faithfully and come to class prepared to discuss your insights. Class meetings are designed to provide you with a solid background in the history of the period, help you develop your skills in interpreting documents, get you rolling on the research project, and help you obtain the necessary techniques and methodologies for a successful paper. The homework assignments are important elements in this process, which will conclude about half way through the semester. During the second half of the class you will focus on your research paper, writing an outline, a draft, and a final paper. We will meet only occasionally as a class, more frequently on an individual basis. See below for schedule.

This is a four-credit course with only three weekly face-to-face meetings with your professor. You will earn the fourth credit because this course incorporates increased content and collateral readings, including primary sources, as well as increased research and paper writing. It also includes higher-level critical thinking exercises that specifically develop analysis, synthesis, and evaluation rather than simple knowledge and comprehension.

### **COURSE GOALS:**

- Learn to formulate a research question and proposal
- Learn when and how to cite correctly
- Learn how to find and evaluate primary sources
- Learn how to interpret and use documents
- Learn the discipline of writing a History research paper
- Learn *a lot* about Native Americans, particularly how Native communities struggled to deal with the loss of sovereignty and Anglo-American efforts to change or destroy their cultures.

### **COURSE OUTCOMES:**

- Be able to describe to others important developments in and evolution of Native cultures and societies.
- Be able to describe to others the evolution of American laws and policies with Native American peoples.
- Write several “practice” essays reading and analyzing related primary sources.
- Become more experienced and skilled at citing a wide range of sources.
- Develop, reconsider, and improve a research question and proposal

- Find and evaluate potential types and collections of primary sources
- Gain experience finding and searching through microfilmed and digitized collections of primary sources.
- Write a strong thesis paragraph and a coherent detailed outline.
- Write a strong draft extended paper (about 20 pages) that uses primary sources to provide a well-organized, sophisticated, and nuanced discussion supporting the paper's thesis.
- Sharpen the draft essay's argument, organization, and grammar, based in part on suggestions from the instructor and peer evaluation.
- Fulfill Truman's writing enhanced requirement.
- Fulfill the history major's requirement to complete a research-oriented course.

## BOOKS

Colin Calloway, *First Peoples*

Theda Perdue and Michael Green, eds. *Cherokee Removal*

Frederick Hoxie, ed., *Talking Back to Civilization*

Additional articles and documents

## ASSESSMENT

**Research Paper.** See below for details of individual assignments. All deadlines must be met; failure to meet more than one will result in an "F" for the course, and you must discuss any reasons for any delays with me in advance.

Initial research proposal. At least two pages, including an overview of the place, period, and event(s), question(s), and issue(s) to research. Due Feb. 21.

Final research proposal with annotated bibliography, due March 20. Approximately 5 pages in length, with separate sections for primary and secondary sources. **I expect to see published, microfilmed, and digital primary sources; your research paper will not get a passing grade if you use only digital (online) sources.**

Outline. About 5 pages, with an introductory paragraph and sufficient detail to serve as a clear guide to the thesis and the key supporting details of your paper. Include an updated bibliography. Due April 6

Draft version of research paper. Bring two copies, one for the professor and one for a colleague to critique. You should aim to make it as close as possible to the final version in substance and quality, planning to add in the final version additional information to support the points that are already clear in your draft. Due April 20.

Peer review. Due April 24

Final essay, 55 percent. Approximately 15-20 pages, due May 8 at 1:30 pm

Short essay #1, 10 percent. Pick a conference published in *Early American Indian Documents: Treaties and Laws, 1607-1789* and analyze it. Due January 31.

Short essay #2, 10 percent analyzing Native responses to their situation and U.S. policies circa 1900-1920, due March 2.

Other homework assignments, 15 percent.

Class participation, 10 percent.

All papers are to be printed with 1" borders and 12 point Times Roman font, page numbers in the lower right hand corner. No extra spacing between paragraphs; Microsoft Word comes with default of 6 (pts) between paragraphs, and you will need to reset that to 0.

Week 1, January 13, 15, 17.

Monday. Introduction. Course timeline, research paper requirements, sources available.

Wednesday. Methodology and sources. Calloway, *First Peoples*, Introduction; Erik Seeman, "Reading Indians' Deathbed Scenes: Ethnohistorical and Representational Approaches," *Journal of American History* 88 (2001): 17-47. What do these works tell you about historical methodology and sources, especially with regards to Native American history? Bring Rampolla to class: review of footnotes format!

Friday. Calloway, *First Peoples*, chapter 1 (except creation stories; those will be for Wednesday), identify major periods and developments in Native American history before the invasion of Europeans, discuss differences among Native cultures in North America at the time of contact.

Week 2, January 22, 24. Encounters

Wednesday. Comparison of creation stories and cultures circa 1500: Navajo (in *First Peoples*), Iroquois (on Blackboard), and European (*Genesis* through 4: 16 -- the Cain and Abel story). Due in class: typed list or essay with information from all three, with sufficient detail and specific examples so that you can use in class to analyze important themes, similarities, and differences.

Friday: Calloway, *First Peoples*, chapter 2; pick a conference published in *Early American Indian Documents: Treaties and Laws, 1607-1789*, and in class be ready to identify and briefly discuss that conference.

Week 3, Jan. 27, 29, 31. New Worlds For All

Monday. Calloway, *First Peoples*, chapter 3. Due in class: typed responses to "Focus Questions" at the beginning of the chapter, plus other important themes and developments, and be ready to discuss the documents at the end of the chapter including answers to the questions.

Wednesday. Mandell, "'Turned Their Minds to Religion': Oquaga and the First Iroquois Church, 1748-1776," *Early American Studies* 11 (2013): 211-42.

Friday. Essay #1, analysis of conference minutes, about five pages in length, bring to class. When was the conference, and why and where was it held? Who was involved? What were the primary concerns of the Europeans? If more than one colony or colonial interest group was present, did they have different concerns or goals? What were the goals or concerns of the Indians present? If more than one tribe or clan was present, did they have different concerns or goals? How did these different groups pursue their interests during the conference? To what extent did each succeed in their goals? What did this conference show about differences and similarities between Native and European cultures and interests in this time, place, and context? What was the final result of this conference?

Week 4, Feb. 3, 5, 7.

Monday. Calloway, *First Peoples*, chapter 4. Bring typed list of important themes and issues (beginning with answers to "Focus Questions" at beginning of the chapter).

Wednesday. Discuss research project proposals and potential sources at Truman.

Friday. Calloway, *First Peoples*, pp. 254-69; find, read, print out, and analyze two distinct articles, each more than three paragraphs in length, published in American periodicals between 1800 and 1828, using the digitized [American Antiquarian Society Historical Periodicals Collection](#). At least one of the articles should focus on American perceptions of a Indian tribe's society and culture; ideally, you will find one that reflects political or legal concerns and one that reflects religious concerns.

Week 5, Feb. 10, 12, 14. Removal

Perdue and Green, eds., *Cherokee Removal*.

Week 6, Feb. 17, 19, 21. Natives and America

Monday. Calloway, *First Peoples*, chapter 6. Discuss the significance of the western trails, reservations, strategies of resistance, strategies of survival, Native prophets

Wednesday. Discuss research projects.

Friday. Research proposal due.

Week 7, Feb. 24, 26, 28. Americanizing the Indian

Monday. Calloway, chapter 7. Discuss detribalization, “new” systems of tribal governments, the Dawes Allotment Act, boarding schools (experiences 424-32), threats and strategies in early twentieth century. Compare Gates report (416-20) and Montezuma’s manifesto (420-22).

Wednesday. Divide into two groups. Group A use online *Indigenous Peoples* database for two (or more) interesting documents from an Indian school or Lake Mohonk Conference, Group B searches microfilm *Records of the Bureau of Indian Affairs* or *Reports of Inspections of the Field Jurisdictions of the Office of Indian Affairs* for two or more interesting documents on Native community(s). Everyone prints out and writes at least one paragraph analyzing each document, bring to class, be ready to discuss your documents and what you learned about this source.

Friday. Discuss documents in Hoxie, ed., *Talking Back to Civilization*.

Week 8, March 2, 4, 6. From Termination and Sovereignty

Monday. Essay #2 due on *Talking Back to Civilization*, analyzing Native responses to their situation in the United States circa 1900-1920. Length, five pages, with footnotes for all quotations and significant pieces of information.

Wednesday. Work on research projects and Friday’s assignment.

Friday, through 1950. Calloway, *First Peoples*, pp. 444-62; Group A searches microfilm *Major Indian Tribal Council Meetings, 1914-1956* or *Papers of John Collier* for two or more significant documents. Group B searches online *Indigenous Peoples* database for two or more significant documents from Indigenous People’s Newspapers (published circa 1930-1945) or other collections from that period. Everyone prints out and writes at least one paragraph analyzing each document, be ready to discuss your documents and what you learned about this source.

Spring break, March 9-13. During the break, read the remainder of chapter 8 (on termination, urban relocation, and rise of Indian militancy), read this *NY Times* article on the documentary film *The Exiles* (<https://www.nytimes.com/2008/07/06/movies/06lim.html>) and then watch it on YouTube.

part 1: <https://www.youtube.com/watch?v=SlJrto8gCyc>;

part 2: <https://www.youtube.com/watch?v=yhYxSjxfC4o>;

part 3: [https://www.youtube.com/watch?v=OeVRIF\\_IdMc](https://www.youtube.com/watch?v=OeVRIF_IdMc).

Week 9, March 16, 18, 20.

Monday. Veronica Ory, article in *Apprentice Historian*; Paul Rosier, “The Real Indians, Who Constitute the Real Tribe’: Class, Ethnicity, and IRA Politics on the Blackfeet Reservation,” *Journal of American Ethnic History* 18 (1999): 3-39. Analyze strengths of Ory’s article; discuss the IRA, the effects of WWII, termination, and urban relocation

Wednesday. Calloway, *First Peoples*, chapter 9.

**Friday. Final research proposal and bibliography due.**

Week 10, March 23, 25, 27  
Individual conferences

Week 11, March 30, April 1, 3  
Individual conferences

Week 12, April 6, 8, 10  
Monday. **Outline due.**  
Wednesday. Conferences

Week 13, April 15, 17  
Individual conferences

Week 14, April 20, 22, 24  
Monday. **Draft due:** bring two copies, exchange with colleague and give one to me.  
Wednesday.  
Friday. Return review comments to colleague.

Week 15, April 27, 29, May 1.  
Individual conferences

Final essay due May 8 at 1:30 pm

### **Writing-Enhanced Requirement**

This class has been designed to help satisfy the “writing-enhanced” requirement of Truman’s undergraduate curriculum. As such, the written projects will assist the quest to improve your writing and critical thinking skills as well as help you understand how interconnected are cognition, the writing process, and the final written product. Therefore, this class will provide the opportunities for you to work toward meeting the specific objectives of Truman’s “writing-enhanced” requirement, which are as follows:

#### Cognition

- use writing as a mode of learning as well as a method of communicating what was learned
- generate, organize, and communicate information and ideas fully, clearly, and cogently
- exhibit critical thinking such as the ability to analyze, synthesize, evaluate, and reflect
- show audience awareness
- appreciate the importance of good writing in personal and professional lives

#### Process

- engage in deep revision, closely examining and further developing the reasoning in the writing
- assess your own writing to uncover strengths and concerns, and be able to generate strategies for improvement
- solicit external critiques of your writing to guide revision
- copy-edit your own work for mechanics, style, and coherence as part of a regular habit during the writing process

## Product

- be able to write clear, coherent, and well organized prose for a targeted audience
- demonstrate a command of syntax, style, and tone appropriate to the task
- exhibit mastery of punctuation, usage, and formatting conventions

## **Attendance Policy.**

A student is expected to be present at all classes. Regular attendance is necessary in order for a student to achieve the desired standard of academic achievement, and as this is a small seminar with a lot of emphasis on class discussion, attendance is particularly important. Irregular attendance normally results in lower levels of achievement. Students are therefore expected to contact instructors as soon as possible when an absence occurs. It is University policy that each instructor determines and communicates the attendance requirements for the class. Only the instructor can excuse missed classes or assignments. When a conflict arises, a student is expected to resolve his or her situation first with the instructor, and if that fails, with the instructor's Department Chair and then the Dean. If unresolved issues remain, an Attendance Policy Appeals Committee exists to hear appeals. An appeal of the instructor's attendance policy is not sustained unless there is clear and convincing evidence that it was applied in an unreasonable manner or is in violation of widely held ethical or legal principles.

**Late policy.** Late assignments will be reduced 10 percent for every day late. Essays that are one week late will be read but not graded, and will therefore be given a "0."

**IPhones, cell phones, tablets, laptops.** In class they must be put away EXCEPT for referring to digital copies of the articles and other course matters. Checking email or text messages during class is distracting and rude; if you do it, the first time I will warn you and the second time I will confiscate your device for the rest of the class session.

## **Academic honesty**

Personal and scholarly integrity is expected of everyone in the class. Failure to live up to those responsibilities, risks earning a failing grade on the assignment or examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies." Plagiarism is forbidden, of course, and includes taking and using someone else's words or ideas, whether published or not, without proper attribution. Proper attribution of another's words consists of putting those words within quotation marks, and citing the source. Attributing someone else's ideas is also necessary, as in "Axtell argued that," and you must also cite that source. Sources for ideas, events, and data that are not generally known must be cited by using footnotes or endnotes. Committing plagiarism of any sort will result in a "0"—NO points—on the assignment (which will hurt your final grade far more than a "F." Small mistakes may, at my discretion, be rectified by redoing the assignment, although such revised versions will not be eligible for an "A." Gross violations, pretending that someone else's work is your own, is legally copyright violation and fraud, and will result in an "F" in the course and notification of the Dean of Students.

## **Grades**

Course grades will be based on improvement as well as your overall scores. Note also my section on attendance, above. 90-100 percent = "A" = outstanding in terms of information, analysis, and writing. 80-89 percent = "B" = above average; generally accurate information, some

good analysis, and good grammar and organization. 70-79 percent = “C” = average; may have some inaccuracies, contain insufficient analysis, miss a few very significant pieces of information, and/or suffer from noticeably weak grammar and organization. 60-69 percent = “D” = below average (usually because your work is too brief, superficial, or contains many significant errors). 50-59 percent = “F” = does not meet the requirements of the assignment (is completely off topic or does not reflect the readings—i.e., you could have written this without reading the assigned materials). Scores below 50 percent will be given if your answer or essay shows no evidence of *trying* to read the materials.

### **Disruptive behavior**

Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Conduct.

### **Non-discrimination and ADA compliance:**

In compliance with federal law and applicable Missouri statutes, neither the University nor I discriminate on the basis of sex, disability, age, race, color, national origin, religion, sexual orientation, or veteran status in admission to or employment in its education programs or activities. The University complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations.”

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Services Office (x4478) as soon as possible.” Dr. Michelle Blakely of Disabilities Services may be contacted at that number or <http://disabilityservices.truman.edu/disability-services-home/resources-for-professors/>

### **Title IX and Student Sexual Misconduct**

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Faculty and staff are considered “mandated reporters” and therefore are required to report potential violations of the University’s Anti-Discrimination Policies to the Institutional Compliance Officer: Lauri Millot, [titleix@truman.edu](mailto:titleix@truman.edu), 785-4354, Violette Hall 1308. The Title IX Coordinator will then be available to assist you in understanding all your options and in connecting you with resources both on and off campus. Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. Faculty and staff are considered “mandated reporters” and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

If you would prefer to have a confidential conversation about an experience, the counselors at University Counseling Services are NOT mandated reporters and they can be reached at 660-785-

4014. For after-hours crisis counseling, call 660-665-5621. For more information regarding Truman's policies and procedures relating to any form of gender discrimination, please see <http://eoaa.truman.edu/university-non-discrimination-policy/> and <http://eoaa.truman.edu/complaint-reporting-resolution-procedure/>.

### **Emergency Procedures**

In each classroom on campus there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF on the Blackboard course for this class or at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>. Students should be aware of the classroom environment and note the exits for the room and building. For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Building: <http://police.truman.edu/emergency-procedures/academic-buildings/>. This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>.

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the "Truman" tab. Click on the registration link in the lower right of the page under the "Update and View My Personal Information" channel on the "Emergency Text Messaging" or "Update Emergency Text Messaging Information" link. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

### **FERPA**

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. However, you should be aware of several exceptions. For example, education records can be disclosed to employees or offices at Truman who have an "educational need to know." These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.