

**History 942:  
American Indian History Since 1800—A Readings and Research Seminar**

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**Course Description:**

Studies of U.S. history vastly differ today because of the work of American Indian historians. Once considered a peripheral field of study, scholars of America's indigenous communities have refashioned narratives of the nation, revising common assumptions about the American past. While the most visible achievements in this recent ascendancy of American Indian history are to be found in studies of North America's colonial era, the history of the American nation-state, or U.S. national period, has come under increased scrutiny by American Indian historians as well as indigenous studies scholars working in comparative and transnational contexts.

This course investigates the history of the American national period in relationship to America's Indian peoples. Once outside the frame of academic investigation, North America's Native communities now occupy an increased, if unaccustomed, place in the historical community as students and scholars attempt to make sense of this diverse and often bewildering field of study.

**Course Organization:**

This course presupposes a common understanding of North American Indian history and to a lesser extent historiography. All students have been admitted to this course based, to some extent, on prior exposure to as well as research in the field. Thus, this course is akin to an advanced "readings course," one designed to deepen understandings of the field through common readings, responses, and engagement.

Given, however, that many students have current research projects and/or preliminary examination commitments, we will combine advanced readings in American Indian history with extended individual research and/or writing. Consequently, the course is divided into three parts, the first of which is dedicated to recent studies in the field while the remaining two-thirds are for individual research, writing, and presentation. Each of the first five sessions includes a primary and supplemental text, both of which are generally organized around a common theme. Many of the supplemental texts have already been used in various circles here on campus and should be used to deepen the primary readings. The second third of the course allows for individual research and investigation, while the concluding third requires a classroom presentation along with written drafts of ongoing work.

**Course Readings:**

Four primary texts are required for this course while four supplemental texts have also been ordered. We will read some in their entirety and others selectively as well as a few articles and chapters to be purchased at the Bob's Copy Shop on University Avenue across from the Fluno Center. The required texts will also be placed on reserve at College Library. Books are available at Underground Textbook Exchange.

**Course Requirements:**

Students are responsible for a series of assigned readings, common assignments, individual presentations, and either a final research paper or historiography review.

**1) Readings and Responses:**

Each week's discussion revolves around a series of common texts. For sessions 2-4, there will be reaction pieces due via email. Each reaction piece must identify common linkages between the primary and supplemental readings, placing works in conversation and exchange. Each response should be approximately 750 words and circulated to the entire class via email by Wednesday evening by 6pm. Students must also deliver their responses to the instructor on Friday by 9am in typed and double-spaced format.

Seminar discussion is critical to student learning and course success, and attendance is mandatory. Any conflicts must be brought to the instructor's attention prior to any absence. Students who miss a seminar must prepare a book report similar in size and context to the emailed responses. Seminar participation and the reaction pieces will constitute 30% of the final grade.

**2) Final Papers, Projects, and Presentations**

Given that this course includes substantial time allocated for individual work, students have multiple options for their final paper. Students currently working on research projects relating to any aspect of American Indian history can submit evolving thesis chapters, article submissions, or other directed research projects as their final paper. These projects must receive prior consent from the instructor, must include an outline and bibliography, should be no longer than 8000 words (30-35 pages), and should be properly referenced. Students currently conducting preliminary examinations in any field of American Indian Studies may also expand, reference, and deliver potential two (2) review essays to satisfy their paper commitment. Each response must be at least 3,000 words (12-15 pages), footnoted, and accompanied by a supporting bibliography. The final option is a final historiography paper that charts the changing interpretations/debates/critical issues at the core of a particular subfield of Indian history. Each historiography review must include at least eight major works, be at least 5,000 words, and referenced according to standard historical notation.

In addition to their respective projects, all students must provide a final presentation of their respective subject. Each presentation should briefly survey the preliminary findings of each project, link each subject to central themes found in the course readings, and be at least 15 minutes long. Final paper/projects and presentations constitute the bulk of the overall course grade at 70%.

**Conference Alerts:**

Students pursuing individual research projects or promising historiography reviews may consider submitting papers for the 10<sup>th</sup> Annual Committee on Institutional Cooperation (CIC) American Indian Studies Graduate Student Conference to be held at the University of Illinois, April 3-5<sup>th</sup>. Hosted by the American Indian Studies program and the Native American House, the University of Illinois at Urbana-Champaign, and the Committee on Institutional Cooperation American Indian Studies Consortium., this CIC AIS conference has become among the most regarded graduate student conference in the field with annual paper prizes will be awarded. For more information, please see [https://www.msu.edu/~cicaisc/aisc\\_grad%20conf.html](https://www.msu.edu/~cicaisc/aisc_grad%20conf.html). Vans of UW-Madison participants have attended this conference in years past and may again this year.

On May 21-23, the Department of American Indian Studies at the University of Minnesota will host the first meeting of the Native American and Indigenous Studies Association (NAISA). This is the third of three meetings that culminated in the creation of a new professional organization for scholars who work in American Indian/Native American/First Nations/Aboriginal/Indigenous Studies. The Native American Studies program at the University of Oklahoma, Norman hosted the first meeting in May of 2007, and the Institute of Native American Studies at the University of Georgia hosted the second meeting in April of 2008.

**Course Schedule:****Part I: Recent Studies****1/23 Week One: The Study and Practice of American Indian History**

## Common Readings:

- Ned Blackhawk, "Recasting the Narrative of America: the Rewards and Challenges of Teaching American Indian History," *The Journal of American History* (March 2007): 1165-1170; and "Look How Far We've Come: How American Indian History Changed the Study of U.S. History in the 1990s," *Organization of American Historians' Magazine of History*, Special Issue on "The American West," Clyde Milner and Anne Butler, eds., Volume 19: 6, (November 2005), 13-17
- Couvares et. al, "American Indians: New Worlds in the Atlantic World," in *Interpretations of American History: Patterns and Perspectives*, Vol. 1, 8<sup>th</sup> Ed. (Bedford/St. Martin's, 2008), 60-72
- Robert Warrior, "Organizing Native American and Indigenous Studies," *PMLA* (*Publications of the Modern Language Association of America*) (October 2008): 1683-1691
- Philip J. Deloria, "Historiography," in Deloria and Salisbury, eds., *A Companion to American Indian History* (Blackwell, 2002), 6-22

**1/30 Week Two: Expansion**

## Common Readings:

- Brian Delay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War* (Yale University Press, 2008)

## Supplemental Readings:

- \*Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West* (Cambridge: Harvard University Press, 2006), Chapter 6
- \*Pekka Hamalainen, *The Comanche Empire* (New Haven: Yale University Press, 2008), Introduction
- Dan Flores, "Bison Ecology and Bison Diplomacy: The Southern Plains from 1800 to 1850," *Journal of American History* 78 (1991), 465-485
- Richard White, "The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries," *Journal of American History* 65 (1978), 319-343
- Jeremy Adelman and Stephen Aron, "From Borderlands to Borders: Empires, Nation-States, and the Peoples in Between in North American History," *American Historical Review* 104 (1999), 814-841;
- Elliot West, *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado* (1998)
- James P. Ronda, *Lewis and Clark Among the Indians* (1984)
- Sylvia Van Kirk, *Many Tender Ties: Women in Fur-Trade Society, 1670-1870* (1980)
- Daniel H. Usner, Jr., *Indians, Settlers, and Slaves in A Frontier Exchange Economy: The Lower Mississippi Valley Before 1783* (1992)
- Gary Clayton Anderson, *Kinsmen of Another Kind: Dakota-White Relations in the Upper Mississippi Valley, 1650-1862* (1984)
- Arthur J. Ray, *Indians in the Fur Trade: Their Role As Hunters, Trappers, and Middlemen in the Lands Southwest of Hudson Bay, 1660-1870* (1974)

- Robin Fisher, *Contact and Conflict: Indian-European Relations in British Columbia, 1774-1890* (1977)
- Pekka Hamalainen, "The Western Comanche Trade Center: Rethinking the Plains Indian Trade System," *Western Historical Quarterly* 29 (1998), 485-513
- Pekka Hamalainen, "The Rise and Fall of Plains Indian Horse Cultures," *Journal of American History* 90 (2003), 833-862
- Jeffrey Ostler, *The Plains Sioux and U.S. Colonialism from Lewis and Clark to Wounded Knee* (2004)
- David J. Wishart, *An Unspeakable Sadness: The Dispossession of the Nebraska Indians* (1994)
- Albert L. Hurtado, *Indian Survival on the California Frontier* (1988)

#### First Assignment:

All three authors view the processes of American expansion as contingent and contested and locate Native communities at the centers of national histories and global imperialism. Using Delay's book as your primary lens, analyze the centrality of American Indians to the history of U.S. expansion from 1800 to 1850. In what specific ways did Indian peoples both navigate and determine the history of the Trans-Mississippi West during this period?

### 2/6 **Week Three:** Racial Formation

#### Common Readings:

- Tiya Miles, *Ties that Bind: the Story of an Afro-Cherokee Family in Slavery and Freedom* (Berkeley: University of California Press, 2005)

#### Supplemental Readings:

- \*Paige Raibmon, *Authentic Indians: Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast* (2005)
- Melissa L. Meyer, *The White Earth Tragedy: Ethnicity and Dispossession at a Minnesota Anishinaabe Reservation* (1994)
- Cole Harris, *Making Native Space: Colonialism, Resistance, and Reserves in British Columbia* (2003)
- Alexandra Harmon, *Indians in the Making: Ethnic Relations and Indian Identities Around Puget Sound* (1998)

#### Second Assignment:

Both Miles and Raibmon assess the effects of European colonialism upon distinct regional societies. What similarities and parallels animate these texts? How do both authors view indigenous responses to the varying challenges posed by their incorporation into new polities?

### 2/13 **Week Four:** The Tyranny (and Possibilities) of the State and its Laws

#### Common Readings:

- J. Kehaulani Kauanui, *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity* (2008)

#### Supplemental Readings:

- \*Christian W. McMillen, *Making Indian Law: The Hualapai Land Case and the Birth of Ethnohistory* (2007)
- David E. Wilkins and K. Tsianina Lomawaima, *Uneven Ground: American Indian Sovereignty and Federal Law* (2001)
- Blue Clark, *Lone Wolf V. Hitchcock: Treaty Rights and Indian Law at the End of the Nineteenth Century* (1994)
- Jeffrey Burton, *Indian Territory and the United States, 1866-1906: Courts, Government, and the Movement for Oklahoma Statehood* (1995)
- Sidney L. Harring, *Crow Dog's Case: American Indian Sovereignty, Tribal Law and United States Law in the 19th Century* (1984)
- Craig H. Miner, *The Corporation and the Indian: Tribal Sovereignty and Industrial Civilization in Indian Territory, 1865-1907* (1976)
- Lawrence C. Kelly, *The Assault on Assimilation: John Collier and the Origins of Indian Policy Reform* (1983)
- Charles F. Wilkinson, *American Indians, Time, and the Law: Native Societies in a Modern Constitutional Democracy* (1987)
- Francis Paul Prucha, *American Indian Policy in Crisis: Christian Reformers and the Indian, 1865-1900* (1975)
- Frederick E. Hoxie, *A Final Promise: The Campaign to Assimilate the Indians, 1880-1920* (1984)
- David Wallace Adams, *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928* (1995)
- K. Tsianina Lomawaima, *They Called it Prairie Light: The Story of the Chilocco Indian School* (1994)

#### Third Assignment:

McMillen and Kauanui both assess the legal challenges brought to Native communities in the first decades of the twentieth century. How do they each conceptualize indigenous-state relations? How effectively do Native actors navigate legal mechanisms on their communities' behalf in each of their analyses, and why?

#### 2/20 Week Five: Debating the Modern Indian Sovereignty Movement

##### Common Readings:

- Robert Williams, Jr., *Like a Loaded Weapon: The Rehnquist Court, Indian Rights, and the Legal History of Racism in America* (2005)

##### Supplemental Readings:

- \*Charles Wilkinson, *Blood Struggle: The Rise of Modern Indian Nations* (2005)
- Jessica Cattelino, *High Stakes: Florida Seminole Gaming and Sovereignty* (2008)
- Carole Goldberg and Duane Champagne, "Ramona Redeemed: the Rise of Tribal Political Power in California," *Wicazo Sa Review* (2002), 43-63
- Steven Cornell, *The Return of the Native: American Indian Political Resurgence* (1988)
- Paul Chaat Smith and Robert Allen Warrior, *Like A Hurricane: The Indian Movement from Alcatraz to Wounded Knee* (1996)
- Donald L. Fixico, *Termination and Relocation: Federal Indian Policy, 1945-1960* (1986)
- Vine Deloria, Jr. and Clifford Lyttle, *The Nations Within The Past and Future of American Indian Sovereignty* (1984)

- Thomas R. Berger, *A Long and Terrible Shadow: White Values, Native Rights in the Americas, 1492-1992* (1992)
- Larry Nesper, *The Walleye War: the Struggle for Ojibwe Spearfishing and Treaty Rights* (2002)

### **Part II: Research**

(From Feb. 20<sup>th</sup> until April 10<sup>th</sup>, there will be no common meetings, and each student is expected to meet with the instructor prior to Feb. 27<sup>th</sup> to determine the state of the research project and/or literature review to come. Once such topics are identified and preliminary research and investigation begun, each student is asked to submit with the presentation a two-page prospectus of their project accompanied with a preliminary thesis statement)

**2/27 Week Six:** Individual Meetings

**3/6 Week Seven:** Research

**3/13 Week Eight:** Research

(March 14-22 Spring Recess)

**3/27 Week Nine:** Research

### **Part III: Presentation**

**4/3 Week Ten:** CIC Graduate Student Conference

**4/10 Week Eleven:** Good Friday, No Class

**4/17 Week Twelve:** Group Meeting and Identification of Presentation Schedule

**4/24 Week Thirteen:** First Group of Presentations

**5/1 Week Fourteen:** Second Group of Presentations

**5/8 Week Fifteen:** Third Group of Presentations