

History 377 Native American History and Culture

Dr. Dawn G. Marsh
Office UNIV 028
Office Hours: T 4:15-5:15
(and by appointment)

Class TTH 3:00– 4:15
Classroom: UNIV 019
dmarsh@purdue.edu

Course Objectives

The primary objective of this course is to dispel stereotypes, crush racism, and encourage you to value the history and culture of Native American and Indigenous people.

Course Description

This course provides a general overview of Native American history and culture as experienced by the indigenous peoples in North America highlighting the regions that became the United States. This course will present a general overview of events and themes critical to understanding their experiences. The course is organized as a series of topical, self-standing modules and is not intended to be either comprehensive or encyclopedic in form. Instead I will introduce you to a broad array of historical episodes and cultural ideas that continue to impact Native and Indigenous American lives today. Through a variety of media, we will explore the struggles for land, identity, resources, and power which characterize the Indigenous American experience. Your success in the course depends on your active participation in various aspects of the class. Your learning experiences will include: lectures, discussions, readings, examinations, quizzes, writing assignments, films, and a field trip.

Required Texts

Marsh, *Native American History and Culture: An Introduction*, Skyepack (see handout)

All other assigned readings and materials are available on Blackboard, Purdue Library Databases, and URL links to various websites available in your syllabus.

Assessment

*Quizzes (6)	20%
Midterm Research Project	35%
Final Research Project	35%
Field Trip Assignment	10%

*There will be 6 pop quizzes during the course of the semester, each worth five points. Only five of the quizzes will count toward your final grade (lowest score dropped). The quizzes should be easy for anyone who has **read or watched the assigned materials** for a given class. If you are absent from class when I give a pop-quiz quiz, you will forfeit those points, no exceptions.

Important Dates

Midterm Exam	Friday March 3
Saturday Field Trip	Saturday March 5
Field Trip Essay	Thursday March 10
Final Exam	Tuesday May 3

Students are required to complete all components of this course. Students who do not complete all of the requirements will fail the class.

THERE ARE NO EXTRA CREDIT OPPORTUNITIES. DO NOT ASK. NO EXCEPTIONS.

Attendance

Attendance will be taken and factor into your final grade. No extensions will be given for the midterm or final exam unless dire hardship intercedes: illness, etc. It will be your responsibility to provide documentation for an extension. Again, no exceptions.

Blackboard

Announcements, schedule changes, class handouts and additions to the reading list will **always** be posted on Blackboard. It is your responsibility to pay attention to information posted there and any class emails. I will communicate to the class through the Blackboard class email.

Email

The most efficient means of communicating to me is to contact me directly through my Purdue account (dmarsh@purdue.edu). Do not post emails to me through Blackboard, as I do not check Blackboard as often as my personal email. Your email may go unread for several days if you post it through the Blackboard site. **I will only respond to emails that are written and properly formatted.** A properly formatted email includes your name, full sentences and your class identification (History 377).

Field Trip

Students are required to attend one field trip: Eiteljorg Museum of the American Indian and Western Art, Indianapolis. There are no substitutions for the field trip. If you are unable to attend on the scheduled day you will have to provide **documentary proof**, make the trip on your own without reduced fees, and submit a lengthier essay at my discretion.

Field Trip Fees

Each student is required to purchase a ticket for each field trip. Tickets will be available up to the last class meeting before the field trip. Detailed information about the trip and assignment will be presented in class.

Cost: \$25 (includes charter bus and entry fee to museum)

If you are unable to pay the fee due to financial hardship, please see me. All requests will be kept in strict confidence.

Class Ethics

This class is intended to encourage open, informed discussions and I hope to protect and foster a classroom atmosphere that will encourage an open and enlightened discourse in the class. Ultimately I would hope that you take those ideas and informed discussions with you beyond the classroom. Respect, open-mindedness and tolerance will be the standard for all classroom discussions. I encourage you to ask questions you may have on this topic either in the class or privately.

Class Courtesy

Repeated tardiness is unacceptable and it will be addressed. Do not fall asleep in my class. You will be asked to leave. No exceptions.

Phones, Tablets, Computers

Your use of phones, tablets, and computers in my class must be limited to the work we are doing in my class: note-taking, research, and other specific uses. If you do not limit your use to these tasks you will be asked to leave my class— forfeiting any points earned that day.

Academic Integrity

Students are required to abide by the rules of academic honesty and integrity provided by Purdue University. Plagiarism and/or cheating will not be tolerated at any level in my classroom. Students who do so will receive an "F" for the course and will be adjudicated to the History Department Head, R. Douglas Hurt.

And now a word from our sponsors . . .



EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- **Indoor Fire Alarms** mean to stop class or research and immediately evacuate the building.
- Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (**Shelter in Place**) in a safe location within the closest building.
- “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- *In both cases, you *should seek additional clarifying information by all means possible...Purdue Emergency Status page, text message, Twitter, Desktop Alert, Alertus Beacon, digital signs, email alert, TV, radio, etc...review the Purdue Emergency Warning Notification System multi-communication layers at*
http://www.purdue.edu/ehrs/emergency_preparedness/warning-system.html

EMERGENCY RESPONSE PROCEDURES:

- Review the **Emergency Procedures Guidelines**

https://www.purdue.edu/emergency_preparedness/flipchart/index.html

- Review the Building Emergency Plan (available on the Emergency Preparedness website or from the building deputy) for: evacuation routes, exit points, and emergency assembly area, when and how to evacuate the building, shelter in place procedures and locations

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm>

MORE INFORMATION

Reference the Emergency Preparedness web site for additional information:
https://www.purdue.edu/ehps/emergency_preparedness/

Class Schedule

Week 1 Jan 12 and 14

Tuesday

Introductions and Administrative

Thursday: Lecture and Discussion

Marsh, Chapter 1 This Story Makes Camp
Origins—First Stories

Week 2 Jan 19-21

Tuesday: Lecture

Marsh, Chapter 2 Columbian Exchange

Thursday-Discussion

Hämäläinen, Pekka. "The Politics of Grass: European Expansion, Ecological Change, and Indigenous Power in the Southwest Borderlands." *William & Mary Quarterly* 67, no. 2 (April 2010): 173-208. (BB)

Week 3 Jan 26-28

Tuesday- Lecture

Marsh, Chapter 3 Sovereign Nations

Thursday-Discussion

Bragaw, Stephen G. "Thomas Jefferson and the American Indian Nations," *Journal of Supreme Court History*, Vol.31(2), 2006, 155-180. (BB)

Week 4 Feb 2-4

Tuesday

Marsh, Chapter 4 The Colonizers: Spain and France

Thursday-Discussion

Morrissey, Robert Michael. 2011. "'I Speak It Well': Language, Cultural Understanding, and the End of a Missionary Middle Ground in Illinois Country, 1673—1712". *Early American Studies* 9 (3). University of Pennsylvania Press: 617—48. (BB)

Week 5 Feb 9-11 (No class)

Week 6 Feb 16-18

Tuesday-Lecture

Marsh, Chapter 5 The Colonizers: Great Britain

Thursday-Discussion

Sugrue, Thomas J. "The Peopling and Depeopling of Early Pennsylvania: Indians and Colonists, 1680-1720". *The Pennsylvania Magazine of History and Biography* 116.1 (1992): 3–31.

Week 7 Feb 23-25

Tuesday-Lecture

Marsh, Chapter 6 Family and Gender

Thursday-Discussion

Kidwell, Clara Sue. "Indian Women as Cultural Mediators". *Ethnohistory* 39.2 (1992): 97–107.

Fiske, Jo-Anne. "Colonization and the Decline of Women's Status: The Tsimshian Case," *Feminist Studies*, Vol. 17, No. 3 (Autumn, 1991), pp. 509-535. (BB)

Midterm Handout

Week 8 March 1-3

Tuesday-Lecture

Marsh, Chapter 7 Art and Artists

Thursday

No class

Midterm Exam Due

Eiteljorg Field Trip Saturday March 5

Week 9 March 8-10

Tuesday-Lecture

Marsh, Chapter 8 Education

Thursday-Discussion

Weber, Carolyn A. "Caught Between Catholic and Government Traditions: Americanization and Assimilation at St. Joseph's Indian Normal School," *American Educational History Journal*, Volume 40, Number 1, 2013, 75-91.

Eiteljorg Essay Due

Spring Break March 14-18

Week 10 March 22-24

Tuesday-Lecture

Marsh, Chapter 9 War and Military

Thursday-Discussion

Gross, Lawrence W. 2007. "Assisting American Indian Veterans of Iraq and Afghanistan Cope with Posttraumatic Stress Disorder: Lessons from Vietnam Veterans and the Writings of Jim Northrup." *American Indian Quarterly* 31, no. 3: 373-409.

Week 11 March 29-31

No class

Week 12 April 5-7

Tuesday-Lecture

Marsh, Chapter 10 Religion and Ceremony

Thursday-Discussion

Campbell, Gregory R. and Thomas A. Foor. "Entering Sacred Landscapes: Cultural Expectations Versus Legal Realities in Northwestern Plains." *Great Plains Quarterly* 24.3 (2004): 163-183. (BB)

Week 13 April 12-14

Tuesday-Lecture

Marsh, Chapter 11 Stereotypes

Thursday-Discussion

Aldred, Lisa. "Plastic Shamans and Astroturf Sun Dances: New Age Commercialization of Native American Spirituality". *American Indian Quarterly* 24.3 (2000): 329–352.

Week 14 April 19-21

Tuesday-Lecture

Marsh, Chapter 12 Health and Environment

Final Exam Handout

Thursday-Discussion

Traditional Foods Project

<http://www.cdc.gov/diabetes/projects/ndwp/traditional-foods.htm>

Week 15 April 26-28

Dead Week No class

Week 16 Finals Week

Final Exam Due **May 3**