

***History 723-01***

**Native American History**

**William R. Ryan**

**wrryan@uncg.edu**

**919-672-7705**

**Thursday 6:30-9:20 PM, MHRA 3209**

**Spring Semester 2008**

**Office hours: Monday 10AM-12PM, MHRA 2145**

**Scope of the Purposes of Course:**

This course will explore the cultural, religious, and political history of Native Americans during the 1800s. Topics will include (but are not limited to) white expansion and Indian removal, Black Hawk's War, effects of the Civil War on Native Americans, the Battle of Little Big Horn, the Dawes Act and the forced isolation of Indian peoples on reservations.

**Required Reading:**

Frederick Jackson Turner, *The Frontier in American History*

Patricia Limerick, *The Legacy of Conquest*

Richard White, *The Middle Ground*

Alan Galloway, *The Indian Slave Trade*

Shepard Krech III, *The Ecological Indian*

Sidney Harring, *Crow Dog's Case*

Mari Sandoz, *Crazy Horse*

Dee Brown, *Bury My Heart at Wounded Knee*

D'Arcy McNickle, *They Came Here First* (depending on availability)

John G. Neihardt and Vine Deloria Jr., *Black Elk Speaks*

**Course Schedule:**

- 1) January 17:** Introduction to the Course
- 2) January 24:** Read Turner, *The Frontier in American History*
- 3) January 31:** Read Limerick, *The Legacy of Conquest*
- 4) February 7:** Read White, *The Middle Ground*
- 5) February 14:** Read Galloway, *The Indian Slave Trade*
- 6) February 21:** Read Krech, *The Ecological Indian*
- 7) February 28:** Read Harring, *Crow Dog's Case*
- 8) March 6:** Read Sandoz, *Crazy Horse*
- 9) March 13:** Spring Break—**NO CLASS**
- 10) March 20:** Read Brown, *Bury My Heart at Wounded Knee*
- 11) March 27:** Read McNickle, *They Came Here First*
- 12) April 3:** Read Neihardt, *Black Elk Speaks*
- 13) April 10:** TBA

- 14) April 17:** Just for fun, read quickly two books on the current status of Native Americans and be prepared to discuss life on the reservation and future of the American Indian
- 15) April 24:** In the light of the class readings and discussions, each student should submit a 2-3 page proposal for a longer (1,200 word) paper on a cluster of five to ten related books in Native American history. Share the paper with three other class members. Each “jury” of evaluators should present criticism of the strengths and weaknesses of each proposal and each proposal writer should respond
- 16) May 1:** Presentation of longer papers.

*Final Paper Due: MAY 7<sup>th</sup> at 5:00 PM*

### **Guidelines for Weekly Papers:**

Students may approach the writing of papers on individual required books in any way they choose; however, in preparing each paper, students *must* situate the book historiographically: where did the book fit into scholarly interpretation; who did it challenge, who challenged it? How did wider forces in the academic world, in politics, and in culture shape the author’s approach? Papers must, in some way, reflect historiography. Students should therefore read reviews of the book, essays by and about the author, excerpts from historiographically related books and articles.

This class will be based on weekly discussions of the secondary readings. Each week, students will be expected to write 750 word reaction essays and post them to the Blackboard site (by Wed at 5 p.m. before the next Thursday class). The quality of the reaction essays and the questions raised by them will heavily influence the class participation grade. The reaction essays are especially important as they will become the starting point for Tuesday’s discussion. The dialogue will be largely self-generated. Attendance is, therefore, mandatory. Missing more than 2 classes will have drastic consequences on participation grade.

The “breakdown” for grades is quite simple: 50% based on the quality of your class participation/50% based on the quality of your final essay.

### **Resources and Bibliography:**

For models of longer book reviews see *Reviews in American History*, *William and Mary Quarterly*, and Jack P. Greene, *Interpreting Early America: Historiographical Essays*. For a cultural interpretation of American historiography over the past one hundred years, see Peter Novick, *That Noble Dream: The “Objectivity Question” and the American Historical Profession*. Current issues of *Reviews* and the *WMQ* are in the Serials Room, Jackson Library, recent issues available from the Serials Dept. desk, and bound volumes are in the stacks at E171 R480 and F221 W71 respectively.