

**GRADUATE COUNCIL
NEW COURSE PROPOSAL**

Is there a similar undergraduate course? Yes No If so, how does this graduate course differ?

It is a different course. Graduate students read multiple monographs, teach monographs to their peers, and complete a historiographical assessment. Focus is on the issues and the historiography rather than the more introductory content-focused undergraduate class.

Discipline Prefix: HIST _____
If more than one provide rationale:

Credits: 3 _____

Level: 7000 8000 9000

Brief rationale for level choice: This is a graduate readings seminar in line with other seminars in HIST.

Additional Requirements: Laboratory Hours: _____ Pre-Practicum Hours: _____ Practicum Hours: _____
Fieldwork Hours: _____ Other (specify): _____

Prerequisite course(s) if any: _____

This course will be: a Required Course an Elective Special/Note: _____

Course is a replacement for (Course Number/Name): _____

Has the course been offered previously as a "Topics" course? Yes No

If yes, How often? once _____

What is the Expected Average Enrollment?: 10 _____

Which semester will this course first be offered?: FA22 _____ How often thereafter to be offered?: 2 year rotation _____

Does this course affect offerings in any other department or program? Yes No If yes, please explain.

Is this an Extended Campus course? Yes No

Course syllabus must be attached and completed according to Fitchburg State guidelines.

Course Syllabus is Attached

[Print Form](#)

Reviewed by Dean: _____

Required Signatures—Graduate and Continuing Education New Course Approval

Course Developer: _____ Date: _____

Department Chair: _____ Date: _____

Graduate Council Chair: _____ Date: _____
(Indicates Graduate Council approval)

President: _____ Date: _____

HIST 9030: Native American History
AU 2020, online
Synchronous Google Meets meeting TBA

Instructor: Dr. Joseph Wachtel
Office Hours: online, by appt.
Campus Office: Google Meets

Phone: 978-665-3085
Email: jwachtel@fitchburgstate.edu

COURSE OVERVIEW:

Course Description:

From the Fitchburg State Course Catalogue: In this course, we will study the history of diverse native American populations from their prehistoric migration to North America to present day. In doing so, we will also contend with new ways of thinking by analyzing questions such as: how do various Native American groups think about the past? How have historians constructed native pasts, and how should they in the future?

Additional description: In this course, we will study the non-western history of North America from its first settlement by native peoples until today by analyzing history from the perspective of indigenous peoples. After 1776, this course will focus exclusively on indigenous people in territories that become the United States. We will not focus on memorization of facts and events, but on ways of studying history from non-western perspectives and course readings will combine events and topics with indigenous historical methodologies and philosophies of history.

Why take the course?

Objectives:

1. Understand indigenous non-western ways of thinking about the past
2. Track the history of North America from the point of view of indigenous non-western peoples
3. Connect current issues in 21st century Native America to their broader historical origins

COURSE POLICIES:

Attendance: This is a graduate class and you **must** attend all sessions.

Academic Dishonesty: I will prosecute all forms of Academic Dishonesty via the Office of Student Conduct to the fullest extent.

From <http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/academic-integrity/>:

“Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.), or in association with an oral presentation, declares that the work is the result of that student's own thought and study. Any work that the student declares as his or her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when they make use of other sources. Talking during an examination, or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also constitutes a violation of the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution. A student who perceives the possibility of overlapping assignments in courses should consult with the appropriate faculty members before presuming that a single effort will fulfill requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity.”

Please see the Code of Conduct and Disciplinary Process Handbook pg. 1 – 3 and the Student Handbook page 39 – 40 for more information.

Respect: Please be respectful of others. Many of the ideas that we will discuss have no exact answers, and a hostile discussion environment will discourage thoughtful debate.

E-Mail: I encourage you to contact me via email. I will check my email on a regular basis, but **don't wait until the last minute**. If you email me without notice the night before an exam, I might not be able to get back to you in time.

Turnitin: You must submit all work through the appropriate link on Blackboard. For formal assignments, this means submitting via turnitin.com. You will find these links under the “assignments” tab on the left side of your screen. **I will not grade any materials sent to me via email**, however, if you are experiencing technical difficulties, please email your paper to me as evidence that you completed it. If you do so I will not grade it until you submit it properly, but I will not have to mark it late, either.

Technical Difficulties: Since you will submit your assignments online, it is imperative that the course function for you at all times. I am not a technical support hotline—if something isn't working, I probably don't know how to fix it. It is the sole responsibility of the student to contact the Blackboard help line at (978) 665-4500 to resolve technical difficulties.

Students with Disabilities: To support access and inclusion, Fitchburg State offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise.

If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services. For more information, or to schedule an appointment, please call 978.665.4020. Disability Services is located in the Academic Support Center on the third floor of the Hammond building via the Library Entrance.

SCHEDULE OF READINGS AND ASSIGNMENTS:

*All students **must** be officially enrolled in the course by Tuesday, September 8. Enrolling officially and on time is solely the responsibility of each student. The Instructor reserves the right to alter this syllabus if necessary and will make students aware of any changes in advance.*

Note: Subject to change—with sufficient notice from the instructor

Meeting 1

Date TBA

*I will distribute individual readings in this session

Before class, you should:

Read:

Syllabus

Deloria, "Low Bridge ... Everybody Cross" [Discord]

Deloria, "Myth and the Origin of Religion" [Discord]

Deloria, "Ethnoscience and Indian Realities" [Discord]

Harjo, "Just Good Sports" [Discord]

Participate Online:

Watch writing lesson 0 on Discord

Post a video introduction to yourself! We want this to be as interactive as possible, and for the first time I don't know most of you. This is a big class!

Begin your conversations on Indian Country Today, and keep up with the conversation.

Discuss readings on discussion board by making your own observation/questions and responding to others.

Meeting 2:**Date TBA****Read:**

Estes, Nick. *Our History is our Future*

Write:

Response paragraph for writing practice

Participate Online:

Watch writing lesson 1 on Discord

Continue your conversations on Indian Country Today, and keep up with the conversation.

Discuss readings on discussion board by making your own observation/questions and responding to others.

Watch and discuss the first set of presentations

Meeting 3:**Date TBA****Read:**

Richter, Daniel K. *Facing East from Indian Country*

Write:

Response paragraph for writing practice

Participate Online:

Watch writing lesson 2 on Discord

Continue your conversations on Indian Country Today, and keep up with the conversation.

Discuss readings on discussion board by making your own observation/questions and responding to others.

Watch and discuss the next set of presentations

Meeting 4:**Date TBA****Read:**

Thomas, David Hurst *Skull Wars*

Write:

Response paragraph for writing practice

Participate Online:

Watch writing lesson 3 on Discord

Continue your conversations on Indian Country Today, and keep up with the conversation.

Discuss readings on discussion board by making your own observation/questions and responding to others.

Watch and discuss the next set of presentations

Meeting 5:

Date TBA

Read:

Blu, Karen I. *The Lumbee Problem*

Write:

Response paragraph for writing practice

Participate Online:

Continue your conversations on Indian Country Today, and keep up with the conversation.

Discuss readings on discussion board by making your own observation/questions and responding to others.

Watch and discuss the next set of presentations

Meeting 6:

Date TBA

Read:

Cobb, Daniel M. *Native American Activism in Cold War America*

Write:

Response paragraph for writing practice

Participate Online:

Continue your conversations on Indian Country Today, and keep up with the conversation.

Discuss readings on discussion board by making your own observation/questions and responding to others.

Watch and discuss the final set of presentations

Final Paper due: December 16

ASSIGNMENTS:

Grading: In order to receive credit for HST 9030, students must complete all readings, formal essays, timed exams, and actively participate in all discussions.

Readings, Discussions, and Participation	20%
<i>Indian Country Today</i> online contributions	10%
Writing Workshop	10%
Individual Book Lesson	30%
Historiographical Syllabus	30%
Total	100%

Readings:

All students will read a total of 5 common historical monographs in common and present on one other to the class. The required common readings are (in order of when we will read them):

Estes, Nick *Our History is the Future* ISBN 978-1786636720

Richter, Daniel K. *Facing East from Indian Country* ISBN 978-0674011175

Thomas, David Hurst *Skull Wars* ISBN 978-0465092253

Blu, Karen I. *The Lumbee Problem* ISBN 978-0803261976

Cobb, Daniel M. *Native American Activism in Cold War America* ISBN 978-0700617500

The individual readings will be distributed to you after the class roster has stabilized. The readings will draw from the following list.

19th Century Legal Precedents

Lindsay G. Robertson. *Conquest by Law: How the Discovery of America Dispossessed Indigenous Peoples of Their Lands*. New York: Oxford University Press, 2005.

Sidney L. Harring. *Crow Dog's Case: American Indian Sovereignty, Tribal Law, and United States Law in the Nineteenth Century*. New York: Cambridge University Press, 1994.

Blue Clark. *Lone Wolf v. Hitchcock: Treaty Rights & Indian Law at the End of the Nineteenth Century*. Lincoln: University of Nebraska Press, 1994.

Indians and Reservations in American Society

Vine Deloria, Jr., and Clifford Lytle. *The Nations Within: The Past and Future of American Indian Sovereignty*. Austin: University of Texas Press, 1984.

Thomas Biolsi. *Deadliest Enemies: Law and the Making of Race Relations On and Off Rosebud Reservation*. Berkeley: University of California Press, 2001.

Robert A. Williams. *Like a Loaded Weapon: The Rehnquist Court, Indian Rights, and the Legal History of Racism in America*. Minneapolis: University of Minnesota Press, 2005.

Self-Determination

Frank Pommersheim. *Braid of Feathers: American Indian Law and Contemporary Tribal Life*. Berkeley: University of California Press, 1997.

David Wilkins and Tsianina Lomawaima. *Uneven Ground: American Indian Sovereignty and Federal Law*. Norman: University of Oklahoma Press, 2001.

Taiaikake Alfred. *Peace, Power, Righteousness: An Indigenous Manifesto*. New York: Oxford University Press, 1999.

Repatriation

Devon Mihesuah. *Repatriation Reader: Who Owns American Indian Remains?* Lincoln: University of Nebraska Press, 2000.

James Chatters. *Ancient Encounters: Kennewick Man and the First Americans*. New York: Touchstone, 2001.

Race and Tribal Recognition

Circe Sturm. *Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma*. Berkeley: University of California Press, 2002.

Tiya Miles. *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*. Berkeley: University of California Press, 2005.

Casinos and Tribal Recognition

Steven Light and Kathryn R.L. Rand. *Indian Gaming and Tribal Sovereignty: The Casino Compromise*. Lawrence: University Press of Kansas, 2005.

Eve Darian-Smith. *New Capitalists: Law, Politics, and Identity Surrounding Casino Gaming on Native American Land*. New York: Thomson Wadsworth, 2004.

Renée Ann Cramer. *Cash, Color, and Colonialism: The Politics of Tribal Acknowledgment*. Norman: University of Oklahoma Press, 2005.

Fishing and Land Rights

Larry Nesper. *The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights*. Lincoln: University of Nebraska Press, 2002.

Daniel L. Boxberger. *To Fish in Common: The Ethnohistory of Lummi Indian Salmon Fishing*. Seattle: University of Washington Press, 2000.

Alexandra Harmon. *Indians in the Making: Ethnic Relations and Indian Identities Around Puget Sound*. Berkeley: University of California Press, 1998.

Required technology:

Software:

Discord (discordapp.com)

YouTube

Google Meets

Video recording software: Zoom, OBS, or whatever you'd prefer to use

If you use a smartphone, make sure to put the phone in landscape mode and elevate it so that your face is front and center. It should look like a presentation, not a FaceTime call.

Hardware:

Webcam

Microphone

Internet and browser access, preferably on a computer

A note on software: I will organize this course around Discord, a popular communications app. Discord presents us with a much more modern interface than Blackboard and allows for sharing files, having voice chats, video chats, and most importantly, text chats that are broken down into categories. I will record your grades to Blackboard, but otherwise

consider Discord to be the class's landing page. You can find the registration link for Discord on the Blackboard home screen.

Readings, Reading Responses, and Participation:

You **must** complete all readings before the date on the syllabus. We will discuss each reading as a group during our in-class sessions, and all students are **required** to participate.

Additionally, you can engage on Discord about readings and video presentations. This should be treated like you would treat any discussion board in an online community that you are engaged in: take interest, use the material you've been exposed to, and have a good-faith conversation. **Online discussion of video presentations is mandatory.** Other discussion is up to you and is a way to contribute to your participation—**this is a large class and it may be hard to always get in what you want to say during class time.**

Writing Workshop:

Did you know that no one writes well the first time around?

That professional historians use unclear organizations, passive voice, and vagueness often in early drafts? That we rely on criticism from peers to find the weaknesses in our own writing? This is the **writing process**.

For each common book in this class, you will write an argumentative paragraph on the material covered. You will then exchange this with another student in the class and use the writing tips videos that I have recorded and posted to Discord in order to help the author overcome the problems of passive voice, vagueness, and repetition. This will make you a better writer yourself, and also a better teacher of writing.

The **paragraph** is the building block of historical non-fiction. Every paragraph should contain only *one* idea, and each idea should span about *one* paragraph. Organization is key: argumentative topic sentence, evidence, transitory conclusion. Although paragraph length varies in full-length papers, *most* professional-length paragraphs are about three-fourths of a double-spaced page in 12 point Times New Roman font. And while that's hardly a law, we will stick to this format for the sake of this assignment—in order to creatively and properly massage the rules, you first have to master the rules.

I want to make two general comments about writing as professional historians:

1. Historical writing has its own nuanced style guidelines. Since we are primarily interested in processes and agents of change, it is *essential* that we not use passive voice or vague language. These are the major categories that I will emphasize, and I have adapted for you a great series on this from former

AHA president Joe Miller at the University of Virginia (with his consent and encouragement!).

2. Learning to write is not about taking a few classes and mastering the process. It's more like weight training or learning an instrument: it comes through practice. I didn't learn to write well until I reached the professional level, and even then, I spent years refining my style. Through practice, you will internalize these rules and, paper by paper, become a better writer. The payoff isn't about this course, it's about your future as a writer.

Don't hold back on evaluating peer work and don't take criticism personally—this is all constructive. In the end, this will not only make you better able to understand why your writing is not clear, but also to understand where you yourself don't understand the material as well as you think you do.

You all come from different writing backgrounds and experience levels. As such, I will assess your performance on this assignment with a blend of base-level expectations **and** individual improvement.

Indian Country Today Assignment

One of the online assignments in this class is to regularly read *Indian Country Today*, a newspaper owned by the National Congress of American Indians. The newspaper explores history and current events as they relate to indigenous peoples in the United States today. Keep in mind that, like any media news source, *Indian Country Today* reflects the biases of its authors and operators.

I have opened a discussion channel on Discord and I expect you to engage with current events on Blackboard discussion. If time permits, we can discuss issues you bring from your weekly reading in class.

Individual Book Lesson

Each of you will be responsible for recording one 30-40 minute lesson based on a book that I will assign to you. These books cover major issues in Native American history and will be a good way to expose the class to a breadth of issues over the course of the semester. This is different from other classes I've taught--everyone will do **one** presentation and I expect them to be more content based. Record these and upload them to YouTube (all videos can be unlisted).

Historiographical Syllabus:

In the end, I will ask you to design an **annotated** course syllabus using the readings from this class (including from the presentations). Justify your themes, assignments, and course objectives by demonstrating a nuanced understanding of the literature. The

annotated text should equate to a roughly 10 page double-spaced paper, though formatting choices may make final page lengths vary.

ASSESSMENT AND GRADING:

All of my assessment materials draw on standards developed by faculty at Fitchburg State University. You can find these standards at:

http://catalog.fitchburgstate.edu/content.php?catoid=13&navoid=851#Grading_Policy
<http://www.fitchburgstate.edu/academics/liberal-arts-sciences-program/liberal-arts-sciences-rubrics/>

Grades are awarded on a numerical scale as follows:

4.0	A	95 –100
3.7	A-	92 – 94
3.5	A-/B+	89 - 91
3.3	B+	86 – 88
3.0	B	83 – 85
2.7	B-	80 – 82
2.5	B-/C+	77 – 79
2.3	C+	74 – 76
2.0	C	71 – 73
1.7	C-	69 – 70
1.5	C-/D+	67 – 68
1.3	D+	64 – 66
1.0	D	60 – 63
0.0	F	0 – 59

I have attached rubrics to the end of this syllabus. **Please read each one carefully before you begin the assignment so you are completely familiar with what I am looking for.**

