HIS 9A – Introduction to Native American Studies
Summer 2017, Tuesdays & Thursdays, 9-12:30, J Basking Engineering 169

Instructor:
Dr. Martin Rizzo
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Office Hours: By appointment

Course Description
This course is a survey of the history of the Indigenous peoples of North America. The course introduces students to the unique challenges and misconceptions surrounding the study of Native American history. Issues of contact, trade, war, religion, Native resistance to colonial encroachment, mutual misunderstandings, and assimilation are among the themes that we will explore. Attention will be given to the persistence, change, and adaptation of Native cultures to historical conditions as well as individual and community efforts to maintain sovereignty and cultural identity. Students will also explore methodological and ethical issues pertaining to the research and writing about Native American history. Thematically, this course will survey themes in Native American history yesterday and today: issues relating to pre-contact Indigenous history, Indian removal, special considerations around Indigenous Californian history, the assimilation era, and the Red Power movement.

Required Texts
3) Selected Readings posted to Canvas.

Course Requirements
Attendance: Since this is a compact five-week class that will cover a lot of material during each scheduled class time, attendance at every class is mandatory. More than one absence will result in a failing grade.
Reading, Discussion, Participation, In-Class Writing Assignments: Students are expected to attend lecture, do the required weekly readings, and come to each class prepared to discuss the assigned readings for that particular day.
Short Essay: Each student is required to write one 5-6 page essay as your final research paper. Each student can choose their topic out of a few options, which we will discuss in class. This essay will require students to focus on one particular Native American group in detail. Students must choose their group by the Thursday of the second week of the course. I will distribute more information about this paper during the first week of class.
Weekly Reading Responses: Students are required to write a total of three reading responses, 3 pages in length. Questions will be provided on Canvas for each reading response paper.

NOTE: All assignments must be posted to Canvas. I will not accept hardcopies. Also, each assignment is due to be posted to Canvas by the beginning of the class (9 am). Late assignments will be docked a full letter grade (-10%) for each day that they are late.
Grade Breakdown
Attendance 10%
Reading, In-Class Discussion, and Class Participation 30%
Short Essay on one Native American Group (4-5 pages) 30%
Reading Response Papers (3 x 10% each) 30%

Accommodation for Students with Disabilities
If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me during my office hours or by appointment, preferably within the first week of the Summer Session. Contact DRC by phone at 831-459-2089 or drc@ucsc.edu for more information.

Week 1: Introduction to Native American History, First Contacts
Week 1 Reading: 1) Mihesuah, American Indians: Stereotypes and Realities, Entire Book
2) TEXTBOOK: Calloway, First Peoples, Ch. 1 (pgs. 14-38, 65-71)

Lecture 6/27: Introduction to Native American History
Methodological and Ethical Issues Regarding the Study of Native Americans
North America before European Colonization
Possible Film: Mystery of Chaco Canyon

Lecture 6/29: First Contacts with Europeans (French, English and Spanish)
Film: After the Mayflower
In class 6/29: Be prepared to discuss Mihesuah’s American Indians: Stereotypes and Realities

Week 2: Indian Removal & Relocation
Week 2 Reading: 1) TEXTBOOK: Calloway, First Peoples, Ch. 5 (pg. 274-325)
2) Donna L. Akers, “Removing the Heart of the Choctaw People: Indian Removal from a Native Perspective”

Lecture 7/4: 4th of July Holiday – NO CLASS

Lecture 7/6: Indian Removal
Film: Trail of Tears
In class 7/6: Bring Calloway textbook to class and be prepared to discuss all readings from the Calloway chapters (including from Week 1) & Akers.
DUE 7/6: Students must let me know by this day which option they will write about for their essay.

Week 3: Indigenous California: Missions, Scalp Bounties, and Genocide
Week 3 Reading: 1) TEXTBOOK: Calloway, First Peoples, (pgs. 366-369)
3) Lee Panich, “After Saint Serra: Unearthing Indigenous histories at the California Missions.”
4) Lisbeth Haas, “Pablo Tac and the Subversive Power of the Translator.”
7) Martin Rizzo, “Indigenous Justice or Padre Killers?”

Lecture 7/11: Spanish colonization of California: Missions & Warfare
In class 7/11: Be prepared to discuss Haas, Miranda, Rizzo, and Panich.
DUE 7/11: Reading Response Paper on the Trail of Tears

In class 7/13: Be prepared to discuss the rest of this weeks readings.

Week 4: Assimilation

Week 4 Reading: 1) TEXTBOOK: Calloway’s First Peoples, Ch. 7 (412-481).
3) Smith, “Boarding School Abuses, Human Rights, and Reparations.”
4) Jean M. O’Brien “‘Vanishing’ Indians in Nineteenth-Century New England”

Lecture 7/18: The end of the Indian Wars
Film: Paha Sapa: Struggle for the Black Hills
In class 7/18: Be prepared to discuss Calloway’s First Peoples, Ch. 7 & O’Brien.
DUE 7/18: Response Paper on California Missions

Lecture 7/20: Assimilation era policies: Boarding Schools & Allotment
Film: Our Spirits Don’t Speak English: Indian Boarding Schools
In class, 7/20: Be prepared to discuss Sneed & Smith

Week 5: Relocation, Termination, and the birth of Red Power

Week 5 Reading: 1) TEXTBOOK: Calloway’s First Peoples, Ch. 8 & 9 (pgs. 484-610).
2) Langston, Amerian Indian Women’s Activism in the 1960s and 1970s.

Lecture 7/25: Termination & Relocation, Red Power
Film: A Good Day to Die.
In Class 7/25: Be prepared to discuss Calloway, and Langston.
DUE 7/25: Response Paper on Standing Rock due

DUE 7/28: Final Paper due (upload to Canvas).