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Office Hours: 12:00-1:00 T&R, and by appointment

Description

Modern Native American and Indigenous history is far more than just the history of the land loss or the suppression of culture and language. Indeed, Native peoples in the United States share fascinating stories of cultural survival despite histories of violence and genocide. Theirs is a story of changing ideas about the world and our place in it. It is the story of work, politics, and migration. But it is also a story of turmoil. It is a story of lives cut short and lands lost, of children stolen, of oppression and discrimination. And ultimately, it is a story of survival.

How have Indigenous peoples in the United States navigated the turbulent centuries of American settler colonialism since 1800? And how have they remade themselves into the vibrant and richly diverse peoples that they are in the present? This course explores recent historiographical debates in the field of Modern U.S. Indigenous history. It seeks to situate Indigenous peoples within the broader context of U.S. cultural, social, and political history. Delving deep into a vibrant, exciting, and robust conversation about Indigenous histories of culture, genocide and survival in the United States, this course introduces students to various historical methodologies for working with Indigenous peoples, including the use of ethnohistorical methodologies, Indigenous literatures, oral histories, and individual biographies. We will also discuss the politics of Indigenous history and the ethics of conducting research with Indigenous peoples.

Goals

In this course, students will:

- Enhance their knowledge of Native American and Indigenous history in the United States.
- Explore the connections between broader United States historiography and the historiography in the field of Native American and Indigenous history.
- Practice critical reading and analysis of recent scholarship.
- Consider how interdisciplinarity shapes this subfield of United States history

Required Texts

Sleeper-Smith, et al., *Why You Can't Teach United States History without American Indians*
Ari Kelman, *A Misplaced Massacre*
Jean Dennison, *Colonial Entanglement*
Cathleen Cahill, *Federal Fathers and Mothers*
Jeni O'Brien, *Firsting and Lasting*

John Troutman, *Kika Kila*
 Josh Reid, *The Sea is my Country*
 Coll Thrush, *Indigenous London*
 Christina Snyder, *Great Crossings*
 Boyd Cothran, *Remembering the Modoc War*
 Susan Sleeper-Smith, *Indigenous Prosperity and American Conquest*
 Michael McDonnell, *Masters of Empire*
 David Chang, *The World and All the Things Upon It*
 – Frederick Hoxie, *This Indian Country*
 – Malinda Lowery, *The Lumber Indians*

- In addition, we will read articles and book chapters throughout the semester. These will be available on Blackboard.

Grading Scale:

500-470 = A	384-365 = C
469-450 = A-	364-350 = C-
449-435 = B+	349-335 = D+
434-415 = B	334-315 = D
414-400 = B-	314-300 = D-
399-385 = C+	299-000 = F

Assignments

50 points - Class Discussion Leader

60 points - Weekly Responses

60 points - Critical Essay #1

60 points - Critical Essay #2

60 points - Critical Essay #3

60 points - Critical Essay #4

150 points - Final Paper

500 points - TOTAL

**** - You must complete all graded work in the class.**

Attendance and Participation

Because this is a discussion-based course, attendance and active participation are crucial to its success. I expect you to attend class regularly and promptly. Please let me know in advance if you will not be able to attend a session. You are expected to participate actively in class discussions, posing questions to your classmates and asking for their thoughts on challenging portions of the reading. Since I expect these things of every student, I will not grade participation separately. Only if your contributions are deficient will I factor that into your final course grade.

Class Discussion Leader

Each student will lead a portion of class discussion during one class meeting this semester. The discussion leader should prepare 5-10 specific and/or open-ended questions to stimulate discussion and should be ready to provide follow-up questions as the discussion evolves. Prior to the class session, the discussion leader should meet with Dr. GP to help prepare. After the class session, the student should write a one-page reflection, summarizing his/her thoughts on the discussion. The grade for this assignment is based upon the questions, the written summary/reflection, and the discussion leader's preparedness/professionalism.

Weekly Responses

Each week, students are required to write a brief response to the weekly reading and submit them to the Discussion section of Blackboard by 2pm on Thursdays when our class meets.

The responses are designed to help you prepare for the class discussions, read actively, think critically about the readings, and write critically, but respectfully about scholarly work.

- The responses should:

- 1) Summarize the thesis of the book or of a particular chapter in the book.
- 2) What kinds of primary sources does the author engage?
- 3) What are the three most important secondary sources the author engages?
State briefly how s/he engages these works i.e., draws on them for support, refutes existing arguments/ paradigms, borrows a theoretical model, etc.
- 4) What questions does the work leave unanswered or raise for future study?
(Note: this is not a place to critique the author's style or tone unless it is germane to the questions raised by the book.)

Critical Response Essays

Students will write four critical essays throughout the semester. As this class is designed upon the graduate reading seminar model, this is most appropriate form of assessment. Students will be provided with a writing prompt that might ask them to compare readings, or focus on a specific reading only. You will only need to use course materials to complete the assignment. Each essay will vary in page-length.

Final Paper Historiographical Essay

Your final paper this semester will be a historiographical essay focusing on an aspect of Native American history of your choosing. Each student should meet with me at least once during the semester (but preferably twice) to discuss their topic and progress. I can also provide some examples of historiographical essays to use as model.

The essay should be 15-18 pages in length and address at least 8 books (or 7 books and 2 articles). Please use Chicago style citations, standard font and margins. At our final class meeting, each student will present a summary (5-7 minutes in length) of his/her essay.

This assignment should be fun while simultaneously giving you experience with public presentation, allow you to write critically but respectfully about the work of Native American historians, and help you practice placing scholarly work into a historiographic framework.

TENTATIVE SCHEDULE

UNIT ONE: PLACE AND PLACE-STORIES

Week 1 (Jan. 22): Course Introduction

Class Introduction

Readings:

- Susan Sleeper-Smith, et. al, *Why You Can't Teach United States History Without American Indians*, selections

Week 2 (Jan. 29): Indians and Cities

Readings:

- Coll Thrush, *Indigenous London*

Week 3 (Feb. 5): Local Histories and Native Extinction

Readings:

- Jeani O'Brien, *Firsting and Lasting*

Week 4 (Feb. 12): The Middle Ground Revisited

Readings:

- Michael McDonnell,

Critical Essay #1 -- DUE

UNIT TWO: MEMORY, CULTURE, AND LABOR

Week 5 (Feb. 19): Native Hawaiians and Rock n Roll

Readings:

- John Troutman, *Kika Kila*

Week 6 (Feb. 26): Memorials and the Enduring Legacies of U.S.-Native Violence

Readings:

- Ari Kelman, *A Misplaced Massacre*
- Boyd Cothran, *Remembering the Modoc War*

Week 7 (Mar. 5): Indigenous Women, Labor, and Village Worlds

Readings:

- Susan Sleeper-Smith, *Indigenous Prosperity and American Conquest*

Critical Essay #2 -- DUE

Week 8 (Mar. 12): Class Cancelled — Spring Break

UNIT THREE: GENDER AND THE STATE

Week 9 (Mar. 19): Only the Home Can Found a State

Readings:

- Cathleen Cahill, *Federal Fathers and Mothers*

Week 10 (Mar 26): Peoplehood and the Bi-Racial South

Readings:

- Malinda Lowery, *The Lumbee Indians*

Week 11 (Apr 2): Individuals, Tribes, Nations

Readings:

- Frederick Hoxie, *This Indian Country*

- Jean Dennison, *Colonial Entanglement*

Critical Essay #3 -- DUE

UNIT FOUR: RACE, PLACE, AND MOVEMENT

Week 12 (Apr. 9): Class Cancelled — Dr. GP will be presenting research and doing 1000 other things at the Organization of American Historians Annual Meeting in Philadelphia

Readings:

- David Chang, *The World and All the Things Upon It*

Week 13 (Apr. 16): Seafaring and the Contingency of Race

Readings:

- Josh Reid, *The Sea is My Country*

Week 14 (Apr. 23): Rethinking Place and Jacksonian America

Readings:

- Christina Snyder, *Great Crossings*

Critical Essay #4 -- DUE

Week 15 (Apr. 30): Presentations

**** Final Project Essay DUE during Final Exam Week**

Disability Accommodations

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell me.

A Note about Communication

Student privacy is governed by the **Family Educational Rights and Privacy Act (FERPA)** and is an essential aspect of any course. Email is a necessary part of life in the digital age. I will communicate with you via email throughout the semester and will use your Masonlive. I do not accept "I did not check my email" as a valid excuse. I check my email frequently and will strive always to respond to your questions and concerns as soon as possible. See <http://masonlive.gmu.edu> for more information.

A Note about Academic Integrity:

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely.

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.