

HIST 469: Native Nations and the United States  
Fall 2021  
Instructor: Ostler

#### LAND ACKNOWLEDGEMENT:

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the UO, to Oregon, and to the world.

#### COURSE DESCRIPTION:

This course provides an overview of the relationship between Native Nations (aka American Indian Nations) within the United States from the origins of the United States to the present. On one hand, Native Nations were sovereign entities prior to 1776 and have continued to remain sovereign peoples. On the other hand, U.S. settler colonialism has worked against a recognition of Native sovereignty and its practical exercise by Native communities. The course will look at the histories of several Native Nations, though we will pay particular attention to the Ojibwe people, since a fictional Ojibwe reservation is the setting for one of the main readings for the course, Louise Erdrich's novel, *The Round House*, which was the UO Common Reading for 2017-18.

#### READINGS:

You will need to get a copy of two books. Both are available at the Duckstore.

1. Brenda Child, *Holding Our World Together: Ojibwe Women and the Survival of Community*
2. Louise Erdrich, *The Round House*. Note: if you have already read *The Round House*, let me know and I will suggest an alternative reading.

There are also several articles and book chapters. Links to them are under the weekly modules.

#### REQUIREMENTS:

1. A take-home midterm, due Monday, November 1, at midnight. The midterm will require you to write a four-page essay in response to a choice of prompts. 20%
2. A take-home final, due Monday, December 6, at 2:30 p.m. (the end of the exam time set for this course). The final will require you to write a four-page essay in response to a choice of prompts. You will also be asked to answer several multiple choice/true false questions. 25%

3. A final project on a contemporary issue affecting Indigenous communities and its historical background. Due Thursday, December 9 at midnight. The project can take the form of a standard research paper (4-5 pages), a newspaper article or op/ed piece (4-5 pages), a slide presentation (10-12 slides), or some other form of your choosing (with my permission). 25%

4. Participation in class, including making two presentations as a member of a small group. 20%

5. Weekly quizzes. These will be available after the Thursday session and you will have until Monday at midnight to complete them. They are open book/open notes. 10%

#### LEARNING OBJECTIVES:

Here are some of the things I hope you'll learn from the course:

1. The basis for the sovereignty of Native Nations.
2. U.S. settler colonialism and its impact on Native sovereignty and Native people.
3. Key court decisions and policies affecting Native Nations.
4. The persistence of Native Nations and the strategies they have used to survive.
5. Some of the present-day issues of particular concern to Native Nations.

#### OFFICE HOURS:

I will be in my office on Tuesdays after class (3:30-4:30) and Thursdays before class (12:30-1:30). I would love to have you stop by to chat about the course or anything else and/or to answer questions or go over assignments. My office is 385 McKenzie Hall.

I am also available by appointment on Mondays, Wednesdays, and some Fridays by zoom. Email me at [jostler@uoregon.edu](mailto:jostler@uoregon.edu) and we can set up a time.

#### GRADING CRITERIA:

The following criteria, formulated by the History Department, will be employed for all written work:

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the

assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question.

#### STUDENT CONDUCT CODE:

Students should be aware of the Student Conduct Code: <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>.

#### SCHEDULE:

##### Week One: Basic concepts

9/28: Sovereignty of Native Nations

Reading: Wilkins, "Indian Peoples are Nations, Not Minorities"

9/30: Sovereignty (continued)/settler colonialism

Reading: Child, *Holding Our World Together*, pp. 1-30

Wolfe, "Settler Colonialism and the Elimination of the Native"

##### Week Two: Foundational policies and Indigenous strategies

10/5: "Merciless Indian Savages"/Treaties/"Just and Lawful War"

Reading: Ostler, "The Shameful Final Grievance of the Declaration"

Ostler, "'Just and Lawful War' as Genocidal War"

10/7: Indigenous strategies: direct resistance, migration, accommodation

Reading: Calloway, chapters from *The Shawnees and the War For America*

Research: Where did Tecumseh travel to organize his resistance movement? Which Nations did he visit?

##### Week Three: Indian removal

10/12: Discovery doctrine and removal policy

Reading: Echo-Hawk, "Johnson v. M'Intosh"

Perdue and Green, "Indian Removal"

10/14: "Domestic dependent nations"/Trails of Tears

Reading: excerpts from Cherokee Nation v. State of Georgia and Worcester v. Georgia

Perdue and Green, "Resisting Removal"

Research: How many Native Nations with homelands east of the Mississippi River were removed to the west?

Week 4: Economies, Identities, and Reservations

10/19: Ojibwe history to 1920

Reading: Child, Holding Our World Together, pp. 31-96

10/21: Treaties and identities in the Pacific Northwest

Reading: Fisher, "Making Treaties, Making Tribes"

Research: What lands were ceded by the Kalapuyas and Molalas in the 1855 Treaty? Is there a map of these lands? How much did the United States pay the Kalapuyas and Molalas for these lands?

Week 5: Genocide

10/26: Rethinking the "Indian Wars" as genocide

Reading: Jacoby, "The Bloody Ground"

10/28: Coercive assimilation

Reading: McBride, "Lessons from Canada"

Lomawaima, "Reckoning with American Indian Boarding Schools Requires Accountability, Not Pity"

Research: What off-reservation boarding schools existed in Washington, Oregon, and California? When were they founded? Do any of them still exist?

Week 6: Modernity

11/2: Problems of citizenship

Reading: Bruyneel, "Challenging American Boundaries"

11/4: Automobiles

Reading: Deloria, "Technology: 'I Want to Ride in Geronimo's Cadillac'"

Research: What are some of the vehicles (automobiles, motorcycles, RVs) named after Native Nations or individuals? Are there any efforts to get them changed (similar to efforts to get rid of offensive mascots)?

Week 7: Land and #landback

11/9: The creation of "wilderness" on Indigenous lands

Reading: Spence, "Backbone of the World" and "Crowning the Continent"

Treuer, "Return the National Parks to the Tribes"

Research: What is the #landback movement?

11/11: Lakotas and the Black Hills/Standing Rock

Reading: Estes, "The Battle for the Black Hills"

Ellis, "Centering Sovereignty"

Week 8: Settler colonialism and Indigenous strategies, 1920s-1970s

11/16: 1920s-1930s

Reading: Child, *Holding Our World Together*, pp. 97-138

11/18: 1940s-1970s

Reading: Child, *Holding Our World Together*, pp. 139-160

Research: What is the Line 3 pipeline? What are Ojibwe people doing to try to stop it?

Week 9: Introduction to the issue of rape of Indigenous women

11/23: Sarah Deer's analysis

Reading: Deer, excerpt from *The Beginning and End of Rape*

Watch: Interview with Sarah Deer

Presentation: Key questions for discussion of Deer

11/25: No class

Week 10: The Round House

11/30: Presentations on The Round House

Reading: Erdrich, The Round House

12/2: Presentations continued