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Richmond C. Clow

University of Montana - Missoula, clowrl@mso.umt.edu

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NAS 466

History of Indian Affairs from 1890

Fall Semester, 2013

Office NAS 203

R. Clow

NAC 202

Office Hours, 11:00 - 12:00 Monday and Wednesday

This is a one-semester course that examines the historical, legal, and economic development stories of United States policies of underdevelopment and colonialism toward tribal Americans both as individuals and members of tribal nations. This class will trace the development of the nation's attitudes and policies from 1890 to present. The course will stress why the United States developed specific policies toward tribal Americans at specific times and will evaluate the effects of these policies on tribal Americans and their responses. This class will not only stress policy development, but will also examine tribal responses to this outside policy implementation and encroachment. This is important because tribal leaders have attempted to maintain their unique cultural, political, and territorial autonomies in the face of changing legal and ethical relations with the United States.

The course objectives are to have the students understand the relationship between tribal America and the United States and local governments, the history of tribal America in the last century, to think critically about the relationship between cultural different communities, and understand tribal groups dreams and aspirations. Student should also understand the contradiction between belief and reality. Students will want to know the password for ereserve, Mansfield Library, NASX466.

Lecture Topics:

August	26	Introduction
	28	<u>Standing Bear v. Crook</u>
	30	The Cry for Citizenship
September	4	The Omaha Allotment Act of 1882
	6	The General Allotment Act and Citizenship
	9	Allotting and Leasing The Reservations
	11	Forcing the Patents
	13	Forcing the Patents
	16	The Destruction of the Land Base
	18	Logging the Reservations
	20	Menominee Logging
	23	Menominee Logging
	25	The Progressive Era Conservation and Tribal Forests
	27	Minnesota Chippewa Forests
	30	The Irrigation Experiment and Water Rights
October	2	The Blackfeet Indian Irrigation Project
	4	The San Carlos Apache Irrigation Project
	7	Life Under Charles Burke
	9	Apache Wage Labor

	11	The New Reformers of the 1920s
	14	Charles Rhoads and the Origin of Change
	16	John Collier and the Indian New Deal
	18	John Collier and the Indian New Deal
	21	Eugene Little and the Rosebud New Deal
	23	Dismantling the New Deal
	25	Dismantling the New Deal
	28	World War II
	30	World War II
November	1	Post-War Crisis at Home
	4	The Indian Claims Commission
	6	Tribal Rehabilitation and Relocation
	8	Termination Resolution, HCR 108
	13	The War on Poverty, OEO
	15	Menominee Termination and Restoration
	18	The Era of Self Determination
	20	What Went Wrong, What Went Right (Cigarettes)
	22	The New Resources Wars, Oil, Coal, and Water
	25	The New Resources Wars, Oil, Coal, and Water
December	2	The New Resources Wars, Oil, Coal, and Water
	4	1988, Gaming and the Loss of Sovereignty
	6	Tribal-State-Federal Relations At the 21 Century

Attendance:

Attendance is not required for this class, but students will be held responsible for all material covered during class lectures. Students are also responsible for all assigned readings.

Grading:

The essays on the articles and lecture material will be included in your total grade. There will be a mid-term and a final take home examination will be given throughout the semester and will be placed on reserve. The ability to express one's self is crucial in these take home examinations and this includes both writing and analysis. There will a small research paper, where you must pay close attention to detail, organization, and conclusion. There will be from two to three essays, and they may have several parts and questions. The use of additional sources will improve one's grade. So too will critical thinking. Also, you must use complete citations of any form you choose, including endnotes, footnotes, MLA, or other. You must cite ideas, not just quotes. To do only the latter is unethical. The exams will be worth two thirds of your grade and the weekly reading assignments will be valued at one third of your grade. Your first readings will be due on September 6, 2013. There will be no readings due on the week of Thanksgiving break.

Graduate Students: Graduate students will have extra assignments as determined by the instructor.

Research Paper:

All undergraduate students who want an A must write and all graduate students must also complete this assignment. Just doing the research paper does not insure an A for the class. This assignment requires that you must be able to express yourself clearly in writing, the same as other assignments; therefore standards will be high for the assignments submitted for this option. Graduate students will be required to complete this option.

Academic Honesty:

The University of Montana expects its students to be academically honest, particularly in regards to plagiarism. Plagiarism is taking someone else's ideas and thoughts and presenting them as one's own. Copyright laws are rigid as it concerns plagiarism, as is the University. Please refer to pages 21-22 of the current University catalog for more specific information regarding penalties for such action. Academic dishonesty in Native American Studies classes will result in a failing grade in the course and disciplinary action consistent with University policies.

Grading Option:

Grades in this class are traditional grades only.

Readings:

Please read these articles online. There is no need to print these articles. When reading, take care to comprehend these readings as that will help you to earn high marks. These readings will be available on JSTOR and there have been placed ereserve in the Mansfield Library. Students will have to browse the reading list and determine what readings follow the lectures. Every Friday, the students will have to submit a one to two page essay on the readings for previous week stating the author's theme or thesis and conclusions. Again all proper citations will be required.

Week 1

J. Orin, "Oliphant Encroachments of Cattlemen on Indian Reservations in the Pacific Northwest, 1870-1890," Agricultural History, Vol. 24, No. 1 (Jan., 1950), pp. 42-58.

Valerie Sherer Mathes, "Helen Hunt Jackson and the Ponca Controversy," Montana: The Magazine of Western History, Vol. 39, No. 1 (Winter, 1989), pp. 42-53.

Valerie Sherer Mathes, "The California Mission Indian Commission of 1891: The Legacy of Helen Hunt Jackson," California History, Vol. 72, No. 4 (Winter, 1993/1994), pp. 338-359.

Week 2

Burton M. Smith, "The Politics of Allotment: The Flathead Indian Reservation as a Test Case," *The Pacific Northwest Quarterly*, Vol. 70, No. 3 (Jul., 1979), pp. 131-140.

Barbara Leibhardt, "Allotment Policy in an Incongruous Legal System: The Yakima Indian Nation as a Case Study, 1887-1934," *Agricultural History*, Vol. 65, No. 4 (Autumn, 1991), pp. 78-103.

Ross R. Cotroneo, Jack Dozier, "A Time of Disintegration: The Coeur d'Alene and the Dawes Act," *The Western Historical Quarterly*, Vol. 5, No. 4 (Oct., 1974), pp. 405-419.

Alexandra Harmon, "American Indians and Land Monopolies in the Gilded Age," *The Journal of American History*, Vol. 90, No. 1 (Jun., 2003), pp. 106-133.

Week 3

Berlin B. Chapman, "The Cherokee Commission, 1889-1893," *Indiana Magazine of History*, Vol. 42, No. 2 (June, 1946), pp. 177-190.

Tom Holm, "Indian Lobbyists: Cherokee Opposition to the Allotment of Tribal Lands," *American Indian Quarterly*, Vol. 5, No. 2 (May, 1979), pp. 115-134.

Khaled J. Bloom, "An American Tragedy of the Commons: Land and Labor in the Cherokee Nation, 1870-1900," *Agricultural History*, Vol. 76, No. 3 (Summer, 2002), pp. 497-523.

Merrill Edward Gates, "Land and Law as Agents in Educating Indians," *The Independent ... Devoted to the*; Nov 5, 1885; 37, 1927; American Periodicals Series Online p, 6.

Week 4

Thomas R. Wessel, "Agent of Acculturation: Farming on the Northern Plains Reservations, 1880-1910," *Agricultural History*, Vol. 60, No. 2 (Spring, 1986), pp. 233-245.

Leonard A. Carlson, "The Dawes Act and the Decline of Indian Farming," *The Journal of Economic History*, Vol. 38, No. 1, The Tasks of Economic History (Mar., 1978), pp. 274-276.

David L. Wood, "American Indian Farmland and the Great War," *Agricultural History*, Vol. 55, No. 3 (Jul., 1981), pp. 249-265.

William T. Hagan, "Kiwias, Comanches, and Cattlemen, 1867-1906: A Case Study of the Failure of U.S. Reservation Policy," *Pacific Historical Review*, Vol. 40, No. 3 (Aug., 1971), pp. 333-355.

Week 5

Daniel F. Littlefield, Jr., Lonnie E. Underhill, "Timber Depredations and Cherokee Legislation 1869-1881," *Journal of Forest History*, Vol. 18, No. 1/2 (Apr., 1974), pp. 4-13.

Royce Kurtz, "Timber and Treaties: The Sauk and Mesquakie Decision to Sell Iowa Territory," *Forest & Conservation History*, Vol. 35, No. 2 (Apr., 1991), pp. 56-64.

Sandra L. Faiman-Silva, "Tribal Land to Private Land: A Century of Oklahoma Choctaw Timberland Alienation from the 1880s to the 1980s," *Journal of Forest History*, Vol. 32, No. 4 (Oct., 1988), pp. 191-204.

J. P. Kinney, Elwood R. Maunder, George T. Morgan, Jr., "Beginning Indian Lands Forestry": An Oral History Interview," *Forest History*, Vol. 15, No. 2 (Jul., 1971), pp. 6-15.

Brian C. Hosmer, "Reflections on Indian Cultural "Brokers": Reginald Oshkosh, Mitchell Oshkenaniew, and the Politics of Menominee Lumbering," *Ethnohistory*, Vol. 44, No. 3 (Summer, 1997), pp. 493-509.

Week 6

Norris Hundley, Jr., "The Dark and Bloody Ground of Indian Water Rights: Confusion Elevated to Principle," *Western Historical Quarterly*, Vol. 9, No. 4 (Oct., 1978), pp. 455-482.

Norris Hundley, Jr., "The "Winters" Decision and Indian Water Rights: A Mystery Reexamined," *The Western Historical Quarterly*, Vol. 13, No. 1 (Jan., 1982), pp. 17-42.

Daniel McCool, "Precedent for the Winters Doctrine: Seven Legal Principles," *Journal of the Southwest*, Vol. 29, No. 2 (Summer, 1987), pp. 164-178.

Donald J. Pisani, "Irrigation, Water Rights, and the Betrayal of Indian Allotment," *Environmental Review: ER*, Vol. 10, No. 3 (Autumn, 1986), pp. 157-176.

Christian W. McMillen, "Rain, Ritual, and Reclamation: The Failure of Irrigation on the Zuni and Navajo Reservations, 1883-1914," *The Western Historical Quarterly*, Vol. 31, No. 4 (Winter, 2000), pp. 435-456.

Week 7

David H. Dejong, "Abandoned Little by Little:" The 1914 Pima Adjudication Survey, Water Deprivation, and Farming on the Pima Reservation," *Agricultural History*, Vol. 81, No. 1 (Winter, 2007), pp. 36-69.

Leonard A. Carlson, "Federal Policy and Indian Land: Economic Interests and the Sale of Indian Allotments, 1900-1934," *Agricultural History*, Vol. 57, No. 1 (Jan., 1983), pp. 33-45.

Megan Benson, "The Fight for Crow Water: Part I, the Early Reservation Years through the Indian New Deal," *The Magazine of Western History*, Vol. 57, No. 4 (Winter, 2007), pp. 24-42, 94-96.

Orlan J. Svingen, "Reservation Self-Sufficiency: Stock Raising vs. Farming on the Northern Cheyenne Indian Reservation, 1900-1914," *Montana: The Magazine of Western History*, Vol. 31, No. 4 (Autumn, 1981), pp. 14-23.

Week 8

Erik M. Zissu, "Conscription, Sovereignty, and Land: American Indian Resistance during World War I," *The Pacific Historical Review*, Vol. 64, No. 4 (Nov., 1995), pp. 537-566.

Michael L. Tate, "From Scout to Doughboy: The National Debate over Integrating American Indians into the Military, 1891-1918," *The Western Historical Quarterly*, Vol. 17, No. 4 (Oct., 1986), pp. 417-437.

David L. Wood, "American Indian Farmland and the Great War," *Agricultural History*, Vol. 55, No. 3 (Jul., 1981), pp. 249-265.

Wilbert H. Ahern, "An Experiment Aborted: Returned Indian Students in the Indian School Service, 1881-1908," *Ethnohistory*, Vol. 44, No. 2 (Spring, 1997), pp. 263-304.

Russel Lawrence Barsh, "American Indians in the Great War," *Ethnohistory*, Vol. 38, No. 3 (Summer, 1991), pp. 276-303.

Week 9

Melissa L. Meyer, "We Can Not Get a Living as We Used To": Dispossession and the White Earth Anishinaabeg, 1889-1920," *The American Historical Review*, Vol. 96, No. 2 (Apr., 1991), pp. 368-394.

Robert B. Campbell, "Newlands, Old Lands: Native American Labor, Agrarian Ideology, and the Progressive-Era State in the Making of the Newlands Reclamation Project, 1902-1926," *Pacific Historical Review*, Vol. 71, No. 2 (May 2002), pp. 203-238.

Wilbert H. Ahern, "An Experiment Aborted: Returned Indian Students in the Indian School Service, 1881-1908," *Ethnohistory*, Vol. 44, No. 2 (Spring, 1997), pp. 263-304.

William J. Bauer, Jr., "We Were All Migrant Workers Here": Round Valley Indian Labor in Northern California, 1850-1929," *The Western Historical Quarterly*, Vol. 37, No. 1 (Spring, 2006), pp. 43-63.

Thomas G. Andrews, "Turning the Tables on Assimilation: Oglala Lakotas and the Pine Ridge Day Schools, 1889-1920s," *The Western Historical Quarterly*, Vol. 33, No. 4 (Winter, 2002), pp. 407-430.

Week 10

Margaret D. Jacobs, "Shaping a New Way: White Women and the Movement to Promote Pueblo Indian Arts and Crafts, 1900-1935," *Journal of the Southwest*, Vol. 40, No. 2 (Summer, 1998), pp. 187-215.

Clyde Ellis, "'There Is No Doubt... the Dances Should Be Curtailed': Indian Dances and Federal Policy on the Southern Plains, 1880-1930," *The Pacific Historical Review*, Vol. 70, No. 4 (Nov., 2001), pp. 543-569.

K. Tsianina Lomawaima, "Domesticity in the Federal Indian Schools: The Power of Authority over Mind and Body," *American Ethnologist*, Vol. 20, No. 2 (May, 1993), pp. 227-240.

Ronald N. Satz, "Tell Those Gray Haired Men What They Should Know": The Hayward Indian Congress of 1934," *The Wisconsin Magazine of History*, Vol. 77, No. 3 (Spring, 1994), pp. 196-224.

Eric V. Meeks, "The Tohono O'odham, Wage Labor, and Resistant Adaptation, 1900-1930," *The Western Historical Quarterly*, Vol. 34, No. 4 (Winter, 2003), pp. 468-489.

Week 11

Ronald N. Satz, "Tell Those Gray Haired Men What They Should Know": The Hayward Indian Congress of 1934," *The Wisconsin Magazine of History*, Vol. 77, No. 3 (Spring, 1994), pp. 196-224.

Robert A. Trennert, "The Federal Government and Indian Health in the Southwest: Tuberculosis and the Phoenix East Farm Sanatorium, 1909-1955," *The Pacific Historical Review*, Vol. 65, No. 1 (Feb., 1996), pp. 61-84

William R. Coffeen, "The Effects of the Central Arizona Project on the Fort McDowell Indian Community," *Ethnohistory*, Vol. 19, No. 4 (Autumn, 1972), pp. 345-377.

Calvin W. Gower, "The CCC Indian Division: Aid for Depressed Americans, 1933-1942," *Minnesota History*, Vol. 43, No. 1 (Spring, 1972), pp. 3-13.

Stephen J. Kunitz, John Collier, "The Social Philosophy of John Collier," *Ethnohistory*, Vol. 18, No. 3 (Summer, 1971), pp. 213-229.

Week 12

Paul C. Rosier, "'The Real Indians, Who Constitute the Real Tribe': Class, Ethnicity, and IRA Politics on the Blackfeet Reservation," *Journal of American Ethnic History*, Vol. 18, No. 4 (Summer, 1999), pp. 3-39.

Alexandra Harmon, "Tribal Enrollment Councils: Lessons on Law and Indian Identity," *The Western Historical Quarterly*, Vol. 32, No. 2 (Summer, 2001), pp. 175-200.

Lawrence C. Kelly, "The Indian Reorganization Act: The Dream and the Reality," *The Pacific Historical Review*, Vol. 44, No. 3 (Aug., 1975), pp. 291-312.

Donald L. Parman, "The Indian and the Civilian Conservation Corps," *The Pacific Historical Review*, Vol. 40, No. 1 (Feb., 1971), pp. 39-56.

Kenneth R. Philp, "The New Deal and Alaskan Natives, 1936-1945," *The Pacific Historical Review*, Vol. 50, No. 3 (Aug., 1981), pp. 309-327.

Week 13

Kenneth R. Philp, "Termination: A Legacy of the Indian New Deal," *The Western Historical Quarterly*, Vol. 14, No. 2 (Apr., 1983), pp. 165-180.

Laurence M. Hauptman, "The American Indian Federation and the Indian New Deal: A Reinterpretation," *The Pacific Historical Review*, Vol. 52, No. 4 (Nov., 1983), pp. 378-402.

Clayton R. Koppes, "From New Deal to Termination: Liberalism and Indian Policy, 1933-1953," *The Pacific Historical Review*, Vol. 46, No. 4 (Nov., 1977), pp. 543-566.

Kenneth R. Philp, "Dillon S. Myer and the Advent of Termination: 1950-1953," *The Western Historical Quarterly*, Vol. 19, No. 1 (Jan., 1988), pp. 37-59.

Thomas Le Duc, "The Work of the Indian Claims Commission under the Act of 1946," *The Pacific Historical Review*, Vol. 26, No. 1 (Feb., 1957), pp. 1-16.

Week 15

Daniel M. Cobb, "'Us Indians Understand the Basics': Oklahoma Indians and the Politics of Community Action, 1964-1970," *The Western Historical Quarterly*, Vol. 33, No. 1 (Spring, 2002), pp. 41-66.

Mary Patrick, "Indian Urbanization in Dallas: A Second Trail of Tears?," *The Oral History Review*, Vol. 1, (1973), pp. 48-65.

Anne-Marie d'Hauteserre, "Foxwoods Casino Resort: An Unusual Experiment in Economic Development," *Economic Geography*, Vol. 74, Special Issue for the 1998 Annual Meeting of the Association of American Geographers, Boston, Massachusetts, 25-29 March 1998 (1998), pp. 112-121.

William W. Quinn, Jr., "Federal Acknowledgment of American Indian Tribes: The Historical Development of a Legal Concept," *The American Journal of Legal History*, Vol. 34, No. 4 (Oct., 1990), pp. 331-364.

Calvin A. Kent and Jerry W. Johnson, "Flows of Funds on the Yankton Sioux Indian Reservation," Ninth District Federal Reserve Bank, Minneapolis, Minnesota, 1976.

Quoting, Paraphrasing, and Summarizing

This handout is intended to help you become more comfortable with the uses of and distinctions among quotations, paraphrases, and summaries. This handout compares and contrasts the three terms, gives some pointers, and includes a short excerpt that you can use to practice these skills.

What are the differences among quoting, paraphrasing, and summarizing?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to . . .

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing
- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Distance yourself from the original by quoting it in order to cue readers that the words are not your own
- Expand the breadth or depth of your writing