

# History 690.02 Indigenous Sovereignty, Activism, & The United States

Spring 2023

Professor Van Zandt

**Land Acknowledgment:** As we all journey on the trail of life, we wish to acknowledge the spiritual and physical connection the Pennacook, Abenaki, and Wabanaki Peoples have maintained to N'dakinna (homeland) and the aki (land), nibi (water), lolakwikak (flora), and awaasak (fauna) which the University of New Hampshire community is honored to steward today. We also acknowledge the hardships they continue to endure after the loss of unceded homelands and champion the university's responsibility to foster relationships and opportunities that strengthen the well-being of the Indigenous People who carryforward the traditions of their ancestors.



Eloise Cobell,  
Blackfoot Nation  
(1945-2011)

**Course Description & Objectives:** Current issues surrounding Indigenous Peoples' Day, the use of Native Americans as sports team mascots, protests over water rights, conflicts over monuments from Mount Rushmore to Plymouth Rock, protests over violence against Native Americans and the ways the criminal justice system treats Indigenous Americans, all have been informed by the past. This course contextualizes many of these issues by introducing Native American history through the lens of identity and sovereignty.

We will study changing US policies towards its Native peoples from the beginning of the U.S. period to the present. U.S. federal policy provides the chronological framework of the course, but Indigenous perspectives are an integral part of every unit. Students will read works written by Indigenous writers and watch videos by and featuring Native American perspectives for each topic covered. This course satisfies the Group I requirement for the History Major.

## **Learning Outcomes:**

This course has three main learning outcomes. By the end of the semester:

1. Students will be able to explain the basis for Native sovereignty and the relationship of Indigenous nations to the federal government and to the individual states.
2. Students will be able to describe some of the strategies Indigenous peoples have used to protect their cultures and sovereignty.
3. Students will gain experience doing independent research using original sources and published scholarship.

**All required reading, audio, and video materials are available online.** See the Modules posted on MyCourses/Canvas for links to the materials for each week.

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## **Canvas (MyCourse/Canvas) is our hub!**

You are automatically enrolled in the class Canvas site when you register for the course. Please note that Zoom links and other important materials are on Canvas, and you will turn in your assignments online through Canvas too.

I will add material to Canvas from time to time, and I frequently post announcements there. Please make sure to check regularly.

Zoom links and other important materials are all on Canvas.

My Zoom number is: 3425496429.

## **Professor Van Zandt's Contact Information:**

Let's talk! You can ask about an assignment, discuss your research, just talk about the class, or whatever.

Office Hours: Tuesdays 1:00 – 3:00 p.m. in person in my office, Horton Room 411, or on Zoom by arrangement, other times by appointment.

Also, you can always email me. My email address is [cynthia.vanzandt@unh.edu](mailto:cynthia.vanzandt@unh.edu).

## **Accommodations:**

According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at **201 Smith Hall**. Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS, but are under no obligation to provide retroactive accommodations. I am not able to provide accommodations to students who are not registered with SAS. For more information refer to <https://www.unh.edu/studentaccessibility> or contact SAS at 603.862.2607, 711 (Relay NH) or [sas.office@unh.edu](mailto:sas.office@unh.edu).

## **Protecting Your Emotional and Mental Health:**

Your academic success and overall mental health are very important. If, during the semester, you find you are experiencing emotional or mental health issues, please contact the University's (PACS) (3rd floor, Smith Hall; 603-862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services. If urgent, students may call PACS M-F, 8 a.m.-5 p.m., and schedule an Urgent Same-Day Appointment.

## **The Course Schedule and Religious or Cultural Observances:**

If you need accommodation for a religious or cultural holiday/observance, please contact me and make that request as early in the semester as possible.

## **Confidentiality and Mandatory Reporting:**

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator](#) (Donna Marie Sorrentino, [dms@unh.edu](mailto:dms@unh.edu), 603-862-2930/1527 TTY) any incidents of sexual violence and harassment shared by students. If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can find a list of resources here [privileged confidential service providers/resources](#). For more information about what happens when you report, how the university considers your requests for confidentiality once a

## Confidentiality and Mandatory Reporting (continued):

report is made to the Title IX Coordinator, your rights and report options at UNH (including anonymous report options) please visit [student reporting options](#). Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Affirmative Action and Equity Office at [affirmaction.equity@unh.edu](mailto:affirmaction.equity@unh.edu) or TEL # (603) 862-2930 voice/ (603) 862-1527 TTY / 7-1-1 Relay NH, or log on to the ReportIt website. Anonymous reports may be submitted.

## Netiquette Guidelines (from UNH Academic Technologies):

Netiquette is the socially and professionally acceptable way to communicate on the Internet. We are all expected to abide by these guidelines of “netiquette” when using online communication tools with your classmates and instructor. Please be respectful during all class interactions. We can and will disagree; disagreement is central to intellectual freedom and learning. However, disagreement must also be polite and respectful.

## What To Do If You’re Sick - COVID & Other Possible Illnesses:

UNH Policy: Unfortunately, COVID is still a part of our community. It is your responsibility to pay attention to messaging from the University (RAVE and Canvas and Email) if any COVID protocols change. You can always access current COVID protocols and requirements through the Health and Wellness Website: <https://www.unh.edu/health/health-alert-covid-19>

We all value the health and safety of our Wildcat Community and respect everyone’s unique health and risk tolerance. You are welcome to wear a mask in this classroom if you choose. (*or substitute your mask policy*). It is your responsibility to obtain a mask before coming to class, if possible, but I will also bring a box of masks to class in case anyone needs one.

If you required to be in isolation or quarantine, the Dean of Students will send a letter to all of your instructors. See extended absence policies below for temporary academic resources to support your continued learning in this course if you must miss significant class time.

A valid Wildcat Pass is required to be on campus and in this classroom. Your Wildcat Pass will be invalid if you are supposed to be in isolation or quarantine, or if you have not completed the arrival and baseline testing requirements.

## **What To Do If You're Sick - COVID & Other Possible Illnesses (continued):**

Additional Information About This Class: I am currently undergoing cancer treatment, and it's important that I do everything I can to avoid coming down with other illnesses. To that end, I will wear a mask for every class. If you are feeling healthy and haven't recently been exposed to a contagious illness, then you do not need to wear a mask for class. If you're sick or have recently been exposed to someone who is sick, please wear a mask.

The following paragraphs give you a more detailed breakdown of our class policies. Please know that I will do everything I can to make sure you have access to class materials and discussions.

**COVID:** Please do not come to class within five days of a first positive Covid test. You can attend class by Zoom if our class time falls within your five-day window. If you continue to test positive after five days, please contact me to discuss next steps.

If you need to miss class completely, meaning you're not able to attend by Zoom or in person, then please contact one or more of your classmates to get the notes from the class or classes you missed. Then if you have questions or would like to go over the material, contact me, and we can Zoom to go over material you missed. I won't be recording class sessions, but this two-step process will give you the chance to keep up with the class, even if you must quarantine, or if you get sick.

**ANY CONTAGIOUS ILLNESS:** If you have a cold, flu, or any other contagious illness, you may attend class on Zoom. If you feel well enough to attend in person but think you might be contagious, please wear a mask during class for those days when you are or might be sick. Given my immune-compromised status, I strongly prefer that you attend by Zoom if you are sick.

## **Academic Honesty:**

We will work together on some assignments during class meetings; however, all work submitted for a grade must be your own work. If you have any questions about what constitutes plagiarism or academic dishonesty, please contact me. You also should review the section on plagiarism in the UNH handbook, Student Rights, Rules, and Responsibilities, available online at:

<https://www.unh.edu/student-life/handbook/academic/academic-honesty>

You will learn more by doing the work yourself. And you will avoid the repercussions that follow from cheating, which include failing this course, the loss of money you have spent on tuition for this course, and possible hearings by review boards. It really is not worth risking.

## **Use of Automated Writing Tools (chatGPT) and other Artificial Intelligence Tools:**

Unless otherwise specified, the use of Automated Writing Tools, including chatGPT and similar artificial intelligence (AI) tools, is strictly prohibited in this course, even when properly attributed. The use of automated writing tools is considered plagiarism (as defined by SRRR 9.3) and will be handled in accordance with existing policy.

It is important to note that if AI tools like chatGPT are permitted to be used for an assignment, then they should be used with caution and proper citation. AI is not a replacement for your own thinking and research

## **Policy on Late Materials and Incompletes:**

To be as successful as possible in this class, you will need to keep up with the pace of assignments. It is essential that you meet all the course deadlines. The course is structured so that you can complete your independent project and all other assignments within the fourteen weeks of the semester.

You must complete and turn your assignments in on time to get full credit. Assignments turned in after the day on which they are due will lose 10 points for each day after the due date. Assignments turned in on the due date but after the listed time of submission may lose up to five points.

Please note that I rarely agree to give incompletes unless there are severe extenuating circumstances.

## **Attendance:**

Attendance is required for this course. We meet only once per week, so missing any classes creates a particularly heavy challenge. Please note that Zoom attendance counts as attendance; however, you must either have your camera on during class, or if that is not possible, you must otherwise participate in ways that make it clear you are paying attention and taking an active part in class.

Excessive absences may result in failing the course.

**How Much Is That Worth? How I'll Calculate Your Course Grade:**

Facilitating Discussion on Assigned Date	15%
Annotated List of Research Sources.	15%
Annotated Outline of Final Paper/Project	20%
Final Research Paper	20%
Lab of the Past - Primary Source Workshop	10%
Class Participation (including Discussion Board Posts & Presentation of Final Project)	20%

Rubrics for assignments are posted on Canvas.

## Schedule of Assignments

**WEEK 1 January 24 – European Colonialism & Its Legacy****TOPICS:**

- Settler-Colonialism
- Legacies for the U.S. Period
- Land Acknowledgments & Land Back
- Scholarly Trends

NO ASSIGNMENTS BEFORE CLASS THIS WEEK

**LISTEN (AFTER CLASS):**

Louise Poulliot, the Sag8moskwa (Head Female Speaker) of the Cowasuk Band of Pennacook Abenaki People from Alton, New Hampshire and a member of the Indigenous New Hampshire Collaborative Collective (INHCC), reads the UNH Land Acknowledgment.

[https://media.unh.edu/media/UNH%20Land%20Water%20%26%20Life%20Acknowledgement/1\\_v7qu3x2t](https://media.unh.edu/media/UNH%20Land%20Water%20%26%20Life%20Acknowledgement/1_v7qu3x2t)

## **WEEK 2 January 31 - Indigenous Sovereignty & Challenges from the Early U.S.**

### **TOPICS:**

- The Senecas battle to save their lands and preserve their sovereignty in the early nineteenth century
- Political Debate over The Indian Removal Act of 1830
- Removal & Reservations
- Discussion of Research Topic Ideas

### **READ BEFORE CLASS:**

Michael Witgin, “Part IV, Sovereignty, Introduction, and Chapter 7,” in *An Infinity of Nations: How the Native New World Shaped Early North America*, pp. 317-358. Please note, you can skim his discussions of Richardson’s novel about Canada and its Indigenous peoples.

[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/1o8seis/cdi\\_askewsholts\\_vlebooks\\_9780812205176](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/1o8seis/cdi_askewsholts_vlebooks_9780812205176)

and

Matthew Dennis, “Chapter 6 Seneca Repossessed,” in *Seneca Possessed: Indians, Witchcraft, and Power in the Early American Republic* (University of Pennsylvania Press, 2010):

[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/121i3ml/alma991013896079805221](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/121i3ml/alma991013896079805221)

### **WATCH BEFORE CLASS:**

Vincent Schilling’s (Akwesasne Mohawk) YouTube video on Christopher Columbus and Columbus Day: <https://www.youtube.com/watch?v=GCir-NX0zdQ>

### **READ TOGETHER IN CLASS:**

Chip Colewell, “Why Land Acknowledgements Matter,” *Sapiens*, 10 July, 2019.

<https://www.sapiens.org/culture/land-acknowledgment/>



### WEEK 3. February 7 Settlers & Settler Colonialism Move West

#### TOPICS:

- U.S. Policy: Peace & Trade or Conquest & Reservations
- Gold Fever – California & the Black Hills
- State & Federal Power & Their Effects on Indigenous People
  - Case Studies: Texas & California, Colorado too?
    - California's Policies & the life of Ishi, "The Last Yahi"

READ BEFORE CLASS: David Treuer. "RETURN the NATIONAL PARKS to the TRIBES." *The Atlantic monthly* (1993) 327, no. 4 (2021): 30–.

[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/1o8seis/cdi\\_proquest\\_miscellaneous\\_2569409890](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/1o8seis/cdi_proquest_miscellaneous_2569409890)

WATCH BEFORE CLASS: Ishi's Return <https://unh.kanopy.com/product/ishis-return>

### WEEK 4. February 14 More Indigenous Resistance in the Face of Tragedy

#### TOPICS:

- The Sand Creek Massacre (Cheyenne & Arapahoe)
- Mass Hanging (Dakota)
- The Long Walk of the Diné (Navajo)
- Short Presentations & Discussion of Research Projects; group workshopping

#### READ BEFORE CLASS:

John Peacock, Patrick Wolfe, "An Account of the Dakota-US War of 1862 as Sacred Text: Why My Dakota Elders Value Spiritual Closure over Scholarly Balance," *American Indian Culture and Research Journal* 37:2 (2013): 185-206.

[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/1o8seis/cdi\\_proquest\\_journals\\_1420223201](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/1o8seis/cdi_proquest_journals_1420223201)

And

Rick Lybeck, *Critical Social Justice Education and the Assault on Truth in White Public Pedagogy: The US-Dakota War Re-examined*, "Introduction: 'Official Perspective' and the Two Senses of Justice," pp. 1-39.

[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/1o8seis/cdi\\_askewsholts\\_vlebooks\\_9783030624866](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/1o8seis/cdi_askewsholts_vlebooks_9783030624866)

## **WEEK 5. February 21. Some Major /themes & Events in Nineteenth-Century U.S, History & Their Impacts on Indigenous Peoples**

### TOPICS:

- Manifest Destiny & Indigenous Lands
- 1854 The Kansas-Nebraska Act
- 1861-1865 The U.S. Civil War
- 1862 The Homestead Act
- State v Federal Policies & Impacts
- Discussion of Research Projects – Focus on Sources
- **Annotated List of Research Project Sources Due By Midnight, Monday, Feb 20**

### READ BEFORE CLASS:

Jean O'Brien, "State Recognition and 'Termination' in Nineteenth-Century New England," in Den Ouden, Amy E., and Jean M. O'Brien. *Recognition, Sovereignty Struggles, & Indigenous Rights in the United States a Sourcebook*. Chapel Hill: University of North Carolina Press, 2013: 149-167.

[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/121i3ml/alma991018855980505221](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/121i3ml/alma991018855980505221)

"Land-Grab Universities," in *High Country News*, online, <https://www.landgrabu.org/>

## **WEEK 6. FEBRUARY 28. Indigenous Resistance, Allies, Courts, and the Press & Exploring Primary Sources**

### TOPICS:

- Ponca Removal & Standing Bear's Court Case
- Group Discussion of Ponca Strategies: Indigenous and non-Indigenous allies, newspapers, courts, church groups
  - What paths were available for policy change in the second half of the nineteenth century?
  - How could people deal with the problems of corruption?
  - What were the obstacles to policy change?
- **Bring one primary source from your research project to class to share. Be prepared to share where you found it, contextualize its date, authorship, and intended purpose, and explain its relevance for your project.**

READ BEFORE CLASS: No common readings this week; work on your research. Select one primary source from your research project to workshop with the class.

## **WEEK 7 (Mid-Semester). The Weight of the 1870s & 1880s: The U.S. Moves to Extinguish the Sovereignty of Indigenous Nations**

### TOPICS:

- The Indian Appropriation Act of 1871
- *Ex parte* Crow Dog (1883)
- Major Crimes Act (1885)
- The General Allotment Act (The Dawes Act) of 1887
- The Carlisle Indian School & The Beginning of the Boarding School Era
- Forced Assimilation and Tribal Identities

### READ BEFORE CLASS:

: Richard Pratt, “Kill the Indian to Save the Man,” online at,  
<http://historymatters.gmu.edu/d/4929>

### WATCH BEFORE CLASS:

*Our Spirits Don't Speak English*,  
<https://unh.kanopy.com/video/our-spirits-don-t-speak-english-indian-boarding-school>

and

“The Human Side of the Removal, Allotment, and Assimilation Policies,” Smithsonian National Museum of the American Indian  
<https://www.youtube.com/watch?v=XlzUdKnO4JQ>  
(1:21:55)

## **WEEK 8 March 21. Race, Identity, and Sovereignty**

### TOPICS:

- Identity & Blood Quantum
  - CDIB & Federal Policy
- Identity & Sovereignty in U.S. Law: Early Nineteenth-Century Court Cases
  - Court Cases: Johnson v. McIntosh (1823)
  - Cherokee Nation v. Georgia (1831)
  - Worcester v. Georgia (1832)
  - United States v. Rogers (1846)
- The History of Race and Its Impacts
- Sovereignty & Identity, and Identity As Sovereignty
- Project Updates & Discussion; Discussion of Upcoming Assignments

### LISTEN BEFORE CLASS:

All My Relations Podcast, “Can a DNA test make me Native American?”

<https://www.allmyrelationspodcast.com>

And

All My Relations Podcast, “Beyond Blood Quantum,” 10/8/2019 (68 minutes)

<https://www.allmyrelationspodcast.com>

### READ BEFORE CLASS:

Reardon, Jenny, and Kim TallBear. “Your DNA Is Our History: Genomics, Anthropology, and the Construction of Whiteness as Property.” *Current anthropology* 53, no. S5 (2012): S233–S245.

[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/1o8seis/cdi\\_gale\\_infotraccademiconefile\\_A456557517](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/1o8seis/cdi_gale_infotraccademiconefile_A456557517)

## **WEEK 9. Project Preview Day**

### **TOPICS:**

- Individual Conferences During the First Hour of Class; sign-up link will be posted on Canvas
- Regular Class Meeting Starting at 10:00, with group discussion & workshopping of research projects

**READ BEFORE CLASS:** Work on your research project and prepare progress report for class.

## **WEEK 10. APRIL 4. Spiritual Revitalization in Hard Times**

### **TOPICS:**

- The Rise of the Ghost Dance
- The Wounded Knee Massacre of 1890
- Choose Topics for In-Class Exploration Next Week

**READ BEFORE CLASS:** No common readings this week, instead work on your research project and complete your Annotated Outline.

### **TURN IN:**

- **Turn In Annotated Outline of Final Paper (Due on Canvas by 5:00 p.m.)**

## **WEEK 11. April 11. In-Class Exploration of Additional Topics**

- Group Discussion of Topic Choices
- In-class Research
- In-class Discussion of Our Findings

**READ BEFORE CLASS:** Explore possible subjects you'd like to explore further.

**WEEK 12 Twentieth-Century Policy Swings: Assimilation to Sovereignty****TOPICS:**

- The Boarding School Era Continues
  - The Burke Act (1906)
  - The Barsum Bill (1922)
  - The Snyder Act (Indian Citizenship Act) of 1924 & Imposed Citizenship
  - The Meriam Report (1928)
  - The Wheeler-Howard Act (The Indian Reorganization Act, 1934) & The Indian New Deal
  - The Johnson O'Malley Act (1934)
  - Termination, Relocation, Urbanization Policies
  - The Indian Child Welfare Act (1978)
- 
- Citizenship – Sovereignty & Imposed Citizenship; The examples of Haudenosaunee & Pueblo Resistance
  - The Indian Child Welfare Act
    - Indigenous Children, Adoptions, & The Foster Care System
    - U.S. Supreme Court *Brackeen v. Bernhardt* (*Brackeen v. Haaland*)

**READ BEFORE CLASS:**

Bruyneel, Kevin. "Challenging American Boundaries: Indigenous People and the 'Gift' of U.S. Citizenship." *Studies in American political development* 18, no. 1 (2004): 30–43.  
[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/1o8seis/cdi\\_crossref\\_primary\\_10\\_1017\\_S0898588X04000021](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/1o8seis/cdi_crossref_primary_10_1017_S0898588X04000021)

and

Lila Teeters, "A Simple Act of Justice: The Pueblo Rejection of U.S. Citizenship in the Early Twentieth Century," *The Journal of the Gilded Age and Progressive Era* 21:4 (2022): 301-318.  
[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/1o8seis/cdi\\_proquest\\_journals\\_2723040084](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/1o8seis/cdi_proquest_journals_2723040084)

**WATCH BEFORE CLASS:**

*Dawnland*, <https://unh.kanopy.com/video/dawnland-0>

## **WEEK 13 April 25 Indigenous Activism & The History of Some Current Issues**

### **TOPICS:**

- 1960s & 1970s Activism
  - Occupation of Alcatraz & the US Bureau of Indian Affairs (BIA)
  - AIM
  - The Occupation of Wounded Knee
- The Indian Health Services Abuses
  - Involuntary Sterilization 1970s
- Alaska Native Claims Settlement Act (1971)
- The Maine Indian Settlement Act (1980)
- Elaine Cobell (Blackfeet) and The Native American Trust Fund Scandal
  
- The High Costs of Good Intentions
- Why has there been so much corruption? Discuss examples of corruption and its effects.
- What about the Children? Children & Sovereignty

### **READ BEFORE CLASS:**

Castillo, Edward D. "A Reminiscence of the Alcatraz Occupation." *American Indian culture and research journal* 18, no. 4 (1994): 111–122.

[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/1o8seis/cdi\\_proquest\\_journals\\_1295853395](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/1o8seis/cdi_proquest_journals_1295853395)

### **WATCH BEFORE CLASS:**

Janko, Melinda, Barack Obama, Elouise Cobell, and John McCain. *100 Years*. San Francisco, California, USA: Video Project, 2019.

[https://unh.primo.exlibrisgroup.com/permalink/01USNH\\_UNH/121i3ml/alma991023578773105221](https://unh.primo.exlibrisgroup.com/permalink/01USNH_UNH/121i3ml/alma991023578773105221)

## **WEEK 14 May 2. Final Class – Final Research Presentations & Discussion**

- **TURN IN:** Final Papers Due on Canvas on Tuesday, May 9 by 5:00 p.m..  
Note that the final day of classes before exams is Monday, May 8.