

Course Title: Native Americans in the Plains

ANT 326D (Unique # 31370)

AMS 321 (Unique # 30840)

Flag: Cultural Diversity in the United States

Meeting Time: MWF: 10:00-11:00 am

Classroom: SAC 4.174

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Office: SAC 4.164

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Course Description and objectives: From the middle 18th century through the late 19th century the Great Plains region underwent drastic changes in terms of the environment, demography, and cultural diversity. The rapid influx of various groups of people into the Plains, from Native American groups to European settlers, made the Plains the ultimate theater to rehearse short-term strategies and long-term policies. This course will survey the ethnohistory of some of the most influential Native groups on the Plains, from the arrival of the Spanish through the reservation period. We will explore the relationships and interaction between European settlers and Native groups, as well as the outcome of some scientific expeditions and military campaigns. In this course, we will adopt a long-term perspective to make sense of the development of European policies and movements, the changing configurations among Native groups, and the pivotal importance of resources such as the buffalo, the horse, and the gun. We will also look at specific events and historical figures, such as Sitting Bull, Crazy Horse, and General Custer, whose actions became symbolic of a turbulent historical period.

Coursework/Grading:

Map test: 10 points. Students are allowed one re-take of the map test. Students can take the test twice and choose the highest grade.

Book Report: The Book Report assignment is meant to evaluate each student's reading, comprehension and writing capabilities. To achieve these objectives this assignment will be composed of two steps:

- ❑ Statement of Interest: students will prepare a ½ page description (typed, double-spaced) of the issue or issues they wish to discuss in the *Crazy Horse and Custer* Book Report. **5 points.**
- ❑ Book Report (typed, double-spaced and 3 to 5 pages in length): **10 points.**

Text-Image Group Project: (typed, double-spaced, 5 to 10 pages in length): **20 points**

- ❑ The Text-Image Project is a group project. The maximum grade for the group is 15 points for each member of the group. The remainder five points is the maximum grade given to each student for their individual specific contribution to the overall project.

Term Research Paper: The Term Research Paper is meant to evaluate each student's capabilities to choose and research a topic, organize that research, and present a well-written, cogent argument about that topic. Students will be given a range of topics based on the readings and class discussions. Like the Book Report, the Research Paper will be composed of two steps:

- ❑ **Research Paper Proposal:** one page (typed, double-spaced): **5 points.**
Students will present a proposal of the topic they chose to research. This proposal has to indicate how the student intends to address and develop the topic chosen and should include at least two of the sources to be used in the paper. **Term Research Paper:** (typed, double-spaced and 10 pages in length): **20 points.**
 - In the Term Research Paper students also are expected to use at least three (3) sources from the books and readings assigned, and demonstrate individual research by using two (2) other sources procured by the student.

- Written assignments will be graded on grammar, punctuation, style, comprehension and content. In these assignments, students are expected to demonstrate their ability to read, understand, synthesize, and critique the materials read.
- All sources used in the written assignments have to be specifically and completely referenced in MLA or Chicago Manual of Style.
Students are strongly encouraged to visit the Writing Center.

- ❑ **Class participation: 20 points** (40 classes at ½ pt each).
- ❑ **Unscheduled quizzes and in-class assignments: 10 points**

TEXTBOOKS (required):

Ambrose, Stephen E., *Crazy Horse and Custer* (paperback edition)

Calloway, Colin G., (editor) *Our Hearts Fell to the Ground*

Fletcher Alice C. and Francis La Flesche, *The Omaha* v. I and II (paperback edition 1992)

Lowie, Robert H., *Indians of the Plains* (1982 edition)

Sandoz, Mari, *These Were the Sioux*, University of Nebraska Press (paperback 1961). All books available at the UT Coop.

Electronic publications:

Students will also need to read a few portions of

John Ewers' *The Horse in Blackfoot Indian Culture* available at The Smithsonian Institution Libraries site

<http://www.sil.si.edu/DigitalCollections/bae/bulletin159/600/image0.htm>

as well as

John Ewers' *Plains Indian History and Culture* an ebook available through UT

<http://www.netlibrary.com.ezproxy.lib.utexas.edu/Details.aspx>

(students will have to log in using their UTEID).

All other class readings will be available through Blackboard.

On Reserve: Lowie, Robert H., *Indians of the Plains* (1982 edition)

Class instructions (please read carefully):

- Class participation is required and absences will affect the final grade.
- Students have a second chance of passing the map test, but there will be no make-up for the quizzes.
- Assignments will be due on the appointed dates. This is a fairness issue. Any assignment delivered late for any reason will imply the loss of 2 points per day or fraction of the day, except for justified medical reasons.
- Scholastic dishonesty on any graded assignment will be dealt with according to University Rules.
- Please see: http://deanofstudents.utexas.edu/sjs/scholdis_whatish.php. This site contains also several useful links to students. On scholastic conduct see also:
- <http://www.utexas.edu/student/registrar/catalogs/gi05-06/app/appc11.html>
- Check with the instructor about the use of Web sources for written assignments.
- All assigned readings are required. To access the readings from *The Horse in Blackfoot Indian Culture* see the site above. Required readings are shown in regular font, while **optional** readings are shown in **bold**.
- For the readings from *The Omaha*, please note that page numbers shown in regular font are required; the ones in **bold are optional**.
- Students can begin any of the assigned readings before their due date, but they must begin them by the due dates. This is especially true for *Crazy Horse and Custer*.
- Topics for Term Research Papers will be discussed and available on Blackboard January 28th. Students who wish to write on a specific topic other than those offered need to contact the instructor for approval. Students can begin working on the Term Paper at any time during the semester.
- Mobile phones and other electronic equipment have to be switched off during class, and tape recorders are not permitted. If you need to use either, please request permission from your instructor. Students can use laptops in class but only for class related matters, except during discussion of reading assignments or quizzes.
- The University of Texas provides appropriate academic accommodations for students with disabilities. For more information please contact the Office of the Dean of Students at 471-6259 or 471-4641.

- Please do not ask for grades or grade information by email. Information about grades will only be given in person, or through official means.

Schedule

Week 1

January 21

Introduction and general background

Plains themes: History of research, Culture areas and Environment

Readings:

Lowie: pp. 1-12 **Blackboard**

Calloway: pp. 1-14

Week 2

January 24-28

Plains themes: Prehistory (archaeological overview), Protohistory (European contact), Chronology.
Basic techniques used by anthropologists to analyze different cultures.
Cross-cultural perspectives.

Readings:

Lowie: pp.184-193 **Blackboard**

Calloway: pp.209-210

Week 3

January 31 - February 4

Plains themes: Native American groups, Linguistic and cultural characteristics.
True Plains Tribes – Hunting and gathering background.

Readings:

- **Begin reading *Crazy Horse And Custer***

On Recent Trends in the Anthropology of Foragers: Kalahari Revisionism and Its Archaeological Implications, pp. 843-871 - Michael J. Shott: Blackboard

Optional reading: Kelly

Mobility/Sedentism: Concepts, Archaeological Measures, and Effects, pp. 43-66, Robert L. Kelly. **Blackboard**

- **Map Test (1st attempt) – Feb 4**

Week 4

February 7-11

Plains themes: True Plains Tribes – Farming background, True Plains Tribes – Uncertain background
Space and Time – maps, Winter Counts, and the recording of history

Readings:

Lowie: pp.13-37 **Blackboard**

Calloway: pp.31-36; 56-60

Ewers: “The Making and Uses of Maps by Plains Indian Warriors” chapter 10 (ebook link below)

<http://www.netlibrary.com.content.lib.utexas.edu:2048/Reader/>

Fletcher & La Flesche: v.1 pp. **1-8; 29-31; 33-41; 42-47; 57-58; 89-94; 112-114.**

- **Map Test last attempt –Feb. 9**

Week 5

February 14-18

Plains themes: The buffalo: life cycle, herd behavior, grasses, uses. Pre-horse information

- **Class presentation by Librarian. Attendance is required.**

Readings:

Lowie: pp. 59-77; 115-117 **Blackboard.**

Calloway: pp.37-55

Fletcher & La Flesche: pp. 61-62; 70-89; 95-99; **101-102;**

Ewers: “The Pre-horse Blackfoot Indians” in *The Horse in Blackfoot Indian Culture (on the web)*

- **Statement of Interest due Feb 18**
- **Discussion of Text-Image Class Project**

Week 6

February 21-25

Plains themes: Horses and guns. Trade and disease. The buffalo life cycle and the life cycle of the Plains tribes

Readings:

Calloway: pp.37-55; 61-70

Fletcher & La Flesche: pp. 261-262; 269-283; **283-286**; 582-587 (in v.2)

Binnema: “The Annual Cycle of Bison and Hunters” In *Common and Contested Ground* **Blackboard**.

Ewers: “The Plains Indians Horse Complex” in *The Horse in Blackfoot Indian Culture*.

Week 7

February 28 -March 4

Plains themes: The social body and the body social. Social organization: similarities and differences.

Readings:

Lowie: pp.78-104; 130-153 **Blackboard**.

Fletcher & La Flesche: pp. 134-141; 195-198; 199-216; **217-230**;

Ewers: “**The horse as a factor in social relations**” (**optional**) in *The Horse in Blackfoot Indian Culture*.

Sandoz, *These Were the Sioux*, pp. 9-49.

- **Book Report due March 4**

Week 8

March 7-11

Plains themes: Ethnicity and identity. Roles and gender

Readings:

Fletcher & La Flesche v.2: pp. 313-314; 318-320; 323 (from last paragraph on p. 323, which starts with “Men and women...through p. 327; 334-339; 339-348; **349-356**

Ewers: “Climate Acculturation, and Costume” chapter 7 (**ebook**)

Ewers: “Women’s Roles in Plains Indian Warfare” chapter 11 (**ebook**)

<http://www.netlibrary.com.content.lib.utexas.edu:2048/Reader/>

Sandoz, *These Were the Sioux*, pp. 53-118

- **March 9 – Assignment of teams for Text-Image Class Project and delivery of group packets**

Week 9

March 14-19

❖ **Spring Break**

March 21-25

Week 10

Plains themes: Warfare, weapons, status. Burial Customs

Readings:

Lowie: pp.104-114 **Blackboard**.

Secoy: *Changing Military Patterns on the Great Plains* **Blackboard**.

Ewers: “Intertribal Warfare as the Precursor of Indian-White Warfare on the Northern Great Plains” chapter 9

<http://www.netlibrary.com.content.lib.utexas.edu:2048/Reader/>

Calloway: pp.61-88

Fletcher & La Flesche v.2: pp. **402-409**; 437-440 (from Graded War Honors through p.440 – at the end of the description of the 6th Honor); 448-452; 588-593.

Videos 23 and 25.

Week 11

March 28 -April 1

Plains themes: Social integration mechanisms, Ritual, Clubs and societies. Ledger books and The Dog Soldiers. The Sun Dance.

Readings:

Lowie: pp.154-183; 194-197 **Blackboard.**

Afton et al., "Prologue" in *Cheyenne Dog Soldiers, A Ledgerbook History of Coups and Combat* **Blackboard.**

Szabo: "A Plains Artist in Transition" – **Blackboard.**

Szabo: "Shields and Lodges, Warriors and Chiefs: Kiowa Drawings as Historical Records." **Blackboard.**

Fletcher & La Flesche: pp. **115-119 (exclusive of the song); 122-123; 128-129; (v.2) 459-462; 599-604;**

➤ **Text-Image Project Presentations March 30 and April 1.**

Week 12

April 4-8

Plains themes: Reservations. Removal Act, Treaties, Westward trails, Railroad

Readings:

Calloway: pp.14-28; 56-60; 89-120; 150-181

Costo and Henry: *Indian Treaties: Two Centuries of Dishonor* **Blackboard; (optional reading: list of treaties)**

Week 13

April 11-15

Plains themes: Battles for survival 1:

Wichita Village 1858 –Oklahoma; Sand Creek 1864 – Colorado;

Fetterman's 1866 –Wyoming; Fort Larned – 1867 –Kansas; Arikaree Ford – 1868 –Colorado (Note that not all these battles will be covered in class).

➤ **Term Research Paper Proposal due April 13**

Week 14

April 18-22

Plains themes: Battles for survival 2:

Washita River 1869 – Oklahoma; Summit Springs – 1869 – Colorado; Adobe Walls -1874-5 –Texas; Crazy Horse Village (Powder River) -1876 – Montana; Gen. Crook's attack on the Rosebud – June 17th 1876 – Montana; The Little Big Horn – June 25th 1876 – Montana (Note that not all these battles will be covered in class).

Readings:

Calloway: 133-150; 182-195

Week 15

April 25- 29

Plains and Beyond: The Ghost Dance; The slaughter of the buffalo; Wounded Knee

Readings:

Calloway: pp. 120-132; 196-204

Week 16

May 2-6

Conclusions

May 6 – last day of class

➤ **Research Paper due May 2**