

## American Indian Studies Program/History 546: Writing Tribal Histories

**Spring 2006**

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### **Course Description:**

American Indian history has recently become one of the most honored and prolific fields of historical inquiry. Gone are the days when Indian peoples and their histories were seen as unimportant. Indeed, far from being “peoples without history,” as traditional historians long maintained, Indians are now seen as among the most adaptive and resilient groups in American history. This course investigates such adaptation from the perspective of particular Native communities and nations. Initially surveying some of the recent literature on tribal histories, this course will subsequently allow students to fashion their own tribal history of a particular Indian community, nation, or extended family.

### **Course Readings:** (Available at the Underground Textbook Exchange)

Charles Wilkinson, *Blood Struggle: The Rise of Modern Indian Nations*  
Frederick E. Hoxie, *Parading Through History: The Making of the Crow Nation in America, 1805-1935*  
Patty Loew, *Indian Nations of Wisconsin: Histories of Endurance and Renewal*  
Steven J. Crum, *The Road on Which We Came: A History of the Western Shoshone*  
N. Scott Momaday, *The Way to Rainy Mountain*

### **Course Requirements:**

Designed as a research and readings seminar, this course meets twice a week to discuss common readings and then regularly throughout the semester to report on the status of individual student research projects. As a seminar, discussion can only work with everyone’s participation. Attendance is therefore mandatory. Unexcused absences will be noted and will result in grade devaluation.

Students will be evaluated based on the following assignments:

1) **Paper #1:** a 4-5 page written response to Charles Wilkinson’s *Blood Struggle* will constitute 20% of the final grade. Each book response should evaluate the central argument made by Wilkinson and identify three (3) particular moments that you believe to be most critical to the book’s argument. Consider analyzing the author’s primary purposes, assess the relative strengths and weaknesses of his central arguments, and analyze three relevant examples/moments in detail. Much more than mere summation, the book response should demonstrate sustained engagement with the text. For paper organization, argument development, and general writing assistance, students are