

Anti-Racist Community Engagement
Digital Companion

<https://compact.org/anti-racist-ce>

Campus Coalitions Toward Indigenous Well-Being

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Syllabus: Indigenous History at Carleton
Meredith McCoy

[Syllabus commences on the next page.]



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HIST 301: Indigenous Histories at Carleton
Spring 2021
Carleton College
Northfield, MN 55057

Welcome back to Carleton, everyone! I'm looking forward to working with you this term. Here is some information about HIST 301 as you prepare for our work together:

An Opening Land Acknowledgement:

At Carleton, we occupy the homelands of the Wahpekute and Mdewakanton bands of the Dakota Nation. Dakota people have stewarded the lands we currently understand as southern Minnesota since time immemorial. However, throughout the early and mid-1800s, settlers' coercive and deceitful treaty-making practices winnowed Dakota territories. By the 1860s, Dakota people faced severe food shortages due to settler incursions into their space. This erupted into the US-Dakota War of 1862, at the end of which the state of Minnesota forcibly exiled Dakota people from their territories. Carleton was founded just three years later.

Today, Dakota communities live in Nebraska, Canada, North Dakota, and South Dakota; in intertribal urban spaces around the world; and here in Mni Sóta Maḵoce. The Dakota tribes whose territorial boundaries share those of Minnesota today are the Prairie Island Indian Community, Shakopee Mdewakanton Indian Community, Lower Sioux Indian Community, and Upper Sioux Community.

Through our courses and community collaborations, some faculty and students at Carleton are working to acknowledge this history and build better relationships with our Dakota neighbors. We extend gratitude for their stewardship of these lands since time immemorial, and we reckon with our contributions to ongoing threats to Dakota sovereignty and well-being.

As we work to counter these wrongs, Carleton has identified honest storytelling as one place to start, and this course is one way of participating in that work. What are the Indigenous histories that have shaped Carleton? How can we amplify those stories as we work toward better relationships and representations?



In HIST 301, how can we connect with each other?

Who am I? Hi! My name is Meredith McCoy, and I teach in History and American Studies. I've shared an intro video with you on Moodle, and I look forward to getting to know you!

How can you reach me?

mlmccoy@carleton.edu
507-222-4763

When will we all see each other? This course has both asynchronous and synchronous components. During the first four weeks, we will meet MWF during our designated class time. During weeks 6-9, we will meet on Mondays and Wednesdays, and Fridays will be designated research days. During these days, I'll have the class zoom link open in case you want to drop by with questions! All synchronous class sessions will be online with the Zoom link posted on our Moodle page. Some in-person components, such as archival research, may be required depending on your research topic. Remote

students can pursue topics using digitized resources.

When can we talk further? I've set aside time to visit with you on Tuesdays and Wednesdays from 1:00-2:30pm. Just set up an appointment in Moodle!

What if I have a question? I will post updates and announcements regularly on Moodle, so be sure to check our class page often. For questions about the course, check the syllabus and the Moodle Q&A forum. Not finding an answer? Come visit during office hours! I will also answer emails as promptly as I can; however, I am unavailable to respond after 5pm or on weekends.

Who is supporting our research?

HIST 301 has received generous support from the Carleton Archives, the Library, and Special Collections. Please see the staff welcome video on Moodle to learn more about them and how they'll support your research this term!



What are we here to do?

What are the Indigenous histories of Carleton College? Stories circulate on

campus about Dakota connections to the land that is currently the Arb, but

what else do we know? In this course, we will investigate the Indigenous histories and presents have shaped our campus by conducting original research into **four key threads**: 1) how Carleton acquired its landbase; 2) histories of Native students and student organizations on campus; 3) histories of

Native faculty and staff on campus; and 4) historical representations of Native people and Native-related issues on campus (courses, exhibits, activism, invited speakers, etc.). Together, we will situate these histories within the broader context of federal Indian policies and Indigenous resistance.



Prioritizing community, care, and flexibility

As we look with hope toward a future where it is once again safe to be together in person, I know many of us are also feeling the accumulated fatigue of several terms online already. As we work together this term, it will be important that we prioritize our health, well-being, and connections with one another. Before we go any further into the syllabus, I want you to know that I believe in you and your commitment to your own learning. I also believe that there will be times this term when we all will have to make difficult choices about what to prioritize and how to balance the needs of our own health (physical, mental, emotional, and spiritual) against the needs of our coursework. Please extend compassion to yourself and your classmates as we try to build a sense of community online and create the most fulfilling course we can.

Here are a few thoughts:

- We are human beings first. As we find safe ways to take care of ourselves this winter, I hope you make space for rest and renewal with sleep, good food, and connections with loved ones.
- In this course, we are going to prioritize supporting one another. Remember, we are all facing these uncertainties together. You are not alone!
- Please protect yourself and those around you. Stay updated on current recommendations for safety, and complete the daily check-in at MySHAC. If you feel sick, please stay home, contact your health resources, rest, and heal.
- If you need to miss class due to quarantine or isolation, whether for one day or more, we will work together to help you stay engaged in the course. Let me know as soon as you can so that

we can start making plans together.

- It's not just our health on campus that affects us; each of us are also connected to networks of loved ones whose health and well-being matter deeply to us. If circumstances arise that affect your ability to meet deadlines or participate in the course as you would like, please let me know so that we can discuss possible strategies for moving forward.
- To account for the unknown, you have one automatic 48-hour

extension on any assignment throughout the term, with the exceptions of presentations, drafts for peer review days, and the final exam. Just let me know when you're going to take your time bank! (Once you have used your time bank, any remaining late assignment will be marked down one-third of a grade per 24 hours late.)

- Assume that a solution is possible! If you want to know, just ask.



What will we accomplish together?

By the end of the course, you will be able to 1) situate Carleton's history alongside histories of Dakota people and Anishinaabeg in what is currently Minnesota; 2) propose and enact your

own original research about Indigenous histories at Carleton; and 3) share your findings in publicly accessible ways with the Carleton and Northfield communities.



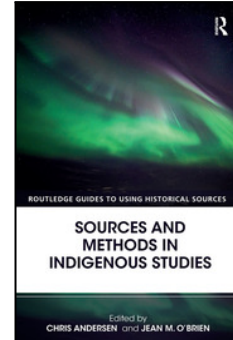
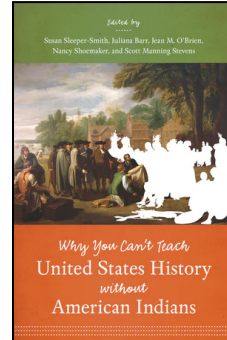
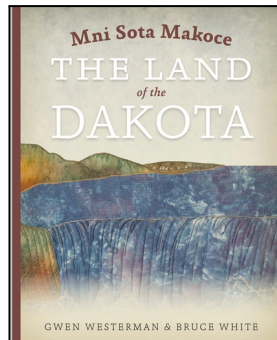
Initial Questions

How did Carleton acquire its land base? How have Native students on campus represented themselves and organized for social and political purposes? What are Carleton's histories of hiring Native

faculty and staff? How have Native people been represented on campus through public events, courses, exhibits, physical structures, and artwork?



What core texts will we be reading together?



MSM Westerman, Gwen, and Bruce White. [*Mni Sota Makoce: The Land of the Dakota*](#). Minneapolis: Minnesota Historical Society Press, 2012.

SMIS Andersen, Chris, and Jean M. O'Brien. [*Sources and Methods in Indigenous Studies*](#). New York: Routledge, 2017.

WYCT Sleeper-Smith, Susan, Juliana Barr, Jean M. O'Brien, Nancy Shoemaker, and Scott Manning Stevens, eds. [*Why You Can't Teach United States History without American Indians*](#). Chapel Hill: University of North Carolina Press, 2015.

All books are available in full online through the Library website.

However, I know some of you may need or prefer physical books. For those that do, I recognize the potential financial burden of course texts. If you are in need of assistance to cover our books, please let me know.



How will I apply and deepen my learning?

Independent research paper (70%): In this course, you will work towards a 20-25 page research paper. We will build these papers together in stages: an initial topic proposal (due week 4), full proposal (due week 5), historiography (due week 7), description of initial archival findings and primary source workshop (due week 8), partial draft (due week 9), full draft (due week 10), and the final paper (due during exam window). Throughout, you will receive lots of feedback from me and from your classmates through writing workshops. We can (and will) all grow as writers, and all of us are entering into a new topic of history together. Our mutual support and care will be crucial to our success in this endeavor!

Each sub-component adds up to the final paper. Your **initial topic proposal** (5%) may or may not come to fruition depending on what you find in the archive. That's totally normal! What's important is that you start to develop a question and pay attention to what the archives tell you.

Your **full proposal** (10%) will prepare you to make the leap to the full project! In this proposal, you will identify your question, your relationship to your question, the thread your research aligns with (#1-4), the materials you plan to examine (and how you plan to examine them!), and why this question is important in helping us understand the history of Carleton. You will also identify one monograph and

approximately 9-10 articles that you will read during weeks 6, 7, and 8.

Your **historiography chunk** (15%) is where you situate yourself within a scholarly conversation. Which sources you engage will depend greatly on the thread you have chosen to research for this class. In your 3-4 page paper, you will discuss the history of the history -- how other scholars have researched and written about your topic.

Your **description of your initial archival findings** (5%) is a chance to check in about what the archive is telling you. In this Moodle forum, you will give a 2-3 paragraph update on what you're finding, what you think that means, what challenges you've experienced, and how you plan to strategize to successfully complete your research.

In relation to your initial archival findings post, you will also spotlight one of the items you've found in the archive during class for one of our **primary source workshops** (5%). For your presentation, plan to share core information about the item: What is it? Where does it come from? What does it tell us? How might we read it? How does it reinforce or contradict ideas in the existing scholarship?

We will workshop sections of your writing during weeks 9-10. Deadlines for sharing your drafts with your reading groups will be posted to Moodle as the

date approaches. The **final paper** (30%) is due during our exam window.

Contributions to class community (15%):

Your grade will be based on your facilitation of class discussions (10%) and a combination of your attendance, timeliness with submitting your drafts for peer review, and contributions to the peer review process (5%).

With a partner or group of three, you will **lead class discussions twice during the term**. For your day, you will be responsible for posting guiding questions for the readings at least two days in advance and facilitating 20 minutes of class discussion. Active learning strategies are highly encouraged, as is meeting with me during office hours to prepare!

As this is a small seminar, **attendance, active participation in class discussions, and timeliness with submitting drafts** are crucial. We are a learning community, and each of us

grows in proportion to how much we contribute collectively. In other words, it is best for you and for your classmates when you're in class! You will find that much of this course content is specific to in-class discussions and that missing class and deadlines will impact your ability to successfully complete course assignments. If you do need to miss class, please contact me as soon as possible and be sure to retrieve any missed notes from a classmate.

During the last month of the term, you will submit four Moodle reflections that discuss your contributions to the peer review process, what you're learning from class discussions, how your reading list is helping you advance your project, and any major concerns or requests for help. These are due at noon on the Friday of each week during weeks 6-9.

Public presentations at Carleton and/or the Northfield Library (15%): At the end of the term, we will present our findings publicly, either at the Northfield Library, Gould Library, or both. This could be an open house/poster presentation or an in-person talk. Possible dates include the weekend between weeks 9-10 or on the evening of Tuesday, June 1.

Presentations will occur by thread and will last no more than 15 minutes each. Each student must actively contribute to the presentation, and each group will receive one grade for their contributions. Drafts of the group presentations are due by **Monday of week 9**, and presentations will be workshopped in class during week 9.



How will I know if I'm making progress toward our learning goals?

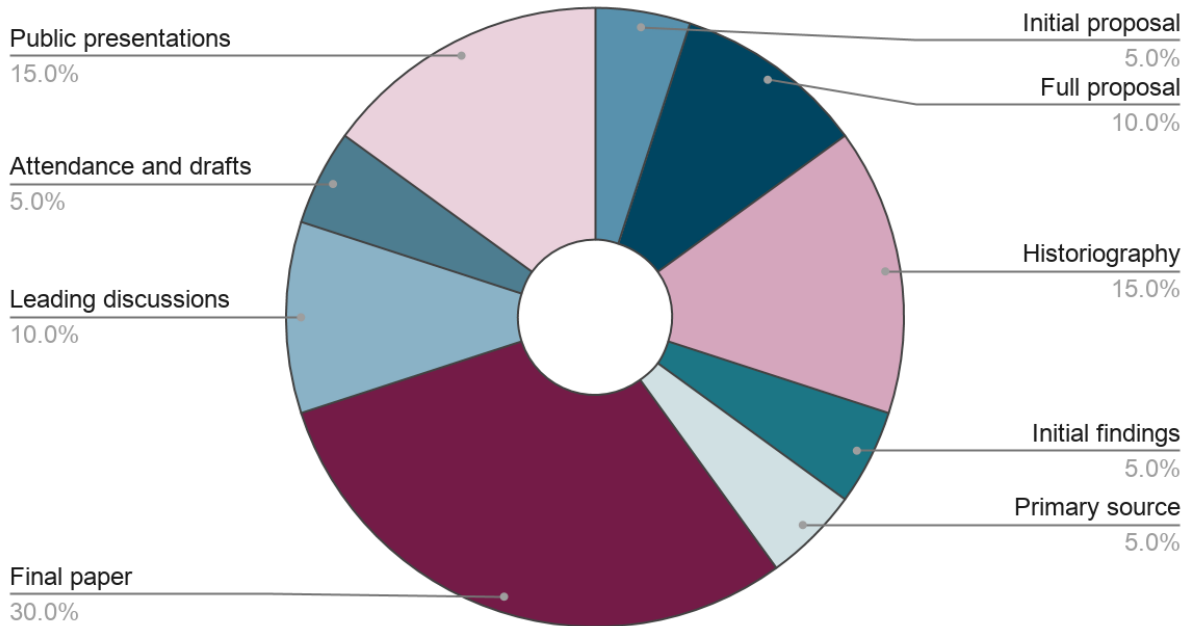
Expect lots of dialogue with me throughout the term. Conversations are the single best way for us to know how well you're progressing with our content.

Grades should be considered a rough indication of your current performance

relative to a specific learning objective. With all of the additional demands on our energy, time, and emotions, remember that grades are always an imperfect reflection of your knowledge and skills.

Learning Objective	Aligned Activities and Assignments
1. Situate Carleton's history alongside histories of Dakota people and Anishinaabeg in what is currently Minnesota	<ul style="list-style-type: none">• Historiography chunk• Readings for weeks 1-5• Class discussions
2. Propose and enact your own original research about Indigenous histories at Carleton	<ul style="list-style-type: none">• All components of the independent research paper
3. Share your findings in publicly accessible ways with the Carleton and Northfield communities	<ul style="list-style-type: none">• Public presentation

Grading percentages



When, what, where?

FOUNDATIONS: (ETHNO)HISTORY AND INDIGENOUS STUDIES

Code for abbreviations

SMIS = [Sources and Methods in Indigenous Studies](#)
 MSM = [Mni Sota Makoce: The Land of the Dakota](#)
 WYCT = [Why You Can't Teach...](#)
 PDF = pdf file on Moodle

Week One

Monday, March 29

Identifying common narratives/ myths about Dakota presence/ absence at Carleton and in southern MN

“Readings”:

- Welcome survey

	<ul style="list-style-type: none"> Welcome videos on Moodle
Wednesday, March 31	<p>From frontier histories to Ethnohistory</p> <p>Readings:</p> <ul style="list-style-type: none"> WYCT Susan Sleeper-Smith, Juliana Barr, Jeani O'Brien (Ojibwe), Nancy Shoemaker, and Scott Manning Stevens (Akwesasne Mohawk), "Introduction" (5p.) SMIS Pauline Turner Strong, "History, anthropology, Indigenous Studies" (10p.) PDF Philip Deloria (Lakota), "Historiography" (19p.)
Friday, April 2	<p>Sources, part 1: overview, laws, maps</p> <p>Readings:</p> <ul style="list-style-type: none"> WYCT Robert Miller (Eastern Shawnee), "The Doctrine of Discovery, Manifest Destiny, and American Indians" (14p.) WYCT Juliana Barr, "Borders and Borderlands" (17p.) SMIS Jeani O'Brien (Ojibwe), "Historical sources and methods in Indigenous Studies: Touching on the past, looking to the future" (8p.)
<p>Week Two</p> <p>Monday, April 5</p>	<p>Sources, part 2: material culture and oral histories</p> <p>Readings:</p> <ul style="list-style-type: none"> SMIS Sherry Farrell Racette with Alan Corbiere (Anishinaabe) and Crystal Migwans (Anishinaabe), "Pieces left along the trail: Material culture histories and Indigenous Studies" (7p.) PDF Barre Toelken, "The Yellowman Tapes, 1966-1997" (11p.) PDF Nēpia Mahuika (Ngāti Porou), "Indigenous Oral History in Method and Practice" (25p.)
Wednesday, April 7	<p>Approaches, part 1: feminist histories and settler colonialism</p> <p>Readings:</p> <ul style="list-style-type: none"> SMIS Mishuana Goeman (Seneca), "Indigenous interventions and feminist methods" (10p.)

	<ul style="list-style-type: none"> ● SMIS Shannon Speed (Chickasaw), “Representations of violence: (Re)telling Indigenous women’s stories and the politics of knowledge production” (7p.) ● SMIS Kim TallBear (Dakota), “Standing with and speaking as faith: A feminist-Indigenous approach to inquiry” (8p.) ● PDF Fred Hoxie, “Retrieving the Red Continent: Settler Colonialism and the History of American Indians in the US”
Friday, April 9	<p>Approaches, part 2: ethics and commitments</p> <p>Readings:</p> <ul style="list-style-type: none"> ● SMIS Mary Jane Logan McCallum (Munsee-Delaware), “Laws, codes, and informal practices: Building ethical procedures for historical research with Indigenous medical records” (12p.) ● SMIS K. Tsianina Lomawaima (Mvskoke/Creek), “Mind, heart, hands: Thinking, feeling, and doing in Indigenous history methodology” (10p.) ● PDF National Congress of American Indians, “Speak Softly and Listen Carefully: Building research relationships with tribal communities” (36p.)
A BRIEF INTRODUCTION TO DAKOTA HISTORIES	
<p>Week 3</p> <p>Monday, April 12</p>	<p>Dakota Histories since time immemorial; how to read MSM</p> <ul style="list-style-type: none"> ● MSM “Introduction,” “Homelands” and “Contributor Statements and Acknowledgements” (36p.)
<p>Wednesday, April 14</p> <p>*visit with Dakota community partners*</p>	<p>Early colonial contact</p> <ul style="list-style-type: none"> ● MSM “Reading Between the Lines of the Historical Record” (48p.)
Friday, April 16	<p>Treaty-making</p> <ul style="list-style-type: none"> ● MSM “Drawing Lines on Sacred Land: The Dakota Treaties” (63p.) ● PDF Martin Case, “The Lay of the Land” and “Epilogue” (13p.)

<p>Week 4 Monday, April 19 *visit with librarian*</p>	<p>Broken Treaties and the War of 1862</p> <ul style="list-style-type: none"> ● PDF Waziyatawin (Dakota), “How Minnesota Wrested the Land from Dakota People,” (54p.) ● PDF Nick Estes (Lakota), “War” (42p.)
<p>Wednesday, April 21</p>	<p>Returning</p> <ul style="list-style-type: none"> ● PDF Jameson Sweet (Lakota/Dakota), “Native Suffrage: Race, Citizenship, and Dakota Indians in the Upper Midwest” (11p.) ● MSM “Reclaiming Minnesota -- Mni Sota Makoce” (26p.) <p>*initial topic proposal due by the start of class*</p>
<p>Friday, April 23</p>	<p>Contemporary Dakota nations who share geographic boundaries with Minnesota</p> <ul style="list-style-type: none"> ● Website: “The SMSC Past and Present” ● Website: “Mdewakanton” (SMSC) ● Website: “Cansa’yapi” (Lower Sioux) ● Website: “Pezihutazizi” (Upper Sioux) ● Website: “Tinta Wita” (Prairie Island)
<p>HISTORIES OF NATIVE STUDENTS AND HIGHER EDUCATION</p>	
<p>Week Five Monday, April 26 *visit with Carleton Archives staff*</p>	<p>Colonial colleges and land-grant colleges</p> <p>Readings:</p> <ul style="list-style-type: none"> ● PDF Bobby Wright, “For the children of the infidels? American Indian education in the colonial colleges” (14p.) ● PDF Christine DeLucia, “Fugitive Collections in New England Indian Country: Indigenous Material Culture and Early American History Making at Ezra Stiles’s Yale Museum” (43p.) ● PDF Margaret A. Nash, “Entangled pasts: Land-Grant Colleges and American Indian Dispossession” (31p.)
<p>Wednesday, April 28</p>	<p>Student activism</p> <p>Readings:</p>

	<ul style="list-style-type: none"> ● PDF Brian Peters, “Fighting Isolation: How four Native women created change at UNC-Chapel Hill” (31p.) ● PDF Meredith McCoy (Ojibwe), “We Are Here: Powwow and Higher Education in Indian Country” (15p.)
Friday, April 30	<p>Carleton’s history</p> <p>Readings:</p> <ul style="list-style-type: none"> ● Website: About Carleton: Our History ● Website: “Gathering Our Memories” (read through the decades) ● Read one of the Carleton histories on our course guide and come prepared to share what you learned <p>*full topic proposal due by 7pm, including list of planned readings for weeks 6-8*</p>
THREADS - From this point on, your readings come from your research proposal.	
Week Six Monday, May 3	NO CLASS - MIDTERM BREAK
Wednesday, May 5	*deadline to contact college archivist to discuss research; report your scheduled time here*
Friday, May 7	<p>*research day (open office hours in lieu of class)*</p> <p>*reflection post #1 on Moodle by noon*</p>
Week Seven Monday, May 10	FLEX
Wednesday, May 12	*primary source workshop*
Friday, May 14	<p>*research day (open office hours in lieu of class)*</p> <p>*reflection post #2 on Moodle by noon*</p> <p>*description of initial archival findings due at 7pm*</p>

Week Eight Monday, May 17	*peer review day: drafts from group 1a*
Wednesday, May 19	*peer review day: drafts from group 1b*
Friday, May 21	*research day (open office hours in lieu of class)* *reflection post #3 on Moodle* *historiography chunk due by 7pm*
Week Nine Monday, May 24	*peer review day: drafts from group 2a*
Wednesday, May 26	*peer review day: drafts from group 2b*
Friday, May 28	*research day (open office hours in lieu of class)* *reflection post #4 on Moodle* *select what part of your draft you'd like feedback from Meredith on and submit by Friday at 7pm*
SATURDAY, MAY 29	Presentation with the Northfield Library at 11:00am
Week Ten Monday, May 31	*peer review day for everyone*
Wednesday, June 2	FLEX
Saturday, June 5	*final paper due by 6pm on Saturday, June 5*



Course Policies

Academic Integrity: In this class, you will learn and grow as much as you're willing to commit to doing the work. I will do my best to create opportunities that you can personalize and tailor to your own interests. As you work on these projects, I expect all work to be your

own original and highest quality work. Plagiarism can sometimes fall into a gray area; please see [Academic Integrity at Carleton](#) for details on how to avoid plagiarism and to ensure all work is correctly cited.

"Attendance": We are a learning community, and each of us grows in proportion to how much we contribute collectively. In other words, it is best for you and for your classmates when you're able to contribute to class! That being said, this term will likely include a

variety of unforeseen needs and challenges, and we must all be flexible with one another. Should something happen and you cannot participate with us as you otherwise might, be sure to retrieve any missed content from a classmate.

Helpful resources: The librarian and I are working on a research guide for this

course! We'll share the link once it's ready.



Other Important Information and Resources

Writing Portfolio

You may find one or more of the writing assignments in this course to be appropriate for your writing portfolio, which is due at the end of your sixth term. Please talk with me about authenticating your work while this course is underway. I will work with you to revise, if necessary, and I will sign an authentication form that you prepare.

If you want to use a final paper or project for your portfolio, I will need an authentication form and a stamped, self-addressed envelope to return your work to you. For more information on the portfolio, consult the folder you received as a first-year student, talk with your advisor, or read about it on the web at:

<http://www.acad.carleton.edu/campus/writingprogram/portfolio>

Taking care of your health & well-being

Some of the content for this class may bring up strong emotions. This is in addition to the many stressors on all of us this term! Take care of yourself, including getting adequate sleep, exercise, conversations with trusted friends or family, and other positive stress management strategies. Let's all

continue to protect each other's health and take care of ourselves at the same time! If you are having difficulties, feel free to contact me and/or pursue other resources, such as [Student Health and Counseling](#) or the [Office of Health Promotion](#).

A safe (digital) classroom learning environment

I strive to create an inclusive and respectful classroom where you can bring your full self to your learning. Each of us learns best when we feel safe, seen, and represented in our work, and our individual differences enrich and enhance our collective space. This class

welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. It is a space free from hate speech and discrimination of any type.

Equitable learning opportunities

My job is to create an equitable learning environment that meets the needs of all students. I am happy to work with you to make sure this class meets your needs, whether or not you have a documented disability.

If you are seeking resources for a disability, please contact the Disability Services office (Henry House, 107 Union Street). They collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism

spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), you can contact disability@carleton.edu or call Sam Thayer ('10), Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

The Assistance Technologies program also brings together academic and technological resources to complement student classroom and computing

needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text

(Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

Learning Strategies/Time Management

Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you're

more efficient and effective. For details and resources: [Learning Strategies & Time Management](#).

If you prefer to learn these skills and strategies on your own, visit "[Helpful DIY Resources](#)."

Writing Support

We can all grow as writers! The Writing Center is offering a full schedule of video conferences with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the [writing center website](#). You can reserve specific times for conferences by using their [online appointment system](#).

In addition, if you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, [Multilingual Writing Coordinator](#), at rfitzpatrick@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

Reporting sexual misconduct

Carleton is committed to fostering an environment free of sexual misconduct. All Carleton faculty and staff members, with the exception of Chaplains and SHAC staff, are "responsible employees." As a responsible employee, I am required to share any information I have regarding incidents of sexual misconduct with the Title IX

Coordinator. We want to make sure all Carleton community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton's Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website:

<https://www.carleton.edu/sexual-misconduct/>.

Visit with a librarian!

Librarians work as liaisons to academic departments, even while we're all online! You can chat with a librarian online 24/7. You can also [email and call](#). Librarians help students find and

evaluate articles, books, websites, statistics, data, government documents, and more. For more, visit the Gould Library website at go.carleton.edu/library.

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