

Fall 2009

USC ANTH 316gm / HIST 317gm

## NORTH AMERICAN INDIANS IN AMERICAN PUBLIC LIFE

Walter L. Williams, Ph.D.

Professor of Anthropology, History, and Gender Studies

University of Southern California office GFS 120

Los Angeles CA 90089-1692

Office hours: following each class, and by appointment.

This class meets the requirement for Category 2 “Global Cultures and Traditions” in the General Education requirements, because it introduces students to a non-Western culture by an in-depth analysis, from the point of view of the cultures themselves in their own terms, over a substantial period of time. It begins with an analysis of the indigenous cultures of North America before the coming of the Europeans, and then focuses on the historical changes occurring in these non-Western cultures as a result of Indian tribes’ interactions with the United States political system. It makes comparative insights between Native American cultures and Western cultures, and applies these insights to contemporary events.

This class will aim, as much as possible, to present Native American history from the viewpoint of Native Americans themselves, just as a history class on Great Britain would do so from British viewpoints and a class on American history would do so from American viewpoints. If a teacher said they were going to teach American history entirely from the viewpoint of Iranian scholarship, that would be objectionable. Yet, indigenous Americans’ history has often been presented entirely from the viewpoint of Euroamericans. This class is part of a larger intellectual effort to challenge the Eurocentric bias of most education in America today, and to present a different way of looking at the past. For some students, this class might challenge everything you think you know about American history. Moreover, this class suggests how a multicultural perspective might have implications for current issues facing society today. The present is shaped by the past, and how we think about the past.

The course will assess whether people of the First American Nations can be classified as the de facto colonial subjects of the United States, and how their political positions evolved from an independent status to a dependent one. Other major topics of analysis include diverse issues relating to law, economics, gender, sexuality, and military affairs. By focusing on these issues, students will be expected to think about and make conclusions about the unique realities facing modern indigenous peoples as minorities in their own homeland, and the implications of these realities for an understanding of notions of democracy.

This class is part of the General Education requirements of the university. As such, part of the focus is to train students to be excellent writers. Therefore, this class emphasizes writing, both in terms of essay exams and a full research paper. The purpose of this class, then, is not just to teach you about American Indians, and about how to understand different cultures and to live in a multicultural global world, but also how to be an effective communicator. Anyone who does not appreciate this opportunity to improve your writing and to expand your cultural horizons, and who disagrees with the policy of the University of Southern California that all of its graduates should be excellent writers and should be exposed in depth to at least one non-Western culture, should drop this class.

This class requires about 100 pages of reading per week, or a comparable amount of time watching videotapes. Anyone who is not able to do that, should also drop this class. Do not waste your time, or the professor's, if you are not seriously committed to learning about this subject.

#### MULTIMEDIA OPTION

This class emphasizes a multimedia approach to the subject, in several ways:

1. In an attempt to save money for students, rather than purchasing textbooks, the reading assignments will be online readings. Students who prefer to read in paper form may purchase their own book, or borrow a copy from a library, but the free online resource is provided for those who would like to save money.
2. The professor has set up a website <http://college.usc.edu/americanindian> with photographs, paintings, maps, and other illustrations of Native American history. This website aims to become the internet's most comprehensive

location of images of North American Indians. These images are provided as a major supplement to the lectures.

3. The professor does not have time to cover all subjects within the class lecture time. Therefore some of the Professor's lectures for this class have been prerecorded, and students can watch these lectures on their own time.

4. Selected documentary films are available online. For example, the PBS Series "We Shall Remain" has segments on King Phillip, Tecumseh, Trail of Tears, Geronimo, Wounded Knee

<http://www.pbs.org/wgbh/amex/weshallremain>

5. Youtube videoclips. For example, University of Hawaii Professor David Stannard lectures on his book AMERICAN HOLOCAUST

[<http://www.youtube.com/watch?v=Qra6pcn4AOE> ]. Since Southern California is the location of many Indian Pow-Wows, students are encouraged to attend one during the semester. But if that is not possible, you should view some videoclips of pow wows on Youtube.

6. As much as possible, this class will emphasize Native American perspectives on their history. Student research projects will be to locate Indian-authored statements and perspectives.

Though not required, these books are good introductions:

Alice Beck Kehoe, America Before the European Invasions (Longman); Jake Page, In the Hands of the Great Spirit: The 20,000 Year History of American Indians (Free Press); James Wilson, The Earth Shall Weep: A History of Native America (Grove Press), and Bob Blaisdell, ed., Great Speeches by Native Americans (Dover Press). Every resident of California should read William B. Secrest, When the Great Spirit Died: The Destruction of the California Indians (Word Dancer Press), and James Rawls, The California Indians.

#### ASSIGNMENTS:

1. Discussion of readings in discussion section. Each week you will read an average of about 100 pages, which is the College Deans' standard for reading requirements in a USC General Education class, or watch a comparable amount of time of videoclips. Since you must be present in order to engage in

discussions, if you miss more than one weekly meeting, you will be graded down. (10% of semester grade).

2. Take-home MIDTERM TEST, of essay and shorter discussion questions, covering the readings and lectures during the first half of the course (30% of semester grade)

3. RESEARCH PROJECT (see below), based on outside readings. Plagiarism of a paper, or purchasing of a paper, is a serious offense, and will result in an "F" grade in this class. (30% of semester grade).

4. Take-home FINAL EXAM, on lectures and readings since the midterm. The last date to turn in the exam is at the regularly scheduled time for this final exam, but it is much preferable to turn it in earlier, before this final deadline, if possible. (30% of semester grade).

5. Extra credit Joint Educational Project (JEP) to teach a segment in a high school class about American Indians. Successfully completing this assignment will raise the total grade for the semester by one mark (ie: from a C+ to a B- or from a B to a B+ ).

#### PRERECORDED LECTURES

Since this class will not cover the eras of North American history before the European invasion, and will not cover the traditional cultures of the Arctic, Subarctic, Northwest Coast, Plateau, Basin, Mesoamerican, and Desert Southwest, students who are interested may view Professor Williams' prerecorded lectures on these subjects. Historical subjects covered in these prerecorded lectures also include the Russian colonial era in Alaska and the Northwest Coast, the impact of the United States on Native Alaskans, and the Spanish colonial era in Mesoamerica and the Southwest.

To view these lectures, click on "Lectures" on the left column at <http://college.usc.edu/americanindian>

CLASS SCHEDULE (dates are approximate and may be revised)

WEEK OF:

August 25 - 27 Introduction to the class. Theoretical approaches.

ASSIGNMENT: turn in a topic for research project, from the list at the back.

ONLINE READINGS: Elizabeth Cook-Lynn, "The Radical Conscience in Native American Studies," *Wicazo Sa Review* 7, no. 2 (Autumn 1991): 9-13,  
<http://www.jstor.org.libproxy.usc.edu/stable/1409056>

Peter d'Errico, "Native Americans in America: A Theoretical and Historical Overview," *Wicazo Sa Review* 14, no. 1 (Spring 1999): 7-28,  
<http://www.jstor.org.libproxy.usc.edu/stable/1409513>

Alfred Crosby Jr., "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America," In Roger L. Nichols, ed., *The American Indian: Past and Present*, 1986. pp. 39-46.  
<http://books.google.com/books?id=8jG1Bb7sh14C&lpg=PP1&dq=american%20indian&lr=&pg=PA39#v=onepage&q=&f=false>

Ward Churchill, Haunani-Kay Trask, Since *Predator Came: Notes from the Struggle of American Indian Liberation*, 2005. pp. 1-78.

Columbus and Genocide

<http://books.google.com/books?id=6LosXk6Lu-UC&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PR3#v=onepage&q=&f=false>

September 1 – 3 The First Nations encounter the French and British in Eastern North America

ONLINE READINGS:

Philip Joseph Deloria and Neal Salisbury, *A Companion to American Indian History*, New York: Blackwell Publishing, 2004. pp.1-53.

Indian Historiography and Spanish Colonial

<http://books.google.com/books?id=8DcBAeOmIWEc&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PA1#v=onepage&q=&f=false>

Mari Jo Moore ed., *Eating Fire, Tasting Blood: An Anthology of the American Indian Holocaust* 2006 pp.1-31. Spanish Colonial, Paula Gunn Allen

<http://books.google.com/books?id=3oNPH4-ovFcC&lpg=PR1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PA1#v=onepage&q=&f=false>

Howard Langer, *American Indian Quotations*. 1996. pp. 1-19. [Indian quotes Colonial Period to Black Hawk]

[http://books.google.com/books?id=Q\\_DxtEyq4bUC&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PR17#v=onepage&q=&f=false](http://books.google.com/books?id=Q_DxtEyq4bUC&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PR17#v=onepage&q=&f=false)

September 8 – 10 From the French and Indian War to the Father-Son War  
ONLINE READINGS:

James H. Merrill, "The Indian's New World: The Catawba Experience", In Roger Nichols, ed., *The American Indian: Past and Present*, 1986, pp.10-27.

<http://books.google.com/books?id=8jG1Bb7sh14C&lpg=PP1&dq=american%20indian&lr=&pg=PA10#v=onepage&q=&f=false>

Russell David Edmunds, ed., *Studies in Diversity: American Indian Leaders*. 1980. pp. 1-17. Great Lakes Indians 1750s

[http://books.google.com/books?id=ila\\_YNah0TwC&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PA1#v=onepage&q=&f=false](http://books.google.com/books?id=ila_YNah0TwC&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PA1#v=onepage&q=&f=false)

John R. Wunder, "'Merciless Indian Savages' and the Declaration of Independence: Native Americans Translate the Ecunnaunuxulgee Document," *American Indian Law Review* 25, no. 1 (2000): 65-92,

<http://www.jstor.org.libproxy.usc.edu/stable/20070651>.

Roger Kennedy, "Jefferson and the Indians," *Winterthur Portfolio* 27, no. 2/3 (Summer - Autumn 1992): 105-121,

<http://www.jstor.org.libproxy.usc.edu/stable/1181368>.

September 15- 17 Indians in the Early United States Era

ONLINE READINGS:

Steven Paul McSloy, "American Indians and the Constitution: An Argument for Nationhood," *American Indian Law Review* 14, no. 2 (1988): 139-189, <http://www.jstor.org.libproxy.usc.edu/stable/20068288>.

Mark Savage, "Native Americans and the Constitution: The Original Understanding," *American Indian Law Review* 16, no. 1 (1991): 57-118, <http://www.jstor.org.libproxy.usc.edu/stable/20068692>.

Francis Paul Prucha, *American Indian Treaties*. 1997. pp.1-50.  
Indian Treaties 1775-1785.

<http://books.google.com/books?id=OHxu5MRcDNcC&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PP15#v=onepage&q=&f=false>

September 22 – 24 Acculturation and Removal of the Eastern Indians

View PBS video on Tecumseh or the Trail of Tears

ONLINE READING: Vine Deloria Jr., *American Indian Policy in the Twentieth Century*. 1992, pp. 1-55.

<http://books.google.com/books?id=VzWIpZBZgA0C&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PA3#v=onepage&q=&f=false>

September 29 – October 1 The Betrayal of Indian Territory 1830-1867

ONLINE READINGS:

Arrell Morgan Gibson, "Native Americans and the Civil War," *American Indian Quarterly* 9, no. 4 (Autumn 1985): 385-410, <http://www.jstor.org.libproxy.usc.edu/stable/1183560>.

David A. Nichols, "The Other Civil War: Lincoln and the Indians," *Minnesota History* 44, no. 1 (Spring 1974): 2-15,  
<http://www.jstor.org.libproxy.usc.edu/stable/20178286>.

Annie Heloise Abel, "The Indians in the Civil War," *The American Historical Review* 15, no. 2 (January 1910): 281-296,  
<http://www.jstor.org.libproxy.usc.edu/stable/1838335>.

\*\*\*\* MONDAY OCT.5: MIDTERM TEST IS DUE TO BE TURNED IN

1. What five themes do you find most important in understanding indigenous North American history before the 1840s? Be sure to draw on what you learned in both the lectures and the online readings for your answers.

Choose either #2 or #3:

2. Considering the era of the European invasions of North America, from 1492 to 1775, suggest two different scenarios that might have realistically happened, that would have made presentday North America a very different place than it is now.

3. Imagine yourself as a native North American in any time period between 1492 and 1848, and suggest what you might realistically have done to make a better future for your descendents. If Aliens came to earth from another galaxy, knowing what you know about history, how would you react to their arrival?

October 6 – 8 Native Californian Genocide 1770-1870

ONLINE READINGS: California Indian Memorial

<http://www.csus.edu/indiv/t/tumminia/memorial.htm>

David Stannard lectures on his book AMERICAN HOLOCAUST

<http://www.youtube.com/watch?v=Qra6pcn4AOE>

Readings from the California chapter of Walter Williams book in progress  
*The Civil War and the Devastation of American Indian Tribes*

---

October 13 – 15 Civil Wars and Indian Wars 1860-1880

ONLINE READINGS: choose either Black Elk Speaks by John G Neihardt



<http://www.firstpeople.us/articles/Black-Elk-Speaks/Black-Elk-Speaks-Index.html>

OR Geronimo His Own Story

[http://www.firstpeople.us/FP-Html-Legends/Geronimo His Own Story 1.htm](http://www.firstpeople.us/FP-Html-Legends/Geronimo_His_Own_Story_1.htm)

\*\*\*\* FRIDAY OCTOBER 16: TURN IN RESEARCH REPORT  
[arrangements for posting online will be announced]

October 20 – 22 The Era of Forced Assimilation 1880-1932

ONLINE READINGS:

C. Matthew Snipp, "The Changing Political and Economic Status of the American Indians: From Captive Nations to Internal Colonies," *American Journal of Economics and Sociology* 45, no. 2 (April 1986): 145-157,  
<http://www.jstor.org.libproxy.usc.edu/stable/3486915>

Walter L. Williams, "United States Indian Policy and the Debate over Philippine Annexation: Implications for the Origins of American Imperialism," *The Journal of American History*, Vol. 66, No. 4 (March 1980), pp. 810-831  
<http://www.mtholyoke.edu/acad/intrel/pol270/williams.htm>

Jeanette Wolfley, "Jim Crow, Indian Style: The Disenfranchisement of Native Americans," *American Indian Law Review* 16, no. 1 (1991): 167-202,  
<http://www.jstor.org.libproxy.usc.edu/stable/20068694>

Russel Lawrence Barsh, "American Indians in the Great War," *Ethnohistory* 38, no. 3 (Summer 1991): 276-303,  
<http://www.jstor.org.libproxy.usc.edu/stable/482356>.

---

October 27 – 29 The Indian New Deal, 1933-1945

READ: From the class reports, select about 100 pages of your choice to read on what Indians have to say about the early 20<sup>th</sup> century to World War II. Turn in a brief written evaluation of your reading in discussion section.

November 3 – 5 Termination and Relocation, 1945-1960

READ: From the class reports, select about 50 pages of your choice to read on what native people had to say during the 1940s and 1950s. Turn in a brief written evaluation of your reading in discussion section.

ONLINE READINGS:

Tony R. Johnson and Donald Fixico, *The American Indian Occupation of Alcatraz Island*. 2008. pp. 1-27 (1950s urban Indians background to Alcatraz)  
<http://books.google.com/books?id=wV82zVlzwRsC&lpg=PA1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PA6#v=onepage&q=&f=false>

Ines Hernandez-Avila, "Relocations upon Relocations: Home, Language, and Native American Women's Writings," *American Indian Quarterly* 19, no. 4 (Autumn 1995): 491-507,  
<http://www.jstor.org.libproxy.usc.edu/stable/1185561>.

November 10 - 12 Red Power Indian Protests 1960-1973

ONLINE READINGS:

Troy R. Johnson, Joane Nagel, Duane Champagne, eds., *American Indian Activism: Alcatraz to the Longest Walk*. 1997, pp. 1-30. Alcatraz 1968.  
<http://books.google.com/books?id=AuOXYesYSn0C&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PA1#v=onepage&q=&f=false>

Dennis Banks and Richard Erdoes, *Ojibwa Warrior: The Rise of the American Indian Movement*. pp. 1-66.  
<http://books.google.com/books?id=4RNw4LE9gwMC&lpg=PP1&dq=american%20indian%20subject%3A%22History%20%2F%20Native%20American%22&lr=&pg=PA3#v=onepage&q=&f=false>

November 17 – 19 Tribal Self-Determination Since the 1970s

ASSIGNMENT: From the class reports, select 100 pages of your choice to read on what native people had to say during the 1960s and 1970s. Turn in a brief written evaluation of your reading in discussion section.

November 24-26 Thanksgiving Week

No classes and no discussion sections this week.

Instead, watch this documentary on the internet:

“In Whose Honor” (47 minutes) about the stereotyping of Indians in sports teams mascots. Watch it by streamlining (cost \$6.99 ). To save money, watch with others, or show it to your relatives before the Thanksgiving football games. See it at the director’s website: <http://www.jayrosenstein.com/pages/honororder2.html>

READ for next week: 100 pages of your choice from the class website on the period since 1975.

ONLINE READINGS: Jason Edward Black, “The “Mascotting” of Native America: Construction, Commodity, and Assimilation,” *American Indian Quarterly* 26, no. 4 (Autumn 2002): 605-622,

<http://www.jstor.org.libproxy.usc.edu/stable/4128504>

December 1 - 3 Native Americans since 1975.

READ: From the class website, select another 70 pages of your choice to read on Indians since 1975 and turn in a written evaluation in discussion section.

ONLINE READINGS:

Vine Deloria and Clifford M. Lytle, *The Nations Within* 1998. pp. 1-27.

<http://books.google.com/books?id=FLgEf5kGLWQC&lpg=PP1&dq=american%20indian&lr=&pg=PP9#v=onepage&q=&f=false>

THE FINAL EXAM will be your analysis of

1. What five themes do you find most important in understanding indigenous North American history from the 1840s to the present? Be sure to draw on what you learned in both the lectures and the online readings for your answers.
2. What five themes did you see in your readings of the class reports (not including your own research project), that were different from what you learned in the lectures and the online readings? What do reading these quotes

from native people tell you about the nature of indigenous North Americans of the last century to the present?

## RESEARCH PROJECT

Los Angeles is the location of some of the world's best library collections about Native Americans. Besides the USC Library, you should also plan on using at least one of these major library collections:

1. Los Angeles Museum of Natural History (enter at their staff entrance on the Exposition Street side of the Museum just south of USC campus).
2. Los Angeles Public Library (main LA library downtown).
3. American Indian Collection, Huntington Park branch, LA County Library.
4. The Southwest Museum Library (off the Pasadena 110 freeway on Mt. Washington), and the library of the Autry National Center (Griffith Park).
5. UCLA American Indian Studies Center (3rd floor Campbell Hall).
6. UCLA Graduate Library

For the most up-to-date bibliography, ask librarians at the reference desk. You may want to use the "Bibliography of Native North Americans on Disc" (CD-ROM disc, in Doheny Library), or the Ethnographic Bibliography of North America. You might also seek information from the Human Relations Area Files (HRAF microfiche, and e-HRAF, in the USC Doheny Library reference room).

Part of the purpose of this course is to acquaint you with Native American thought of recent times. For your research project you will pick a tribe (or neighboring tribes, in the case of small groups) and locate writings or speeches of members of that tribe. Pick one of the following three time periods (1900 to 1940), or (1941 to 1974), or (1975 to the present). Search tribal websites, tribal histories, general Indian histories, Indian newspapers and magazines, state or local histories, academic journals, other publications, Youtube videos, anywhere you can get authentic native voices. Find native people talking about what their lives were like during that time period, showing their concerns and things that might be learned from them. Pick what you consider to be the most interesting quotes you can find (and be sure to give person's full name, tribal name, the date of the quote, and complete bibliographic citation so that the original source can be easily found). You write an introduction

to each quote, telling something about the author and why you think this is an important or interesting quote. What does this quote tell us about the experiences and concerns of indigenous people in modern North America? What wisdom does it provide?

Quotes may be no longer than three hundred (300) words. They might be academic or earthy, serious or humorous, even perceptive comments by native children, but they should be of value and interest for people to want to read. If you have to transcribe the selections, be sure to proofread closely to make certain you copied every word correctly. If there is a mistake in the original text, put [sic] after that mistake so that the reader will know it is not your mistake.

For certain native authors who are quite prolific (Vine Deloria, Scott Momaday, Paula Gunn Allen, Simon Ortiz, Wilma Mankiller, Russell Means, Ward Churchill, etc.) you can choose to do your research project on one or two individuals. Quotes may be taken from different parts of a publication, and separated by .... in between deleted sentences, but you can quote one particular publication/source only up to 300 words total.

You should produce a total of about thirty pages, typed double-spaced with the citation following each quote. Turn in both a paper copy and an email copy. Over two-thirds of the pages you turn in should consist of quotes by the Native persons, with one-third or less being your introductions to the quote. You will be graded on the perceptiveness of your introduction to each quote, your accuracy in making the quote (without any mistakes, and with complete bibliographical citation), and the importance of the insights generated by the quotes you choose.

If you are quoting statements by a native speaker that were originally written in Spanish, French, or a native language, then you should include the text in the original language followed by your own translation into English. Each page of translation will only count as one-half a page toward your thirty page total project.

During the last weeks of the semester, everyone will read others' research projects as part of the readings for this class. To assist you in your research, ask reference librarians for help in finding sources, and check indigenous websites. One valuable website that has many links is by Cal State Univ--Long Beach, Native American Studies Professor Troy

Johnson, "American Historical Images On File: The Native American Experience

<http://www.csulb.edu/colleges/cla/departments/americanindianstudies/faculty/trj/nae/> Though most websites are not well organized, much

valuable information can be seen at: Native American History &

Culture at [http://www.teacheroz.com/Native\\_Americans.htm](http://www.teacheroz.com/Native_Americans.htm)

First Nations Seeker: Directory of North American Indian Portal

Websites at <http://www.firstnationsseeker.ca/> First People

<http://firstpeople.us>

Native American Images <http://www.nativeamericanlinks.com/>

Native American Authors at <http://www.ipl.org/div/natam/>

Native Web has much information on museum exhibits at

[http://www.nativeweb.org/resources/museums\\_online\\_exhibits/](http://www.nativeweb.org/resources/museums_online_exhibits/)

An excellent resource on Native Californians is California Indians

Memorial at <http://www.csus.edu/indiv/t/tumminia/memorial.htm>

An embittered descendant of the California genocide writes at

<http://www.angelfire.com/sk/syukhtun/excerpt3.html>

Be sure to include complete bibliographical citation in standard historical form. Each student will post their paper on the website, along with appropriate photographs. Choose a tribe or geographical topic from the following list, and turn in a piece of paper with your top three choices and time periods ranked in order of preference. If you have a strong preference, write a brief statement why you want to do research on this particular topic and time period. Assignments will be made on a first come first served basis, and if you do not turn in a preference a topic will be assigned to you from those that are left unpicked. Pick from:

#### FIRST NATIONS OF THE NORTH

--Inuit in Greenland and Eastern Canada (Newfoundland to Manitoba)

--Inuit in Northwestern Canada      --Inuit in Alaska      --Tlingit in Alaska

--Yupik and Southern Eskimo in Alaska      --Subarctic Indians in Alaska

--Indians in Eastern Canada (Newfoundland and Maritimes)

--Indians in Quebec    --Indians in Ontario    --Indians in British  
Columbia

--Indians in Western Canada (Manitoba to Alberta)

## LOS INDIOS DE MEXICO Y AMERICA CENTRO

--Mexico del norte    --Ciudad de Mexico y centro    --Mayas de  
Mexico

--Mexico del sud (Oaxaca, Guerrero)    --Guatemala    --Belize

--El Salvador y Honduras    --Nicaragua    --Costa Rica y Panama

## INDIGENOUS PEOPLES IN THE UNITED STATES

--Northeast (New England to Virginia)    --Iroquois    --  
Michigan&Wisconsin

--Lumbee    --Eastern Cherokee    --Florida Seminole and  
Miccosukee

--Louisiana Indians and Mississippi Choctaw    --Kansas-Nebraska

--Oklahoma Osage, and small removed eastern tribes in Oklahoma

--Oklahoma Cherokee    --Oklahoma Choctaw and Chickasaw

--Oklahoma Creek and Seminole    --Comanche, Kiowa, Kiowa-  
Apache

--Southern Cheyenne, Arapaho, and other Oklahoma western tribes

--Sioux (Dakota, Lakota)    --Sioux (Santee, Yankton)

--Other Minnesota (Ojibwe, Winnebago, Menominee)

--Northern Arapaho, Northern Cheyenne, Crow

--Blackfoot    --Other Montana (Fort Peck, Fort Belknap, Rocky Boy)

--Northwest Coast tribes in Washington State

--Plateau tribes (eastern Washington and Oregon, northern Idaho,  
Flathead)

--Shoshoni, Bannock, Snake    --Ute, Paiute, Goshute

--Native northern Californians    --Native southern Californians

--Urban Indians in Los Angeles    --Navajo    --Pueblos, Hopi, Zuni

--Eastern Apache    --Western Apache    --Other Arizona tribes

--Native Art since 1930    --Native Literature since 1930

--Native American Music and Dance since 1930

### WEBSITE DESIGN OPTION

For students who wish to learn more about technical website design, one option to be done instead of the above research paper is to create a “virtual museum” on American Indian History and Culture, building on what has already been done at <http://college.usc.edu/americanindian>. You will need to register for IML 140 section 37429 to learn principles of web design and the technical aspects of building and managing a sophisticated website. You will also think through strategies for designing the best possible design and navigation of the virtual museum by exploring other websites. For more information download a .pdf of the syllabus description at: (select IML 140 course code 37429 ).

### DOCUMENTARY VIDEO OPTION

Instead of a research paper, you have the option to create a well-researched documentary video on a topic in North American Indian history. Possible topics include “California Indians, 1848--1868,” “Californians’ Invasion of Arizona, 1862—1868,” “Total War Against the Navajo, 1860--1868,” or “Two Spirit People of Native North America.” This documentary will become part of the website for the class. To do this option you must register for IML 140 section 37426 or 37427 which will teach you the technical aspects of creating a documentary, how to form your ideas for pre-production, and turn them into a narrative video. All equipment and materials will be provided. For more information download a .pdf of the syllabus description at: (select IML 140 course code 37426 or 37427 ).