

The University of Texas at El Paso
Summer II 2018

**Indigenous Women's History:
Recovering Voices & Deconstructing Myths**

WS 3391-35765 / HIST 3391-34852
M-F 11:40am – 1:50pm; Liberal Arts Rm. 122

Instructor: José Miguel Chávez Leyva Office Hours: TR 2:00-3:30 pm
E-Mail: jmleyva3@utep.edu Office: Liberal Arts 320A

COURSE DESCRIPTION: This course will examine the lives and histories of indigenous women of North America from the earliest days of European colonization to the 20th century. Students will learn about native constructions of gender, and how those constructions have changed over time. Readings will be supplemented with films and documentaries, allowing students to analyze the differences between academic and popular portrayals of indigenous women.

OBJECTIVES:

1. Students will learn how indigenous women's lives and history has been variously used and ignored in the creation of the modern nation state.
2. Students will learn about native constructions of gender, and how the experience of indigenous women has varied widely across time and place.
3. Student will learn to apply critical thinking to the study of indigenous peoples, and to interrogate primary sources for answers about women & gender that may not be immediately recognizable.

GRADING:

Final grades will be determined based on daily workshops, a primary source analysis paper, a midterm exam, a final exam, and regular attendance/participation in class meetings:

Attendance/Participation (x19 days @ 10pts each) = 190pts

Workshops (x12 @ 30pts each) = 360pts

Primary Source Analysis Paper = 100pts

Midterm Exam = 150pts

Final Exam = 200pts

Total = 1000pts

A = 900-1000pts B = 800-899pts C = 700-799pts D = 600-699pts F = >599pts

No extra credit will be offered in this course. Students hoping to raise their grades should talk to the professor about how to improve on the tests and papers assigned. **Improvement will be rewarded** in determining final grades (for those students who regularly make their discussion and response posts and turn in assignments on time).

ASSIGNMENTS:

Daily Workshops: Students will be expected to participate in 12 daily workshops. These workshops make up the bulk of the grade, at 30pts each, and may be based on the lectures or on primary source materials provided by the professor. These workshops should be done in class in teams of 3-5 students. Late workshops will not be allowed except in extraordinary circumstances.

Primary Source Analysis Paper: Students will be responsible for turning in a paper analyzing one of the Cherokee primary sources available on Blackboard. The instructions for this paper will be posted in a separate document.

Midterm Exam: The midterm exam will consist of two in-class essays. Students will need a blue book for this exam. A list of possible questions will be posted the Monday before the exam, but the final questions will not be revealed until the day of the exam.

Final Exam: The final exam will be a long essay examining the Mary Crow Dog book. Students will follow a comprehensive set of directions, analyzing the work through both historical and gendered lenses. **The total length of the final exam essays should not be less than 2500 words.** This essay must be submitted through Blackboard, no later than 11:59 pm on Mon., Aug 6th. Further instructions will be provided. Late exams will **not** be accepted.

BLACKBOARD: Some assignments will be due through Blackboard. PDF copies of selected readings will be distributed through Blackboard as well. Students having technical issues with Blackboard should contact the UTEP Helpdesk at (915) 747-4357 or e-mail helpdesk@utep.edu. If there are any problems with handouts and pdf materials, please contact the professor.

STUDENT RESPONSIBILITIES: You are expected to complete readings and coursework on time following the deadlines outlined in the course calendar. Students are expected to attend class regularly and participate in discussions. Late assignments will be penalized. Students are expected to maintain access to a computer with internet in order to participate in the class.

Students who fall behind in coursework due to health problems or serious family emergencies (such as the illness of a child or a death in the family) will be given extensions **only with appropriate documentation**. Discussions should remain friendly and respectful towards other students. Personal attacks and offensive behavior will not be tolerated. Any student concerns about the above responsibilities should be addressed to the professor privately during office hours or through e-mail.

ACADEMIC HONESTY: Plagiarism is the use of the ideas, information, or words of another author without giving proper credit to your source. You are responsible for citing your sources as indicated by the instructor and, in cases where you directly quote from a source, for enclosing those words that are not your own in quotation marks. Failing to give proper credit to your sources in these ways is academic dishonesty. You are also responsible for adhering to my rules on exams. All suspected incidences of academic dishonesty will be referred immediately to the Office of Student Conduct and Conflict Resolution for investigation. Students found guilty of such actions will be punished. See UTEP policy on this issue at <http://sa.utep.edu/osccr/academic-integrity/>.

STUDENTS WITH DISABILITIES: If you have a disability and need accommodations, please contact the Center for Accommodations and Support Services (CASS) at 747-5148, or cass@utep.edu, or visit their office located in the Student Union Building East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS Staff are the only individuals who can validate and, if need be, authorize accommodations for students with disabilities.

REQUIRED READINGS: There are three required books for this course. **Please note that each of these books is available in digital e-book format through various retailers, which can be read on your computer with the corresponding app.** Additional readings in the form of journal articles or book chapters will be assigned. Unless otherwise noted, these readings can be accessed through Blackboard or by using the links listed below.

Books (in reading order)

Rebecca K. Jager, *Malinche, Pocahontas, and Sacagawea: Indian Women as Cultural Intermediaries and National Symbols*. (Norman, OK: University of Oklahoma Press, 2016) ISBN: 978-0806155944.

Carolyn Ross Johnston, *Cherokee Women in Crisis: Trail of Tears, Civil War, and Allotment, 1838-1907*. (Tuscaloosa: University of Alabama Press, 2003) ISBN: 978-0817350567.

Mary Crow Dog, *Lakota Woman*. (New York: Grove Press, 2011) ISBN: 978-0802145420.

Course Schedule

(Instructor reserves the right to make changes to this schedule as needed)

Week 1 (July 10th – 14th) Conquest & Colonialism	
<ul style="list-style-type: none"> ❖ Tuesday, July 10th <ul style="list-style-type: none"> ➤ Introductions ➤ Go over syllabus & class expectations ➤ Homework: Read Rebecca Jager, Introduction & Chapter 1 ❖ Wednesday, July 11th <ul style="list-style-type: none"> ➤ Lecture: Mesoamerica pt 1 - Mexica ➤ Workshop 1: Primary Source - Bernal Díaz del Castillo ➤ Homework: Read Rebecca Jager, Chapter 2 & 3 ❖ Thursday, July 12th <ul style="list-style-type: none"> ➤ Lecture: Mesoamerica pt 2 - Mixtec & Zapotec ➤ Workshop 2: Spanish Intervention into Gender Roles ➤ Homework: Read Rebecca Jager, Chapter 4 & 5 ❖ Friday, July 13th <ul style="list-style-type: none"> ➤ Lecture: Borderlands - Pueblos & Texas Natives ➤ Workshop 3: Primary Source - Blue Corn Ear Maiden's Revenge ➤ Homework: Read Rebecca Jager, Chapter 6, 7, & Conclusion 	
Week 2 (July 15th – 21st) Native Women & the Nation-State	
<ul style="list-style-type: none"> ❖ Monday, July 16th <ul style="list-style-type: none"> ➤ Discussion: Cultural Context of Pocahontas ➤ Workshop 4: Primary Source – Captain John Smith ➤ Homework: Read Laura Tohe, “There Is No Word for Feminism in My Language.” http://0-www.jstor.org.lib.utep.edu/stable/pdf/1409467.pdf ➤ Homework: Read Sergei Kan, “Clan Mothers and Godmothers” http://0-www.jstor.org.lib.utep.edu/stable/pdf/483248.pdf ❖ Tuesday, July 17th <ul style="list-style-type: none"> ➤ Film: Pocahontas: The Legend ➤ Homework: Read Larry M. Taylor, “Old Medicine Women Anew” https://0-www-tandfonline-com.lib.utep.edu/doi/pdf/10.1080/15528030.2013.738586 	

- **Homework:** Read Margo Tómez “Restoring Lipan Apache Women’s Laws, Lands, and Strength” <http://0-www.jstor.org.lib.utep.edu/stable/pdf/10.1086/649053.pdf>

❖ **Wednesday, July 18th**

- Discussion: Cultural Context of Sacagawea
- Workshop 5: Gender Roles in Native Societies
- **Homework:** Read Nancy Fogel-Chance “Living in Both Worlds” <http://0-www.jstor.org.lib.utep.edu/stable/pdf/40316331.pdf>
- **Homework:** Read Jane Lawrence “The Indian Health Service and the Sterilization of Native American Women” <http://0-www.jstor.org.lib.utep.edu/stable/pdf/1185911.pdf>

❖ **Thursday, July 19th**

- Film: Sacagawea: Heroine of the Lewis and Clark Journey

❖ **Friday, July 20th**

- Midterm Exam
- **Homework:** Read Carolyn Ross Johnston, *Cherokee Women in Crisis*, Introduction & Chapters 1 & 2
- **Homework:** Read “Lucy Young Discusses Dangers Native Women Faced c. 1861.”

Week 3 (July 22nd – 28th)

Cherokee Women

❖ **Monday, July 23rd**

- Lecture: The U.S. and Native Americans
- Workshop 6: Primary Source - Lucy Young
- **Homework:** Read Carolyn Ross Johnston, *Cherokee Women in Crisis*, Chapters 3 & 4
- **Homework:** Read “Mountain Wolf Woman Describes Women’s Work, c. 1890.”

❖ **Tuesday, July 24th**

- Lecture: The Cherokee Before Removal
- Workshop 7: Primary Source - Mountain Wolf Woman
- **Homework:** Read Carolyn Ross Johnston, *Cherokee Women in Crisis*, Chapt. 5 to end
- **Homework:** Read “Dorothy Peche Recalls Attending Govt Boarding School, c. 1917.”

❖ **Wednesday, July 25th**

- Documentary: Trail of Tears Part 1
- Workshop 8: Primary Source - Dorothy Peche
- **Homework:** Start Primary Source Analysis Paper
- **Homework:** Read Wilma Mankiller “Returning the Balance” (1993)

❖ **Thursday, July 26th**

- Documentary: Trail of Tears Part 2
- Workshop 9: Primary Sources 4 – Wilma Mankiller
- **Homework:** Finish Rough Draft of Primary Source Analysis Paper

❖ **Friday, July 27th**

- Primary Source Analysis Peer Review – **Bring Rough Draft**
- **Homework:** Primary Source Analysis due on Blackboard by 10:00pm Sunday, 7/29

Week 4 (July 29th – Aug 4th)
20th Century Struggles

❖ **Monday, July 30th**

- Lecture: 20th Century Developments
- Workshop 10: Indian Termination Policy
- **Homework:** Read Mary Crow Dog, *Lakota Woman*, Chapters 1-5

❖ **Tuesday, July 31st**

- Documentary: Our Spirits Don't Speak English
- Workshop 11: Indian Termination Policy
- **Homework:** Read Mary Crow Dog, *Lakota Woman*, Chapters 6-9

❖ **Wednesday, August 1st**

- Guest Speaker
- **Homework:** Read Mary Crow Dog, *Lakota Woman*, Chapters 10-13
- **Homework:** Read “A Proclamation from the Indians of All Tribes, Alcatraz Island, 1969.”

❖ **Thursday, August 2nd**

- Lecture: MMIW
- Workshop 12: American Indian Movement
- **Homework:** Read Mary Crow Dog, *Lakota Woman*, Chapters 14-end

❖ **Friday, August 3rd**

- Class Discussion on *Lakota Woman*

**~ ~ FINAL EXAM DUE MON 8/6 @ 10:00 PM THROUGH
 BLACKBOARD~ ~**