

HONORS 410: INDIGENOUS ILLINOIS

Spring 2022

Tuesday, 2 - 4:40 pm

DuSable 280



Clockwise from Left: "Two Little Braves" (Sauk and Fox); Cahokia Mounds State Historic Site; "Cannibal Holocaust" by Andrea Carlson, 2008 (Grand Portage Ojibwe)

I. Instructors

Prof. Dana Bardolph (Anthropology)

She/her/hers

Office hours: Tu/Th 12:15 - 1 pm

SB 271 or by appt (in person or virtual)

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Prof. Natalie Joy (History)

She/her/hers

Office hours: Mon 9:30 - 11: 30 am

or by appt on Zoom

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II. Course Description

Did you know... that the largest pre-Columbian city center north of Mexico is located in our backyard in southern Illinois? That Chicago is home to the third-largest urban Indian population in the United States, with more than 65,000 Native Americans in the greater metropolitan area and some 175 different tribes represented? That NIU sits on the traditional homelands of the Sauk, Meskwaki, and Potawatomi nations?

This course introduces students to the broad sweep of Indigenous lifeways in what is now Illinois, from the initial arrival of the first Americans to the development of complex societies to encounters with European colonizers in the 15th and 16th centuries to thriving 21st century communities today. We will employ a comparative archaeological and historical perspective, highlighting particular case studies that address politics, economics, traditional ecological knowledge, religion, social complexity, gender, race, activism, artistry, and more. Students will gain an appreciation for the richness of the archaeological and historical record in Illinois, as well as the vibrant living traditions of contemporary Indigenous Illinoisians through readings and discussion of anthropological, historical, and critical Indigenous scholarship along with contemporary Native fiction, poetry, art, and film.

This course will consist of seminar-style discussions, critical film viewings, an on-campus museum collections visit, and optional field trips.

III. Learning Outcomes

Throughout the completion of this course, students will be expected to:

- Gain a comprehensive, yet nuanced, knowledge of the cultural diversity of Indigenous peoples in Illinois, past and present
- Characterize the ethical and political issues associated with conducting archaeological and historical research and the reverberating effects on Native American communities today
- Critically evaluate anthropological and historical scholarship along with Native perspectives concerning the production of information and understanding of American Indian communities in Illinois

IV. General Course Goals

Throughout the completion of this course, students are expected to gain confidence in independent research, writing, and public speaking skills by developing effective arguments through written assignments, participating in readings discussions with peers, and workshopping research and writing ideas with classmates.

Students are expected to foster an inclusive and caring classroom that respects a diversity of opinions and experiences, reflective of our commitment to the [Northern Pact](#). First and foremost, we need to respect each other as individuals and as a group. Please **be mindful** during class discussions—some people will not feel as free to speak up, and others speak up more than others. If you find yourself speaking a lot, ask yourself, is this a point already made? Am I taking space from other people who would like to speak?

All questions are valid and should be treated as such. Disagreement is okay (and even necessary!). However, keep disagreement to the ideas, not the person. We can all work together to create a supportive and enriching place to learn.

V. Required Materials

Out of interest in keeping this course low-cost, all readings will be linked through or scanned and uploaded as PDFs to the course [Blackboard site](#). Students are expected to come to each seminar having all read the readings listed under that day (outlined on the schedule below).

Additional **recommended** writing references: while these texts are not required for the course, they contain relevant information for students looking for additional guidance about how to improve their academic writing skills, including for writing in anthropology and broader humanities and social science disciplines:

- Hjortshoj, Keith. *The Transition to College Writing* (2nd edition, 2009). Macmillan.
- Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say:" The Moves That Matter in Academic Writing* (2014). W.W. Norton & Company.
- Williams, Joseph, and Gregory Colomb. *Style: Lessons in Clarity and Grace* (12th edition, 2016). Pearson.
- Brown, Shan-Estelle. *Writing in Anthropology: A Brief Guide* (2017). Oxford University Press, Oxford.

VI. Assessment

There are seven main components to the overall grade in this course, detailed below. Detailed information about assignments will be posted to Blackboard and covered in class.

Due dates for assignments are listed on the course schedule below. There will be no midterm or final examinations.

Grading Components:

1. Learning contract: 3 pts
2. Scholarly courses quiz: 2 pts
3. Seminar participation: 15 pts (1 pt per week)
4. Discussion leading: 10 pts
5. Assignments: 60 pts (6 assignments worth 10 pts each)
6. Pop quizzes: 8 pts
7. Course reflection: 2 pts

TOTAL: 100 pts

Grading Scale:

Numeric grades will be converted into a letter grade at the end of the semester using the +/- system. The conversion will follow these categories:

≥ 93: A	87-89: B+	77-79: C+	60-69: D	<59: F
90-92: A-	83-86: B	70-76: C		
	80-82: B-			

Learning Contract: By the end of the second week of classes, you should upload a learning contract onto Blackboard. Contracts will include learning goals for the class; self-responsibilities in meeting these goals; and expectations of the instructors in helping you to fulfill these goals. This contract will be used to help students evaluate individual progress towards goals and can be reviewed throughout the semester alongside your assignment grades and final course grade. This contract serves as a baseline for communication and accountability; you will receive full credit if it is turned in with satisfactory effort.

Scholarly Sources Quiz: This quiz is designed to help students make sure they understand broader library research and citation strategies and academic policies regarding plagiarism. Students will be given unlimited attempts to complete the scholarly sources quiz for full credit.

Seminar Participation: Participating in seminar-style dialogue is key to success in this course. All students (not just the discussion leaders!) are expected to have done the assigned readings before class. Please be punctual and come prepared to critically discuss the assigned readings (e.g, you can select interesting or problematic passages within the readings for discussion, formulate your own take on the interpretations presented within the readings, bring up contrasts between authors read in the course, or ask questions about parts of the material you do not understand!). Seminar discussions provide an opportunity for you to showcase that you have read and thought about the material, and to practice public speaking in a small group!

You may miss **one class meeting without penalty**, although you are expected to make up any in-class work. We recognize the challenging nature of the times we are all currently facing, including the possibility for quarantine/isolation due to COVID exposure. If you expect to miss more than one class, please talk to us. You do not have to disclose specific details, but please keep us informed with as much advance notice as possible.

Discussion Leading: Throughout the course of the semester, each student will be responsible for leading the readings discussions for one week. Discussion leading assumes two primary responsibilities: (1) circulating **discussion questions** in advance of the seminar; and (2) locating **one additional** outside reading (i.e., an article or book chapter not listed on the course syllabus), news article, podcast, or other media piece that is relevant to the week's theme. Please locate a **current** piece (preferably produced or published within the last year or two). Anthropology, history, and critical Indigenous studies are evolving disciplines, so newer readings may challenge or update existing course content!

Your task as discussion leader is to facilitate our seminar in a critical dialogue. The discussion leader is responsible for crafting thought-provoking discussion questions for each weekly reading (i.e., they should not be yes/no questions or factual in nature). The number of questions may vary per reading due to length and/or complexity, but at minimum you should prepare 2-3 questions per reading each week (for poetry, one question is fine). You should also include discussion questions for the additional article or media piece that you find.

At the start of each seminar discussion leaders will present a brief PPT (10-15 minutes max!), which should summarize the major issues/problems/concepts related to the theme of each week. **Do not summarize the readings in your PPT.** After the presentation you will facilitate discussion with your prepared questions, with all seminar participants engaging in dialogue about the readings.

Students will have the opportunity to rank their topics of interest for serving as discussion leader; the schedule will be determined by the first week of the semester and posted to Blackboard.

Discussion questions and the additional reading/media piece should be uploaded to Blackboard no later than the **Sunday evening by 11:59 pm** of your discussion leader week. Doing so will ensure that your classmates have time to read the additional piece and look over the discussion questions before the Tuesday seminar meeting.

Assignments: Students will complete six assignments throughout the semester worth 10 points each that are designed to engage with course material in critical and creative ways. Prompts, details, and due dates for each assignment will be posted to Blackboard and discussed in class. All assignments should be submitted electronically to Blackboard. Late assignments are accepted with partial credit (1 pt off for every 24 hours late) up to a week after the due date, unless granted an exception by your instructors—if you need extra time on an assignment, **please reach out!** We are happy to be flexible during this difficult time if you give us notice).

Students may be requested to bring copies of assignments for in-class workshopping; if hard copies are requested, then we will notify students in advance. Please note that while collaborative work in the form of in-class peer review/critique of students' essays by one another is authorized in this course, all assignment submissions must originate with you in form and content, and all the work you submit in this course must have been written **for this course and not another**.

Pop Quizzes: Short quizzes will be randomly distributed throughout the semester that are designed to test if students have grasped the major points of the week's readings. Reading quizzes will be designed for students to evaluate the texts' central arguments (they will not require students to memorize minute details!).

Course Reflection: The purpose of this final assignment is for students to reflect on the learning contract submitted at the beginning of the course, and allow students to consider how motivations or interests may have changed throughout the semester. It also allows students to explore if they held themselves accountable to the self-responsibilities set at the beginning of the semester (and if your professors upheld your expectations!), and to offer advice for future versions of the course.

VII. Absences

If a student will be absent from classes for a week or more because of an accident, illness, or other emergency, faculty members will be notified of the absence only if students or their parents request it through the Division of Student Affairs. Health Services will not release information about students unless they provide a written request.

In the case of an absence due to required attendance at a university-sponsored event such as a department trip, performing arts activity, ROTC function, or athletic competition, reasonable attempts shall be made by faculty members to allow the student to make up missed work. Students are responsible for completing the work assigned and/or due on the days they are absent for university-sponsored events. Both the sponsoring unit and the student should inform faculty members as soon as possible in the semester in order for arrangements to be made for completing missed assignments or other required coursework. The student is required to provide each instructor with an official notification in advance of the absence (e.g., a letter from the chair of the sponsoring department, the head of the sponsoring unit, or the coach).

VIII. Winter Weather

Campus closures: In the event that NIU declares an official campus closure due to winter weather, class will not be held. Official campus closures will be posted on the [NIU Home Page](#), NIU's official [Facebook page](#), and the university's [Twitter feed](#).

You can also call the Toll-Free Weather Status Hotline at 753-OPEN (6736) or 888-464-8673. Any schedule adjustments as a result of campus closures will be emailed and posted to Blackboard. During winter months, please use caution and personal judgment in your travels to and from campus, regardless of whether campus is officially closed.

IX. Field Trips

This course provides an opportunity for students to engage with museum exhibits, collections, and public installations through optional off-campus field trips and a guided tour of the collections at the Pick Museum at NIU (scheduled during the normal class period). All students are invited but not required to attend the field trips with transportation from NIU provided. Dates for the field trips and further details about each visit will be provided in class; please note that due to possible COVID-19 restrictions, opportunities for field trips throughout the semester are subject to change.

X. Blackboard, Email, and Office Hours

Blackboard: Students can access course materials online on [Blackboard](#), including the course syllabus, PDFs of course readings, assignments, and other materials posted throughout the semester. Please check your email and the site frequently for course announcements, updates, and deadlines. If you have problems accessing Blackboard, please contact the Division of Information Technology by email: ServiceDesk@niu.edu or phone: 815-753-8100, or visit the Technology Support Desk in Founders Library: M-F 11 am - 3 pm.

Email: Feel free to contact us via email with general questions about the course. Please allow us about 24 hours to answer your email, and keep in mind that we may not have access to our email at night or on weekends (e.g., if you send an email after 5 pm on Friday, you should expect a response no earlier than Monday morning at 9 am, so please plan accordingly). If you have detailed questions, especially in regard to written assignments, please make an appointment to see us in office hours.

Note: please put **HON 410** or **Indigenous Illinois** in the subject line of your email and include a salutation (e.g., Hi Prof. Bardolph, Dear Prof. Joy), along with a signature that includes your full name. We teach multiple classes so doing so will assist us greatly!

Office hours: Please stop by any time during our scheduled office hours (no appointment necessary) to discuss anything related to the course, anthropology, history, NIU, any concerns, etc. If you are unable to make our scheduled office hours, we are happy to set individual meetings by appointment; please email us to set up a meeting and specify your availability in blocks of days/times.

Please give us **at least 24 hours advance notice** of your request for a meeting outside of scheduled office hours and indicate your preference for an in-person or virtual meeting.

Please note that we are not available for office hours (in person or virtual) before 9 am or after 5 pm Monday through Friday, or on weekends. If you are unable to schedule meetings during weekday business hours, please let us know and we can make an exception to this policy.

XI. Additional Resources

Accessibility Statement: If you need an accommodation for this class, please contact the [Disability Resource Center](#) as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building, and can be reached at (815) 753-1303 or drc@niu.edu. Also, please contact us privately as soon as possible so we can discuss your accommodations. Note that you will not be required to disclose your disability, only your requested accommodations. The sooner you let us know your needs, the sooner we can assist you in achieving your learning goals in this course.

Huskie Academic Support Center: provides students with assistance to aid in being successful in courses through a variety of academic support services, including workshops for time management, effective reading, and test anxiety; as well as walk-in and/or appointment-based [tutoring](#), among other resources. Please refer to the [Huskie Academic Support Center website](#) for more information.

Counseling & Consultation Services (CCS): offers counseling, crisis intervention, advocacy services (for sexual assault, dating or domestic violence, and/or stalking support), specialized services (for substance abuse, eating and body image concerns, and anger), along with other resources to de-stress and ways to cope with academic anxiety. Please refer to the [CCS website](#) for more information.

Support for Undocumented Students: If you are undocumented and need assistance or support to successfully complete your classes or degree, the coordinator for [Undocumented Student Support](#), Sandy López, can help you with advising, campus services, and other university resources. Visit Sandy in the Campus Life Building, Room 236 or contact her at slopez1@niu.edu or by phone at 815-753-2391.

Preferred Names and Pronouns: Class rosters and university data systems are provided to faculty with the student's legal name and legal gender marker. As an NIU student, you are able to change how [your preferred/proper name](#) shows up on class rosters. This option is helpful for various student populations, including but not limited to students who abbreviate their first name; students who use their middle name; international students; and transgender students. We will take time during our first session to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let us know and we can develop a plan to share this information with others in a way that is safe for you.

Reach Out! If you are having trouble accessing any course materials (e.g., Blackboard assignments, textbooks, etc.), or if you need flexibility on assignment due dates, let us know! Please email us or schedule an appointment to meet virtually to discuss your needs, especially if you need extensions on assignment deadlines. You do not need to provide specific details when requesting accommodations. As professors here at NIU we strive to be flexible, accessible, approachable, and understanding. We know how important it is to support [health and wellness](#), which are crucial factors to student success—particularly in these challenging times!

XII. Academic Misconduct

All work submitted for this class must be your own, original work. Cheating, plagiarism, and other kinds of academic misconduct violate the NIU Student Code of Conduct and evidence of such will be reported to the Office of Student Conduct. Penalties may include a failing grade for the assignment and a failing grade for the course. Plagiarism is the intentional or unintentional use of someone else's ideas, words, or phrases in your own work without proper attribution. If you are unsure how to properly paraphrase, summarize, quote or cite your sources, please ask!

Students responsible for or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university. Please familiarize yourself with the full policy on [Academic Misconduct](#) at NIU.

XIII: Laptop and Smartphone Policy

During seminar discussions, laptops and tablets may be used to take notes and reference readings and materials. Please refrain from using your laptop for other non-class related activities. Unless you have prior permission from us, cell phones are **not** to be used in class. Please silence your ringer and put your phone away for the duration of class. Failure to adhere to this policy may negatively affect your participation grade.

XIV: COVID-19 POLICIES

Mask Policy: All students (regardless of vaccination status) are required to **wear a mask** indoors while on campus. Your mask must fully cover your nose and mouth at all times; failure to comply may result in dismissal from class. Do your part to protect the pack!

COVID Testing on Campus: Any student or employee who is experiencing symptoms of COVID-19 or who has been exposed to COVID-19 can test on campus at the Student Health Center using the free SHIELD Illinois saliva-based PCR test. Schedule an appointment online by choosing the "NIU 'Sick Only' Student Health Center" location in the [SHIELD testing portal](#). Please do not go to the SHIELD testing site in the Holmes Student Center if you are symptomatic.

For more information about COVID-19 policies and recommendations, see the [Protect the Pack](#) website.

XV. Weekly Readings Schedule

The course schedule below lists weekly topics and assigned readings. Readings will be posted as weblinks or PDFs to Blackboard. Students should complete readings before the class session listed on the course schedule and have access to the readings during class. You can expect to follow this schedule but please note that some items are subject to change. Any changes will be announced in class and posted to Blackboard.

Week 1 (Jan 18) ENVISIONING INDIGENOUS ILLINOIS

Readings (to be done before class):

- Michael Yellow Bird (Arikara and Hidatsa), 1999, “What We Want to be Called: Indigenous Peoples’ Perspectives on Racial and Ethnic Identity Labels”
- Anton Treuer (Ojibwe), 2012, “Introduction: Ambassador” and “Terminology”
- Browse this [website](#) [tribes are listed alphabetically]
- Or look at [this one](#) [listed by state]

Week 2 (Jan 25) CONFRONTING RACISM, STEREOTYPES, AND OTHER OPPRESSIONS

Readings:

- Charles Riggs, 2017, “Confronting Cultural Imperialism in Native American Archaeology”
- Roger Echo-Hawk (Pawnee) and Larry Zimmerman 2006, “Beyond Racism: Some Opinions about Racialism and American Archaeology”
- James Loewen, 2018, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (selection)
- Daniel Richter, 2001, *Facing East from Indian Country* (Prologue and Chapter 1, pp. 1-40)

Week 3 (Feb 1) CONTESTED HERITAGE

Readings:

- Timothy Pauketat and Kenneth Sassaman, 2020, “A Social History of North American Archaeologists and Native Americans”
- Heather Harris (Cree-Metis) 2004, “Indigenous Worldviews and Ways of Knowing as Theoretical and Methodological Foundations for Archaeological Research”
- Joe Watkins (Choctaw) and George P. Nicholas, “Indigenous Archaeologies: North American Perspective”
- Poem: Heather Harris (Cree-Metis), 2004, “Archaeology Camp”

Week 4 (Feb 8) PEOPLING ILLINOIS

Readings:

- Timothy Pauketat and Kenneth Sassaman, 2020, “Ancient Immigrants”
- Patty Jo Watson and Mary C. Kennedy, 1991, “The Development of Horticulture in the Eastern Woodlands of North America: Women’s Role”
- Poem: Joy Harjo (Mvskoke/Creek Nation), 2004, *How We Became Human* (selection)
- Browse: Illinois State Museum [website](#) (browse Time Periods tab from “The Arrival of Native Nations” to “On the Eve of European Exploration”)
- OPTIONAL: browse [ISM Museum Link](#) (Paleoindian through Late Prehistoric)

Week 5 (Feb 15) THE MOUNDBUILDERS IN OUR BACKYARD

Readings:

- Timothy Pauketat, 2009, *Cahokia: Ancient America's Great City on the Mississippi* (selection)
- Timothy Pauketat and Susan Alt, 2015, *Medieval Mississippians* (selection)
- Dana Bardolph, 2014, "Evaluating Cahokian Contact and Mississippian Identity Politics in the Late Prehistoric Central Illinois River Valley"
- Amber VanDerwarker, Dana Bardolph, and C. Margaret Scarry, "Maize in Mississippian Beginnings"
- Alice Kehoe, 2007, "Osage Texts and Cahokia Data"

Week 6 (Feb 22) ETHICAL ISSUES IN MUSEUMS: WHO DISPLAYS? WHO DECIDES?

Readings:

- Watch: "Field Museum Begins 3-year Renovation of Native American Hall," conversation with Anthropology curator Alaka Wali ([WTTV news](#))
- Poem: Heather Harris (Cree-Metis), 2004, "Keepers of the Indigenous Past"

Week 7 (Mar 1) RECLAIMING ANCESTORS

Readings:

- Watkins, Joe (Choctaw), 2014, "Repatriation Acts: The Politics of Repatriation in North America"
- Teeter, Wendy, Desiree Martinez Tongva), and Dorothy Lippert (Choctaw), 2021, "Creating a new future: Redeveloping the tribal-museum relationship in the time of NAGPRA"
- Stephen Nash and Chip Colwell, 2020, "NAGPRA at 30: The Effects of Repatriation"
- Browse: NAGPRA [Primer](#)
- Watch: "Carrying our Ancestors Home" ([YouTube](#))

In class activity: Visit to the Pick Museum collections and guided tour (meet in Cole Hall)

Week 8 (Mar 8) MIGRATION, DISPLACEMENT, AND RESISTANCE TO REMOVAL

Readings:

- A.J. White et al., 2020, "After Cahokia: Indigenous Repopulation and Depopulation of the Horseshoe Lake Watershed AD 1400–1900"
- Margaret Nash, 2019, "Entangled Pasts: Land-Grant Colleges and American Indian Dispossession"
- Black Hawk (Sauk), 1833, *Life of Ma-ka-tai-me-she-kia-kiak, or Black Hawk* (selection)

Week 9 (Mar 15) SPRING BREAK - NO CLASS MEETING

Week 10 (Mar 22) FIGHTING FOR INDIAN RIGHTS

Readings:

- Mary Hershberger, 1999, "Mobilizing Women, Anticipating Abolition: The Struggle Against Indian Removal in the 1830s"
- Natalie Joy, 2018, "The Indian's Cause: Abolitionists and Native American Rights"
- Simon Pokagan (Potawatomi), 1893, "The Red Man's Greeting"
- Zitkála-ša (Lakota), 1921, *American Indian Stories* (selections)
- Carlos Montezuma (Yavapai-Apache), 1999, "From Wassaja to Montezuma"

Week 11 (Mar 29) TERMINATION AND RELOCATION

Readings:

- James B. LeGrand, 2008, "Indian Work and Indian Neighborhoods: Adjusting to Life in Chicago during the 1950s"
- Podcast: Bennie Bearskin (Winnebago) interview (Studs Terkel [Radio Archive](#))
- Bennie Bearskin (Winnebago) and Watt Spade (Cherokee), 1999, "On Relocation," *Native American Testimony*

WEEK 12 (Apr 5) A BRIEF HISTORY OF INDIGENOUS ACTIVISM

Readings:

- Watch: Taking AIM, 2013 ([YouTube](#))
- Janusz Mucha, 1983, "From Prairie to the City: Transformation of Chicago's American Indian Community"
- Sandy Grande (Quechua Nation), 2015, *Red Pedagogy: Native American Social and Political Thought* (selection)
- Sonya Atalay (Anishinaabe-Ojibwe), 2006, "Indigenous Archaeology as Decolonizing Practice"
- Poem: John Trudell (Santee Dakota), 2008, *Lines from a Mined Mind* (selection)

Week 13 (Apr 12) TENDING NATURE: ETHNOBOTANY AND TRADITIONAL ECOLOGICAL KNOWLEDGE

Readings:

- Robin Wall Kimmerer (Potawatomi), 2013, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants* (selection)
- Melissa Nelson (Anishinaabe/Metis) and Daniel Schilling, 2018, *Traditional Ecological Knowledge: Learning from Indigenous Practices for Environmental Sustainability* (selection)
- Browse: Native American Ethnobotany [online database](#)

Week 14 (Apr 19) COMMUNITY RESOURCES

Readings:

- Daniel Hautzinger, 2018, “We’re Still Here: Chicago’s Native American Community” ([WTTV news](#))
- Chicago American Indian Community, 2020, “Impact of COVID 19” ([CAIC news](#))

Week 15 (Apr 26) INDIGENOUS FUTURISMS

Readings:

- Grace Dillon (Anishinaabe), *Walking the Clouds: An Anthology of Indigenous Science Fiction* (selection)
- Interview, “One Mound at a Time: Native American Artist Santiago X on Rebuilding Indigenous Cities” ([The Art Newspaper](#))

Week 16 (May 3) COURSE WRAP UP: INDIGENOUS ILLINOIS THROUGH THE LOOKING GLASS

Readings: TBA

FINALS WEEK (NO CLASS MEETINGS)

Readings: none!

Have a Great Summer!