

# INDIGENOUS ILLINOIS

## HON 310

### Spring 2022



*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

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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 15<sup>th</sup> and 16<sup>th</sup> centuries to thriving 21<sup>st</sup> 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 short lectures, 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. 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 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: (1) a learning contract; (2) seminar participation; (3) discussion leading; (4) a native ethnobotany project; (5) a heritage reflection writeup; (6) a final research project with nested benchmarks (topic abstract, annotated bibliography, and final writeup); and (7) an in-class presentation of the final research project.

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

### Grading Components:

1. Learning contract: 5 pts
2. Seminar participation: 20 pts
3. Discussion leading: 15 pts
4. Native ethnobotany project: 10 pts
5. Heritage reflection: 10 pts
6. Research project with nested benchmarks: 35 pts
  - Topic abstract (5 pts)
  - Annotated bibliography (10 pts)
  - Final writeup (20 pts)
7. In-class research presentation: 5 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:

≥ 94: A	87-89: B+	77-79: C+	60-69: D	<59: F
90-93: A-	84-86: B	70-76: C		
	80-83: B-			

**Learning Contract:** By the end of the second week of classes, you should plan to upload a learning contract onto Blackboard. Each contract should include the following: 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.

**Seminar Participation:** Participating in seminar-style dialogue is key to success in this course. All students (not just the discussion leader!) 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 particularly interesting or problematic passages within the readings for discussion, formulate your own take on the theories and interpretations presented within the readings, bring up contrasts between authors read within the course, or ask questions about parts of the material you do not understand!). As there are no exams in this course, seminar discussions provide an opportunity for you to showcase that you have read and thought about the material. Use this opportunity to practice public speaking in a small group!

You may miss **one class meeting without penalty**. If you expect to miss more than one class, please talk to us so we can arrange a makeup assignment. You do not have to disclose specific details, but please keep us informed.

**Discussion Leading:** Throughout the course of the semester, each student will be responsible for leading the readings discussions for one week. Discussion leading assumes three primary responsibilities: (1) preparing a brief **PPT presentation** that introduces the week's topic (10 pts); (2) circulating **discussion questions** in advance of the seminar (3 pts); and (3) locating **one additional** outside reading (i.e., a reading not listed on the course syllabus) published **since 2015** that is relevant to the week's theme (2 pts). 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 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 theoretical concepts posed in the readings each week. The intent of the PPT is to introduce the central tenets of the theoretical concepts at hand—**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 second week of the semester and posted to Blackboard. Discussion questions and the additional course reading 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 article and look over discussion questions.

**Native Ethnobotany Project:** You will have the opportunity to learn more about the ethnobotanical uses of a plant of your choice that is native to Illinois (note that is native with a little “n”!). You will select a native plant from a list provided and prepare a detailed flier with images and information about the plant, including common and taxonomic name, information on plant habits and habitat, and information on anthropogenic uses past and present (e.g., food, medicinal, spiritual, etc. uses).

**Heritage Reflection Assignment:** This course provides an opportunity for students to engage with museum exhibits, collections, and public installations through optional field trips to the Field Museum; the Chicago American Indian Center; and mounds built at the Cook County Forest Preserve by artist Santiago X, as well as a guided tour of the collections at the Pick Museum (scheduled during the normal class period). All students are invited but not required to attend the Chicago field trips with transportation from NIU provided. Dates for the field trips are listed on the course schedule below and further details about each visit will be provided in class. You will complete a critical reflection (**2-3 pages**) of at least one of these visits that includes a discussion of archaeological and/or historical information alongside contemporary heritage concerns.

**Final Research Project:** The final research paper will task you with finding a topic related to Indigenous Illinois about which you would like to learn more, which may be archaeological, historical, or contemporary issue-based. Your paper also should include a discussion of the implications of that topic for descendant stakeholder communities. This project includes a series of benchmarks, including a topic abstract and annotated bibliography. These benchmarks will serve to keep you on track with research and also provide an opportunity to receive instructor feedback. A detailed prompt will be posted to Blackboard, but your final paper of **8-10 pages** should follow the standard conventions of an academic research paper, drawing on at least **seven scholarly sources** (e.g., academic articles, book chapters) beyond those assigned on the course syllabus.

*Guidelines for submission of research paper:*

- Double-space your paper
- Use Times New Roman 12-pt font
- Set standard 1-inch margins
- Include page numbers at the bottom of each page
- At the top of the first page, include a heading with your name, course number, and date
- Include an essay title! (Not “research paper”)
- Cite all sources referenced and include a bibliography
- Proofread and spell check

**In-class research presentation:** During the last class meetings of the semester, students will give a **5-7 minute** presentation of their final research paper project. Students will present the central points of their project in a clear, direct, and interesting manner catered to a diverse audience. The presentation should consist of a well-organized and succinct summary of your research project using PowerPoint. This assignment presents an opportunity to further hone your public speaking skills and to gain practice disseminating research to your peers.

## VII. Assignment Submission

All assignments should be submitted to Blackboard by the day they are due. 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**.

**Academic Integrity Statement:** 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!

## VIII. 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. 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](mailto: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).

**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.

In addition to traditional in-person meetings, we also can make ourselves available for virtual office hours via Zoom to accommodate commuting students or those with other short term and/or specialized circumstances that prohibit availability for meetings on campus. If you would like to schedule a virtual office hours meeting, please indicate so in your email request. 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.

## VIII. Additional Things to Note

**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 4<sup>th</sup> floor of the Health Services Building and can be reached at (815) 753-1303 or [drc@niu.edu](mailto:drc@niu.edu). Also, please contact us privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let us know your needs, the sooner we can assist you in achieving your learning goals in this course.

**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 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!

**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.

## IX. Course 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 ENVISIONING INDIGENOUS ILLINOIS**

### Readings:

- Michael Yellow Bird (Arikara and Hidatsa), 1999, “What We Want to be Called: Indigenous Peoples’ Perspectives on Racial and Ethnic Identity Labels”
- Watch: “We Are All on Native Land: A Conversation about Land Acknowledgments”, Field Museum, 2020 ([YouTube](#))
- NIU Land Acknowledgement Statement

Class activity: Syllabus and course overview

## **Week 2 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* (ch. 1)

Class activity: Film screening of *Reel Injun*

## **Week 3 CONTESTED HERITAGE: ETHICS, EXCAVATION, AND LEGISLATION**

### Readings:

- Timothy Pauketat and Kenneth Sassaman, 2020, “A Social History of North American Archaeologists and Native Americans”
- Stephen Nash and Chip Colwell, 2020, “NAGPRA at 30: The Effects of Repatriation”
- Heather Harris (Cree-Metis) 2004, “Indigenous Worldviews and Ways of Knowing as Theoretical and Methodological Foundations for Archaeological Research”
- Browse: NAGPRA [Primer](#)
- Poem: Heather Harris (Cree-Metis), 2004, “Archaeology Camp”

## **Week 4 PEOPLING ILLINOIS**

### Readings:

- *The SAA Archaeological Record*, 2019, “The Peopling of the Americas at the End of the Pleistocene”
- Poem: Joy Harjo (Mvskoke Nation), 2004, *How We Became Human* (selection)



Class Activity: Visit to the Pick Museum archaeology collections and guided tour with curator Rachelle Wilson

### **Week 5 ILLINOIS' FIRST FOOD PRODUCERS**

Readings:

- Bruce Smith, 2006, "Eastern North America as an independent center of plant domestication"
- Robin Wall Kimmerer (Potawatomi), 2013, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants* (selection)
- Browse: Native American Ethnobotany [online database](#)

Class Activity: Ethnobotanical walking tour of native plants on the NIU campus

### **Week 6 THE MOUNDBUILDERS IN OUR BACKYARD**

Readings:

- Timothy Pauketat, 2009, *Cahokia: Ancient America's Great City on the Mississippi* (selection)
- Alice Kehoe, 2007, "Osage Texts and Cahokia Data"
- Dana Bardolph, 2014, "Evaluating Cahokian Contact and Mississippian Identity Politics in the Late Prehistoric Central Illinois River Valley"

### **Week 7 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"

Class Activity: Optional field trip to the Field Museum in Chicago

### **Week 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 FIGHTING FOR INDIAN RIGHTS**

### Readings:

- Masthead, *The Liberator*, April 23, 1831
- 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”
- Zitk’ala-šá (Lakota), 1921, *American Indian Stories* (selections)
- Carlos Montezuma (Yavapai-Apache), 1999, “From Wassaja to Montezuma”

## **Week 10 SPRING BREAK - NO CLASS MEETING**

## **Week 11 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*

Class Activity: Film screening of *The Exiles*

## **WEEK 12 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 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](#))

Class Activity: Optional field trip to the American Indian Cultural Center in Chicago

### Week 14 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](#))

Class Activity: Optional field trip to Cook County Forest Preserve to view Serpent Twin Mound (Schiller Park) and Coil Mound (Horner Park) by Santiago X (Koasati and Hacha’Maori)

### Week 15 COURSE WRAP UP: INDIGENOUS ILLINOIS THROUGH THE LOOKING GLASS

Readings: None

Class activity: Research presentations

**FINALS WEEK:** Final projects due

**Have a Great Summer!**



Left: Illinois Man, Woman, and Child (Jacques Marquette, 1674); Right: Performers at the 2019 Native American Month Annual Powwow at UIC