

HI2G9-15 The Invention of the American Indian

23/24

Department

History

Level

Undergraduate Level 2

Module leader

J.E. Smyth

Credit value

15

Module duration

2 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

An introduction to the political and cultural invention of one of the United States' most enduring and pernicious myths, the 'American Indian'. The module explores Native American history in the United States from the genocide of the 19th century to the representation and resistance of Native Americans in literature, art, film and television.

Module aims

Topics will include segregation and state-sponsored violence, censorship, racial and gender stereotyping in history and fiction, tourism and cultural appropriation, contemporary exclusion from the culture industries, and Native American resistance.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

An introduction to the political and cultural invention of one of the United States' most enduring

and pernicious myths, the 'American Indian'. The module explores Native American history in the United States from the genocide of the 19th century to the representation and resistance of Native Americans in literature, art, film and television. Topics will include segregation, state-sponsored violence, censorship, racial and gender stereotyping in history and fiction, tourism and cultural appropriation, contemporary exclusion from the culture industries, and Native American resistance. Core texts include work by Luther Standing Bear, Vine J. Deloria Jr., Leslie Marmon Silko, Mari Sandoz, Helen Hunt Jackson and Chris Eyre.

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a detailed knowledge of the course of Native American history and culture.
- Communicate ideas and findings, adapting to a range of situations, audiences and degrees of complexity
- Generate ideas through the analysis of a broad range of primary source material
- Analyse and evaluate the contributions made by existing scholarship about First Peoples
- Act with limited supervision and direction within defined guidelines, accepting responsibility for achieving deadlines
- To gain interpersonal and communication skills through the delivery of a presentation

Indicative reading list

Tomas Almaguer, *Racial Fault Lines* (1999)
Ned Blackhawk, *Rediscovery of America* (2023)
Dee Brown, *Bury My Heart at Wounded Knee* (1970)
Willa Cather, *The Professor's House* (1925)
Stephen Cornell, *The Return of the Native: American Indian Political Resurgence* (1988)
Vine J. Deloria Jr., *Custer Died for Your Sins* (1969)
Vine J. Deloria Jr., *Red Earth, White Lies* (1995)
Dydia DeLyser, *Ramona Memories* (2005)
Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* (2014)
Geronimo: My Story (1906)
Zane Grey, *The Vanishing American* (1925)
Helen Hunt Jackson, *Ramona* (1885)
Benjamin Madley, *An American Genocide* (2016)
Elise Marubbio, *Killing the Indian Maiden* (2006)
Mari Sandoz, *Cheyenne Autumn* (1953)
Leslie Marmon Silko, *Ceremony* (1977)
Walter Benn Michaels, *Our America: Nativism, Modernism, Pluralism* (1995)
Sherry Smith, *Hippies, Indians, and the Fight for Red Power* (2014)
Luther Standing Bear, *Land of the Spotted Eagle* (1933)

Interdisciplinary

Students are challenged to make connections outside of their main subject of study (History), particularly in the realm of literature, politics, film and media. The module's content crosses

boundaries in history, literature, photography, film, television and media and is designed to develop students' comfort with researching and evaluating material along an array of academic disciplines. Dominant white male academic discourses are challenged by Native American voices, women and other ethnic minorities in the US. Learning to see from different perspectives is a core aspect of the interdisciplinary learning experience.

International

The module draws on cases from different contexts and different geopolitical areas, including Australia, Wales, Canada, France and Germany. The group assessment will bring a range of global and local perspectives to bear on the class work.

Subject specific skills

see learning outcomes

Transferable skills

Work effectively with others in groups

Manage time in projects

Develop strong analytical skills

Discover, evaluate and incorporate previous research at a level appropriate for a second-year module

Use a variety of skills and resources effectively in the preparation of class work

Hone analytical skills to explore research data on Indigenous media

Read academic work and literature effectively in the context of an intensive programme

Communicate clearly in class discussions

Write succinctly and with originality

Study

Study time

Type	Required
Lectures	2 sessions of 1 hour (1%)
Seminars	4 sessions of 2 hours (5%)
Practical classes	3 sessions of 2 hours (4%)
Other activity	2 hours (1%)
Private study	88 hours (59%)
Assessment	44 hours (29%)
Total	150 hours

Private study description

History modules require students to undertake independent reading and research to prepare for seminars and assessments. In general, students will be expected to read and prepare to comment in class on three substantial texts (articles or book chapters) for each seminar taking approximately 3 hours. Each assessment requires independent research, reading 7-10 texts, writing/presenting the results of this preparatory work in essays, reviews or presentations.

Other activity description

Film Screening

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group A1

	Weighting	Study time
Group Presentation 1 Source analysis of piece of historical criticism	30%	11 hours
Group Presentation 2 Literary review	30%	11 hours
Group Presentation 3 Film Review	30%	11 hours
Seminar Contribution Contribution in learning activities (face-to-face)	10%	11 hours

Feedback on assessment

Written feedback provided via Tabula; optional oral feedback in office hours. Peer feedback on presentations.

Availability

Pre-requisites

none

Courses

This module is Optional for:

- Year 2 of UHIA-V102 Undergraduate History (Renaissance and Modern History Stream)
- Year 2 of UHIA-V1V5 Undergraduate History and Philosophy
- UHIA-VM11 Undergraduate History and Politics
 - Year 2 of VM11 History and Politics
 - Year 2 of VM11 History and Politics
 - Year 2 of VM11 History and Politics
- Year 2 of UHIA-VM13 Undergraduate History and Politics (with a term in Venice)
- Year 2 of UHIA-VL13 Undergraduate History and Sociology
- Year 2 of UHIA-VL15 Undergraduate History and Sociology (with a term in Venice)

This module is Option list A for:

- Year 2 of UHIA-V1V7 Undergraduate History and Philosophy (with a term in Venice)

This module is Option list B for:

- UHIA-V100 Undergraduate History
 - Year 2 of V100 History
 - Year 2 of V100 History