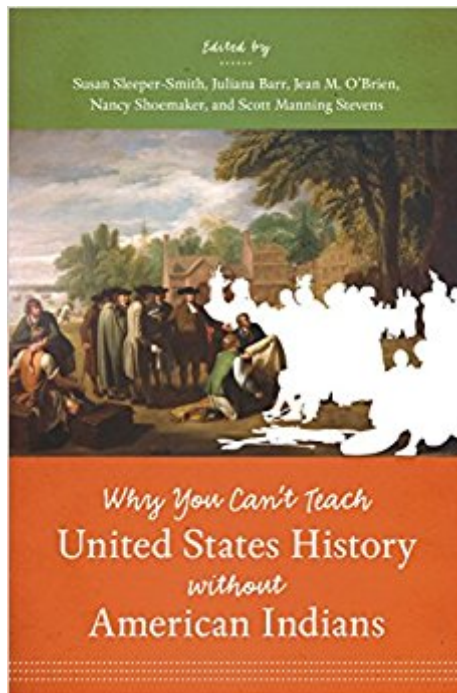




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# Why You Can't Teach United States History Without American Indians



## Synopsis

A resource for all who teach and study history, this book illuminates the unmistakable centrality of American Indian history to the full sweep of American history. The nineteen essays gathered in this collaboratively produced volume, written by leading scholars in the field of Native American history, reflect the newest directions of the field and are organized to follow the chronological arc of the standard American history survey. Contributors reassess major events, themes, groups of historical actors, and approaches--social, cultural, military, and political--consistently demonstrating how Native American people, and questions of Native American sovereignty, have animated all the ways we consider the nation's past. The uniqueness of Indigenous history, as interwoven more fully in the American story, will challenge students to think in new ways about larger themes in U.S. history, such as settlement and colonization, economic and political power, citizenship and movements for equality, and the fundamental question of what it means to be an American. Contributors are Chris Andersen, Juliana Barr, David R. M. Beck, Jacob Betz, Paul T. Conrad, Mikal Brotnov Eckstrom, Margaret D. Jacobs, Adam Jortner, Rosalyn R. LaPier, John J. Laukaitis, K. Tsianina Lomawaima, Robert J. Miller, Mindy J. Morgan, Andrew Needham, Jean M. O'Brien, Jeffrey Ostler, Sarah M. S. Pearsall, James D. Rice, Phillip H. Round, Susan Sleeper-Smith, and Scott Manning Stevens.

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## Customer Reviews

An excellent book...forces instructors to reexamine their pedagogy and think twice about what they teach and what students may be unconsciously taking away from the standard narratives.--The

Chronicles of OklahomaA tremendously powerful book.--Minnesota HistoryExciting and practical suggestions for reconsidering how we approach making Indians central to our narratives of US history.--H-NetA mandatory purchase for all libraries." --CHOICE[An] exceptional set of chapters. . . . [Brings] together impressive scholars from a broad range of fields. . . . [And] recognize[s] the need to go beyond the usual retelling of U.S. history.--Journal of Interdisciplinary HistoryProvide[s] a usable 'toolkit' for non-specialists to incorporate contemporary scholarship on American Indian history into the undergraduate curriculum.--Register of the Kentucky Historical SocietyContains a wealth of information that reorients the U.S. history narrative. Anyone who teaches U.S. history should read this easily accessible, thought-provoking book.--New Mexico Historical Review[This] collection succeeds admirably, providing a variety of tools for incorporating Native American history in ways that promise to challenge and excite our students. It deserves to be read widely, and it will reward those teachers who take its message to heart.--Journal of Southern HistoryWell-written and generously illustrated, this rich resource merits a place on the bookshelves of everyone teaching American history.--Journal of American History

Why You Can't Teach United States History without American Indians confronts a fundamental problem for historians: how do we rethink the U.S. history survey to meaningfully include Indian peoples and Indian experiences? In tackling this complex and multifaceted question, these essays identify specific problems with the current curriculum and give us a new set of tools with which to chip away at the old block. This book stands as a much-needed addition to the field of indigenous studies.--Colin Calloway, Dartmouth CollegeAn absolutely essential book, *Why You Can't Teach United States History without American Indians* reveals a powerful truth: that the experiences of Indigenous peoples should be central rather than peripheral in American history classrooms. This guidebook for teachers who want to reshape their pedagogy brings together ideas from leading scholars in the field of Native American studies. With their beautifully written essays, the authors will change how readers think about the past.--Ari Kelman, McCabe Greer Professor, Penn State University

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