

University of North Carolina at Greensboro- Fall 2013
HIS: 333: 01 - American Indian History to 1840
Course Syllabus

*“Although wrong has been done to me, I live in hope.” — Chief Black Kettle,
Cheyenne*

*“One of the things my parents taught me, and I’ll always be grateful for the gift, to
not ever let anybody else define me.” — Wilma Mankiller, Cherokee Nation*

Instructor: Monica R. Ward

Contact Info: Mrward2@uncg.edu

Lecture: BRYN- 101, 6-8:50, Monday

Office Hours: MHRA 2103 Friday: 11:00am to 1:00pm & By Appointment

Course Description:

This course will focus on the history of American Indians in the area now encompassed by the United States through the era of Indian Removal in the 1830s, with a particular emphasis on areas east and south west of the Mississippi River. The goal of this course is for students to learn and understand individual cultures of various American Indian groups in this particular place and time. Students will read a variety of secondary and primary sources in order to understand American Indian culture and acquire the ability to reconstruct and restore American Indian history to 1840 primarily through the voices of American Indians, rather than their European and American neighbors. In order to do this, students will also be introduced to the field of Ethnohistory, and will become familiar with the use of anthropology and archaeology to study history in combination with written sources.

Primary Themes

Students will explore the following themes throughout the semester: cultural diversity before and after contact, change and continuity over time, cultural adaptation and accommodation, as well as the process of mythmaking and historical memory.

Learning Objectives- Students will be able to:

1. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation].
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
3. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
4. Develop strong writing skills that can be applied to any other field of study by synthesizing class lecture notes, class themes, primary and secondary source readings together in a final essay assignment.

5. Understand American Indian changes and continuity within Indian culture from pre-contact to 1840.[Historical content)
6. Reanalyze American History to 1840 through an American Indian viewpoint rather than a traditional Euro-American lens.

REQUIRED BOOKS

1. Timothy Pauketat, *Cahokia: Ancient America's Great City on the Mississippi* (Penguin, 2010).
2. David J. Weber, *What Caused the Pueblo Revolt of 1680?* (Bedford, 1999).
3. Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity*, (Knopf Doubleday Publishing Group, 1999).
4. Colin Calloway, *Revolution in Indian Country* (Cambridge, 1995).
5. Theda Perdue and Michael D. Green, eds., *The Cherokee Removal: A Brief History with Documents: Second Edition* (Bedford,2005)
6. Bunny McBride, *Women of the Dawn*. (University of Nebraska Press, 2001).

BLACKBOARD READINGS

Six out of the 14 weeks, you will have brief readings (documents, primary source, book chapter, etc., that will be posted on BB. You can find these readings under the heading "Documents" on the left hand toolbar. We will discuss them in class so I encourage you to print them and bring them to class. You also may pull them up on your laptop in class.

IMPORTANT NOTE

There is no general TEXTBOOK for this class, only BB readings and the assigned topical books. All essays, exams, quizzes, and class discussions will come from these books/documents as well as LECTURE notes, so MAKE SURE YOU READ!

COURSE REQUIREMENTS

1. One short answer quiz: (in class) on the required chapters of the book *Cahokia* and lectures on Ethnohistory.
2. Two short essays (5 pages, double spaced): The **first essay** will focus on the reading/lecture material before the midterm, with a specific emphasis on first contact, historical memory, and the process of myth making. The **second essay** will concentrate on events leading up to removal and the process of Indian Removal. This paper will be a primary and secondary source analysis paper, where emphasis on Perdue and Green Cherokee Removal documents will be at the center of the paper.
Grading rubrics will be posted for each paper so students can have a better idea of how they will be evaluated. A rubric on how to write a good HISTORY paper, not an English paper will also be posted.
3. Midterm Exam: The midterm will be a traditional blue book exam, with 5 short identification questions on concepts, people, events, etc., and then 5 short answer questions based on major themes/concepts of the class.
4. Final Exam (take home essay): A final take home essay (6-7) pages, double spaced) that will address the major class themes covered throughout the semester, supported with examples from the lecture, primary sources, secondary sources, and MUST include Bunny McBride's book, *Women of the*

Dawn. This essay will be more of a reflection, opinion piece, than your typical history paper. I like to call it a “think piece” where you will be asked to think about the class as a whole and your own opinion is welcome. This is the only time you will NOT hand in a hard copy of your exam, but submit it through **Safe Assignment via Blackboard.**

5. **Participation:** Participation (includes engagement in discussions, debates, as well as primary source activities in class, and attendance.) History is about discussion, learning how to talk about ideas and concepts, and acquiring the ability to think critically. You must TALK to do this. Do not be afraid. There are no wrong answers in discussion. It is a chance for you to think for yourself. If you fail to speak in class, your participation grade will not be higher than a C unless I receive documentation from disability services or a psychologist/psychiatrist in regards to social anxiety, etc.

Grading (total of 100 points)

Quiz = 5 %

Essay One = 15 %

Essay Two = 15 %

Midterm = 20 %

Final Essay= 25 %

Participation= 20 %

Electric Devices and Classroom Etiquette:

Technology: I recognize that all of you are adults, therefore laptops, tablets, and other gadgets are allowed in the classroom as long as they are used specifically for note taking and DO NOT distract other students. As the instructor of this class, if I feel that you are disrupting the peace of the classroom or hear complaints from other students, I reserve the right to take away you laptop/tablet privilege. To put it simply, please be responsible.

Cell phone use however, is NOT ALLOWED. Laptops and tablets are note taking devices, not cell phones. Phones must be put away at all times. If you have a job where you are on call (ex. fire department), speak to me privately.

FOOD and DRINK: Food and drink is permitted in the classroom. I realize that this class is late, so I will not deny anyone coffee or snacks. However, if you are eating something that a classmate is allergic too, you will be asked to step outside. Please also remember to clean up after yourself. **If I notice trash accumulating on the floors and on the desks continuously, I have the right as the instructor to take away food privileges.**

Respect: Throughout the semester, we may touch upon a number of possibly controversial topics as well as pose questions that have multiple and possibly conflicting answers. During discussion I encourage you to offer your opinion to the class and if challenged respond in a diplomatic way.

Sexual Harassment: Sexual harassment is a serious offense and if reported to the Dean of Student Affairs can result in expulsion. If a case of harassment

does arise, a warning will be issued to the perpetrator. After one warning, I will report that particular student to the Dean of Student Affairs.

ACADEMIC INTEGRITY: Plagiarism, which is “when one quotes or paraphrases somebody else’s words or ideas without crediting him or her” is **absolutely forbidden** at the University of North Carolina at Greensboro. It is equivalent to lying, cheating, or stealing and is considered to be fraud and theft. Therefore make sure that every writing assignment is written in your own words, not someone else’s. The UNCG Academic Integrity Policy is online at <http://academicintegrity.uncg.edu>. I reserve the right to fail and press for disciplinary action against any student who has plagiarized on any assignment. Please review the website carefully and please do not hesitate to ask questions if you are unclear as to what is considered plagiarism or what is not. Plagiarism CAN result in expulsion.

BLACKBOARD AND EMAIL: Besides documents and weekly reading, the class syllabus, announcements, as well as other class materials will be posted on blackboard. Therefore make sure you check it regularly. Also, make sure you have a working UNCG email so you can access Blackboard. I will also use your university email to contact you frequently throughout the semester, **so please make sure you have a working UNCG email**. If you cannot access blackboard or do not receive emails from me, alert me right away to remedy the problem.

NOTE – Due to the fact that I myself have a busy schedule, please allow up to 24 hours for me to respond to your email. If I have not responded within that time frame, please email me again to remind me or in case it got lost.

LATE PAPER POLICY: All papers are due in class on the assigned due date stated in the syllabus. **I DO NOT accept email attachments; so all papers must be in HARD COPY FORM.** Failure to hand in your assignment by 6:00pm (start of class) will result in a zero.

OFFICE HOURS: My office hours are listed on the top of the syllabus but I am happy to do my best to accommodate your schedule if you cannot make it to my set hours. If you have any questions about the course content, assignments, feel uncomfortable, etc., I STRONGLY ENCOURAGE you to come and talk to me. I am here to help! I WANT you to do WELL! You just need to let me know! I am a person too! ☺ COMMUNICATION IS KEY. TALK TO ME.

AGENDA

Ethnohistory & Pre-Contact

Week One (8/19) : Class introduction/syllabus overview, defining the difference between Ethno-history and History, American Indian Stereotypes.

Optional (Read in Advance) on BB: "Ethnohistory of Native America" pp. 11-24, by James Axtell, from *Rethinking American Indian history* ed. Donald Fixico (New Mexico, 1997).

Week Two (8/26) Pre-Contact American Indian Culture: Cahokia

Brief Film Clip- *People of the Sun* (15 min) (IN CLASS)

Required Reading: (book) Selected Chapters: "The Mother of Native North America, "Supernova", "the Original Rolling Stones," and "Ghosts of Archaeologists," in *Cahokia* by Timothy R. Pauketat

Required Reading: (Blackboard) "Ethnohistory of Native America" pp. 11-24, by James Axtell, from *Rethinking American Indian history* ed. Donald Fixico (New Mexico, 1997).

9/2 - Labor Day- No Class (remember WHY you have off, this is a history class!)

ENCOUNTERS

Week Three (9/9) Christopher Columbus, First Contact, the Age of Spanish Exploration.

Required Reading on BB: "Christopher Columbus: Selected Entries from the Log August 3, 1492-March 15th, 1493", from *Christopher Columbus and the Enterprise of the Indies*, ed. Symcox and Sullivan (2005): Chapters 16 & 17 "Winter" and "Flight down the Mississippi" pp. 380-398 from *Knights of Spain, Warriors of the Sun*, Charles Hudson (1997).

Required Reading (book): First half of David J. Weber, *What Caused the Pueblo Revolt of 1680?* (first half)

IN CLASS QUIZ - (short answer) on the assigned chapters of Pauketat's *Cahokia* and class reading/lecture on Ethnohistory.

Week Four (9/16) The Spanish in the Southeast and Southwest: Hernando de Soto and the Pueblo Revolt.

Required Reading (book): FINISH, Weber, *What Caused the Pueblo Revolt*.

MYTH MAKING AND HISTORICAL MEMORY

Week Five (9/23) The English in the Chesapeake: Jamestown, The Powhatan Wars, Pocahontas, Myth Making.

Required Reading on BB: "John Smith a True Relation 1680" pp. 142 and 156-173, in *Jamestown Narratives: Eyewitness Accounts of the Virginia Colony*, ed. Edward Wright Haile; Excerpt from Smith, *General Historie*, in *The Complete Works of Captain John Smith, 2: 151-153*.

Required Reading (book) First half of Jill Lepore's, *The Name of War: King Philip's*

War and the Origins of American Identity.

Week Six (9/30) New England: Puritanism, Metacom's War, Public Memory, Mid-term Review.

Required Reading (Book): Completion of Jill Lepore's, *The Name of War: King Philip's War and the Origins of American Identity.*

Week Seven (10/7) MIDTERM (BRING BLUE BOOKS); Brief Essay One overview, Q/A period. (before midterm).

Fall Break! Enjoy! ☺ (no class on Monday 10/14) !

Week Eight (10/21) Diplomacy, Trade, and Gender: Treaty Making, Deer Skin Trade, Indian Slavery and Captivity, Creek and Cherokee Indian Women Culture
Required BB Reading: Kathryn E. Holland Braund, "Guardians of Change and Handmaidens of Change: Women's Roles in Creek Economic and Social Life during the Eighteenth Century" in *American Indian Quarterly*, Vol. 14, No. 3 (Summer, 1990), pp. 239-258.

Required Reading: First Half of Calloway, Colin, *Revolution in Indian Country* (ESSAY # 1 DUE)

THE ROAD TO REMOVAL

Week Nine (10/28): The French and Indian War & The American Revolution

Required Reading: Finish Calloway, Colin, *Revolution in Indian Country*

Week Ten (11/4): The "Civilization Plan", Land Encroachment in Georgia, The Creek Red Stick War

Film (in class): "The Worlds of Joseph Brant"

Required Reading: Selected Entries in Theda Perdue and Michael D. Green, eds., *The Cherokee Removal: A Brief History with Documents* (TBA)

Week Eleven (11/11) Indian Removal & The Trail of Tears

Film (in class) "Trail of Tears: We Shall Remain—America Through Native Eyes"

Required Reading (book): Selected Entries in Theda Perdue and Michael D. Green, eds., *The Cherokee Removal: A Brief History with Documents* (TBA)

Required Reading BB: "Your not Indian, there are no Indians Left" 41-43 by Yvonne Beamer, in *Stories of Survival* (New York: Friendship Press, 1985).

TBA: Veterans Day (guest speakers 2 former Iraq vets), this week or next.

***ESSAY # 2 DUE ***

Indian Survival , Culture, and Physical Legacies

Week 12 (11/18): Where are they now? Indian Legacies, Survival, and Confronting the Past.

Film (in class): “*Indian Country Diaries: Spiral of Fire*”

Required Reading BB: Ned Blackhawk’s introduction to his book, *Violence Over the Land*, “The Indigenous Body in Pain”.

Required Reading (book) First Half of Bunny McBride’s “Women of the Dawn”

Week 13 (11/25): Wabanaki Indian women from 1660s to Today (Maine); “Creative” and “Controversial” ways to write Indian History

Required Reading (book) Finish Bunny McBride’s “Women of the Dawn”

Thanksgiving Break ☺ (Remember the REAL Thanksgiving)

Week 14 (12/2) Last Day of Class! ☺ Class themes/content wrap-up, final essay review.

FINAL EXAM (TAKE HOME ESSAY) TBA