

HIS: 333-01 American Indian History to 1840

HIS 333-01 – Tuesday, Thursday 3:30-4:45, Curry 238

Instructor: Jamie Mize

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Office: MHRA 2102

Office hours: By appointment

This syllabus is subject to change at the discretion of the instructor.

“Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.”

Abigail Adams

“The truth is rarely pure and never simple.”

Oscar Wilde

“The historian makes histories. Histories do not exist as preformed narratives awaiting discovery.”

Raymond D. Fogelson

COURSE DESCRIPTION:

This course explores the history of American Indians in the area now encompassed by the United States through the era of Indian Removal in the 1830s, with emphasis on: the Northeast, the Southeast, and the Southwest. In each region, we will focus on the changes and continuities in Native cultures, social structures, and political configurations, paying particular attention to the themes of religion, diplomacy, and gender. This course will introduce students to the practice of "ethnohistory" (a combination of history and anthropology). As ethnohistorians, we will examine the lifeways of the individual Native groups highlighted in this course and apply their worldviews to the historical narrative we discuss.

STUDENT LEARNING OBJECTIVES:

At the conclusion of this course students will be able to:

1. Explain the significance of the major events, themes, and debates in the history of American Indians to the year 1840.
2. Demonstrate, in written and verbal form, an understanding of changes and continuities in Native communities, particularly regarding religion, diplomacy, and gender.
3. Frame questions from a reading of texts that support critical thinking, and provide a basis for arguments or evaluations of the text.
4. Locate, source, and contextualize primary sources.
5. Properly outline thoughts and arguments for argument driven essays and papers.
6. Identify and evaluate historical arguments in secondary sources, and demonstrate this knowledge through the completion of annotated bibliography entries, a historiographical paper, and other assignments.
7. Utilize library resources for research purposes, and demonstrate this knowledge through the completion of a research project and historiographical paper.

REQUIRED BOOKS:

- *First Peoples: A Documentary Survey of American Indian History* (Fourth Edition) by Colin G. Calloway. ISBN: 9780312653620
Bring this book to every class period.
- *What Caused the Pueblo Revolt of 1680?* by David Weber.
ISBN: 9780312191740
- *The Iroquois Restoration: Iroquois Diplomacy on the Colonial Frontier, 1701-1754* by Richard Aquila. ISBN: 9780803259324
- *Cherokee Women: Gender and Cultural Change, 1700-1835* by Theda Perdue.
ISBN: 9780803287600

This course is reading intensive; therefore, it is imperative that you acquire the books as soon as possible to keep up with the reading assignments. These books are readily available, for inexpensive prices, from multiple online bookstores and such if you find issues with the campus bookstore. Excuses provided for a failure to acquire these texts will not be accepted.

ADDITIONAL READINGS ARE AVAILABLE THROUGH THE LIBRARY'S WEBSITE OR CANVAS.

COURSE POLICIES:

Course Structure:

This course is designed to hone your critical thinking and communication skills through the sourcing and contextualizing of historical sources. Rather than require you to memorize various facts, figures, and other data, this course will teach you how to employ the skills of a historian to read, analyze, and interpret historical documents and arguments. In addition to contextualization, you will also learn how to scrutinize historical arguments in secondary sources.

Unplugged:

This class will be a technology free zone. Laptops and other smart devices such as tablets are not permitted. Cell phones must be turned off or placed on vibrate. **Students who fail to comply will be excused from class.**

Respect:

Your active participation in this course is necessary to ensure the success of the class and your grade. During a discussion thoughtful comments and questions are encouraged and expected; however, it is also imperative that mutual respect be maintained at all times. Students will treat their peers and instructor with respect at all times. **Students who fail to comply will be excused from class.**

Academic Integrity:

Students are expected to adhere to the highest standards of academic integrity. UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may

result in a failing grade on an assignment or failure in the course (depending on the nature of the offense). It is your responsibility to avoid even the appearance of dishonesty regarding your work. UNCG's Academic Integrity policy is available online:

<http://sa.uncg.edu/handbook/academic-integrity-policy/>

Many students innocently commit plagiarism because they do not understand the writing and citation process. *To ensure that everyone understands plagiarism, you are each responsible for completing the UNCG library tutorial:*

<http://library.uncg.edu/tutorials/index.aspx?m=8>

Electronic Communication:

Students are responsible for checking their UNCG iSpartan email on a regular basis. Students are encouraged to utilize email to contact the instructor (j_mize@uncg.edu). **All emails must be professional including an appropriate greeting, complete sentences, and a salutation. I will not respond to emails that fail to follow these instructions or that contain informal language such as Yo!, Hey!, or any text language deemed inappropriate for professional correspondence.** Please be aware that an email response will not be immediate. Please allow for a 24-hour (48 hours on the weekend) response time. If you fail to receive an email response after 24 hours (48 on the weekend) please contact me again.

Canvas:

It is the responsibility of all students to ensure that they are able to logon to Canvas. If you are having issues accessing Canvas please note that I am not a technician and cannot assist you in resolving these issues. If you are having difficulty logging into Canvas, first contact 6-Tech Online at:

https://6-tech.uncg.edu/ra/login_raremedy.jsp?lang=en. If you continue to have logon issues, contact the Registrar's Office.

Late Paper Policy:

Late papers will be accepted with 1/2 letter grade deduction for each class day late. After one week, however, **late work will not be accepted and a 0 will be recorded.** (Example: Your first paper is due Thursday, September 10th. A B+ paper submitted on Tuesday, September 15th would earn a grade of a B- after the deduction, a C if submitted on Thursday, September 17th. Thursday, September 17th is the last day to submit a paper.) **Late papers will not be accepted in electronic format.**

CLASS FORMAT:

History Labs:

As mentioned earlier, this course will focus on the activities of historians. To this end, students will participate in labs, in which we will analyze selected primary sources from your textbook. Please bring your textbook to class everyday.

Discussion:

A large part of class time will be devoted to discussing reading assignments in conjunction with the other information provided to you in class. Students are expected to bring their readings with them to class. This means that you will need to print some of your readings out in advance, and bring them to class.

Written Assignments:

Regardless of your major or your future occupation, the ability to write clearly will be of great benefit to you. We will work on aspects of writing throughout this course, and you will hone your skills through various writing assignments.

Native Group Study:

Your research project and historiography will center on one Native group of your choosing: Iroquois or Cherokee. At the beginning of the semester you will select one of these groups to study more intensely throughout the course. Your selection will be the subject of your research project and historiographical paper. More details on these assignments are located below.

ASSESSMENT:

RESEARCH PROJECT: (SLOs 1-7)

Students will complete one research project on a selected Native group (Iroquois or Cherokee). This research project includes the following components:

- 1) A research paper proposal of 2-3 pages in length. Your paper proposal should include a description of your research topic, your argument, what other historians have said about your topic, and how your sources support your argument. We will discuss this format more in class, and examples will be provided. This proposal should be double-spaced and include: a title; page numbers; your name; standard 1" margins; and Times New Roman, 12 point font.
- 2) An annotated bibliography that includes FIVE secondary sources in Turabian or Chicago Manual Style format. These sources will consist of the two you utilized in your historiographical paper, as well as one additional book and two journal articles.
- 3) A detailed outline of your paper that includes a full introductory paragraph.
- 4) A detailed analysis of TWO text primary sources (i.e. documents), and ONE non-text primary source (examples include: maps, artwork, photographs, and other objects). A worksheet will be provided to structure your source analyses.

PARTICIPATION: (SLO 1), (SLO 2), (SLO 3), (SLO 4), & (SLO 6)

Students are expected to participate in discussions, labs, and any other in-class activities. Students will earn a grade for participation every class. Students are assessed on a scale of 1-10, with 10 being excellent. Students may contact the instructor at any point to determine how they are performing. The following rubric will be applied:

9-10 → Student answered questions thoughtfully, asked questions of their peers and instructor, and participated fully in other class activities that day.

8 → Student appeared attentive and engaged through the taking of notes etc., but interacted with their peers minimally in class activities.

7 → Student lacked attentiveness, and did not interact with the instructor or their peers.

6 → Student placed their head on their desk and made not attempt to engage with any part of the class whatsoever.

5-1 → Student missed 30 or more minutes of class and/or disrupted the class with their behavior.

0 → Student failed at attend class.

HISTORIOGRAPHY: (SLO 1), (SLO 3), (SLO 5), (SLO 6), (SLO 7)

Students will complete one historiographical paper, of 3-5 pages in length, on their selected Native group (Iroquois or Cherokee). This paper should be double-spaced and include: a title; page numbers; your name; standard 1” margins; and Times New Roman, 12 point font. Students will utilize the book provided by the instructor (*The Iroquois Restoration* or *Cherokee Women*), as well as a book of their own choosing. History majors must follow Turabian or Chicago Manual Style in-text citations—i.e. footnotes. Non-history majors may use parenthetical citations. A worksheet will be provided to assist you in structuring your historiography. An outline and an annotated bibliography (in Turabian or Chicago Manual Style format) will also be submitted with the historiographical paper. Check the suggested reading lists at the end of the textbook chapters for ideas for your additional book.

FINAL EXAM: (SLO 1), (SLO 2), & (SLO 6)

There is only one exam in this class: the final. Students will be tested on content, course themes, and the ability to analyze historical arguments. The final exam is open book/open note. The exam will be an essay, and the prompt will be given on the last day of class.

READING RESPONSE ESSAYS: (SLO 1), (SLO 3), (SLO 5), & (SLO 6)

Students will write reading response essays, of at least 500 words in length, that correspond with each of the three assigned books: *What Caused the Pueblo Revolt*, *The Iroquois Restoration*, and *Cherokee Women*. The instructor will provide students with a prompt to frame their essays. These prompts will be posted on Canvas. Essays should be double-spaced and include: page numbers; your name; standard 1” margins; and Times New Roman, 12 point font. The points assigned to the essay assignments are structured to reward you for improvement over time.

READING QUESTIONS: (SLO 1), (SLO 2), & (SLO 3)

Students will create FIVE discussion questions that correspond with each of the three assigned books: *What Caused the Pueblo Revolt*, *The Iroquois Restoration*, and *Cherokee Women*. These questions will frame our class discussion of the book, as well as prepare students to complete their essays. The points assigned to the reading question assignments are structured to reward you for improvement over time.

EVALUATION:

This course is based upon 1,000 points and will use the point range scale below.

A = 1,000 – 900

B = 899 – 800

C = 799 – 700

D = 699 – 600

F = 599 and below

Research Project = 25%
Participation = 22%
Historiography = 20%
Essays = 15%
Final Exam = 10%
Reading Questions = 8%

ASSIGNMENT GRADES:

RESEARCH PROJECT = 250 points

Paper = 100 pts.
Annotated bibliography = 50 pts.
Outline = 50 pts.
Source Analyses = 50 pts. (25 pts/source)

PARTICIPATION = 220 points

22 classes/10 points (See participation grading scale above.)

HISTORIOGRAPHY = 200 points

Paper = 100 pts.
Annotated bibliography = 25 pts.
Outline = 25 pts.
Historiography structuring worksheet (provided by instructor) = 50 pts.

FINAL EXAM = 100 points

READING RESPONSE ESSAYS = 150 points

Essay #1 = 30 pts.
Essay #2 = 60 pts. (including annotation and outline)
Essay #3 = 60 pts. (including annotation and outline)

READING QUESTIONS = 80 points

Pueblo reading = 10 pts.
Iroquois reading = 25 pts.
Cherokee reading = 45 pts.

COURSE SCHEDULE:

WEEK ONE: INTRODUCTION

Tuesday, August 18th Class Introduction
Thursday, August 20th Stereotypes and the Reality
Reading: *First Peoples*, Introduction p. 1-13

WEEK TWO: AMERICAN HISTORY BEFORE COLUMBUS

Tuesday, August 25th Lecture & Sourcing
Thursday, August 27th Lecture & Sourcing
Reading: *First Peoples*, Chapter One p. 14-39

WEEK THREE: AMERICA INVADED

Tuesday, September 1st Locating Secondary Sources
Thursday, September 3rd Lecture & Sourcing
Due Thursday: Your Native group selection & historiographical source.
Reading: *First Peoples*, Chapter Two p. 78-111

WEEK FOUR: AMERICA INVADED cont.

Tuesday, September 8th Annotations and Outlines
What Caused the Pueblo Revolt of 1680? Discussion questions due.
Thursday, September 10th Discussion of Book
What Caused the Pueblo Revolt of 1680? Essay due.

WEEK FIVE: AMERICAN INVADED cont.

Tuesday, September 15th A Closer Look into the Theme of Religion
Reading: Daniel Richter, "Iroquois versus Iroquois: Jesuit Mission and Christianity in Village Politics, 1642-1686," *Ethnohistory* (Winter, 1985): pgs. 1-16. Available through the library's website.
Thursday, September 17th Conducting Research

WEEK SIX: NATIVES IN AN AGE OF EMPIRE

Tuesday, September 22nd Lecture & Sourcing
Thursday, September 24th Lecture & Sourcing
Due Thursday: Research Project Topic
Reading: *First Peoples*, Chapter Three p. 152-186

WEEK SEVEN: NATIVES IN AN AGE OF EMPIRE cont.

Tuesday, September 29th NO CLASS
The Iroquois Restoration, Discussion questions due. Email your questions to the instructor by 3:30.
Thursday, October 1st NO CLASS
The Iroquois Restoration, Essay due. Please place your completed papers in the box outside my office door (MHRA 2102).

WEEK EIGHT: NATIVES IN AN AGE OF EMPIRE cont.

Tuesday, October 6th **Discussion of Book**
Thursday, October 8th **A Closer Look into the Theme of Diplomacy**
Reading: Ned Blackhawk, "The Displacement of Violence: Ute Diplomacy and the Making of New Mexico's Eighteenth-Century Northern Borderlands," *Ethnohistory* (Fall 2007): 723. Available through the library's website.

WEEK NINE: FALL BREAK

Tuesday, October 13th **NO CLASS**
Thursday, October 15th **NO CLASS**

WEEK TEN: AMERICAN REVOLUTIONS

Tuesday, October 20th **Lecture & Sourcing**
Cherokee Women, **Discussion questions due.**
Thursday, October 22nd **Discussion of Book**
Cherokee Women, **Essay due.**

WEEK ELEVEN: AMERICAN REVOLUTIONS cont.

Tuesday, October 27th **A Closer Look into the Theme of Gender**
Reading: Greg O'Brien, "Trying to Look Like Men: Changing Notions of Masculinity Among Choctaw Elites in the Early Republic," in *Southern Manhood: Perspectives on Masculinity in the Old South* (UGA Press, 2004), 49-70. Available on Canvas.
Thursday, October 29th **Lecture & Sourcing**
Reading: *First Peoples*, Chapter Four p. 218-233 (to the section titled "The United States Develops an Indian—and a Land—Policy")

WEEK TWELVE: AMERICAN REVOLUTIONS cont.

Tuesday, November 3rd **Historiography Peer Review**
Thursday, November 5th **NO CLASS**
Historiographical Papers Due! Please place your completed papers in the box outside my office door (MHRA 2102).

WEEK THIRTEEN: CHANGES, CONTINUATIONS, & REMOVAL

Tuesday, November 10th Lecture & Sourcing

Reading: *First Peoples*, Chapter Four p. 233-248

Thursday, November 12th Lecture & Sourcing

Due Thursday: A list of research project sources (primary & secondary).

Reading: *First Peoples*, Chapter Five p. 274-285

WEEK FORTEEN: CHANGES, CONTINUATIONS, & REMOVAL cont.

Tuesday, November 17th Lecture & Sourcing

Reading: *First Peoples*, Chapter Five p. 286-298

Thursday, November 19th Research Paper Proposal Peer Review

WEEK FIFTEEN: CHANGES, CONTINUATIONS, & REMOVAL cont.

Tuesday, November 24th Conclusion

Research Projects Due!

FINAL EXAM: THURSDAY, DECEMBER 3RD 3:30-6:30
