

HIS 333: American Indian History to 1840

Fall 2018

MWF 10:00-10:50, Bryan 205

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Office hours: MWF 11:15-12:15, or by appointment

History Department Facebook page:

<https://www.facebook.com/UNCGDepartmentofHistory/>

History Department Website: <https://his.uncg.edu/>

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

*“The Master of Life has appointed this place for us to light our fires,
and here we shall remain.”*

~Tecumseh

Course Description:

This course will be a survey of the history of First Peoples in the area now encompassed by the United States. Our analysis will begin with the first settlers—40,000 years before the present—and conclude with the era of Indian Removal (1830s CE). This class is not a survey of European, and later American, engagements and interactions with Native Americans. Rather it seeks to assess the history of American Indians from their perspective and experience. In order to do this, students will be introduced to the field of Ethnohistory, in which our historical endeavors make use of the methods and insights of anthropology and archaeology, as well as traditional historical methods. Among the important themes and topics of this course with regard to First Peoples will be gender, pan-Indianism, and the environment.

Student Learning Outcomes (SLO):

Upon successful completion of this course students should be able to:

1. Describe broad knowledge of American Indian history before 1840 and of Indian-European relations.
2. Comprehend and critique primary sources from the period
3. Analyze, critique, and synthesize the writings of modern scholars (historiography)
4. Synthesize material read from a variety of sources to produce a larger analytical Conclusion

Required Readings:

Books: All are available at the UNCG bookstore.

Fenn, Elizabeth A. *Encounters at the Heart of the World: A History of the Mandan People*. New York: Hill and Wang, 2014.

Heidler, David S., and Jeanne T. *Indian Removal*. New York: W.W. Norton & Company, 2007.

Mandell, Daniel R. *King Philip's War: Colonial Expansion, Native Resistance, and the end of Indian Sovereignty*. Baltimore: Johns Hopkins University Press, 2010.

Pauketat, Timothy R. *Cahokia: Ancient America's Great City on the Mississippi*. New York: Penguin Books, 2010.

Weber, David J. *What Caused the Pueblo Revolt of 1680?* Boston: Bedford/St. Martin's, 1999.

These books are **required**. You may purchase them at the UNCG bookstore or online at significant savings.

Articles and other readings:

In addition to the above books, you will also be required to read the following articles and primary documents, all of which are posted as PDFs in the “Files” section on Canvas (or, in the case of the Native American Creation Stories, a link is embedded).

Ethridge, Robbie. “The Making of a Militaristic Slaving Society: The Chickasaws and the Colonial Indian Slave Trade.” In *Indian Slavery in Colonial America*, ed. Alan Galloway. Lincoln: University of Nebraska Press, 2009.

Everett, C.S. ““They shalbe slaves for their lives”: Indian Slavery in Colonial Virginia.” In *Indian Slavery in Colonial America*, ed. Alan Galloway. Lincoln: University of Nebraska Press, 2009.

Galloway, Alan. “South Carolina’s Entrance into the Indian Slave Trade.” In *Indian Slavery in Colonial America*, ed. Alan Galloway. Lincoln: University of Nebraska Press, 2009.

Hodder, Ian. “The Contextual Analysis of Symbolic Meanings.” In *Interpreting Objects and Collections*. London: Routledge, 1994.

Jefferson, Thomas. “Address to the Wolf and People of the Mandan Nation, December 30, 1806.” In *Reading the American Past*, ed. Michael P. Johnson. Boston: Bedford/St. Martins, 2009.

Jefferson, Thomas. “Letter to Governor William H. Harrison, February 27, 1803.” In *Reading the American Past*, ed. Michael P. Johnson. Boston: Bedford/St. Martins, 2009.

[Native American Creation Stories](#).

Newell, Margaret Ellen. "Indian Slavery in Colonial New England." In *Indian Slavery in Colonial America*, ed. Alan Galloway. Lincoln: University of Nebraska Press, 2009.

Pearce, Susan M. "Museum Objects." In *Interpreting Objects and Collections*. London: Routledge, 1994.

Perdue, Theda, and Michael D. Green. "Civilizing the Cherokees." In *The Cherokee Nation and the Trail of Tears*. New York: Viking, 2007.

Ulrich, Laurel Thatcher. "An Indian Basket: Providence, Rhode Island, 1676." In *The Age of Homespun: Objects and Stories in the Creation of an American Myth*. New York: Alfred A. Knopf, 2001.

The above readings (books and articles) constitute the ALL of your reading for this class. **DO NOT FREAK OUT:** Even though there are five books, four of the five of are relatively short, and along with the above listed articles, do not constitute an onerous reading load for a 300 level class. See the course schedule below for due dates for all readings.

Assignments/Grading:

There are 8 assignments for this course:

3 papers x 15 points each	= 45 points
4 Discussion/Reflection pieces x 6 points each	= 24 points
1 Exam (SLO 1) (Based on article readings, lectures, and 3 documentary films)	<u>= 16 points</u>
	85 points

(Prompts for these assignments will be posted on Canvas and given as class handouts well in advance of due dates.)

Also, attendance will be 15% of your grade. See attendance policy below.

Letter grades will be assigned as follows:

- 97-100 A+
- 93-96 A
- 90-92 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-66 D
- 60-62 D-

<60 F

Papers:

NOTE: All papers must be a minimum of 1500 words in length, double spaced, and in 12 point font with 1" margins. All papers will be submitted on Canvas through Turn-it-In, to check for plagiarism, AND submitted in hard copy in class (for my comments and feedback). Your papers must be submitted on Canvas by class time on the due date, AND you must bring a hard copy to class with you on the due date.

Paper #1 (SLO 2, 3, and 4):

Topic: Archaeology and Material Culture

For paper #1 you will read:

Pauketat, Timothy R. *Cahokia: Ancient America's Great City on the Mississippi*. New York: Penguin Books, 2010., and

Ulrich, Laurel Thatcher. "An Indian Basket: Providence, Rhode Island, 1676." In *The Age of Homespun: Objects and Stories in the Creation of an American Myth*. New York: Alfred A. Knopf, 2001.

In addition to putting the above readings into conversation with each other you will also access/include material gained from the guest lecture by Ethan Moore on Wednesday, August 29th.

DUE WEDNESDAY, SEPTEMBER 5

Paper #2 (SLO 2, 3, and 4):

Topic: Native Militant Resistance

For paper #2 you will read:

Mandell, Daniel R. *King Philip's War: Colonial Expansion, Native Resistance, and the end of Indian Sovereignty*. Baltimore: Johns Hopkins University Press, 2010., and

Weber, David J. *What Caused the Pueblo Revolt of 1680?* Boston: Bedford/St. Martin's, 1999.

DUE MONDAY, OCTOBER 22

Paper #3 (SLO 2 and 4):

For paper #3 you will read:

Heidler, David S., and Jeanne T. *Indian Removal*. New York: W.W. Norton & Company, 2007.

DUE WEDNESDAY, NOVEMBER 28

Discussions/Reflection pieces (SLO 3):

While this is a survey course in which we will discuss many Native Peoples historically and presently inhabiting the area now encompassed by the United States, it may be helpful to also provide an opportunity to go in some further depth into the history and culture of a single chosen Native People. To this end, I have selected the Mandan people of present day North Dakota, and the book:

Fenn, Elizabeth A. *Encounters at the Heart of the World: A History of the Mandan People*. New York: Hill and Wang, 2014.

You will write a brief reflection (minimum 300 words) on a section of the book—as per a prompt to be posted on Canvas—on four weeks of the course. These short reflections will be due on Thursdays by 5:00 PM on Canvas, and we will discuss the section of the book and your reflections in class the next day—Friday—in each of the four weeks.

Discussion #1: Friday, August 24th (Canvas submission deadline: Thursday, August 23, 5:00 PM) Read the Preface and Part I (Pages xii-95).

Discussion #2: Friday, September 21st (Canvas submission deadline: Thursday, September 20, 5:00 PM) Read Part II (Pages 96-173).

Discussion #3: Friday, October 12th (Canvas submission deadline: Thursday, October 11, 5:00 PM) Read Part III (Pages 175-243).

Discussion #4: Friday, November 9th (Canvas submission deadline: Thursday, November 8, 5:00 PM) Read Part IV (Pages 245-336).

To receive full credit for these assignments, you must do three things:

- 1. Complete the online assignment adequately as per the prompt given.**
- 2. Bring a hardcopy of your Canvas submission to class the next day (Friday).**
- 3. Be present for the discussion in class on Friday. (Any students needing to be absent these Fridays will need to contact me—preferably ahead of time—to make special arrangements with me for full completion of the assignment.)**

ONE FINAL WORD ABOUT YOUR ASSIGNMENTS: Late work will not be accepted without compelling reason and documentation furnished as proof of compelling reason.

Attendance:

Attendance is crucial to your success in this course. In addition to attendance comprising 15% of your grade (as noted above), **attendance is crucial because questions for the final exam will be drawn from both readings and lectures, as well as from 3 documentary films that we will watch in class. Attend class and take good notes.** If you must miss class for any reason it is your responsibility to ensure that you get notes of the missed class from one of your classmates. Also, if you will miss class for any reason, **you must notify the instructor via email as soon as possible, preferably well ahead of time, of the reason for your absence.** A limited number of absences *may* be excused with documentation provided by the student.

Plagiarism:

The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise." (See the University's [Academic Integrity Policies](#) for further information.) See also this helpful and informative video on [How to Avoid](#)

Plagiarism. All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

AN ADDITIONAL RESOURCE:

UNCG Writing Center

Location: 3211 MHRA

<http://www.uncg.edu/eng/writingcenter/>

From the Writing Center website: “The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed.”

Electronic Devices Policy:

Use of phones and tablets is strictly prohibited. Use of these devices will result in your being asked to leave the class and being counted as absent. Although I would prefer that you also do not use laptops in class, **laptops may be used for notetaking only, and if you are going to use a laptop in class, you must sit in the front rows.** If at any time, however, I discover that you are using your laptop in class for anything else (checking your email, playing games, surfing the web, etc.), you will be asked to leave class and counted as absent and will no longer be able to use your laptop for the remainder of the semester. In addition, if it comes to my attention that your laptop use in class is distracting your fellow students in any way, you will no longer be able to use your laptop for the remainder of the semester.

Electronic Communication:

Students are responsible for checking their UNCG iSpartan email on a regular basis. Email is the primary means in which the instructor will communicate with you about important information concerning the course, including any changes to the syllabus. Students are encouraged to utilize email to contact the instructor (amhanso2@uncg.edu). Please be aware that an email response may 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 for assistance.

Reading and Due Date Schedule:

Wednesday, August 15: **You should begin reading *Encounters at the Heart of the World* and *Cahokia* immediately. You will need to have Part I of *Encounters at the Heart of the World* read by Thursday, August 23.**

Friday, August 17: **You should have read Chapters 1 and 2 of *Cahokia* by today.**

Monday, August 20: **Read [Native American Creation Stories](#) in preparation of class on August 22. You should have read Chapters 3 and 4 of *Cahokia* by today. Assignment Prompt for Discussion/Reflection Piece #1 will be posted on Canvas no later than 5:00 PM today.**

Wednesday, August 22: **You should have read Chapter 5 of *Cahokia* by today. Assignment Prompt for Paper #1 will be posted on Canvas no later than 5:00 PM today.**

Thursday, August 23: **First Discussion/Reflection Piece on Part I of *Encounters at the Heart of the World* due on Canvas by 5:00 PM.**

Friday, August 24: **Discussion of Part I of *Encounters at the Heart of the World*. Begin reading Ulrich, Laurel Thatcher. “An Indian Basket: Providence, Rhode Island, 1676” no later than today. You should have read Chapters 6 and 7 of *Cahokia* by today.**

Monday, August 27: **Ethnohistory, Archaeology, Material Culture. You should have read Chapters 8 and 9 of *Cahokia* by today. Begin Reading Part II of *Encounters at the Heart of the World*. You will need to have Part II of *Encounters at the Heart of the World* read by Thursday, September 20.**

In preparation for Wednesday’s (Aug. 29) guest lecture, please read the following short articles (4 pages total):

Pearce, Susan M. “Museum Objects.” In *Interpreting Objects and Collections*. London: Routledge, 1994.

Hodder, Ian. “The Contextual Analysis of Symbolic Meanings.” In *Interpreting Objects and Collections*. London: Routledge, 1994.

Wednesday, August 29: **Guest lecture by Ethan Moore, Historian and Coordinator of Art Collections at Elon University. Topic: Material Culture. NOTE: You will need to take good notes, as you will be required to incorporate material from this lecture into your Paper #1 on Archaeology and Material Culture. You should have completed reading: Ulrich, Laurel Thatcher. “An Indian Basket: Providence, Rhode Island, 1676” in preparation for today’s class. You should have read Chapter 10 of *Cahokia* by today.**

Friday, August 31: **Complete your reading of *Cahokia* this weekend and begin writing your paper #1.**

Begin reading the four articles listed below (in “Files” section on Canvas”). **You should have read the following four articles by class time on Monday, September 17:**

Ethridge, Robbie. “The Making of a Militaristic Slaving Society: The Chickasaws and the Colonial Indian Slave Trade.” In *Indian Slavery in Colonial America*, ed. Alan Galloway. Lincoln: University of Nebraska Press, 2009.

Everett, C.S. ““They shalbe slaves for their lives”: Indian Slavery in Colonial Virginia.” In *Indian Slavery in Colonial America*, ed. Alan Galloway. Lincoln: University of Nebraska Press, 2009.

Galloway, Alan. “South Carolina’s Entrance into the Indian Slave Trade.” In *Indian Slavery in Colonial America*, ed. Alan Galloway. Lincoln: University of Nebraska Press, 2009.

Newell, Margaret Ellen. “Indian Slavery in Colonial New England.” In *Indian Slavery in Colonial America*, ed. Alan Galloway. Lincoln: University of Nebraska Press, 2009.

Wednesday, September 5: **Paper #1 due on Canvas and hard copy in class, 10:00 AM.**

Thursday, September 6: **Begin reading Weber, *What Caused the Pueblo Revolt of 1680?* and Mandell, *King Philips’ War*. You should complete reading these two books no later than Friday, October 19.**

Monday, September 17: **Assignment Prompt for Discussion/Reflection Piece #2 will be posted on Canvas no later than 5:00 PM today.**

Thursday, September 20: **Second Discussion/Reflection Piece on Part II of *Encounters at the Heart of the World* due on Canvas by 5:00 PM.**

Friday, September 21, Discussion of Part II of *Encounters at the Heart of the World*.

Friday, September 14: You should have read the following by today:

Weber, *What Caused the Pueblo Revolt of 1680?*, pages vii, viii, 1-16.

Mandell, *King Philips’ War*, pages 1-31.

Friday, September 21: You should have read the following by today:

Weber, *What Caused the Pueblo Revolt of 1680?*, pages 19-51.

Mandell, *King Philips’ War*, pages 32-59.

Monday, September 24: **Begin Reading Part III of *Encounters at the Heart of the World*. You will need to have Part III of *Encounters at the Heart of the World* read by Thursday, October 11.**

Friday, September 28: You should have read the following by today:

Weber, *What Caused the Pueblo Revolt of 1680?*, pages 55-80.

Mandell, *King Philips’ War*, pages 60-89.

Friday, October 5: You should have read the following by today:

Weber, *What Caused the Pueblo Revolt of 1680?*, pages 81-114.

Mandell, *King Philips' War*, pages 90-117.

Assignment Prompt for Paper #2 will be posted on Canvas no later than 5:00 PM today. Assignment Prompt for Discussion/Reflection Piece #3 will be posted on Canvas no later than 5:00 PM today.

Thursday, October 11: **Third Discussion/Reflection Piece on Part III of *Encounters at the Heart of the World* due on Canvas by 5:00 PM.**

Friday, October 12: Discussion of Part III of *Encounters at the Heart of the World*.

Monday, October 15: **Begin Reading Part IV of *Encounters at the Heart of the World*. You will need to have Part III of *Encounters at the Heart of the World* read by Thursday, November 8.**

Friday, October 19: You should have read the following by today:

Weber, *What Caused the Pueblo Revolt of 1680?*, pages 115-129.

Mandell, *King Philips' War*, pages 118-144.

You should have begun writing your Paper #2.

Monday, October 22: **Paper #2 due on Canvas and hard copy in class, 10:00 AM.**

Monday, October 29: **Begin reading Heidler, *Indian Removal*, no later than today.**

Monday, November 5: **Assignment Prompt for Discussion/Reflection Piece #4 will be posted on Canvas no later than 5:00 PM today.**

Thursday, November 8: **Last Discussion/Reflection Piece on Part IV of *Encounters at the Heart of the World* due on Canvas by 5:00 PM.**

Friday, November 9: Discussion of Part IV of *Encounters at the Heart of the World*.

Wednesday, November 14: **Assignment Prompt for Paper #3 will be posted on Canvas no later than 5:00 PM today.**

Friday, November 16: **You should have completed reading Heidler, *Indian Removal* by today and begun writing your Paper #3.**

Wednesday, November 28: **Paper #3 due on canvas and hard copy in class, 10:00 AM. Assignment Prompt for the Final Exam will be posted on Canvas no later than 5:00 PM today.**

Wednesday, December 5: **Final Exam due on Canvas, 3:00 PM.**