

HIS 333: American Indian History to 1840

Fall 2019

MWF 9:00-9:50, MHRA 2207

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Office: MHRA 2108

Office hours: MWF 10:00-11:00, 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 encompassing the United States. Our analysis will begin with the first settlers—40,000 years ago, 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):

General Education Historical Perspectives (GHP) Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

General Education Global [non-Western] (GN) Perspectives Student Learning Outcomes.

1. Interpret or evaluate information on diverse cultures.

2. Describe interconnections among cultures, politics, and/or intellectual traditions of the world other than the dominant Euro-American ones.
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues

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.

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

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 book, 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, there is an embedded link).

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.](#)

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

See the course schedule below for due dates for all readings.

Assignments/Grading:

Letter grades will be assigned as follows:

93-100 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

Paper #1 (GHP SLOs 1, 2; GN SLOs 1, 3):

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.

DUE WEDNESDAY, SEPTEMBER 11

Minimum of 1500 words in length, double spaced, and in 12 point font with 1” margins. Submit the paper to Canvas through Turn-it-In, to check for plagiarism, AND submit a hard copy in class (for my comments and feedback). The paper must be submitted to Canvas by class time on the due date, AND you must bring a hard copy to class with you on the due date. **A prompt for this assignment will be posted on Canvas and given as class handouts well in advance of due date.**

Paper #2 (GHP SLOs 1, 2; GN SLOs 1-3): Included as part of the Semester Long Research Project (see below). DUE WEDNESDAY, DECEMBER 4

Semester Long Research Project (GHP SLOs 1, 2; GN SLOs 1-3):

This semester long research project is designed to give you some practice in the process of doing historical research. It will unfold in 5 stages and will conclude with a research paper, due on the last class meeting day of the semester, December 4 (paper #2 above). The paper will be a minimum of 2100 words in length, double spaced, and in 12 point font with 1” margins. The paper will be submitted on Canvas through Turn-it-In, to check for plagiarism, by class time on the due date.

On the first class meeting of the semester you will be randomly assigned one of the following six topics for your research paper:

1. **The “Indian Way”**
2. **Exchange Between Worlds**
3. **The Encounter with Christianity**
4. **Attempts at Co-Existence**
5. **Resistance**
6. **Treaties**

There is a folder in the Files section of Canvas titled “Primary Documents,” with 49 primary documents. A selection of these that you make for your assigned topic will be the starting point for your research and analysis.

Stages:

Stage 1 (to be completed prior to the week beginning September 9): You will read through the primary documents mentioned above and **select a minimum of five** that you believe have relevance to your assigned topic. Beginning on Monday, September 9, you will meet with me to review and discuss your choices. A sign up sheet for meeting times (M-F) during the week of September 9 will be shared with you via Google Docs well before Monday September 9, for you to set up your meeting.

Stage 2 (to be completed prior to the week beginning September 30): You will need to **select a minimum of five secondary sources** relevant to your topic in some combination of the following:

2-3 books

1-2 articles

1-2 websites

You will be given a handout and instructions on how to evaluate secondary sources for relevance, reliability, etc. There will be a worksheet with several questions for you to answer regarding the secondary sources you choose. Meetings with me for Stage 2 will begin on Monday, September 30. A sign up sheet for meeting times (M-F) during the week of September 30 will be shared with you via Google Docs well before Monday September 30, for you to set up your meeting. **You will need to bring your secondary sources and your completed worksheet to this meeting.**

Stage 3 (to be completed prior to the week beginning October 21): During the period between September 30 and October 21, read and analyze your chosen secondary sources as well as revisiting your chosen primary sources. You will be given handouts and instructions on crafting good research questions, theses, and arguments. Meetings with me for Stage 3 will begin on Monday, October 21. A sign up sheet for meeting times (M-F) during the week of October 21 will be shared with you via Google Docs well before Monday October 21, for you to set up your meeting. **You will need to bring to the meeting—in writing—a proposed research question, and a paragraph containing your thesis and main argument regarding your topic. You should also state (separate paragraph if need be) how each of your primary and secondary sources help you make this argument.**

Stage 4 (to be completed prior to the week beginning November 11): Meetings with me for Stage 4 will begin on Monday, November 11. A sign up sheet for meeting times (M-F) during the week of November 11 will be shared with you via Google Docs well before Monday November 11, for you to set up your meeting. **You need to email me a rough draft of your research paper at least 24 hours before your scheduled meeting time, and bring a hard copy of your rough draft with you to your meeting!** In our meeting I will discuss your paper with you and makes recommendations regarding your thesis, argument, analysis, use of sources,

overall writing, and other matters. You are expected to incorporate these recommendations into your final draft of the paper.

Stage 5: Final research paper due December 4, 9:00 AM, submitted on Canvas through Turn-it-In.

NOTE: Additional handouts and in-class instruction regarding this semester long research project will be given in class at pertinent points throughout the semester.

Discussions/Reflection pieces (GN SLOs 1-3):

While this is a survey course in which we will discuss many Native Peoples historically and presently inhabiting the area now encompassing the United States, we will also have 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 30th (Canvas submission deadline: Thursday, August 29, 5:00 PM) Read the Preface and Part I (Pages xii-95).

Discussion #2: Monday, September 24th (Canvas submission deadline: Sunday, September 23, 5:00 PM) Read Part II (Pages 96-173).

Discussion #3: Friday, October 4th (Canvas submission deadline: Thursday, October 3, 5:00 PM) Read Part III (Pages 175-243).

Discussion #4: Friday, November 15th (Canvas submission deadline: Thursday, November 14, 5:00 PM) Read Part IV (Pages 245-336).

To receive full credit for the discussion 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.)**

Final Exam (questions taken from readings, lectures and documentary films):

The exam will be essay format, approximately 3-5 questions, 300-500 words each. The exam will be posted to Canvas no later than one week prior to the due date. **Due December 12, 11:00 AM, submitted on Canvas through Turn-it-In.**

Paper # 1 =	15 points
Semester Long Research Project:	
Stages 1-4, 10 points each =	40 points
Stage 5 =	20 points
Discussion Posts, 4 x 10 points each =	40 points
Final Exam =	15 points
Attendance =	<u>20 points</u>
	150 points total

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 a little over 13% of final your grade for the course, **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 response time (48 hours on the weekend). If you fail to receive an email response after that time, 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 contact 6-Tech Online for assistance. Please note that I am not a technician and cannot assist you in resolving these issues.

Schedule of Reading and Due Dates:

Wednesday, August 21: **Begin reading *Encounters at the Heart of the World* and *Cahokia* immediately. You will need to have finished reading Part I of *Encounters at the Heart of the World* read by Thursday, August 29. Read [Native American Creation Stories](#) in preparation of class on Friday, August 23.**

Friday, August 23: **Read Chapters 1 and 2 of *Cahokia* by today.**

Monday, August 26: **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 28: **Read Chapter 5 and 6 of *Cahokia* by today. Assignment Prompt for Paper #1 will be posted on Canvas no later than 5:00 PM today.**

Thursday, August 29: First Discussion/Reflection Piece on Part I of *Encounters at the Heart of the World* due on Canvas by 5:00 PM.

Friday, August 30: Discussion of Part I of *Encounters at the Heart of the World*. **Read Chapters 7 and 8 of *Cahokia* by today.**

Sunday, September 1: Sign-up sheet for Stage 1 meetings posted no later than 5:00 PM today.

Monday, September 2: **No class, Labor Day.**

Wednesday, September 4: **Read Chapters 9 and 10 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, October 3.**

Friday, September 6: **Complete your reading of *Cahokia* this weekend and begin writing Paper #1.**

Monday, September 9-Friday, September 13: Individual meetings for Stage 1 of the Semester Long Research Project.

Wednesday, September 11: Paper #1 due on Canvas and hard copy in class, 10:00 AM.

Monday, September 23: Sign-up sheet for Stage 2 meetings posted no later than 5:00 PM today.

Friday, September 27: **NO CLASS.** I will be presenting at the Ethnohistory Conference at Penn State.

Monday, September 30-Friday, October 4: Individual meetings for Stage 2 of the Semester Long Research Project.

Monday, September 30: **Assignment Prompt for Discussion/Reflection Piece #2 will be posted on Canvas no later than 5:00 PM today.**

Thursday, October 3: Second Discussion/Reflection Piece on Part 2 of *Encounters at the Heart of the World* due on Canvas by 5:00 PM.

Friday, October 4: Discussion of Part 2 of *Encounters at the Heart of the World*.

Monday, October 7: **Begin Reading Part III of *Encounters at the Heart of the World*. You will need to finish reading it by Thursday, October 24.**

Monday, October 21-Friday, October 25: Individual meetings for Stage 3 of the Semester Long Research Project.

Monday, October 21: **Assignment Prompt for Discussion/Reflection Piece #3 will be posted on Canvas no later than 5:00 PM today.**

Thursday, October 24: Third Discussion/Reflection Piece on Part 3 of *Encounters at the Heart of the World* **due on Canvas by 5:00 PM.**

Friday, October 25: Discussion of Part 3 of *Encounters at the Heart of the World*.

Monday, November 11: **Assignment Prompt for Discussion/Reflection Piece #4 will be posted on Canvas by 5:00 PM today.**

Thursday, November 14: Fourth Discussion/Reflection Piece on Part 3 of *Encounters at the Heart of the World* **due on Canvas by 5:00 PM.**

Friday, November 15: Discussion of Part 4 of *Encounters at the Heart of the World*.

Monday, December 2: **Prompt for the Final Exam will be posted to Canvas no later than 5:00 PM today.**

Wednesday, December 4: **Paper #2**, the culmination of your semester long research project, is **due on Canvas by 11:00 AM.**