

# HIS 333: American Indian History to 1840

## Fall 2020 Online

Instructor: Arlen Hanson

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Office hours: by appointment (Zoom meetings can be scheduled and are welcomed, if wanted/needed)

**History Department Facebook page:**

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

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

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

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*“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—25,000 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):**

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, polities, 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.

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

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 books, you will also be required to read the following articles and primary documents, all of which are either posted as PDFs in the “Files” section on Canvas or hyperlinked below.

[Earliest Evidence for Humans in the Americas.](#)

[Native American Creation Stories.](#)

[Excerpts from the Journal of Christopher Columbus.](#)

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

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.

[“Cherokee Petition Protesting Removal.”](#)

\* NOTE: We will also be viewing three, and possibly four (if time permits) documentary films during the semester.

**See the weekly schedule below for due dates for all readings, documentary viewings, as well as a (strongly) suggested reading schedule.**

### **Assignments/Grading:**

There are 13 graded assignments for this course, for a possible 125 points for the course. The first assignment, the “Introductions” Discussion Forum, is worth 5 points. The remaining 12 assignments are all equally weighted at 10 points each. The assignments for this course are as follows:

**1 Introductions Discussion Forum** (Due no later than Friday of Week 2)

**2 Papers** (Due in weeks 4 and 15)

**5 Lecture Quizzes** (Due in weeks 3, 6, 9, 12, and 14)

**5 Participation Grades** for the Discussion Forum for the book *Encounters at the Heart of the World* in weeks 4-13 of the course. **You will be required to participate weekly in this forum** (as per a prompt which will change weekly) and **your participation will be graded at five points in the semester** (Weeks 5, 7, 9, 11, and 13)

**Prompts for these assignments will be posted on Canvas well in advance of due dates. See the weekly schedule below for dates of prompt postings. See more detailed descriptions of each of these assignments below.**

**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

### **Introductions Discussion Forum:**

Some of you have been in my face to face classes before, and you know that I value discussion greatly. Online learning, especially asynchronous online learning, *can* be impersonal. In this class we will fight against that. Keep the following in mind in our discussions in this class:

**Each name on your screen represents a human being who can benefit from *your* learning, *your* perspective, *your* words.**

This discussion forum is just about us getting to know each other a little bit, hopefully putting some faces and voices to names on a screen.

**So please, introduce yourselves. You may do so in a text submission, or post a short video message, as I did (though a video submission is not required). In your post, tell us your name, and two things you would like to learn/get out of this class. And then whatever else you would like us to know about you. What are *you* passionate about? Perhaps give us your brief answer to the question or questions, "Why history?" "Why this history?" "Why do you think it's important?" Also, please feel free to ask a follow up question of at least one of your peers (though this is not required).**

Have fun! If you *do* this assignment, it should be an easy 5 points (hint, hint).

**DUE NO LATER THAN FRIDAY DAY, AUGUST 28**

### **Papers:**

**NOTE: The two papers for this class must be a minimum of 1500 words in length, double spaced, and in 12 point font with 1" margins. Papers will be submitted on Canvas through Turn-it-In, to check for plagiarism.**

### **Paper #1 (GHP-SLO 1, 2; GN-SLO 1):**

**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 TUESDAY, SEPTEMBER 8**

### **Paper #2 (GHP-SLO 1, 2; GN-SLO 1):**

For paper #2 you will read:

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

**DUE TUESDAY, NOVEMBER 24.**

### **Lecture Quizzes (GHP-SLO 1, 2; GN-SLO 1, 2):**

The **FIVE** lecture quizzes (weeks 3, 6, 9, 12, and 14) will be short answer/essay in format, and will cover the lectures, documentary films viewed, and any non-book assigned readings (see the additional readings section above) from the weeks just previous since the last lecture exam.

They are **NOT** cumulative.

## **Discussion Forum for the book *Encounters at the Heart of the World* (GHP-SLO 2; GN-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.

### **READ CAREFULLY AND THOROUGHLY:**

In ten weeks of the class (weeks 4-13), an in-depth discussion question will be posted to the forum. (I will post the new weekly question no later than 8:00 AM every Monday.) **Each week (weeks 4-13), you will write a brief reflection (minimum 250 words),** responding to the posted discussion question. **Each week (weeks 4-13), you will also make a comment/reply (minimum 100 words) to the post of one of your fellow students. These replies must be substantive, by which I mean you must actually engage what your colleague has written in some detail. ‘I agree with Suzie,’ or something similar, is NOT an adequate reply.** I will be reading all of your posts and replies, and will be participating in the forum myself each week. **If I engage one (or more) of your postings in a given week, you will also be required that week to reply to me.**

**The point is DISCUSSION.** Keep this in mind. The more you discuss the better participation grade you will receive.

**I will grade each student’s overall participation during five weeks of the course: Weeks 5, 7, 9, 11, and 13.**

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

### **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 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](mailto: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.

### **WEEKLY SCHEDULE:**

**(NOTE: The due dates below are FIRM, however, the dates of lectures topics and documentary film viewings are approximate. At any given time in the course, we may be either ahead or behind this schedule.) All times listed below are for Eastern Time Zone (US).**

**Lectures for each week will be posted every Monday by 8:00 AM.**

#### **Week 1 (August 17-21):**

**Lecture Topics:** Syllabus. Introduction to Ethnohistory. Migrations, language maps, Hohokam, Anasazi.

**Readings:** 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* (Pages xii-95) read by Monday, September 14. Read at least chapters 1-3 of *Cahokia* this week. Read [Earliest Evidence for Humans in the Americas](#) to accompany the lectures this week.

**Due:** No graded assignments due. Although you may go ahead and post to the “Introductions” discussion forum.

#### **Week 2 (August 24-28):**

**Lecture Topics :** Cahokia. Contrasting worldviews, ideologies. Environmental relationships. Cultural misunderstandings. Gender roles. Creation stories. *10,000 Years Before Contact* documentary. Archaeological periods.

**Readings:** Continue your reading of Part I of *Encounters at the Heart of the World*. Read at least chapters 4-6 of *Cahokia* this week. Read [Native American Creation Stories](#) to accompany the lectures this week.

**Prompt for Paper #1—Cahokia—will be posted on Tuesday, August 25, by 8:00 AM.**

**Due: Your posts to the “Introductions” discussion forum are due no later than Friday, August 28 by 5:00 PM.**

#### **Week 3 (August 31-September 4):**

**Lecture Topics:** Peoples of the Great Plains, Great Basin, Southwest, Eastern Woodlands. Mississippian Cultures. Adena and Hopewell Cultures.

**Readings:** Continue your reading of Part 1 of *Encounters at the Heart of the World*. Read at least chapters 7-9 of *Cahokia* this week.

**Prompt for Lecture Quiz #1 will be posted on Monday, August 30, by 8:00 AM.**

**Due: Lecture Quiz #1 due through Turnitin on Canvas, Friday, September 4, by 5:00 PM.**

#### **Week 4 (September 7-11):**

**Lecture Topics:** The Columbian Exchange. Columbus's Journal. The Potato. "Americapox." The *Encomienda*. Spanish colonization attempts, Desoto's *Entrada*. "Chunkey."

**Readings:** Complete your reading of Part I of *Encounters at the Heart of the World*. Complete your reading of *Cahokia* (chapters 10-12). Read [Excerpts from the Journal of Christopher Columbus](#) to accompany the lectures this week.

**Due: Paper #1—Cahokia—due through Turnitin on Canvas, Tuesday, September 8, by 5:00 PM.**

#### **Week 5 (September 14-18):**

**Lecture Topics:** Collapse of the Mississippian World. Smallpox. *Birth of a Colony* documentary.

**Readings:** Begin reading Part II of *Encounters at the Heart of the World* (Pages 96-173). You will need to have Part II of *Encounters at the Heart of the World* read by Monday, October 9.

**Due: Friday, September 18, by 5:00 PM: You will receive your first (of five) participation grades for weeks 4 and 5 of the discussion forum.**

#### **Week 6 (September 21-25):**

**Lecture Topics:** The Haudenosaunee. The Powhatan.

**Readings:** Continue reading Part II of *Encounters at the Heart of the World*.

**Prompt for Lecture Quiz #2 will be posted on Monday, September 21, by 8:00 AM.**

**Due: Lecture Quiz #2 due through Turnitin on Canvas, Friday, September 25, by 5:00 PM.**

#### **Week 7 (September 28-October 2):**

**Lecture Topics:** The Haudenosaunee and the Powhatan (continued). *After the Mayflower* documentary.

**Readings:** Continue reading Part II of *Encounters at the Heart of the World*.

**Due: Friday, October 2, by 5:00 PM: You will receive your second participation grades for weeks 6 and 7 of the discussion forum.**

#### **Week 8 (October 5-9):**

**Lecture Topics:** Wampum. The Pequot War. "Praying Towns." King Philip's War. The Fur/Deerskin/Gun/Indian Slave trades, part 1.

**Readings:** Begin reading Part III of *Encounters at the Heart of the World* (pages 175-243). You will need to have Part II of *Encounters at the Heart of the World* read by Monday, October 19.

**Due:** No graded assignments due.

### **Week 9 (October 12-16):**

**Lecture Topics:** The Fur/Deerskin/Gun/Indian Slave trades, part 2. Native and European Wars of the 17<sup>th</sup> and 18<sup>th</sup> centuries.

**Readings:** Continue reading Part III of *Encounters at the Heart of the World*.

**Prompt for Lecture Quiz #3 will be posted on Monday, October 11, by 8:00 AM.**

**Due: Lecture Quiz #3 due through Turnitin on Canvas, Friday, October 16, by 5:00 PM.**

**Due: Friday, October 16, by 5:00 PM: You will receive your third participation grades for weeks 8 and 9 of the discussion forum.**

### **Week 10 (October 19-23):**

**Lecture Topics:** Native and European Wars of the 17<sup>th</sup> and 18<sup>th</sup> centuries (continued). Impact of constant warfare on Native societies. Pontiac's Rebellion. The American Revolution and US Indian policy. The "Civilization Plan," part 1.

**Readings:** Begin Reading Part IV of *Encounters at the Heart of the World* (Pages 245-336). You should have read Part IV read by Monday, October 26. It is suggested that you also begin reading *Indian Removal* (Heidler and Heidler) this week.

**Due:** No graded assignments due.

### **Week 11 (October 26-30):**

**Lecture Topics:** The "Civilization Plan" (continued). Cherokees. *Tecumseh's Vision* documentary.

**Readings:** It is suggested that you begin reading *Indian Removal* (Heidler and Heidler)—if you have not already done so—this week. Read "Civilizing the Cherokees" (Perdue and Green, Files section in Canvas) to accompany lectures this week.

**Due: Due: Friday, October 30, by 5:00 PM: You will receive your fourth participation grades for weeks 10 and 11 of the discussion forum.**

### **Week 12 (November 2-6):**

**Lecture Topics:** Jefferson's letters. Samson Occom. "White Indians." The Seminole Wars. Introduction to Indian Removal.

**Readings:** Continue reading *Indian Removal* (Heidler and Heidler). Read Thomas Jefferson, "Letter to Governor William H. Harrison, February 27, 1803" and "Address to the Wolf and People of the Mandan Nation, December 30, 1806," both found in the Files section of Canvas, to accompany lectures this week.

**Prompt for Lecture Quiz #4 will be posted on Monday, November 1, by 8:00 AM.**

**Due: Lecture Quiz #4 due through Turnitin on Canvas, Friday, November 6, by 5:00 PM.**

### **Week 13 (November 9-13):**

**Lecture Topics:** Indian Removal



**Readings:** Continue and complete reading *Indian Removal* (Heidler and Heidler). Read [“Cherokee Petition Protesting Removal, 1836”](#) to accompany lectures this week.

**Prompt for Paper #2—Indian Removal—will be posted on Tuesday, November 10, by 8:00 AM.**

**Due: Friday, November 13, by 5:00 PM: You will receive your fifth and final participation grades for weeks 12 and 13 of the discussion forum.**

**Week 14 (November 16-20):**

**Lecture Topics:** *Trail of Tears* documentary. Wrapping up loose ends.

**No Readings.**

**Prompt for Lecture Quiz #5 will be posted on Monday, November 15, by 8:00 AM.**

**Lecture Quiz #5 due through Turnitin on Canvas, Friday, November 20, by 5:00 PM.**

**Week 15 (November 23, 24):**

**No lectures. No readings.**

**Paper #2—Indian Removal—due through Turnitin on Canvas, Tuesday, November 24, by 5:00 PM.**