

# HIS 333-01

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## American Indian History to 1840

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**Tuesdays & Thursdays**  
**8:00-9:15 AM**  
**Classroom: PETT 136**

**Instructor:** Ms. Jewel Parker

**Office:** MHRA 3103

**Email:** [jcparke2@uncg.edu](mailto:jcparke2@uncg.edu)

**Office Hours:** Tuesdays 10:00 AM to 12 PM, Thursdays 10:00 AM to 11:00 AM and By Appointment

### Course Description

This course examines the history of Native people in the United States to 1840. We will examine the diverse and complex cultural, religious, and political systems which governed Native societies before and after European contact and colonization. By exploring slavery, economics, diplomacy, violence, gender dynamics, and racial ideology, we will interrogate the dynamics of Native-European encounters throughout North America. In addition, we will assess how the development of the United States as a political, legal, and social entity impacted relations between settlers and Native nations. We will investigate the role of Native people in transformative events in American history such as the American Revolution and examine the changing nature of US political relations with sovereign Native nations. This course will introduce students to scholarly debates about how Native American history is presented and understood. By engaging both primary and secondary sources, students will become familiar with historical analysis and developing arguments based on available historical evidence from both Native and non-Native perspectives.

### 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

### Course Specific Student Learning Outcomes (SLOs):

1. Contextualize, interpret, and analyze the concept of Native sovereignty through 1840, utilizing a diverse array of Native political ideologies, cultural practices, historical methodologies, and diplomatic actions.
2. Identify and evaluate major changes to Native nations wrought by European contact and colonization and the formation of the United States.
3. Evaluate, critique, and appraise how Native Americans are represented in common narratives of American history.

**Course Facilitator and Participant Expectations (Link to Canvas)**

**Required Texts:** Throughout the semester, we will examine a variety of sources including videos, artwork, and primary and secondary source documents. The following book is available to purchase at the [university bookstore](#).

Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States*. Boston: Beacon Press, ISBN: 9780807057834

**Course Requirements (Assignment Descriptions Linked in Canvas)**

**Reading Presentations** (GHP 1, 2; GN 1, 2, 3; SLO 1, 2, 3)

**Participation** (GHP 1, 2; GN 1, 2, 3; SLO 1, 2, 3)

**Research Project** (GHP 1, 2; GN 1, 2, 3; SLO 1, 2, 3)

**Final Analysis Assignment** (GHP 1, 2; GN 1, 2, 3; SLO 1, 2, 3)

**Extra Credit**

**Late Policy (Linked in Canvas)**

**Evaluation**

Grades will be based on four different aspects of student performance: (1) reading presentations, (2) participation, (3) final research project, and (4) final analysis assignment. The final grade will be determined according to the following calculation:

<b>Reading Presentations:</b>	<b>15 % total</b>
<b>Participation (Link to List of Assignments in Canvas):</b>	<b>30 % total</b>
<b>Final Research Project:</b>	<b>45% total</b>
Research Topic Description:	5 %

List of Primary and Secondary Sources:	5 %
Outline:	5 %
First Draft of Research Paper:	20 %
Final Research Paper:	10 %

**Final Analysis Assignment:**

**10% total**

**100% possible**

**Grading Scale:**

A: 93-100	B+: 87-89	C+: 77-79	D+: 67-69	F: 0-59
A-: 90-92	B: 83-86	C: 73-76	D: 63-66	
	B-: 80-82	C-: 70-72	D-: 60-62	

Elasticity Statement (Linked in Canvas)

[Academic Integrity](#)

**Resources (Linked in Canvas)**

## Topical Course Schedule

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### Week 1-Course Introduction

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#### **8/17-Course Introduction**

-Introduction of Course/ Review Syllabus and Course Canvas Page

-Review Historical Thinking Skills Chart

-To read for Thursday 8/19: Juliana Barr, "Borders and Borderlands," in *Why You Can't Teach United States History without American Indians*, ed. Susan Sleeper-Smith, Juliana Barr, Nancy Shoemaker, and Jean M. O'Brien (Chapel Hill: The University of North Carolina Press, 2015), p. 9-24.

## **8/19-What is Sovereignty?**

-Watch [Indian Pride, Episode #102: Treaties & Sovereignty](#) (26 minutes, 46 seconds)

- Complete Worksheet on the Video in Class for Participation Grade

-Discussion of Borders, Treaties, & Sovereignty

-To read for Tuesday 8/24: Paul Rincon, "[Earliest Evidence for Humans in the Americas](#)," *BBC News*, July 22, 2020.

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## Week 2- Origin Stories

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**\*8/23 Last day to withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date.**

## **8/24-The Beginning**

-In-Class: Discussion of "Earliest Evidence for Humans in the Americas"

-Review of 4 Indigenous Origin Stories:

- [The Teotihuacan Fire Ceremony](#) (1 minute, 46 seconds)
- [Inca Origins](#) (1minute, 31 seconds)
- [Hopi Origin Story](#) (4 minutes, 21 seconds)
- [A Gift of Corn to the Choctaw](#) (1 minute, 16 seconds)

-Complete Worksheet on the Video Excerpts in Class for Participation Grade

-Discussion of the Significance of Origin Stories for Studying American Indian History

To read for Thursday, 8/26: Roxanne Dunbar-Ortiz, Chapter 1, "Follow the Corn," from *An Indigenous Peoples' History of the United States* (Boston: Beacon Press, 2014), 15-31.

## **8/26-Precontact Civilization**

-Discussion of the reading, "Follow the Corn"

-Watch Via the UNCG Library website, "[Cities of the Sky](#)," *Native America* (PBS, 2018, Run Time: 53:36)

For completion by Tuesday 8/31: Write a 1-page reflection on “Cities of the Sky,” explaining how indigenous origin stories are revealed through urban centers and cities. This assignment counts toward participation and should be turned in on Canvas by 8:00 AM on 8/31.

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## Week 3- The Mississippian Era

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### **8/31-Introduction to the Mississippian Era**

-Lecture on Cahokia and the Mississippian Era

#### **-Indian Mounds: Virtual Field Trip**

- Complete Worksheet on the Virtual Field Trip in Class for Participation Grade

-To read for Thursday, 9/02: Robbie Etheridge, Chapter 1, “Chicaza and the Mississippi World, ca. 1540-1541” and Chapter 2, “The Battle of Chicaza and Mississippian Warfare, ca. 1541” (pages 11-60) in *From Chicaza to Chickasaw: The European Invasion and Transformation of the Mississippian World, 1540-1715* (Chapel Hill: UNC Press, 2010)

### **9/02-Review of Historical Thinking Skills**

-Discuss reading on Chapter 1 “Chicaza and the Mississippi World, ca. 1540-1541” and Chapter 2, “The Battle of Chicaza and Mississippian Warfare, ca. 1541”

-Lecture Modeling Sourcing, Close Reading, and Contextualization of a Primary Source

-In-Class Quiz on Historical Analysis of a Primary Source (Shows the Instructor What Students Know; Not Graded For Accuracy)

-To read for Tuesday, 9/07: Roxanne Dunbar-Ortiz, Chapter 2, “Culture of Conquest,” from *An Indigenous Peoples’ History of the United States* (Boston: Beacon Press, 2014), 32-44.

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## Week 4-European Invasions: 15<sup>th</sup> and 16<sup>th</sup> Centuries

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### **9/07-All About Moctezuma**

-Discussion of the reading, “Culture of Conquest”

-Lecture on Moctezuma Xocoyotzin, 1466-1520

-In-Class Historical Analysis Activity on Evaluating Information Online—Did Moctezuma Have a Zoo?

### **9/09-Cultures Collide**

-In-Class Historical Analysis Activity—Moctezuma and Cortés—What Happened when Moctezuma met Cortés?

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## Week 5- European and Other Invasions: 17<sup>th</sup> through 18<sup>th</sup> Centuries

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### **9/14-Evaluating West Coast Narratives**

-Lecture on Contact & Colonization in the Southwest: Native Californians and The Portola Expedition, 1769

-Review Corroboration as a Historical Skill

-In-class Historical Analysis Activity—Evaluating Visual and Written Sources—What do diary entries tell us about the purpose of the Portola Expedition and about Native Americans in California at the time?

To read for Thursday, 9/16: Robbie Etheridge, Chapter 3, “The Aftermath of Soto, ca. 1541-1650,” and Chapter 4, “The English Invasion and the Creation of a Shatter Zone, ca. 1650-1680” (pages 60-115) in *From Chicaza to Chickasaw: The European Invasion and Transformation of the Mississippian World, 1540-1715* (Chapel Hill: UNC Press, 2010)

### **9/16-Contact in the Atlantic World**

- Inca Fortification Assessment

-Discussion of reading, “The Aftermath of Soto, ca. 1541-1650,” and “The English Invasion and the Creation of a Shatter Zone, ca. 1650-1680”

-Lecture on Contact & Colonization in the Atlantic World

To read for Tuesday, 9/21:

- Roxanne Dunbar-Ortiz, Chapter 3, “Cult of the Covenant,” from *An Indigenous Peoples’ History of the United States* (Boston: Beacon Press, 2014), 45-55.
- Adam Jortner, “The Empty Continent: Cartography, Pedagogy, and Native American History,” in *Why You Can’t Teach United States History without American Indians*, ed.

Susan Sleeper-Smith, Juliana Barr, Nancy Shoemaker, and Jean M. O'Brien (Chapel Hill: The University of North Carolina Press, 2015), p. 71-83.

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## Week 6- Diplomacy and Violence in the Great Lakes and Eastern Woodlands

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### **9/21-Map Creation**

-Discuss the readings “Cult of the Covenant,” and “The Empty Continent”

-Lecture on Mapping the New World

-In-Class Historical Analysis Activity—Mapping the New World—Why do maps change over time?

### **To read for Thursday, 9/23**

- Brett Rushforth, “‘A Little Flesh We Offer You’: The Origins of Indian Slavery in New France,” *William and Mary Quarterly* 60, no. 4 (October 2003): 777-808.
- Jill Lepore, “Dead Men Tell No Tales: John Sassamon and the Fatal Consequences of Literacy,” *American Quarterly* 46, no. 4 (December 1994): 479-512.

### **9/23-King Philip’s War**

-Discuss the reading, “‘A Little Flesh We Offer You’” and “Dead Men Tell No Tales”

-Lecture on King Philip’s War

-In-Class Historical Analysis Activity—King Philip’s War—What Caused King Philip’s War?

### **To read for Tuesday, 9/28**

- Roxanne Dunbar-Ortiz, Chapter 4, “Bloody Footprints,” from *An Indigenous Peoples’ History of the United States* (Boston: Beacon Press, 2014), 56-77.
- James D. Rice, “Rethinking the ‘American Paradox’: Bacon’s Rebellion, Indians, and the U.S. History Survey,” in *Why You Can’t Teach United States History without American Indians*, ed. Susan Sleeper-Smith, Juliana Barr, Nancy Shoemaker, and Jean M. O’Brien (Chapel Hill: The University of North Carolina Press, 2015), p. 43-56.

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## Week 7- Borderlands and Battles in the American South

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### **9/28-The Powhatan**

- Discuss the readings, “Bloody Footprints,” and “Rethinking the ‘American Paradox’”
- Lecture on the Powhatan
- In-Class Historical Analysis Activity—Pocahontas—Did Pocahontas save John Smith’s life?

### **To read for Thursday, 9/30**

- James H. Merrell, “The Indians’ New World: The Catawba Experience,” *The William and Mary Quarterly* 41 (1984):538-565.
- Kathryn E. Holland Braund, “Guardians of Tradition and Handmaidens of Change: Women’s Roles in Creek Economic and Social Life During the Eighteenth Century,” *American Indian Quarterly* 14 (1990): 239-58

### **9/30-Southern Indigenous Experiences/ How to Write a Research Paper**

- Discuss the readings, “The Indians’ New World,” and “Guardians of Tradition and Handmaidens of Change”
- Lecture on Developing a Good Thesis Statement, Finding Primary and Secondary Sources, Reading for Historiographical Context
- Students Share Potential Research Paper Topics with the Class

### **To Read for Tuesday, 10/05**

- David A. Nichols, “The Enterprise of War: The Military Economy of the Chickasaw Indians, 1775-1815,” in *The Native South: New Histories and Enduring Legacies*, eds. Tim Alan Garrison and Greg O’Brien (Lincoln: University of Nebraska Press, 2017), p. 33-46.

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## Week 8- The Native Slave Trade

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**\*10/08 Last day to withdraw from a course without incurring a WF grade (withdraw failing)**



## **10/05-War and Trade**

-Discuss the reading, “The Enterprise of War”

-Lecture on Trade and the Native Slave Trade

To Read for Thursday, 10/07

- Juliana Barr, “From Captives to Slaves: Commodifying Indian Women in the Borderlands,” *Journal of American History* 92, no. 1 (June 2005): 19-46.

## **10/07-War and Society**

-Discuss the reading, “From Captives to Slaves”

-Lecture on the Impact of War on Native Societies

To read for Thursday, 10/14

- Maeve Kane, ““She Did Not Open Her Mouth Further: Haudenosaunee Women as Military and Political Targets During and After the American Revolution”” in *Women in the American Revolution: Gender, Politics, and the Domestic World*, ed. Barbara B. Oberg (Charlottesville: University of Virginia Press, 2019), p. 83-102.
- Sarah M. S. Pearsall, “Recentering Indian Women in the American Revolution,” in *Why You Can’t Teach United States History without American Indians*, ed. Susan Sleeper-Smith, Juliana Barr, Nancy Shoemaker, and Jean M. O’Brien (Chapel Hill: The University of North Carolina Press, 2015), p. 57-70.

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## Week 9- Native People and the American Revolution

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**\*No class on 10/12 for Fall Break**

## **10/14-Native Woman and the American Revolution/ How to Create an Outline**

-Discuss the readings, “She Did Not Open Here Mouth Further,” and “Recentering Indian Women in the American Revolution”

-Lecture on the American Revolution and US Indian Policy

-Students turn in list of primary and secondary sources for final research paper

-Review Creation of Outlines of Final Research Papers

To read for Tuesday, 10/19

- Roxanne Dunbar-Ortiz, Chapter 5, “The Birth of a Nation,” from *An Indigenous Peoples’ History of the United States* (Boston: Beacon Press, 2014), 78-94.

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## Week 10- Native Influence on the New Republic

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### **10/19-Euromerican Plan for Native “Civilization”**

-Discuss the reading, “The Birth of a Nation”

-Short Introductory Lecture on the Civilization Plan

-Begin watching [Tecumseh's Vision: We Shall Remain—America Through Native Eyes](#)

To read for Thursday, 10/21

- John R. Wunder, “‘Merciless Indian Savages’ and the Declaration of Independence: Native Americans Translate the *Ecunnaunuxulgee* Document,” *American Indian Law Review* 25, no. 1 (2000/2001): 65-92.
- Stephanie Ambrose Tubbs, “Why Sacagawea Deserves the Day Off,” in *Why Sacagawea Deserves the Day Off and Other Lessons from the Lewis and Clark Trail* (Lincoln: University of Nebraska Press, Bison Books, 2008), 89-99.

### **10/21-Tecumseh**

-Finish watching [Tecumseh’s Vision: We Shall Remain—America Through Native Eyes](#)

-Discussion of the film, “Tecumseh’s Vision,” and the readings, “‘Merciless Indian Savages’ and the Declaration of Independence,” and “Why Sacagawea Deserves the Day Off”

-Outlines Due

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## Week 11-The Seminole Wars

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### **10/26-Seminole Wars 1 & 2**

-Lecture on the Seminole Wars

To listen to for Thursday, 10/28

- Google Podcast: [SW043 Just Who WERE the Black Seminoles?](#) (34 minutes)

To read for Thursday, 10/28

- Mikaëla M. Adams, “Race, Kinship, and Belonging Among the Florida Seminoles,” in *The Native South: New Histories and Enduring Legacies*, eds. Tim Alan Garrison and Greg O’Brien (Lincoln: University of Nebraska Press, 2017), p. 144-161.

### **10/28-Lasting Effects from the Seminole Wars**

-Discuss the podcast, “Just Who Were the Black Seminoles?” and the reading, “Race, Kinship, and Belonging Among the Florida Seminoles”

-Lecture on Indian Removal

To read for Tuesday, 11/2

- Christina Snyder, “Andrew Jackson’s Indian Son: Native Captives and American Empire,” in *The Native South: New Histories and Enduring Legacies*, eds. Tim Alan Garrison and Greg O’Brien (Lincoln: University of Nebraska Press, 2017), p. 85-106.

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## Week 12-Indian Removal

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### **11/02-Andrew Jackson and Indian Removal**

-Discuss the reading, “Andrew Jackson’s Indian Son”

-Lecture on Andrew Jackson’s White Republic

To read for Thursday, 11/04

- Roxanne Dunbar-Ortiz, Chapter 6, “The Last of the Mohicans and Andrew Jackson’s White Republic,” from *An Indigenous Peoples’ History of the United States* (Boston: Beacon Press, 2014), 95-116.

-Turn in First Draft Research Papers (One printed copy for peer review & one copy on Canvas)

### **11/04-The Trail of Tears**

-Discuss the reading, “The Last of the Mohicans and Andrew Jackson’s White Republic”

-Watch the [Trail of Tears Documentary](#) (46 minutes, 13 seconds)

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## Week 13-Work on Final Papers

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### **11/09-Review First Drafts of Research Papers**

-If time is needed, finish the [Trail of Tears Documentary](#) in class

-Discuss the *Trail of Tears* Documentary

-Return First Draft Research Papers in Class

-Time for Questions from Learners

### **11/11-No Class: Work on Final Papers**

-No Class Meeting

-Work on First Draft Research Paper Revisions

To read for Tuesday November 16

- Robert J. Miller, “The Doctrine of Discovery: Manifest Destiny and American Indians,” in *Why You Can’t Teach United States History without American Indians*, ed. Susan Sleeper-Smith, Juliana Barr, Nancy Shoemaker, and Jean M. O’Brien (Chapel Hill: The University of North Carolina Press, 2015), p. 87-100.

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## Week 14-Foundations of Federal Indian Law

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### **11/16-Federal Indian Law**

-Discuss the reading, “The Marshall Trilogy”

-Lecture on Foundations of Federal Indian Law

-Review of Historical Analysis Skills

To read for Thursday, November 19

- K. Tsianina Lomawaima, “Federalism: Native, State, and Federal Sovereignty,” in *Why You Can’t Teach United States History without American Indians*, ed. Susan Sleeper-

Smith, Juliana Barr, Nancy Shoemaker, and Jean M. O'Brien (Chapel Hill: The University of North Carolina Press, 2015), p. 273-286.

### **11/19-Review of Historical Analysis Skills for Upcoming Final Analysis Assignment**

- Discuss the reading, "Federalism"
- Review of Historical Analysis Skills

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## Week 15-Presentation Day

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**\*No class on 11/25 for Thanksgiving holiday**

### **11/23-Presentations**

- Final Research Paper Due on Canvas
- Short presentations of Research Project Given in Class

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## Week 16-Review

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**\*No class on 12/2 for Reading Day**

### **11/30-Review for Final Analysis Assignment**

- Review for Final Analysis Assignment

**Analysis Assignment Due on Canvas by the Exam Date, Tuesday, December 7<sup>th</sup> at 8:00 AM.**