

HIS 333: American Indian History to 1840

Spring 2011



Cumnacatogue (also known as Cunne Shote), Cherokee, ca. 1760s

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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 particular emphasis on areas east of the Mississippi River and in the Southwest. The course has three goals for students: to become familiar with the cultures of many of the diverse Native groups that inhabited North America through 1840, to examine the histories of these various peoples, and to practice using a variety of primary and secondary sources to develop historical interpretations.

Student Learning Outcomes:

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 Textbooks:

Timothy Pauketat, *Cahokia: Ancient America's Great City on the Mississippi* (2009)

Andrew L. Knaut, *The Pueblo Revolt of 1680: Conquest and Resistance in Seventeenth-Century New Mexico* (1995)

Daniel Mandell, *King Philip's War: Colonial Expansion, Native Resistance, and the End of Indian Sovereignty* (2010)

Colin Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America* (2006)

Colin Calloway, *The Shawnees and the War for America* (2008)

Theda Perdue and Michael D. Green, eds., *The Cherokee Removal: A Brief History with Documents: Second Edition* (2005)

Course Requirements:

Class meetings are devoted primarily to lecture, with periodic discussions of readings and videos seen in class. I use PowerPoint to supplement my lectures with outlines and images, but they are not posted on Blackboard nor online. Students are expected to attend all classes and to keep up with the reading assignments which will serve as the basis for class discussions. Attendance will be taken, and each absence above three (3) that is not excused by the Athletic Dept., Dean of Students, or medical doctor will result in one-half letter grade subtracted from the final course grade. ALL assignments must be completed; failure to complete even one graded assignment will result in severe despair, hair-pulling torment, and an F in the course. Late assignments are NOT accepted.

Grading Summary:

Paper #1	= 20%
Paper #2	= 20%
Quiz on Pauketat, <i>Cahokia</i>	= 10%
Quiz on Calloway, <i>The Shawnees</i>	= 10%
Mid-term exam	= 20%
Final exam	= <u>20%</u>
	=100%

Letter grades 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

Exams will consist of essay questions, some “objective” identifications, and a map component (yes, you should be able to locate the traditional homelands of particular Native groups on a map of the United States) that will give you an opportunity to pull together material from lectures, readings, films, and discussions in an attempt to make sense of American Indian history. Questions will also be drawn from the books we read this semester.

Paper Assignment #1 based on Daniel Mandell, *King Philip’s War* & Andrew L. Knaut, *The Pueblo Revolt of 1680*

DUE: March 1

Both of these books describe major militant resistance on the part of American Indians against Europeans at around the same time: King Philip’s War in New England in 1675-1677 and the Pueblo Revolt in the Southwest (New Mexico) in 1680. Using these two books as your sources, write a paper comparing and contrasting the two nearly simultaneous wars and answering the following questions: Provide the context for these conflicts. How and why did the wars start? What were the goals of the Indian people involved? How successful were they and why? What was the final result and lasting impact of each war? Finally, what characteristics do these two wars have in common and what important differences make them unique? Throughout the paper, be specific in explaining what happened and cite the two books frequently by placing the author’s last name and page number in parentheses at the end of all quotations and statements of interpretation, such as (Mandell, 45). This paper should be 8-10 pages in length, double-spaced, and typed. It is an individual assignment, not a group effort.

Paper Assignment #2 based on Theda Perdue and Michael D. Green, *The Cherokee Removal: A Brief History with Documents: Second Edition*

DUE: April 21

Doing Ethnohistory: This book provides interpretation by the authors and key documents to explain the process of Cherokee Removal from the east to Indian Territory west of the Mississippi River. Use this source to analyze why Removal occurred. What were the issues that caused Removal? How did the Cherokees respond? The authors claim that Removal was an exceedingly complex process that did not stem from any simple cause or explanation--is this accurate? Was Removal of the Cherokees and other Southeastern Indians by the United States inevitable? Use the documents in the book to prove your interpretation. This paper should be 8-10 pages in length, double-spaced, and typed. It is an individual assignment, not a group effort.

ACADEMIC INTEGRITY POLICY: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the UNCG *Undergraduate Bulletin*. Plagiarism (to take the work of another and present it as your own) is absolutely not allowed and will be punished according to UNCG guidelines.

ADDITIONAL RESOURCES

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."

Schedule:

Topic & Readings

Week 1 (1/11-1/13)

Introduction / Definitions / What is Ethnohistory?

Reading: Pauketat, *Cahokia*

Week 2 (1/18-1/20)

Pre-Contact: Before Columbus

Populations, Migrations / Agriculture / Hierarchy

Reading: Pauketat, *Cahokia*

Film: "City of the Sun": from the Cahokia Mounds State Historic Site:

<http://www.cahokiamounds.com/explore/video>

Week 3 (1/25-1/27)

1/25: Quiz on Pauketat, *Cahokia*

Film: "The Mystery of Chaco Canyon"

First Contacts

Images: Encountering the “Other”

Reading: Knaut, *The Pueblo Revolt of 1680*

Week 4 (2/1-2/3)

Invasions

Biological and Ecological Invasions

Spaniards in the Southwest & Southeast

Reading: Knaut, *The Pueblo Revolt of 1680*

Week 5 (2/8-2/10)

French Invasions & French – Indian Relations

St. Lawrence River Valley / Mississippi River Valley /

Natchez-French War

Reading: Knaut, *The Pueblo Revolt of 1680* & Mandell, *King Philip’s War*

Week 6 (2/15-2/17)

English Invasions

Virginia & Powhatans Case Study

Reading: Mandell, *King Philip’s War*

Film: “Pocahontas Revealed”

Week 7 (2/22-2/24)

English Invasions

New England

Film: “Massacre at Mystic”

A New World of War

Warfare / Indian Slave Trade / the early Carolinas

Reading: Mandell, *King Philip’s War*

March 1

Paper #1 due

A New World of War cont.

Warfare / Indian Slave Trade / the early Carolinas

March 3

Mid-term Exam – bring blue books

Week 8 (3/15-3/17)

Diplomacy & Fur Trade

Treaty Making

Reading: Calloway, *The Scratch of a Pen*

Week 9 (3/22-3/24)

Conversions

Missionaries and “White Indians”

Reading: Calloway, *The Scratch of a Pen*

Film: “Captives”

Week 10 (3/29-3/31)	<p>Revolutionary World Iroquois Case Study / French & Indian War / Pontiac's Rebellion / American Revolution Reading: Calloway, <i>The Scratch of a Pen</i> & Calloway, <i>The Shawnees</i> Film: "The Worlds of Joseph Brant"</p>
Week 11 (4/5-4/7)	<p>Confronting a New Nation Early U.S. Indian Policy / Revitalization Movements and Indian Confederation / Ohio Valley Resistance: Little Turtle's War Reading: Calloway, <i>The Shawnees</i></p>
Week 12 (4/12-4/14)	<p>Shawnee Resistance / War of 1812 / Red Stick Creeks Reading: Calloway, <i>The Shawnees</i> & Perdue and Green, eds., <i>The Cherokee Removal</i></p> <p>4/14: Quiz on Calloway, <i>The Shawnees</i> and the War for America Film: "The Trail of Tears" http://www.pbs.org/wgbh/amex/weshallremain/ Reading: Perdue and Green, eds., <i>The Cherokee Removal</i></p>
Week 13 (4/19-4/21)	<p>Indian Removal: Causes, Resistance, and Legacies Native Reactions to "Civilization" / Government Policy / Cherokee Case Study / The Antebellum South / Manifest Destiny / Indian Territory Reading: Perdue and Green, eds., <i>The Cherokee Removal</i></p>
April 21	Paper #2 DUE
April 28 @ 3:30	Final Exam