

HIS 722: Topics in Early American History
Spring 2016
Readings in American Indian History

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Ofc. Hours: T, TH 11-12 & by appointment

Class: CURY 331

TH 3:30-6:20

The purpose of this course is to introduce graduate students to some of the most significant (and award-winning) recent scholarly works on American Indians and Indian-European contact in early America. Students will critically analyze historical monographs through class discussion and written reviews as described below. Students will gain an understanding of the scholarly approaches to writing the history of the Native peoples of the area now encompassed by the United States.

Required books (in the order you will read them):

Susan Sleeper-Smith, et. al., *Why You Can't Teach United States History without American Indians* (UNC Press), 2015

Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* (Beacon Press), 2014

Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (2nd edition, Cambridge University Press), 2010

Joseph M. Hall, Jr. *Zamumo's Gifts: Indian-European Exchange in the Colonial Southeast* (University of Pennsylvania Press), 2009

Theda Perdue, *Cherokee Women: Gender and Culture Change, 1700-1835* (University of Nebraska Press), 1998

Michael J. Witgen, *An Infinity of Nations: How the Native New World Shaped Early North America* (University of Pennsylvania Press), 2012

Pekka Hämäläinen, *The Comanche Empire* (Yale University Press), 2008

James Brooks, *Captives & Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (UNC Press), 2002

Elizabeth A. Fenn, *Encounters at the Heart of the World: A History of the Mandan People* (Hill & Wang), 2014

Ari Kelman, *A Misplaced Massacre: Struggling Over the Memory of Sand Creek* (Harvard University Press), 2013

Karl Jacoby, *Shadows at Dawn: An Apache Massacre and the Violence of History* (Penguin), 2008

Graded Work:

All writing assignments are due at the start of class on the day designated in the schedule.

Single book reviews:

You will prepare book reviews of five of your assigned weekly readings. Each review should expose the author's thesis and main supporting points, discuss and evaluate the evidence

presented by the author to prove his/her thesis, suggest how this book fits into the historiography on that subject, tell who the author is and what awards or special recognitions the book has acquired. Explain why the book is important, what its flaws (if any) are, and why we must all be familiar with its findings in order to better understand American Indian history. I want you to consult published reviews of the books you are working on, but do not copy and paste from them, as that is cheating, and I want to read your words not someone else's. Find at least one criticism of the book in a published review and incorporate that into your review. Each review should be double spaced and 3-5 pages in length. You choose which five books to review, other than the first book (Sleeper-Smith, et. al.) or the last two books (Kelman and Jacoby).

Comparative book review:

For the final two books on violence and historical memory you will write a 7-10 page comparative review. In addition to providing analysis like you did in the single book reviews, you will compare and contrast these two works. Discuss how the study of historical memory and the contestations over historical memory shed light on Indian history and Indian-American interactions. What insights are gained from a historical memory approach to these tragic events, as opposed to a purely narrative approach? Are these two books similar in their approach to history or are there significant differences? Which book is more satisfying to you and why?

Discussion Leader:

You will lead one weekly discussion and prepare an outline of talking points to turn in to me. Ask broad questions of your peers that will facilitate a deep discussion of that week's readings, the information presented within them, and the historiographic and other impacts of the book.

Discussion:

Your energetic participation in every class discussion is expected.

Words of advice:

Intellectual precision and careful thought is necessary to successful history writing and thinking. To that end, in both your written work and in class discussions 1. Do not describe a book or article as "interesting" for that means nothing since everyone's definition of "interesting" will differ; and 2. Do not use the worst four-letter word within the discipline of history: "they." Be specific at all times: who is "they"?

Grading:

Book Reviews (5):	10% each = 50%
Comparative Review:	20%
Discussion Leader	10%
Discussion Participation:	<u>20%</u>
	100%

Schedule & books for reviews:

- Week 1
1/14 **Introduction**
Assign dates for discussion leadership.
- Week 2
1/21 **Why You Can't Teach American History without American Indians**
Reading: *Why You Can't Teach United States History without American Indians* by Susan Sleeper-Smith, et. al.; and Calloway, Colin G. 2011. "2008 Presidential Address: Indian History from the End of the Alphabet; and what now?" *Ethnohistory* 58(2):197-211.
Assignment: Class Discussion of book and article (NO writing)
- Week 3
1/28 **Revisionary Perspectives**
Reading: *An Indigenous Peoples' History of the United States* by Roxanne Dunbar-Ortiz
Assignment: Single Book Review & Discussion
- Week 4
2/4 **NO CLASS**
Reading: Use the extra time to read *The Middle Ground* and this article from a forum on the book: Deloria, Philip J.. 2006. "What Is the Middle Ground, Anyway?" *The William and Mary Quarterly* 63 (1):15–22.
- Week 5
2/11 **Where and What is the Middle Ground?**
Reading: *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* by Richard White (the first edition of 1991 is ok, though I prefer that you read the 2nd edition published in 2010); and this article from a forum on the book: Deloria, Philip J.. 2006. "What Is the Middle Ground, Anyway?" *The William and Mary Quarterly* 63 (1): 15–22.
Assignment: A book review that incorporates the article & Discussion
- Week 6
2/18 **Trade and More in the Southeast**
Reading: *Zamumo's Gifts: Indian-European Exchange in the Colonial Southeast* by Joseph M. Hall, Jr.
Assignment: Single Book Review & Discussion
- Week 7
2/25 **The Cherokees and Gender**
Reading: *Cherokee Women: Gender and Culture Change, 1700-1835* by Theda Perdue
Assignment: Single Book Review & Discussion
- Week 8
3/3 **Great Lakes Nations**
Reading: *An Infinity of Nations: How the Native New World Shaped Early North America* by Michael J. Witgen
Assignment: Single Book Review & Discussion

- Week 9
3/10 **NO CLASS – Spring Break**
Reading: Use the extra time to read *The Comanche Empire*
- Week 10
3/17 **A Comanche Empire?**
Reading: *The Comanche Empire* by Pekka Hämäläinen
Assignment: Single Book Review & Discussion
- Week 11
3/24 **Kinship and Slavery in the Southwest**
Reading: *Captives & Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* by James Brooks
Assignment: Single Book Review & Discussion
- Week 12
3/31 **Along the Missouri River and Great Plains**
Reading: *Encounters at the Heart of the World: A History of the Mandan People* by Elizabeth A. Fenn
Assignment: Single Book Review & Discussion
- Week 13
4/7 **Visit by Dr. Paul Otto: “Getting Published: The Ins and Outs of Academic Journals”**
Reading: Otto, Paul. 2013. "Wampum, Tawagonshi, and the Two Row Belt". *Journal of Early American History*. 3(1): 110-125 & browse the whole issue of the journal. The entire special issue of the *Journal of Early American History* about this document, artifact, and Iroquois history is available free online here: <http://booksandjournals.brillonline.com/content/journals/18770703/3/1>
Assignment: NO writing, be ready to discuss and learn
- Week 14
4/14 **Violence and Historical Memory**
Reading: *A Misplaced Massacre: Struggling Over the Memory of Sand Creek* by Ari Kelman
Assignment: Class Discussion and working on the following week’s comparative review
- Week 15
4/21 **Last Class: Violence and Historical Memory cont.**
Reading: *Shadows at Dawn: An Apache Massacre and the Violence of History* by Karl Jacoby
Assignment: Comparative Review of *A Misplaced Massacre* and *Shadows at Dawn* & Class Discussion