

HIS 520

Southern History: Selected Topics

The Native South

Spring 2019
T, TH 3:30-4:45, MHRA 1211

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Description: This course focuses on the Native South, a distinctive culture area characterized traditionally by horticulture, chiefdoms, matrilineal kinship, and temple mounds. While the course necessarily pays some attention to the Native impact on black and white southerners, and vice-versa, the main objective is to learn more about the histories of the Southeast's Native peoples. As a result, students will gain a new understanding of southern history with Native people reinserted as principal actors and determinants of events from prior to European colonization to today.

REQUIRED TEXTS *See book ordering information on Canvas

Ethridge, Robbie Franklyn. *From Chicaza to Chickasaw: The European Invasion and the Transformation of the Mississippian World, 1540-1715*. Chapel Hill: UNC Press, 2010.

Garrison, Tim Alan, and Greg O'Brien, eds. *The Native South: New Histories and Enduring Legacies*. Lincoln: University of Nebraska Press, 2017.

LeMaster, Michelle. *Brothers Born of One Mother: British-Native American Relations in the Colonial Southeast*. Charlottesville: University of Virginia Press, 2012.

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

Osburn, Katherine M. B. *Choctaw Resurgence in Mississippi: Race, Class, and Nation Building in the Jim Crow South, 1830-1977*. Lincoln: University of Nebraska Press, 2014.

Bates, Denise E., ed. *We Will Always Be Here: Native Peoples on Living and Thriving in the South*. Gainesville: University Press of Florida, 2016.

FORMAT

We will discuss readings & films every week, usually on Thursdays, so you must keep up with readings as listed in the schedule below and every Thursday turn in a discussion question/prompt. We will see some documentary films and discuss them as outlined below. You will also write about some of your readings and the films, and you will complete a primary-

source research project on an aspect of Indian Removal. At times, I will lecture about topics to give you more background context for our readings or to share additional material not covered in your readings. Graduate students have additional requirements explained on a separate handout.

Course Student Learning Outcomes:

Upon successful completion of this course students will be able to:

1. Analyze and comprehend historical changes in Native Southerners' lives from the pre-contact era to today. [Historical Comprehension]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]

ASSIGNMENTS

Discussion Questions every Thursday at the start of class turn in one or two prompts/questions to guide our discussion of that week's readings. These can be hand-written and only count for one point each towards your final grade. (Course SLO 1)

Papers

1. You are required to write three "think pieces" throughout the semester. For each think piece, I will give you a question(s) based on the readings, films, and lectures; you are to address the question in a 5-page double-spaced essay. A good and thoughtful answer will require that you have read the assigned books and articles closely, attended the seminar sessions, and thought carefully about the question and your answer. I do not expect you to do any extra readings other than those assigned in the syllabus in order to write these think piece essays. Due dates are listed in the Course Schedule, and the specific questions will be explained on a separate handout.

(Course SLO 1) **Due: (#1): 2/7/2019 (#2): 2/28/2019 (#3): 4/30/2019**

2. Research paper. Based on the Perdue and Green, *The Cherokee Nation and the Trail of Tears* book and primary-source research, you will research and write about an aspect of Indian Removal in the South. See separate handout for detailed instructions. (Course SLO 2) **Due: 4/11/2019**

3. Graduate Students: an additional paper and presentation described on a separate handout.

There are no exams in this course!

GRADING SUMMARY

Undergraduates:

Discussion Questions	15 x 1 = 15%
Think Pieces	3 x 15 = 45%
Indian Removal Paper	= 30%
Discussion Participation	= <u>10%</u>
	100%

Graduate students:

Discussion Questions	15 x 1 = 15%
Think Pieces	3 x 10 = 30%
Indian Removal Paper	= 25%
Additional Paper	= 20%
Discussion Participation	= <u>10%</u>
	100%

Extra Credit: There will be opportunities for all students to earn some extra credit via additional assignments, described on a separate handout.

Attendance and related issues:

You are expected to attend every class. Roll will be taken and every absence above three (3) for the semester will result in a lowering of your course grade, unless pre-approved by me. All assignments must be completed and turned in on the date they are due, or earlier. **No late assignments are accepted without prior approval.**

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. **Laptops may be used for notetaking only – IF you sit in the front row.** 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.

Academic Support & Disability Accommodations The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

The Writing Center You pay for the Writing Center via student fees, therefore you should take advantage of it to improve your writing. No one is born a good writer – it takes practice and revisions to become a good writer, a skill that will serve you well the rest of your life in everything you do. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Plagiarism (to take the ideas, writings, etc. of another and present them as your own) is strictly forbidden and will be punished to the fullest extent possible, including failure of the course and/or expulsion from the university. Please review UNCG's policy on plagiarism: <https://osrr.uncg.edu/academic-integrity/>

CALENDAR

Nearly all the journal articles listed in the calendar are available on the J-STOR or Project MUSE databases through the UNCG Library webpages. Others will be made available as a pdf on the Canvas site for this course.

WEEK 1 Introduction
1/15 – 1/17 **Reading:** Claudio Saunt. "The Native South: An Account of Recent Historiography." *Native South* 1 (2008): 45-60; and Introduction to *The Native South: New Histories and Enduring Legacies*.
Due 1/17: Discussion Question

Film: "Cities of the Sky: episode 3 of Native America" (PBS, 2018, 54 min.)
<https://uncg.kanopy.com/video/cities-sky>

- WEEK 2
1/22 – 1/24 Power and Society in the Mississippian Era
Reading: Ethridge, *From Chicaza to Chickasaw* Introduction - chapter 2; LeAnne Howe, "Ohoyo Chishba Osh: Woman Who Stretches Way Back," in Greg O'Brien, ed., *Pre-removal Choctaw History: Exploring New Paths* (Oklahoma, 2008), pp. 26-47 (pdf on Canvas); and Vernon James Knight, "Symbolism of Mississippian Mounds" in *Powhatan's Mantle: Indians in the Colonial Southeast, Revised and Expanded Edition* University of Nebraska Press, 2006, 421-34 (pdf on Canvas).
Due 1/24: Discussion Question
- WEEK 3
1/29 – 1/31 European and Other Invasions: 16th – 17th Centuries
Reading: Ethridge, *From Chicaza to Chickasaw* chapters 3-6; and Robin A. Beck, "Catawba Coalescence and the Shattering of the Carolina Piedmont, 1540–1675" in *Mapping the Mississippian Shatter Zone: The Colonial Indian Slave Trade and Regional Insta*, University of Nebraska Press, 2009, 115-141 (pdf on Canvas).
Due 1/31: Discussion Question
Film: "Archaeology: The Death March of de Soto" (2001, 23 min.)
<https://uncg.kanopy.com/video/archaeology-series-rewrites-history-0>
- WEEK 4
2/5 – 2/7 The Indian Slave Trade and Shatter Zones
Reading: Ethridge, *From Chicaza to Chickasaw* chapters 7-end; *The Native South: New Histories and Enduring Legacies* chapters 2 & 3; and Denise I. Bossy. "The South's Other Slavery: Recent Research on Indian Slavery." *Native South* 9 (2016): 27-53;
Due 2/7: Discussion Question & Think Piece #1
- WEEK 5
2/12 – 2/14 Diplomacy, Wars, and Trade in the 18th Century
Reading: LeMaster, *Brothers Born of One Mother* Introduction – chapter 3; and James H. Merrell, "The Indians' New World: The Catawba Experience," *The William and Mary Quarterly* 41 (1984):538-565.
Due 2/14: Discussion Question
- WEEK 6
2/19 – 2/21 Gender and Contact
Reading: LeMaster, *Brothers Born of One Mother* chapters 4-end
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; Amelia Rector Bell, "Separate People: Speaking of Creek Men and Women," *American Anthropologist* New Series, Vol. 92, No. 2 (1990), pp. 332-345; and Greg O'Brien, "Trying to Look Like Men: Changing Notions of Masculinity Among Choctaw Elites in the Early Republic," *Southern Manhood: Perspectives on*

Masculinity in the Old South Craig Friend and Lorri Glover, eds. (University of Georgia Press, 2004), pp. 49-70 (pdf on Canvas)

Due 2/21: Discussion Question

- WEEK 7 The Americans and New Developments
2/26 – 2/28 **Reading:** *The Native South: New Histories and Enduring Legacies* chapters 4-5; Greg O’Brien, “The Conqueror Meets the Unconquered: Negotiating Cultural Boundaries on the Post-Revolutionary Southern Frontier,” *The Journal of Southern History*, Vol. 67, No. 1 (Feb., 2001), pp. 39-72; and Daniel H. Usner, Jr., “American Indians on the Cotton Frontier: Changing Economic Relations with Citizens and Slaves in the Mississippi Territory.” *Journal of American History* 72 (1985): 297–317.
Due 2/28: Discussion Question & **Think Piece #2**

March 4-8 = UNCG Spring Break

- WEEK 8 Indian Removal: As Official Policy
3/12 – 3/14 **Reading:** Perdue and Green. *The Cherokee Nation and the Trail of Tears* Introduction - chapter 4; and *The Native South: New Histories and Enduring Legacies* chapter 6.
Due 3/12: Name of your person/group for Indian Removal Research Paper
3/14: We will meet class at the UNCG Library in the Citi Lab
Due 3/14: Discussion Question
Film: “Legacy of an Autocratic Ruler” Part of the Series: The Legacy of an Unfinished Nation (2004, 27 min. – only first 9:45)
<https://uncg.kanopy.com/video/legacy-autocratic-ruler>
- WEEK 9 Indian Removal: Native Responses
3/19 – 3/21 **Reading:** Perdue and Green. *The Cherokee Nation and the Trail of Tears* chapters 5-end; and Donna L. Akers, "Removing the Heart of the Choctaw People: Indian Removal from a Native Perspective." *American Indian Culture and Research Journal* 23, no. 3 (1999): 63-76 (pdf on Canvas).
Due 3/21: Discussion Question
Film: “Trail of Tears,” Part of the Series: We Shall Remain (PBS, 2009, 75 min.)
<https://uncg.kanopy.com/video/trail-tears>
- WEEK 10 Rebuilding Southern Nations in the West
3/26 – 3/28 **Reading:** Osburn, *Choctaw Resurgence in Mississippi* Introduction – chapter 1; and *The Native South: New Histories and Enduring Legacies* chapter 7.
Due 3/28: Discussion Question & **Bibliography for Indian Removal Paper**
- WEEK 11 Native Southerners in the U.S. Civil War
4/2 – 4/4 **Reading:** Osburn, *Choctaw Resurgence in Mississippi* chapters 2-5; Ari Kelman, “Deadly Currents: John Ross’s Decision of 1861,” *Chronicles of Oklahoma*

1995:73:80-103 (pdf on Canvas); and *The Native South: New Histories and Enduring Legacies* chapter 8.

Due 4/4: Discussion Question

Film: “Indian Warriors: The Untold Story of the Civil War” (History Channel, 2007, 62 min.) https://www.youtube.com/watch?v=7MXvA_cLK6U

WEEK 12
4/9 – 4/11

Reconstruction, Economic Development, & Allotment in Oklahoma

Reading: Osburn, *Choctaw Resurgence in Mississippi* chapters 6-end; Rose Stremmler, "Allotment, Jim Crow, and the State: Reconceptualizing the Privatization of Land, the Segregation of Bodies, and the Politicization of Sexuality in the Native South." *Native South* 10 (2017): 60-75; and *The Native South: New Histories and Enduring Legacies* chapters 9-10.

Due 4/11: Discussion Question & **Research Paper on Indian Removal**

WEEK 13
4/16 – 4/18

Native Southerners in a Jim Crow South

Reading: Bates, ed. *We Will Always Be Here* Introduction – chapter 2; Theda Perdue, “Southern Indians and Jim Crow,” in *The Folly of Jim Crow: Rethinking the Segregated South* (Texas A&M Press, 2012, pp. 54-90, available as an ebook via the library catalog); and *The Native South: New Histories and Enduring Legacies* chapters 11 & 12.

Due 4/18: Discussion Question

WEEK 14
4/23 – 4/25

Issues of Identity

Reading: Bates, ed. *We Will Always Be Here* chapters 3-4; Andrew K. Frank. "Modern by Tradition: Seminole Innovation in the Contemporary South." *Native South* 10 (2017): 76-95; Gregory D. Smithers, “Why Do So Many Americans Think They Have Cherokee Blood?: The history of a myth,” *Slate* 10/01/2015 <https://slate.com/news-and-politics/2015/10/chokeee-blood-why-do-so-many-americans-believe-they-have-chokeee-ancestry.html> ; and Cecily Hilleary, “Going 'Native': Why Are Americans Hijacking Cherokee Identity?” VOA News, July 23, 2018, <https://www.voanews.com/a/going-native-why-are-americans-hijacking-chokeee-identity/4495119.html>

Due 4/25: Discussion Question

Film: “Indian Country Diaries, vol. 2, Spiral of Fire” (Vision Maker Video, 2005, 76 min.) https://search-alexanderstreet-com.libproxy.uncg.edu/view/work/bibliographic_entity%7Cvideo_work%7C3173660

WEEK 15
4/30

The Literary Native South / Last class!

Reading: *The Native South: New Histories and Enduring Legacies* chapter 13
Graduate Student Presentations

Due: Think Piece #3