

HIST 307: NATIVE AMERICAN HISTORY

Dr. Jason Sellers

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*please allow 24 hours on weekdays/48 hours on weekends

Office: 218 Monroe Hall

Class times/locations: TR 12:30-1:45pm, Monroe 210

Office Hours: MWF 10:30-11:30, TR 2-3, and by appointment

Course description:

This class will consider Native American experiences from the pre-contact era to the Battle of Wounded Knee in 1890. Beginning with a consideration of the dynamics of Native America and the diverse cultures and societies inhabiting North America prior to contact with Europeans, the course will then consider how native peoples incorporated European newcomers into their physical and intellectual worlds. Proceeding through the colonial era and the nineteenth century, we will continue to explore the unique dynamics of Indian country, as well as Native Americans' responses to the growth of European colonies and later the United States. The class will be organized around several representative case studies that allow us to address a wide range of topics, rather than trying to attempt to comprehensively cover Native American history, but students will also have opportunity to pursue individual interests. Throughout the course we will address methodologies and challenges/implications for studying Native American history.

Course objectives and outcomes:

Students in this course will acquire/develop:

- Understanding and appreciation of the discipline's diverse methods and processes.
- Ability to locate, read critically, and analyze primary sources and modern scholarship.
- Ability to synthesize research findings.
- Comprehension of historical process.
- Ability to write with clarity about the past, and to communicate in a group setting.

This course counts towards the History major.

Readings:

Required texts:

David Treur, *Rez Life: An Indian's Journey Through Reservation Life* (New York: Atlantic Monthly Press, 2012).

Christina Snyder, *Slavery in Indian Country: The Changing Face of Captivity in Early America* (Cambridge, MA: Harvard University Press, 2010).

David J. Silverman, *Faith and Boundaries: Colonists, Christianity, and Community among the Wampanoag Indians of Martha's Vineyard, 1600-1871* (New York: Cambridge University Press, 2005).

Sami Lakomäki, *Gathering Together: The Shawnee People through Diaspora and Nationhood, 1600-1870* (New Haven, CT: Yale University Press, 2014).

Pekka Hämäläinen, *The Comanche Empire* (New Haven, CT: Yale University Press, 2008).

*Additional required readings (academic articles and primary sources) listed on the schedule below will be accessible through the library website or posted on Canvas. Learning to both locate and critically read these sources is a critical element of this course.

Grading and Participation:

Participation*: 20%
Presentation (group): 15%
Annotated bibliography (individual): 15%
Primary source paper: 20%
Secondary source paper: 20%
Final exam: 10%

*Attendance will be taken regularly, and you are expected to attend having completed the assigned reading for that day so that you can contribute to discussions. After the second absence, additional absences will result in the loss of 1/10 of your participation points. This policy does not distinguish between “excused” and “unexcused” absences. Although I will sometimes lecture briefly, the majority of the class will be discussion, and so effective participation will be an important and substantial part of your overall grade. If it becomes clear from discussions that students are not completing the readings, I reserve the right to substitute reading quizzes (graded P/F) in place of simple attendance. To avoid quizzes, please actively contribute to conversations with your questions and ideas. I realize some students tend to be quieter in class, and I encourage those of you who are to meet with me early in the term to discuss how we can facilitate your participation.

This class will have limited and small extra credit opportunities; we will discuss these as they arise.

Students who have missed more than 6 classes, and/or who have not submitted assignments receiving passing grades by Week 8, will be reported as unsatisfactory on mid-semester reports. Numerical grades in this course correspond to the following letter grades: A (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (60-66); F (59 and below). I do not round grades, so for instance, a 79.7% is a C+.

Assignments:

1. Short papers (2): Students will complete two short (4-5 pages) papers, one based on careful analysis of assigned primary sources and the other based on synthesizing assigned secondary sources to produce an analytical argument (students may use unassigned sources with approval). The first paper is due Week 7, the second, Week 13, though students can choose to complete them in either order. A more detailed description of these assignments will be posted in the “Files” section of Canvas, along with some suggestions to help prompt your thinking. I will not be able to read and comment on complete papers prior to the due date, but am happy to discuss your topics, ideas/interpretation, and argument in office hours.

2. Group presentation and annotated bibliographies: Students will work individually and then in small groups to research and prepare presentations addressing the historical experiences of contemporary Native American communities. We will organize these groups and select topics in the first few weeks of class, with the idea that groups will then be able to work on these projects throughout the semester. I will help you identify suitable topics, but students will be expected to explore appropriate/legitimate websites, databases of scholarly material, current news media, and library catalogs to compile and annotate a substantial bibliography; prepare a 20-30 minute presentation (with visual materials, including primary sources); and lead a short

(approximately 10 minutes) class discussion. A more detailed description of this assignment will be posted in the "Files" section of Canvas.

3. The final exam will ask students to discuss major themes of the class, including both historical and historiographical/methodological developments, with reference to assigned readings and final presentations. There will be a study guide available to help students prepare.

If you think you may need an extension, you *must* request it in advance; I will not grant extensions after assignments are due. If you are having printer problems, or for some reason are unable to attend class, email the electronic file to me as a Word document before class time, and bring a paper copy when you are able. If the assignment is not in my possession in some form at the time it is due, it will be considered late. Late assignments will receive an automatic deduction of one-third of a letter grade, and an additional deduction every day thereafter; I will not accept assignments that are more than one week late.

While I am willing to discuss assignment grades with students, you will need to wait at least 24 hours and have carefully reviewed my comments on your work. You have one week after the return of graded assignments to speak with me; after one week, grades are final.

Requirements for written assignments

All assignments should adhere to the department's standard style: 1" margins; 12 pt. Times New Roman font; a title page including the paper title the author's name (centered, all caps), course number and title, instructor, and date; pages numbered consecutively through all materials, excluding title page; and a bibliography conforming to the *Chicago Manual of Style*. For more information on proper bibliographic format for your sources, consult Kate L. Turabian, *A Manual for Writers*, or an equivalent abridgement of the *Chicago Manual of Style*. [Note the most recent versions of the *Chicago Manual of Style* (16th) and Turabian (7th) include updated information for electronic citations. Be sure to use the newest editions.] A helpful UMW library guide to citations is available at

<http://libguides.umw.edu/content.php?pid=245752&sid=2029722#6812498>

Students with Disabilities

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Resources and need accommodations, I will be happy to help you contact it. The office will require appropriate documentation of disability. The office is located in 401 Lee Hall, and can be reached by phone at 540.654.1266 and email at ods@umw.edu.

Honor System

Please write and sign the University of Mary Washington honor pledge ("I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work") on every written assignment. More information about the Honor System is available at <http://students.umw.edu/fredericksburghonorcouncil/> You are welcome to discuss your work on

assignments with classmates and work together to refine your writing, but your ideas and language must be your own.

Class and Reading Schedule

* While I will sometimes lecture briefly, most of our time in class will consist of discussions, which depend on your ability to engage with the readings. To facilitate that engagement, please bring the readings (or at least your meticulous notes) to class so that you may refer to them as we discuss—it is fine to load them on your laptop, e-reader, tablet, etc.

Week 1: State of the field

T 8/30: Syllabus, introductions, and opening discussion

Th 9/2: Historiography

+Francis Parkman, *The Conspiracy of Pontiac*, ix-x, 1-7

<http://books.google.com/ebooks/reader?id=aXThAAAAMAAJ&printsec=frontcover&output=reader&pg=GBS.PA1>

+Ned Blackhawk, “American Indians and the Study of U.S. History,” in *American History Now*, eds. Eric Foner and Lisa McGirr (Philadelphia: Temple University Press, 2011), 376-399.

+Angela Cavender Wilson, “American Indian History or non-Indian perceptions of American Indian History?” *American Indian Quarterly* 20, no. 1 (1996).

+Donald L. Fixico, “Ethics and Responsibilities in Writing American Indian History,” *The American Indian Quarterly* 20, no. 1 (1996).

*Introducing the group project and identifying subjects

Week 2: Contemporary Native America

T 9/6: Sovereignty, treaty rights, and legal bodies

+Treuer Introduction, chs.1-3

+Primaries: Websites of Virginia Indian tribes, linked on

<http://home.nps.gov/jame/learn/historyculture/virginia-indian-tribes.htm>

Th 9/8: Social and cultural experiences

+Treuer chs. 4-6, Eulogies

*Group project: Selecting subjects, organizing your group

Week 3: Native North America

T 9/13: Origins

+Daniel K. Richter, *The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization* (Chapel Hill, N.C.: University of North Carolina Press, 1992), chs. 1-3. [Canvas]

+Primaries: Iroquois, Kwakiutl, Creek and Navajo origin stories [Canvas]

+Lecture: The Scientific Origin Story

Th 9/15: Indians’ “Old” World

+Neal Salisbury, “The Indians’ Old World: Native Americans and the coming of Europeans,” *William and Mary Quarterly* 53, no. 3 (July 1996): 435-458.

+Richard White and William Cronon, “Ecological Change and Indian-White Relations,” in *Handbook of North American Indians*, vol. 4, *History of Indian-White Relations*, ed.

Wilcomb E. Washburn (Washington, D.C.: Smithsonian Institution, 1989), 417-29.
[Canvas]
+Primaries: Images of Pueblo Bonito, Cahokia, etc. [Canvas]
+Lecture: Overview of precontact Americas

Week 4: Regional approaches

T 9/20: Native Southeast
+Snyder, *Slavery in Indian Country*, Introduction and chs. 1-2
Th 9/22: Colonial Southeast
+Snyder, *Slavery in Indian Country*, chs. 3-5
+Primaries: Chickasaw map [Canvas]

Week 5: Conflict and identity

T 9/27: Racial/ethnic identities in the new republic
+Snyder, *Slavery in Indian Country*, chs. 6-8 and Conclusion
+Cameron B. Strang, "Violence, Ethnicity, and Human Remains during the Second Seminole War," *Journal of American History* 100, no. 4 (2014): 973-94.
+Lecture: Captivity and atrocities in the Northeast
Th 9/29: Models of warfare—online discussion
+Wayne E. Lee, "Peace Chiefs and Blood Revenge: Patterns of Restraint in Native American Warfare, 1500-1800," *Journal of Military History* 71, no. 3 (2007): 701-741.
+Daniel Richter, "War and Culture: The Iroquois Experience," *The William and Mary Quarterly* 40, no. 4 (Oct., 1983): 528-59.

Week 6: French and English encounters

T 10/4: French encounters
+Brett Rushforth, "'A Little Flesh We Offer You': The Origins of Indian Slavery in New France," *William and Mary Quarterly* 60, no. 4 (Oct. 2003): 777-808.
+Michael Witgen, "The Rituals of Possession: Native Identity and the Invention of Empire in Seventeenth-Century Western North America," *Ethnohistory* 54, no. 4 (Fall 2007): 639-668.
+Primaries: 1639 smallpox epidemic and Gandeaktena's conversion--extracts from the *Jesuit Relations* [Canvas]
Th 10/6: New England's Wampanoags
+Silverman, *Faith and Boundaries*, Introduction and chs. 1-2
+Primaries: Indian-English dictionaries from John Smith and Roger Williams; natives remember the arrival of the Dutch at Manhattan [Canvas]

***Week 7: Engaging English colonization**

T 10/11: Remaining Wampanoag
+Silverman, *Faith and Boundaries*, chs. 3-5
+Primaries: New England land deeds [Canvas]
Th 10/13: Virginia counterpoint
+Lecture on Don Luis's story, and on Bacon's Rebellion in Indian country
+Martin H. Quitt, "Trade and Acculturation at Jamestown, 1607-1609: The Limits of Understanding," *William and Mary Quarterly* 52, no. 2 (April 1995): 227-258.

- +Helen Rountree, "Powhatan Priests and English Rectors," *American Indian Quarterly* 16, no. 4 (1992); OR (choose one) Helen Rountree, "Powhatan Indian Women: The People Captain John Smith Barely Saw," *Ethnohistory* 45, no. 1 (Winter, 1998): 1-29.
- +Primaries: John White/Theodore deBry images,
http://www.virtualjamestown.org/images/white_debry_html/jamestown.html
- +Film clip: Encounter scene from *The New World* (2005)
- *Paper 1 due in class

Week 8: New England Indians in an Atlantic World

T 10/18: Fall break

Th 10/20: Assimilation and persistence

- +Silverman, *Faith and Boundaries*, chs. 6-7 and Conclusion
- +Matthew R. Bahar, "People of the Dawn, People of the Door: Indian Pirates and the Violent Theft of an Atlantic World," *Journal of American History* 101, no. 2 (2014): 401-26; OR Nancy Shoemaker, "Mr. Tashtego: Native American Whalers in Antebellum New England," *Journal of the Early Republic* 33, no. 1 (Spring 2013): 109-132.

Week 9: Trans-Appalachian West

T 10/25: Travelers and diplomats

- + Lakomäki, *Gathering Together*, Introduction and chs. 1-2
- +Lecture on gender metaphors in 18th-century American Indian diplomacy
- +Primaries: 18th-century Indian treaties, wampum belts [Canvas]

Th 10/27: British and American imperialism in the Ohio Valley

- + Lakomäki, *Gathering Together*, chs. 3-5
- +Primaries: Jeffrey Amherst and smallpox

Week 10: New national powers

T 11/1: British and American imperialism

- +Gregory Evans Dowd, "Thinking and Believing: Nativism and Unity in the Ages of Pontiac and Tecumseh," *American Indian Quarterly* 16 (1992)
- +Paul Kelton, "The British and Indian War: Cherokee Power and the Fate of Empire in North America," *William and Mary Quarterly* 69, no. 4 (October 2012): 763-792.
- +Primaries: Neolin's vision [Canvas]

Th 11/3: Federal policies and reactions

- + Lakomäki, *Gathering Together*, chs. 6-7 and Conclusion
- +Primaries: George Washington and Thomas Jefferson on Indian policy

Week 11: Expansions

T 11/8: Removals

- +Lecture and discussion: Indian removals
- +Readings TBD--choose from Davis, Hershberger, Perdue, Bolton, etc.--instructor will provide a more complete list as the date approaches
- +Primaries: Cherokee syllabary and newspaper, statement on removal [Canvas]

Th 11/10: No class—work on group projects, individual papers, etc., or read ahead

Week 12: Empires and their edges

T 11/15: Comanche

+Hämäläinen, *Comanche Empire*, Introduction and chs. 1-3

Th 11/17: Spanish borderlands and the Plains

+Lecture on Ute diplomacy and violence

+Juliana Barr, "A Diplomacy of Gender: Rituals of First Contact in the 'Land of the Tejas,'" *William and Mary Quarterly* 61, no. 3 (July 2004): 392-434.

+Primaries: Winter counts [Canvas]

***Week 13: Declensions**

T 11/22: Comanche and American empires

+Hämäläinen, *Comanche Empire*, chs. 4-5

+Susan Sleeper-Smith, "'An Unpleasant Transaction on this Frontier': Challenging Female Autonomy and Authority at Michilimackinac," *Journal of the Early Republic* 25, no. 3 (Fall 2005): 417-443.

Th 11/24: Comanche decline

+Hämäläinen, *Comanche Empire*, chs. 6-8 and Conclusion

*Paper 2 due in class

Week 14: Declensions

T 11/29: Wounded Knee

+Lecture [from Jeff Ostler, David Smits, Dakota War, etc.]

+Primaries: Black Elk, Elaine Goodale, and Charles Eastman on the Ghost Dance and Wounded Knee; photographs of the battlefield [Canvas]

Th 12/1: Thanksgiving

Week 15: Persistence and revival

T 12/6: Presentations

Th 12/8: Presentations and wrap-up discussion

Final exam: Thursday, Dec. 15, 12-2:30pm