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History 568 01  
 MI, 191  
 W1 2002

### **Native American History from European Contact to Removal, 1560-1820**

Themes. In this course, we will explore the major issues and events in Native American History from the era immediately before European invasion and colonization through the early 1820s. First, we will examine the variety of indigenous cultures in pre-contact North America. Next, we will assess the different impact of English, Spanish, and French colonization on Native Americans, and the changing nature of Indian/European relations in the seventeenth and eighteenth century. In addition, we will explore the consequences of the American Revolution for Native Americans, and the effects of U.S. Indian policy during the Early Republic era.

Objectives. In lectures, readings, and discussion, students will consider how Native Americans experienced these enormous economic, demographic, cultural and political challenges, and what kinds of strategies for survival they employed.

Aside from mastering issues of content, this course will help students develop their skills in historical writing and research through the critical consideration of primary and secondary works. Some of the questions we will consider include, how do authors reconstruct the experience of people who left little in the way of written records, except those produced by often hostile and incomprehending Euro-Americans? Is it even possible to recapture the Indians' culture at a particular moment in the past? What do scholars in other fields like anthropology, epidemiology, and environmental studies have to offer historians? Students will apply their skills and insights by completing a research paper of their own.

Required Readings: (All books are available at SBX & University Bookstores, and on closed reserve at the Main Library. I also have copies to lend out.)

Albert Hurtado, Major Problems in American Indian History

William Cronon, Changes in the Land

Ramon Gutierrez, When Jesus Came, the Corn Mothers Went Away

Theda Perdue, Cherokee Women

Anthony F.C. Wallace, The Death and Rebirth of the Seneca

Daniel Usner, Indians, Settlers, and Slaves in a Frontier Exchange Economy.

Course Requirements. There will be a one-hour **in-class midterm** on Wednesday February 6 and a two-hour **comprehensive final examination** on Monday March 18. Both exams will consist of short-answer and essay questions. In addition, each student will write a **6-8pp. term paper** using primary sources. Papers must be typed, double-spaced, and written in clear, correct prose. No paper will be accepted after the stated due

date without prior permission from Professor Newell, late papers will be penalized. A separate handout will describe the paper project in greater detail.

**Attendance** is important, especially on designated **discussion days**. You should come to each class having read and digested the reading assignment, and you should be prepared to participate actively in discussion. You will also write several short (1-2 pp.) reaction papers on questions listed at the end of the syllabus; these papers will be included in your discussion grade. Each student will also take responsibility for leading a class discussion (with partners) once during the quarter.

**Evaluation** Grades will be computed as follows: 20% for participation/reaction papers/discussion leading, 20% for the midterm, 30% for the term paper, and 30% for the final.

#### Schedule of Assignments

Week 1 (Jan. 7-9) Introduction: The Diversity of Native American Cultures and the "Problems" of Indian History, America before the Europeans, part I. Read Chapters 1 & 2 in Hurtado, Major Problems in American Indian History.

Week 2 (Jan. 14-16) America before the Europeans, part II, Indians Discover Europeans in the Southwest Borderlands. Read the documents and the essay by Stefanie Beninato in Chapter 4 of Hurtado, Major Problems, and Chapters 1-4 of Gutierrez, When Jesus Came, the Corn Mothers Went Away.

\*\*Discussion Day Weds. January 16--reaction paper #1 due\*\*

Week 3 (Jan. 23 {no class Jan. 21--MLK Birthday}): Encounters in the Northeast, Ecological Revolutions, Invasion, Settlement. Read documents and essay by Bruce Trigger in Chapter 3 of Hurtado, Major Problems, and Cronon, Changes in the Land, pp. 1-127.

Week 4 (Jan. 28-30) Acculturation, Religion, and Empire; Read Cronon, Changes in the Land, pp. 127-151, and James Ronda, "Generations of Faith," handout.

\*\*Discussion Day Mon. January 28--reaction paper #2 due

Week 5 (Feb. 4-6) The Iroquois Confederacy, the Fur Trade, and Gender Frontiers. Read Daniel Richter, "War and Culture: The Iroquois Experience" (handout), and Hurtado, Major Problems, Chapter 5.

\*\*\*Discussion Day, Monday, Feb. 4--reaction paper #3 due

#### **MIDTERM EXAMINATION, WEDS. FEB. 6**

Week 6 (Feb. 11-13) The Middle Ground and Strategies for Survival: The Ohio Valley and Louisiana. Read Daniel Usner, Indians, Settlers, and Slaves in a Frontier Exchange Economy (read part 1 carefully, but you can skim part 2--do look at the hunting and foodways sections).

\*\*Discussion Day, Weds. Feb. 13--reaction paper #4 due\*\*

Week 7 (Feb. 18-20) The French and Indian War and the Decline of the Playoff System, The Indians' Revolution, part I. Read Chapter 6 in Hurtado, *Major Problems*, and pp. 1-144 in Wallace, *Death and Rebirth of the Seneca*.

Week 8 (Feb. 25-27) The Indians' Revolution, part II: Tecumseh and Handsome Lake. The American Revolution and its Aftermath. Read pp. 144-303 in Wallace, *Death and Rebirth*.

\*\*Discussion Day, Mon. Feb. 25--reaction paper #5 due\*\*

Week 9 (March 4-6) Resistance and Persistence: Indians in the New Republic. Read James Merrell, "The Indians' New World: The Catawba Experience," in Hurtado, *Major Problems*, Chapter 3; finish *Death and Rebirth*, and read chapters 1-3 of Perdue, *Cherokee Women*.

Week 10 (March 11-13) Renaissance and Renewal Movements: the Cherokee, The Trans-Mississippi West. Finish Perdue, *Cherokee Women*.

\*\*Monday, March 11--final papers due\*\*

\*\*Discussion Day, Weds. March 13--no reaction paper due\*\*

### **FINAL EXAMINATION, MONDAY MARCH 18, 9:30-11:18 A.M.**

#### Reaction Papers

The reaction papers should be 1-2 pp. long. They are not meant to torture you but rather to get you thinking about the reading and in-class movies. I'd prefer that they be typed (double-spaced), but handwritten is acceptable if your handwriting is clear. Correct spelling, complete sentences, and the usual conventions of good writing still apply.

#### Topics for Reaction Papers

#1--pick *one* of the following questions to answer:

- a. Ramon Gutierrez won a McArthur "genius grant" for writing *When Jesus Came*, yet, some among the Hopi, Zuni, and Pueblo dislike and disagree with his book. What do you think? What are its strengths and weaknesses, and what might the Native groups be criticizing?
- b. What caused the Pueblo Revolt?

#2. Were missionaries merely another destructive tool of European invasion and empire? Did Christianity have anything to offer Native Americans or specific groups within Native society?

#3. Write a review of the movie "Black Robe." In particular, is the movie accurate and sensitive in its depiction of Native culture? Why or why not?

#4. In what ways did Europeans assimilate to Native American culture on the Mississippi frontier?

#5. Who was more important to the Seneca's "rebirth", Tecumseh or Handsome Lake?