

## Term Information

Effective Term Spring 2023  
*Previous Value* Autumn 2017

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

Adding new MMI theme to the course. Was in the group of courses first proposed for the new theme.

### What is the rationale for the proposed change(s)?

It is a good fit for the theme.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3070
Course Title	Native American History from European Contact to Removal, 1560-1820
Transcript Abbreviation	Nat Am 1560-Removl
Course Description	Major issues and events in Native American history from before the European invasion and colonization through the early 1820s.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
<i>Previous Value</i>	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

### Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

### *Previous Value*

*Prereq: English 1110.xx, or permission of instructor.*

### Exclusions

### *Previous Value*

Not open to students with credit for 568.01.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

54.0102

### Subsidy Level

Baccalaureate Course

### Intended Rank

Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study; Migration, Mobility, and Immobility

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*Required for this unit's degrees, majors, and/or minors*

*General Education course:*

*Historical Study*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- Students of the course will increase their knowledge of American Indian peoples and the ways in which their lives are embedded in, and inseparable from their geographic, historic spiritual, cultural, and social surroundings.

**COURSE CHANGE REQUEST**  
3070 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
11/17/2022

**Content Topic List**

- Native Americans
- European Colonization
- France
- England
- Spain
- North America
- American Revolution
- French and Indian War
- Women
- War of 1812

**Sought Concurrence**

No

**Attachments**

- Newell History 3070 Syllabus MMI.docx: Syllabus  
*(Syllabus. Owner: Getson,Jennifer L.)*
- Newell 3070 GEMMI approval form.docx: GE Theme  
*(Other Supporting Documentation. Owner: Getson,Jennifer L.)*
- History 3070 GE MMI Syllabus Newell revised 11-16.docx: REVISED Syllabus  
*(Syllabus. Owner: Getson,Jennifer L.)*

**Comments**

- Uploaded revised syllabus. Also adjusted writing prereq for new GE. *(by Getson,Jennifer L. on 11/17/2022 11:42 AM)*
- Please see Panel feedback email sent 10/26/2022. *(by Hilty,Michael on 10/26/2022 11:54 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	06/28/2022 02:52 PM	Submitted for Approval
Approved	Soland,Birgitte	06/28/2022 04:20 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/19/2022 02:36 PM	College Approval
Revision Requested	Hilty,Michael	10/26/2022 11:54 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	11/17/2022 11:42 AM	Submitted for Approval
Approved	Soland,Birgitte	11/17/2022 12:40 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/17/2022 03:13 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/17/2022 03:13 PM	ASCCAO Approval

Prof. Margaret Newell  
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History 3070  
AU 2023  
Caldwell 177  
WF 11:10-12:30

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

(This course satisfies the GE requirement for Historical Studies and for the MM/I Theme in the New GE)

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 19th century. Students will consider how Native Americans experienced enormous economic, demographic, cultural and political challenges, and what kinds of strategies for survival they employed. Our goal will be to view events from the perspective of Indigenous people as much as possible. This includes a recognition that Native America was a diverse place with many cultures that make generalization impossible. Still, new understandings of Native American history stress several themes:

**Indigeneity:** this theme lets us consider what is distinct about Native American culture.

**Mobility:** this theme includes territorial mobility (mobility as a subsistence strategy and a form of territoriality for Indigenous people), Indigenous mobility and long-distance trade and religious pilgrimage networks, and migration as an adaptive strategy to socioeconomic change and environmental challenges. It also encompasses cultural adaptation and change before and after Europeans arrived. Colonization brought new drivers for mobility, migration, and immobility: disease and new causes and weapons for warfare; enslavement; and dispossession and removal.

**Modernity:** this theme encompasses several ideas. One is that medieval North America was a place of scientific innovation, complex social arrangements, complex cultures, and continental trade relations not so different from Europe in the same period. This history shaped later interaction with Europeans. Another element of modernity is that Native Americans, Africans, and Europeans all faced challenges of globalization, mobility, and revolution in the early modern era. Contact with world markets resulted in displacement and enslavement for some Native American societies, but others built powerful new empires that shaped the continent's history through 1900. Revolution shook Old World empires and also created new challenges for Indian Country. Many Native American groups responded by adapting, resisting, and crafting new political, cultural, and economic strategies to meet these challenges. The point is that Native Americans were not static, "anti-modern," or swept away by modernity, but rather active and creative participants in change who shaped the direction of the post-1492 history of North America in many ways and continue to do so.

**Settler Colonialism:** this theme focuses not only on the physical displacement and replacement of Indigenous people by European (and forced African) immigrants, and land takings, but also the conscious historical erasure of Native Americans from past and present histories and understandings of the United States. It is about who belongs. Settler colonialism is complex idea that we will grapple with throughout the class.

### **General Education (GE)**

This course fulfills the Legacy GE category of **Historical Studies** OR the current GE Theme **Migration, Mobility, and Immobility (MMI)**.

### **Legacy GE: Historical Studies**

#### **Goal:**

Students recognize how past events are studied and how they influence today's society and the human condition.

#### **Expected Learning Outcomes (ELOs):**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

#### **This course will fulfill the Legacy GE: Historical Studies in the following ways:**

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 diverse Native American societies' culture at a particular moment in the past? What do scholars in fields such as anthropology, archaeology, epidemiology, and environmental studies have to offer historians? What did it mean to be "Indian" at different points in time—to Indians themselves and to the Euro-Americans who interacted with them? Is American Indian history a story of decline and destruction, persistence and resistance, acculturation, ethnogenesis, or some combination?

#### **Learning Outcomes:**

- Students will gain knowledge about Indigenous, U.S. and global history and therefore will acquire a better understanding of forces that shape today's world. They will consider global events such as colonization, the American Revolution, and environmental change from the perspective of Native Americans, which will challenge and revise many existing understandings of these events.
- Students will learn about the rules of history writing and evidence-based argument by reading a variety of secondary works on Native American history and ethnography and will become familiar with theories and models in American Indian Studies. Exam questions and reaction paper prompts will ask students to assess stronger and weaker interpretive models (for example, arguments about

Indian economic “dependency” and technological and epistemological inferiority and works that challenges these models; arguments about “ethnogenesis,” about Native American “disappearance” and the “inevitability” biases in historical accounts about Euro-Indian encounters and Indian removal. Students will also consider the experiences of individual Native Americans and tribal nations and write from these perspectives in answering prompts and exam questions

- Students will engage with primary sources and get the chance to apply their new historical understandings by researching and writing an original paper. They will acquire experience in public presentation of their work at a juried poster exhibition at the end of the semester.

### **GE Theme: Migration, Mobility, and Immobility**

#### **Objectives and learning outcomes:**

**This course fulfills the general requirements and expected learning outcomes for GE Themes.**

Themes: General		
Goals	Expected Learning Outcomes	In this course
<b>GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.</b>	1.1. Engage in critical and logical thinking about the topic or idea of the theme.	<b>In this course, students...</b> 1.1. Examine in <i>greater factual detail</i> key developments in North American Indigenous, European imperial, and U.S. colonial and early national history and read and discuss <i>multiple scholarly interpretations</i> of historians, ethnographers, cultural studies scholars, writers, film makers, artists etc. to gain a deeper understanding of this historical period.
	1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	1.2. Read and discuss cutting-edge scholarship each week (the equivalent of five books over the course of the semester as well as primary sources); engage with varied scholarly and peer views by participating in regular in-class discussions; and complete varied writing assignments (midterm, final, reaction papers) to develop critical and logical thinking about the topic. Discussions and individual research (written and oral poster presentation to visiting jurors) will help students develop critical and logical oral presentation skills.
<b>GOAL 2: GOAL: Successful students will integrate approaches to the theme by making connections to out-of-</b>	2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.	2.1. Engage in the exploration of each weekly topic through a combination of lectures, readings, films, discussions, and writing assignments to learn how to identify and describe an issue, articulate an argument, find evidence, and synthesize views or experiences orally and in writing.

<p><b>classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</b></p>	<p>2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>2.2. Gain a rigorous, critical, and self-aware engagement not only with Native American, U.S. and European imperial history, but also with key issues relevant to all global citizens, such as the impact of climate and environment on human culture and social organization, colonization's legacies in the present, the impact of economic globalization in the past, violence, physical and social mobility, migration, human agency, historical memory, citizenship, and identity. Engage in creative work via individual research project (frame research question, find materials, analyze and present).</p>
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**This course fulfills the specific requirements and expected learning outcomes for the GE Theme: Migration, Mobility, and Immobility (thereafter, MMI).**

Themes: Migration, Mobility, and Immobility		
Goals	Expected Learning Outcomes	Related course content
<p><b>GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.</b></p>	<p><b>Successful students are able to...</b></p> <p>1.1. Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility (thereafter, MMI).</p>	<p><b>In this course, students...</b></p> <p>1.1. Study diverse manifestations of MMI in Native American societies of North America north of Mexico each week and analyze their (geo)political, socioeconomic, health, settler colonial and cultural causes and effects.</p>
	<p>1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>1.2. Study diverse experiences of MMI through several interlocking themes: voluntary mobility as a and a response to climate change, environmental, and socioeconomic conditions/opportunities, or crises (e.g., the rise of agriculture, long-distance trade diplomacy, violence). Understand that the tactics and experiences of MM/I preceded colonization, were changed and intensified by colonization, and formed Indigenous self-protective responses to colonization.</p> <p>Study enslavement of Native Americans as a form of forced mobility/trafficking and as immobility and separation from family.</p> <p>Study mass mobility via dispossession, warfare and treaty cessions, policy, and forced removal of Native Americans throughout the colonial and early National U.S. eras.</p>
<p><b>GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and</b></p>	<p>2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>2.1. Discuss and analyze how different Native American groups experienced and managed cultural change, internal borders and citizenship questions, and ethnic diversity that resulted from migration and from the assimilation of migrating peoples.</p>

<p><b>analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.</b></p>		
	<p>2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>This class presents the perspectives and representations on MMI topic of people in a variety of roles.</p> <p>1) Roughly 70% of the material students read is historical, ethnohistorical and literary scholarship while 30% are primary sources, which include archaeological evidence, Indigenous voices and testimonies as recorded by European colonizers in diaries, letters, reports, political and legal documents, Indigenous language, photographs and paintings, Students put these sources in conversation by discussing them in class and writing synthetic essays and reaction papers that describe and juxtapose different explanations of the historical processes (reaction papers, midterm and final exams, synthesis essay)</p> <p>2) Students watch and analyze, in class discussion and in writing, 2 films (Weeks 6 &amp; 11).</p> <p>The analysis and critique of conventions, theories, and ideologies related to MMI is central to this class. Some examples include:</p> <p>1) In Weeks 1 and 2, students learn to question the notion of who could be a “pioneer” and come to appreciate Indigenous mobility as part of cultures of travel, encounter, change and adjustment, thus challenging notions of static “unmodern” Native American societies put in motion by European arrival and incapable of meeting the challenge of change. (reflection #1, reflection #2, midterm exam)</p> <p>2) In Week 3 students learn about new theories on depopulation of the eastern seaboard linked to mobility rather than disease epidemics: (reflection #2 and midterm exam)</p> <p>3) In Weeks 4-6 students learn about the extent of Indigenous slavery (5 million people), a relatively new concept in historiography. This includes enslavement and trafficking by European colonists as well as changes in captivity and enslavement within Indigenous cultures</p> <p>4) In weeks 6, 7, 8, 9 students learn about migration of Native groups into the Great Lakes regions and new multiethnic villages and alliances; exchange networks and integration into the global economy (mobility as essential component).</p> <p>5) In Weeks 11, 12 13, 14 and 15, students learn about different forms of removal, and about groups that resisted removal. They also learn about</p>



		<p>strategies of migration that helped create powerful new confederacies that dominated territory and exchange networks (reflection 3, final exam)</p> <p>6) In Week 15, students apply what they've learned in an independent research project that can focus on mobility.</p>
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In sum, this class examines migration, mobility, and immobility as central concepts in the history of Native Americans in North America from 1400-1830 by exploring four interrelated topics and eras:

- 1) Pioneers: Native Americans were the original settlers of North America. They engaged in mobility for a variety of social, economic, and environmental reasons before the arrival of Europeans.
- 2) Response to early colonization and the Columbian Exchange: European colonization brought new kinds of violence, slaving and epidemic disease. Migration and mobility away from affected areas (or sometimes towards spaces "in-between" areas of colonial settlement was one response.
- 3) Settler colonialism and displacement: the dispossession of Indigenous people from their lands, the creation of reserves within colonial governments and the displacement of others, the process of Indigenous removal via treaty, economic policy, violence, and forcible mobility
- 4) Ethnogenesis and cultural change: the creation of new forms of nation and multiethnic societies because of migration and displacement

By reading and debating multiple perspectives on these historical developments and writing multiple assignments engaging with these ideas, students will gain a solid understanding how migration, mobility, and immobility were critical to the Native American experience before and after colonization.

Learning Objectives: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

- a. Students acquire a perspective on history and an understanding of the factors that shape human activity.
- b. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- c. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Required Readings: Books (except Gutierrez, Newell and Warren) are available at the OSU-BN bookstore and will be on reserve at Thompson Library. I also have copies to lend out of some of the books. Articles are available via JSTOR using the OSU library portal, an on-campus computer, or by signing into your OSU account off-campus. I will also occasionally hand out primary source documents or make them available on Carmen, so watch for them.

Selections from Ramon Gutierrez, *When Jesus Came, the Corn Mothers Went Away* (pdf on Carmen)

Pekka Hamalainen, *The Comanche Empire*

Selection from Margaret Newell, *Brethren by Nature: New England Indians, Colonists, and the Origins of American Slavery*

Jean O'Brien, *Firsting and Lasting: Writing Indians out of Existence in New England*

Theda Perdue, *Cherokee Women*

Claudio Saunt, *A New Order of Things*

Selection from Stephen Warren, *The Worlds the Shawnee Made*

Course Requirements: There will be a **one-hour in-class midterm** on Friday October 4 and a two-hour **comprehensive final examination** on Thursday December 12 at 12:00 p.m. in this classroom. Both exams will consist of short-answer and essay questions. In addition, each student will write a **10 pp. research paper** due in the dropbox November 25 using primary sources available at the Thompson Library, at other libraries of your choice, and online at vetted collections. We will visit Thompson Library on Sept. 13 to view collections held at OSU. All students will consult with Professor Newell about their ideas and develop a research plan in individual meetings. Students will prepare a **poster** based on their project for a final mini-conference on our last meeting.

All papers must be typed, double-spaced, and written in clear, correct prose. No term paper will be accepted after the stated due date of November 25 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; more than two unexcused absences will drop your final average by 2 points for each absence.

**Discussion and Reaction Papers:** You should come to each class having read and digested the reading assignment for that day, and you should be prepared to participate actively in discussions every class meeting. We will also do some in-class group work and research. Make sure to **bring the relevant books, articles, and/or needed reading devices (tablets, etc.) needed to access the works under discussion with you to class.**

You will also write three short (1-2 pp.) **reaction papers** to be handed in on the specified due dates; these papers will be included in your discussion grade. Questions will be posted on Carmen and discussed in class.

Evaluation: Grades will be computed as follows: 20% for participation/reaction papers; 20% for the midterm; 30% for the term paper and poster; and 30% for the final.

Enrollment: Please note that all students must be officially enrolled for the course by the end of the second full week of the semester.

Accessibility accommodations for students with disabilities:

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

#### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

#### Ohio State's academic integrity policy:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct

<http://studentlife.osu.edu/csc/>.

#### **Schedule of Assignments:**

Aug. 21: Introduction

#### **Part 1: Medieval North America**

Aug. 23: **Medieval North America** 1. Read Cutcha Risling Baldy, "Why I Teach the Walking Dead in my Native Studies Classes"

<https://thenerdsofcolor.org/2014/04/24/why-i-teach-the-walking-dead-in-my-native-studies-classes/>

Aug. 28: Decolonize This! Thinking and writing about Native American history. Read Jean O'Brien, *Firsting and Lasting*, Intro; Anna Brickhouse, "Mistranslation, Unsettling, La Navidad," *PMLA*, Vol. 128, October 2013, 938–946 (JSTOR), and James Merrell, "Some Thoughts on Colonial Historians and American Indians," *William and Mary Quarterly* 69 (2012): 451-512 on JSTOR  
<http://www.jstor.org/stable/10.5309/willmaryquar.69.3.0451>

Aug. 30: **Indigenous Pioneers**: Medieval North America 2. Read the Introduction and Chapters 1-2 of Gutierrez, *When Jesus Came* (pdf on Carmen); Lisa Brooks, "Caskoak, the Place of Peace," from *Our Beloved Kin* (pdf); and Rebecca Kugel and Lucy Eldersveld Murphy, "Searching for Cornfields – and Sugar Groves," in Kugel and Murphy, eds., *Native Women's History in Eastern North America before 1900* (pdf)

## **Part 2: Colonial Impact, Indigenous Response**

Sept. 4: Incomplete Conquests: Indians discover the Spanish. Read Gutierrez, Ch. 3-4, and O'Brien, *Firsting*, Ch. 1.

Sept. 6: Gender, Religion and Colonization. Read Susan Sleeper-Smith, "Women, Kin and Catholicism: **New Perspectives on the Fur Trade**," *Ethnohistory* 47 (2000): 423-452; "The Indian Scholars of Harvard," from *Our Beloved Kin* (pdf)

Sept. 11: **Ecological Revolutions, Economic Revolutions**: Indians Discover the French and Dutch in the Northeast and Mid-Atlantic. Read Daniel Richter, "War and Culture: **The Iroquois Experience**," *William and Mary Quarterly*, 3rd Series, vol. 40 (1983) on JSTOR <http://www.jstor.org/stable/1921807>

\*\*\*First Reaction Paper Due\*\*\*

Sept. 13: Library Tour. Meet at Rare Books area at 11:10. You will need to put your things in a locker. See the instructions at <http://go.osu.edu/RBMLclassvisit>

Sept. 18: **Ecological/Economic Revolutions**, part 2. Indians Discover the English. Read Newell, Ch. Newell, *Brethren by Nature*, Intro and Chapter 1-2

Sept. 20: **Indian Slavery**. Newell, *Brethren by Nature*, Ch. 3-4; Warren, *Shawnee* Ch.

Sept. 25: **The Indians' Revolution of '76**: the "Coincidental" Rebellions in Indian Country and New Adaptations and Strategies. Read Newell, Ch. 6-Epilogue, and O'Brien, *Firsting and Lasting*, Ch. 2

Sept. 27 (no class) Watch *Black Robe* on secured media library  
 \*\*\*Reaction paper #2 due\*\*

Oct. 2 **Settler Colonial Worlds in the Atlantic Seaboard; Middle Grounds in Ohio Country**. Read O'Brien, Ch. 3, and Hamalainen, *Comanche Empire*, Intro and Ch. 1.

\*\*\*Oct. 4 MIDTERM EXAMINATION \*\*\*

Oct. 9-11 (Fall Break, no class)

Oct. 16: **Indians, Settlers and Slaves in a Frontier Exchange Economy: Southeastern Indigenous People in the 18th Century**. Read Perdue, *Cherokee Women*, Intro.-Ch. 4.

October 18: Individual meetings with Prof. Newell to discuss research projects.

### **Part 3: New Empires Rising**

Oct. 23: **Indians, Colonists and the Old European Empires**. Read *Comanche Empire*, Ch. 2-3

Oct. 25: Colonialism and Markets in Reverse?: **Comanchería and the Sioux**. Read *Comanche Empire*, Ch. 4-5

\*\*\*Reaction paper #3 due Monday Oct 28 11:59 p.m.\*\*\*

Oct. 30: **Pontiac's Rebellion and the Roots of Pan-Indian Alliance**. Read selection from Dowd (pdf)

Nov. 1: **Wealthy Indian Villages and Savage Raiding Colonists**. Read Saunt, *New Order of Things*, Intro-ch. 2, and *Comanche Empire*, ch. 6

Nov. 6 *The Broken Chain*

Nov. 8 The Indians' American Revolution. Read Saunt, *New Order*, ch. 3-5

### **Part 4: Indigenous Modernity: Indians Shaping North American History and Native Responses to the Rise of the American Empire.**

Nov. 13: **"Land Too Good for Indians," U.S. Indian Policy and Settler Colonialism; Native Nation-Building and Gendered Resistance**. Read Perdue, *Cherokee Women*, ch. 5-7.

Nov. 15: **"Contingent" and "Slow" Removal: Race, Citizenship, and Property in an Industrializing Republic**. Read Saunt, *New Order*, 6-8, and O'Brien, *Firsting and Lasting*, Ch. 3

Nov. 20: **Gendered, Military and Spiritual Resistance, 1790-1835: Brant, Tenskwatawa, Tecumseh, Red Sticks & Seminoles**. Read Saunt, *New Order*, ch. 10-12.

Nov. 22: **Firsting and Lasting**. Read *Comanche Empire*, Ch. 7-Conclusion, and O'Brien, *Firsting and Lasting*, Ch. 4.

\*\*\*Term Papers due in DropBox Monday Nov. 25 at Noon\*\*\*

Nov. 27-29 (Thanksgiving Break)

Dec. 4: Poster presentation rodeo!

**\*\*\*Final Exam Thursday Dec. 12 at Noon in this room\*\*\***

**Sample assignments that engage MM/I theme concepts:**

**Prompts for reactions papers:**

We have stressed Native American agency, mobility, and intention so far in this class. Slavery is at the opposite end of the spectrum from these values. Can the story of Indian slavery be reconciled with the narratives of agency?

How did men's and women's lives, work and experiences differ within Creek, Cherokee and Shawnee society? [gets at gendered aspects of mobility among other themes.]

**Sample Discussion prompts:**

1. In what sense were Indigenous peoples America's first "pioneers?" What made people move before 1500?
2. Chaps. 1-2 of *Comanche Empire* take us back to the theme of mobility and migration. How was the Comanche story also a story of migration, and what challenges did migrating Comanche face? How is their story tied to earlier stories we've discussed, including the Pueblo? How did their migration affect other Indigenous groups?

**Final exam questions:**

1. Compare and contrast the Spanish, French and English approach to colonization and relations with Native Americans. How, when, and where did Native Americans encounter these Europeans? In your analysis, which colonial project was most damaging to Native American culture, independence, and subsistence, and why? [relates to themes of seasonal mobility for subsistence, large territories for subsistence, trade and exchange, displacement, and dispossession]
2. Environmental change has been a theme in this class since we discussed the medieval era in North America. Write an essay that considers the role of the environment in shaping Indigenous history and migration after 1200, with a focus on the 18<sup>th</sup> century and 19<sup>th</sup> century.
3. Write an essay that considers some of the ways Native Americans resisted the effects of colonization. You can include a discussion of "The Indians' Revolution" but don't limit yourselves to these events and think broadly about what resistance and agency meant (and means). [restrictions on

mobility and slavery are two causes discussed in readings and lectures]

4. Drawing on specific examples from reading and lectures, write an essay that considers the Native American experience of captivity and slavery in Early America. Your essay should reflect both what you know about Indigenous practices of captivity and slavery, as well as European enslavement of Indians. What were the purposes and effects of captivity and enslavement and what role did they play in warfare, nation-building, conflict, and displacement?
  
5. Native Americans had many responses to the encroachment of European and U.S. empires in the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries. Strategies included alliance/acculturation, mobility (including removal), nation-building, resistance, reassertion/protection of traditional culture, and adaption of new technologies and practices in the service of Indigenous power. Discuss specific decisions that groups such as the Comanche, the Iroquois, the Cherokee, the Creek, and the Great Lakes/Ohio Valley Indians (Shawnee, Wyandot, Odawa/Ottawa) made at different points in time and which strategies they followed (sometimes more than one.) What factors affected their choices?

[asks students to select and engage with many mobility themes: assimilation and ethnogenesis, mobility as escape, mobility towards and not just away from; horse culture and Comanche mobility; Indigenous mobility and alliance as well as projections of power, state, and nation.]

### Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### **Baseline technical skills necessary for online courses**

- Basic computer and web-browsing skills
- Navigating Carmen and Zoom

### **Technology skills necessary for this specific course**

- Carmen and Zoom text, audio, and video chat
- Collaborating in Carmen groups
- Preparing a slide presentation with PowerPoint or Adobe Spark with audio narration
- Recording, editing, and uploading video and audio

### **Necessary equipment**

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed

- Microphone: built-in laptop or tablet mic or external microphone

#### **Necessary software**

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students can access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.



# History 3070, Native American History from Contact to Removal

## Margaret E. Newell

### GE Theme course submission documents

#### Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

#### Goals and ELOs shared by *all* Themes

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

<b>ELO 1.1 Engage in critical and logical thinking.</b>	<b>In this course, students...</b>  1.1. Examine in <i>greater factual detail</i> key developments in North American Indigenous, European imperial, and U.S. colonial and early national history and read and discuss <i>multiple scholarly interpretations</i> of historians, ethnographers, cultural studies scholars, writers, film makers, artists etc. to gain a deeper understanding of this historical period.
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<p><b>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</b></p>	<p>1.2. Read and discuss cutting-edge scholarship each week (the equivalent of five books over the course of the semester as well as primary sources, see syllabus p. 5); engage with varied scholarly and peer views by participating in regular in-class discussions; and complete varied writing assignments (midterm, final, reaction papers—see assignment prompts, syllabus p. 9 ff.) to develop critical and logical thinking about the topic. Discussions and individual research (written and oral poster presentation to visiting jurors) will help students develop critical and logical thinking and oral presentation skills.</p>
<p><b>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</b></p>	<p>2.1. Engage in the exploration of each weekly topic through a combination of lectures, readings, films, discussions, and writing assignments to learn how to identify and describe an issue, articulate an argument, find evidence, and synthesize views or experiences orally and in writing.</p>
<p><b>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</b></p>	<p>2.2. Gain a rigorous and critical engagement not only with Native American, U.S. and European imperial history, but also with key issues relevant to all global citizens, such as the meaning and role of protest, economic instability, violence, physical and social mobility, migration, human agency, historical memory, citizenship, and identity. Build a historical perspective on mobility before and after colonization and the American Revolution via lectures, readings, and assignments.</p> <p>Students complete a major research project based on primary sources and participate in a juried poster session at the end of the course.</p> <p>See assignment prompts on p. 9 ff. of syllabus: these challenging assignments require reflection and build on students’ prior knowledge and the substantive course readings to create a new understanding.</p> <p>Topics about inter-ethnic conflict recur throughout the course and are relevant to social conflicts in North America today.</p>

**Objectives and learning outcomes:**

**This course fulfills the general requirements and expected learning outcomes for GE Themes.**

## Goals and ELOs of “Migration, Mobility, and Immobility”

**GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.**

**GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.**

**For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p><b>ELO 1.1</b> Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>This class examines migration, mobility, and immobility (thereafter MMI) as central concepts in the Native American experience by analyzing five interrelated topics that cumulatively explain <u>the environmental, economic, social, and cultural causes and effects of MMI</u>:</p> <ol style="list-style-type: none"> <li>1) Pioneers (Environmental, socio-cultural and economic): Mobility as a strategy employed by Native Americans prior to and after European contact in response to environmental change, economic pressure or opportunity (agriculture, horse culture); as a form of territoriality; long-distance trade and kin networks (see weeks 1-2 of syllabus)</li> <li>2) Mobility as both a voluntary movement away from colonization and an involuntary/crisis response to colonization and other forms of related violence (see week 4, Columbian Exchange; students will examine arguments about virgin soil epidemics and vs. migration in assessing mortality figures; the frontier exchange economy; weeks 4-5,7-8 students will read about migration away from colonial and Haudenosaunee violence (or sometimes towards areas of colonial settlement).</li> <li>3) Indian slavery: involuntary mobility in Indian slave trade; immobility of enslavement (see Weeks 3, 5-7 ).</li> <li>4) Settler colonialism and displacement: the dispossession of Indigenous people from their lands, the creation of restrictive reserves and the process of Indigenous removal through treaty, violence, and economic and environmental policy (week 8 and Jeanne O’Brien’s <i>Firsting and Lasting</i>, which we read throughout the semester)</li> <li>5) Ethnogenesis and cultural change: the creation of new forms of nation and multiethnic societies because of migration and displacement. See weeks 8-15, readings by Warren, Hamailaenen, midterm, final.</li> </ol>
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<p><b>ELO 1.2</b> Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g., migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>As evident from the topics described under ELO 1.1., the class covers <u>diverse experiences</u> of MMI:</p> <ol style="list-style-type: none"> <li>1) Lack of mobility in enslavement, settler colonial competition and privatization of land and laws against free movement; reservations and removal</li> <li>2) Flight from violence, disease, and flight to kin and trade networks</li> <li>3) Migration as a strategy for survival, resistance, and creative reinvention</li> </ol> <p>Sample discussion prompt: Chpts. 1-2 of <i>Comanche Empire</i> take us back to the theme of mobility and migration. How was the Comanche story also a story of migration, and what challenges did migrating Comanche face? How is their story tied to earlier stories we've discussed, including the Pueblo? How did their migration affect other Indigenous groups?</p> <p style="text-align: center;">In sum, students learn that people living in different places or during different times periods experience mobility or limitations on their movement differently.</p> <p><u>The effects</u> of these phenomena are tackled at different levels that students describe and analyze in class discussion and in writing:</p> <ol style="list-style-type: none"> <li>1) For example, readings examine colonial and U.S. policies and intentions vis a vis forced dispossession and removal as well as ideologies of settler colonialism. They compare different imperial tactics (French, English, Spanish, weeks 2-6). Weeks 1-2, and 7-9, 13-15 also look at migration from the perspectives and experiences of Indigenous people. Students will come to appreciate that different Native nations faced different situations and made distinct choices to resist or accommodate forced removal (reflection ).</li> <li>2) Week , students read and debate about settler colonialism and the historical/conceptual as well as physical removal of Native Americans</li> </ol> <p>Sample final exam question: Native Americans had many responses to the encroachment of European and U.S. empires in the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries. Strategies included alliance/acculturation, mobility (including removal), nation-building, resistance, reassertion/protection of traditional culture, and adaption of new technologies and practices in the service of Indigenous power. Discuss specific decisions that groups such as the Comanche, the Iroquois, the Cherokee, the Creek, and the Great Lakes/Ohio Valley Indians (Shawnee, Wyandot, Odawa/Ottawa) and made at different</p>
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	<p>points in time and which strategies they followed (sometimes more than one.) What factors affected their choices?</p> <p>***The prompts for all relevant assignments and the full citations of the readings are included in the syllabus.</p>
<p><b>ELO 2.1</b> Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>Some aspects of <u>attitudes, beliefs, behaviors, and values</u> related to MMI that students examine in this class include:</p> <ol style="list-style-type: none"> <li>1) Students discuss movement as a form of territoriality as well as the maintenance of identity and nation without territory</li> <li>2) Students discuss how different groups used mobility in different ways</li> <li>3) Students discuss how Native Americans voluntarily and involuntarily joined other groups and cultures, creating multiethnic communities and societies where identity and citizenship arose from culture not blood lineage.</li> <li>4) Students discuss settler colonialism and the conscious physical removal and replacement of groups by new migrating populations.</li> </ol>
<p><b>ELO 2.2</b> Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.</p>	<p>This class presents the <u>perspectives and representations</u> on MMI topic of people in a variety of roles.</p> <ol style="list-style-type: none"> <li>1) Roughly 70% of the material students read is historical, ethnohistorical and literary <i>scholarship</i> while 30% are <i>primary sources</i>, which include archaeological evidence, Indigenous voices and testimonies as recorded by European colonizers in diaries, letters, reports, political and legal documents, Indigenous language, photographs and paintings, Students put these sources in conversation by discussing them in class and writing synthetic essays and reaction papers that describe and juxtapose different explanations of the historical processes (reaction papers, midterm and final exams, synthesis essay)</li> <li>2) Students watch and analyze, in class discussion and in writing, 2 <i>films</i> (Weeks 6 &amp; 11).</li> </ol> <p>The analysis and critique of <u>conventions, theories, and ideologies</u> related to MMI is central to this class. Some examples include:</p> <ol style="list-style-type: none"> <li>1) In Weeks 1 and 2, students learn to question the notion of who could be a “pioneer” and come to appreciate Indigenous mobility as part of cultures of travel, encounter, change and adjustment, thus challenging notions of static “unmodern” Native American societies put in motion by European arrival and incapable of meeting the challenge of change. (reflection #1, reflection #2, midterm exam )</li> </ol>

	<ul style="list-style-type: none"><li>2) In Week 3 students learn about new theories on depopulation of the eastern seaboard linked to mobility rather than disease epidemics: (reflection #2 and midterm exam)</li><li>3) In Weeks 4-6 students learn about the extent of Indigenous slavery (5 million people), a relatively new concept in historiography. This includes enslavement and trafficking by European colonists as well as changes in captivity and enslavement within Indigenous cultures</li><li>4) In weeks 6, 7, 8, 9 students learn about migration of Native groups into the Great Lakes regions and new multiethnic villages and alliances; exchange networks and integration into the global economy (mobility as essential component).</li><li>5) In Weeks 11, 12 13, 14 and 15, students learn about different forms of removal, and about groups that resisted removal. They also learn about strategies of migration that helped create powerful new confederacies that dominated territory and exchange networks (reflection 3, final exam)</li><li>6) In Week 15, students apply what they've learned in an independent research project that can focus on mobility.</li></ul>
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