Course Description: The indigenous peoples of North America have a long and diverse history (histories, really) stretching back at least 15,000 years. Since European explorers first united the world’s two hemispheres at the turn of the sixteenth century, native communities have faced numerous challenges and fallen victim to often unimaginable hardship. Native cultures showed amazing adaptability in the face of these challenges: embracing the opportunities of new trade networks, incorporating new religious ideas and economic strategies with older practices, and welcoming newcomers from Europe and Africa into their own communities. Through centuries of imperial oppression, American Indians proved tenacious in fighting for their rights and insisting on their proper place in an evolving environmental, political, and social landscape. This survey of North American Indian history traces how these shared struggles led to a dawning sense of a pan-Indian racial and cultural identity in the early nineteenth century.
Assignments:

**Very Short Assignments (VSAs)** - One paragraph responses to the day’s readings. 2-3 questions on each day’s readings will be posted online to help direct you in writing these responses and to stimulate thought for in-class discussion. VSAs will be due by 8:00am before each class session. (Exceptions: Aug 31, Sept 5, Sept 19, Sept 26, Oct 5, Nov 2.) Please post your VSAs to Blackboard.

**Primary Source Analysis Paper (Hakluyt Paper)** - 3-5 double-spaced pages analyzing the themes contained in the primary source passage and explaining how it could be used by historians.

**Three Papers** – TWO PAGES (double-spaced, Times New Roman, 12pt. font) answering a question to be given a week prior to their due date

**Final Paper** – ≈10 pages of short identifications and essay(s)

**Grading:**
VSAs 10%; Primary Source Analysis Paper 10%; Three 2 page assignments each worth 15%; One 8-10 page final paper worth 25% ; Participation 10%

**Attendance:**
You will not receive any credit directly for attendance, but more than three unexcused absences will result in the loss of a full letter grade in the course. Five unexcused absences will result in a failing grade for the course.

**Multimedia:** I will start many of my lectures with a brief film clip from a movie or television program that relates to that day’s theme. These clips will be posted to Blackboard. Keep in mind how each clip depicts Native American culture and history and, as the course progresses, think about what these depictions can tell us about how Euro-American society of the late twentieth and early twenty-first centuries have viewed modern Native Americans and their historical contributions.

**Required Texts:**
2. All readings labeled “DOCUMENTS” below will be handed out for in-class discussion
3. All other readings will be available online through Blackboard
WEEK 1: Introduction  
Aug 31: Welcome to Class  

WEEK 2: Native America  
Sept 5: Origin Stories  
- DOCUMENTS: Creation Stories [≈4 pages]

Sept 7: One Continent, Many Cultures  
- DOCUMENTS: Columbus & Cortes [≈ 4 pages]

WEEK 3: Contact  
Sept 12: Populations & Ecologies  
- DOCUMENTS: Smallpox [≈4 pages]

Sept 14: Europeans in a Native American World  
- DOCUMENTS: Theories of Indian Origins [≈3 pages]

WEEK 4: The Spanish Challenge  
Sept 19: First Conquests in the Indies  

Sept 21: MesoAmerica  
- DOCUMENTS: Bernal Diaz on Aztec Sacrifice & Auto de [≈3 pages]

WEEK 5: Forging New Connections  
Sept 25: *HAKLUYT PAPER DUE*  
Sept 26: Building a Mestizo Empire  
- DOCUMENTS: Pueblo Revolt [≈5 pages]

Sept 28: Origins of Globalization  
- DOCUMENTS: Fur Trade In the Northeast [≈2 pages]
WEEK 6: In the East
Oct 3: Powhatan and the Challenge of the English
- DOCUMENTS: Powhatan & John Smith [≈2 pages]

Oct 5: TBD

WEEK 7: Time to Reflect & The Northeast, Part I
Oct 10: **No Class: Columbus Day-Observed “Fall Break”**
Oct 12: New England: Sure, it’s new, but is it really all that English?
- DOCUMENTS: William Bradford on the Pequot War [≈1 page]

WEEK 8: Understanding One Another
Oct 17: Property, Gender, and Politics
- DOCUMENTS: John Rolfe’s Reasons for Marrying & Iroquois Lands [≈3 pages]

Oct 19: Race and Religion
- Shoemaker, *Strange Likeness*, 125-144. [≈20 pages]
- DOCUMENT: Samson Occum [≈2 pages]

**Oct 20:** *FIRST RESPONSE PAPER DUE *

WEEK 9: The Northeast, Parts II & III
Oct 24: The Northeast: War and Ambition
- Fisher and Silverman, *Ninigret*, 84-134 [≈50 pages]

Oct 26: Iroquoia
- DOCUMENTS: Iroquois Sachems at Albany, 1684 [≈2 pages]

WEEK 10: The West
Oct 31: Changes on the Plains
- DOCUMENT: Lewis & Clark and the Teton Sioux [≈2 pages]
Nov 2: The Pacific Coast

WEEK 11: Shifting Boundaries
Nov 7: Imperial Enemies and Allies
- Shoemaker, *Strange Likeness*, 83-104. [≈20 pages]
- DOCUMENT: Wabanaki Wit [≈2 pages]

Nov 9: Adaptation, Accommodation, and Their Limits
- DOCUMENTS: Enoch Brown Schoolhouse Massacre [≈2 pages]

Nov 10: *SECOND RESPONSE PAPER DUE*

WEEK 12: Wars for Independence
Nov 14: Wars for Independence in the North
- DOCUMENT: Mary Jemison’s Revolution [≈2 pages]

Nov 16: Wars for Independence in the South & West
- DOCUMENT: Cherokee Politics & Diplomacy [≈4 pages]

WEEK 13: Didn’t They Do A Brady Bunch Episode About This…?
Nov 21: MOVIE: *Reel Injuns* (on Blackboard)

Nov 23: No Class: Thanksgiving Break

WEEK 14: The “Empire of Liberty”
Nov 28: Liberty’s Dispossessed
- Peter S. Onuf, “‘We Shall All Be Americans’: Thomas Jefferson and the Indians,” *Indiana Magazine of History* 95, no. 2 (June 1999), 103-141. [≈40 pages]
Nov 30: The Northwest Confederacy War
- Jerry Ostler, "‘To Extirpate the Indians’: An Indigenous Consciousness of Genocide in the Ohio Valley and Lower Great Lakes, 1750s–1810," *The William and Mary Quarterly* 72, no. 4 (October 2015), 587-622 [≈35 page]
- DOCUMENTS: Lenape Speaker Outlines the Causes of War [≈2 pages]

Dec 1: *THIRD RESPONSE PAPER DUE*

WEEK 15: The Beginnings of a Pan-Indian Identity
Dec 5: Religious Pan-Indianism
- DOCUMENT: Code of Handsome Lake [≈2 pages]

Dec 7: Pan-Indian Politics up to Tecumseh’s & The Red Sticks’ War
- DOCUMENTS: Tecumseh’s Speeches [≈3 pages]

WEEK 16: Reading Period
Dec 12: Optional Review Session

WEEK 17: Finals Week
Dec 17: Final Papers Due, 5:00pm

**WARNINGS AND DISCLAIMERS**

BLACKBOARD: Blackboard will be an integral part of this course. The syllabus, descriptions of assignments, useful guides, and any changes hereafter will be posted there. You are required to check Blackboard regularly and will be responsible for all material on the course site.

CITATION OF SOURCES: When referring to sources (primary and secondary) in your papers, you should provide a complete citation including author, title, publisher, place and date of publication, and page numbers. Citations should follow the “Chicago-style” format commonly used by historians. I ask that you use footnotes with all of your paper assignments. The library website has citation information under “Get Started,” and I have included several links on Blackboard. Please see me if you have any questions.

ACADEMIC HONESTY: All students must read and abide by the Academic Honor and Social Code (http://www.bowdoin.edu/studentaffairs/student-handbook/college-policies/index.shtml). Suspected cases of plagiarism will result in a conference me, and, if unresolved at that point, will be referred to the Judicial Board. If you are unsure what constitutes plagiarism, please consult a reference librarian or ask me.