History 1512 First Nations:
The Peoples and Cultures of Native North America

(cross-listed as AMST 1612Z and ETHN 1805)
Department of History
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Course Description

It is impossible to fully grasp the history of this continent without understanding the diverse people who predated the coming of Europeans, endured the onslaught of settler colonialism, and who still reside here today. This course tells the history of North America through the eyes of the original inhabitants from pre-contact times up through the twentieth century. Far from a simplistic story of European conquest, the histories of Euroamericans and Natives were and continue to be intertwined in surprising ways. Although disease, conquest, and death are all part of this history, the readings and lectures in this course also tell another story, namely, of the big and small ways in which these First Peoples shaped their own destiny, controlled resources, utilized local court systems, and drew on millennia-old rituals and practices to sustain their communities despite the crushing weight of colonialism.

Course Format

This course will meet twice weekly for lectures and once for discussion sections at times to be determined by the third week of class. Adequate provision will be made to find a workable time for the sections, including the possibility of a section that meets on Wednesday or Thursday as well as Friday.



Course Objectives

The purpose of this course is to encourage:

1. Deeper understanding of and appreciation for the long and rich pre-contact history of

American Indians in North America;
2. Fuller contextualization of the various meanings and modes of Native-Euroamerican encounter during the colonization of North America;
3. Rigorous engagement with the various primary sources of American Indian history, including documents, objects, and oral histories;
4. Consideration of the ways in which history is written by Natives and non-Natives, and how these histories have shaped our view of Indians in American history;
5. Reflection on the ways in which the issues and themes of this course continue into the present among contemporary Native American communities.

Assignments

1. Attendance and participation (15%): Your active and engaged attendance is important for your success in this course! Please come to every lecture ready to take notes and to every discussion section ready to engage in a lively discussion of the readings.
2. Weekly discussion posts (15%): each week, 24 hours before your section meeting, please post a one paragraph response to the reading for that week. Your post should demonstrate that you have read the materials, but also provide some analysis – a question or two, or comparison to prior reading, or class lectures, etc.
3. THREE shorter papers (6-7 pages double spaced, with footnotes and a bibliography; 15% each; 45% total): Pick THREE of the following four options:
    a. Current event analysis: this paper involves looking up an article, essay, or opinion piece published on Indian Country Today, Native News Online, or High Country News and providing, first, an adequate description of the situation or the author's arguments and, second, placing this particular issue in a longer historical context by relating it to the readings, lectures, and themes in this class. Please see paper prompt for more details. **DUE: 2/7, 12 noon**
    b. Primary source analysis: Understanding King Philip's War. For this paper, you will analyze the assigned primary source on Metacom and find an additional two primary sources on the war and analyze the differences in rhetoric, explanation, and rationale for the war. Keep in mind the following questions: What did the war mean to English and Natives? What causes are given by both sides? How can we understand the role of Natives who fought on the same side as the English? A full prompt is available here. **DUE: 2/21, 12 noon**
    c. Story for the Stolen Relations project: For this paper, you will select a source from the Stolen Relations database and write a 500-700 word story based on one person in the source, for possible inclusion on the Stolen Relations public website currently under construction (which will go live in the summer of 2024). Note that this is a significantly shorter paper (500-750 words), but will require just as much research and investment. Prompt is available here. **DUE: 3/20, 12 noon**
    d. Local history investigation: each student will locate, photograph, research, and report on the history of a local site, town, street, or building that has an Indian name or

somehow references American Indian history. Please see paper prompt for more details. **DUE: 4/17, 12 noon**

4. FINAL (25%): THREE options:
    a. OPTION 1: Final exam: **May 16, 9 am (3 hour timed, in person, blue book exam), List Art Center, 110**
    b. OPTION 2: Contribute entries to the Stolen Relations project. This will need to be done throughout the semester and cannot be saved until the very end. Students will go through training on research and data entry process and contribute FIVE new documents into the database. Full prompt can be found here. **DUE: May 15, 11:59 pm**
    c. OPTION 3: Final research project. This option is for those who want to delve a little more deeply into a particular topic or person in Native American history. It can take the form of a usual research paper OR can involve something more creative and non-traditional (website, multimedia, literary, oral history, etc.). Please note that if a non-traditional project is chosen, there must be a written component that discusses sources and methodologies used (and it must maintain the same academic standards as a research paper). If a traditional research paper is selected, it should be 15-20 pages long and it must utilize both primary and secondary source materials. **DUE: May 15, 11:59 pm**
    d. NOTE: for Options 2 and 3, a two-page project proposals / topics (with description and brief bibliography of primary and secondary sources) need to be emailed to Prof. Fisher for approval. Proposal **DUE: March 6, 12 noon.**

Required materials

The books listed below are available online as well as at the Brown bookstore and on reserve at the Rock. Additional primary and secondary sources are listed for each week below, which are also online or provided digitally.

Ned Blackhawk, *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History*, (Yale University Press, 2023); available online

Recommended:

Colin Calloway, *First Peoples: A Documentary Survey of American Indian History* (5th ed., Bedford/St. Martin's, 2016) ISBN: 978-1457696244 (NOTE: scans of the recommended readings will be made available)

Please note: the online version of this syllabus will always be the most up-to-date. We will also use Canvas (course website) for additional links and handouts. In addition to hosting an electronic version of the syllabus, Canvas also contains easy access to some additional reading materials and resources.

A note on papers and written work

1. For all written work, please make sure that papers are properly formatted as follows: double-spaced, Times 12 pt font, with 1" margins, page numbers on each page, footnotes for citations, and a bibliography. Footnotes and bibliographies should follow *The Chicago Manual of Style* (please consult the summary that is available on the course Canvas site).
2. All written work is due by the beginning of class on the day it is due. All papers should be emailed ONLY (to your section leader); no hard copies of any written work are needed. Unless you have made arrangements with us beforehand, **late assignments will be penalized one letter grade per day they are late**, particularly when papers are related to the discussion that will take place in class that day.
3. Plagiarism or cheating of any kind will not be tolerated. If you borrow ideas, writings, etc., from other people and do not give them credit, the assignment will be given an automatic zero, and you will most likely be given a NC in the class. If you have any questions, please read Brown's guide to avoiding plagiarism.
4. ChatGPT and AI: The purpose of the discipline of history (and the humanities more generally) is to encourage skills of independent, critical analysis. ChatGPT and AI should never be a substitute for your own writing and analysis. However, they are tools that are now part of our modern world, and I welcome **ethical and informed** uses of them. This means:
    - ❖ Potentially using ChatGPT as an idea generator and grammar and syntax checker;
    - ❖ Recognizing that ChatGPT and AI should not serve as replacements for your own thoughts and ideas;
    - ❖ Properly citing any information or ideas generated by ChatGPT or AI in your work (as you would any other source); failure to do so is plagiarism;
    - ❖ Understanding that they are not reliable research tools to find specific sources and info (as they frequently "hallucinate" / make things up); you should plan to fact check everything that AI produces, especially related to the field of history.

Other misc. classroom guidelines:

1. Please respect your classmates and the instructors by not texting, emailing, or browsing the internet during class.
2. Please arrive to class on time. Coming late or leaving early without informing us in advance will negatively affect your grade.
3. Laptops are permitted unless they become a distraction. Please refrain from using the internet during class. All the research indicates that hand-writing notes leads to greater learning!

Research assistance

The Brown libraries research staff is always available to help with research, even for smaller papers. In addition to coming to my office hours for help, I strongly suggest contacting the American history research librarian, Leo Lovemore <leo_lovemore@brown.edu> (note that you can make an appointment with them for an individual research consultation).

Assistance for students with special accommodations
Any student with a documented need for special accommodations is welcome to contact the instructor as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Student and Employee Accessibility Services by calling 401-863-9588 or online.

Time investment and expectations
The total of in-class hours and out-of-class work for all full credit courses at Brown is approximately 180 hours over the length of a semester. In this class, students seeking to maximize their learning can expect to spend 35 hours in class (2.5 hours per week for 14 weeks), 84 hours reading for class (approx. 6 hours per week for 14 weeks), 25 hours on shorter writing assignments, and 36 hours researching and working on the final assignment. Actual times will vary for each student; final grades are not determined by the amount of time a student spends on the course.

SCHEDULE
NOTE: All reading should be completed by the first class day of the week (usually Monday) under which it is listed

Week One: Perspectives: Decolonization and Native Histories
1/24: Introduction to course
1/26: Settler colonialism, perspectives, and the problems of history (in class discussion of texts)

Reading:

- Mikal Brotnov Eckstrom and Margaret D. Jacobs, "Teaching American History as Settler Colonialism," ch. 17 in in *Why You Can't Teach United States History Without American Indians*, Susan Sleeper-Smith, et al., eds. (2015)
- SKIM: Linda Tuhiwai Smith, "Imperialism, History, Writing and Theory," ch. 1 in *Decolonizing Methodologies*, pp. 57-91

Week Two: The Indians' Old World and the Perils of Contact
1/29: Ancient Indigenous empires and pre-contact lifeways
1/31: Discovering Europeans
2/2: In-class discussion of readings

Reading:

- Charles Mann, "A View from Above," and "Made in America," chs. 1 and 8 in *1491*
- Primary source: A Navajo Emergence Story (Calloway, 40-49); A Narrative of the De Soto Invasion; Images of Invasion (Calloway, 127 – 131)
- Recommended: Calloway, 14 – 39; 62 – 67; 72 – 79

Week Three: The Indians' New World
2/5: Trade and ecological impacts: The "Columbian Exchange"
2/7: Indigenous enslavement and servitude

**Discussion section #1

Reading:

- Linford Fisher, *America Enslaved* (draft book manuscript), Intro, chs. 1-4
  - NOTE: focus on the intro and chs. 2&3, perhaps; I realize this is a lot of reading
- Primary sources: Philip Vincent [P. Vincentius], *A True Relation of theLate Battell Fought in New England, between the English, and the Salvages: With the Present State of Things There. (1637)*, ed. Paul Royster, Electronic Texts in American Studies (London: M.P. for Nathanael Butter and John Bellamie, 1637), 1-15.
- Recommended: Calloway, 90 – 104; 138 – 149

****Current events paper due on 2/7, 12 noon**

Week Four: Religious Impositions and Indigenization

2/12: Evangelization and education

2/14: In-class viewing of "We Shall Remain"

**Discussion section #2

Reading:

- Primary sources: Jesuits and Hurons in New France (Calloway, 110-119); John Eliot, "A Further Account of the Progress of the Gospel" (1660); "A Luiseño Recollection of Mission Life" (1835)
- Kateri Tekakwitha (1717); Present-day representation of Saint Kateri
- Recommended: Calloway, 86 – 87; 92 – 95

Week Five: The War for Dawnland / New England

2/19: NO CLASS (university holiday)

2/21: King Philip's War / The War for New England

**Discussion section #3

Reading:

- Christine Delucia, "Contested Passages," ch. 1 in *Memory Lands: King Philip's War and the Place of Violence in the Northeast*
- Primary sources: Two Indian Wars of Independence, Metacomet Explains the Causes of "King Philip's War," and Declaration of Indian Juan (Calloway, 121-126)
- Recommended: Calloway, 166-172

****King Philip's War paper due 2/21, 12 noon**

Week Six: Negotiating Empires

2/26: Land, Power, and Dispossession

2/28: At the Crossroads of Empires: Iroquois, Creeks, and Cherokees

**Discussion section #4

Reading:

- Keith H. Basso, "Stalking with Stories," ch. 2 in *Wisdom Sits in Places Landscape and*

Language among the Western Apache. Albuquerque: University of New Mexico Press, 1996.

- Timothy J. Shannon, "Peace in the Balance," ch. 1 in *Iroquois Diplomacy on the Early American Frontier* (pp. 11-46)
- Primary sources: The Iroquois Great League of Peace (Calloway, 52-61); The Treaty of Lancaster
- Recommended: Calloway, 150–155

Week Seven: A New Vision

3/4: Nativism

3/6: Guest lecture: Ruth Torres (Schaghticoke), Tribal Member in Residence, NAISI, Brown University

**Discussion section #5

Reading:

- Ned Blackhawk, "Settler Uprising: The Indigenous Origins of the American Revolution" ch. 5 in *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History*, 139-175.
- Primary Sources: A Narrative of the Life of Mary Jemison (1827), chs. 1-4, 9 (pp. 17-54, 92-96; "The Master of Life Speaks to the Wolf"
- Recommended: Calloway, 155 – 166; 200 - 205

****Final project proposal (if selected) due 3/6, 12 noon**

Week Eight: Revolution and Expansion

3/11: The Revolution Comes to Indian Country

3/13: US federal Indian policy and civilization agenda

**Discussion section #6

Reading:

- Jeffrey Osler, "Wars of Revolution and Independence," ch. 2 in *Surviving Genocide: Native Nations and the United States from the American Revolution to Bleeding Kansas*
- Primary sources: The Revolution Divides the Iroquois and the Cherokees; An Oneida Declaration of Neutrality (1775); Henry Stuart, Report from Cherokee Country (1776) (Calloway, 233-237; 238-240)
- Recommended: Calloway, 205 – 214

Week Nine: Tribal Sovereignty Under Assault

3/18: Indian removals; Mashpee "Revolt"

3/20: Wars against western nations

**Discussion section #7

Reading:

- Ned Blackhawk, "Collapse and Total War: The Indigenous West and the U.S. Civil War," ch. 9 in *The Rediscovery of America,* 329-353

- Claudio Saunt, "At the Point of a Bayonet," ch. 10 in *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*
- Primary Sources:
  - Memorial from the Marshpee Indians, January 1834
  - Cherokee and White Women Oppose Removals (Calloway, 286 – 289)

****Stolen Relations bio/story due 3/20, 12 noon**

SPRING BREAK (3/23-3/31)

Week Ten: Policy Pivots and American Expansion

4/1: Undermining Self-Determination–Homestead; Indian Appropriations Act (1871); Grant's Peace Policy

4/3: Guest Lecture: Mack Scott (Narragansett), Visiting Assistant Professor, Brown University

**Discussion section #8

Reading

- Ned Blackhawk, "Taking Children and Treaty Lands Laws and Federal Power during the Reservation Era" in *The Rediscovery of America,* only pp. 329-353
- Primary Sources:
  - Skim, but read closely the following FOUR items: 1) Governor Bourn's Speech in *Narragansett Indian Commissioners Report*, p. 11; 2) "King Tom" Poem in Rev. F. Denison's Oration, pp. 20-12; 3) Gideon L. Ammons speech, pp. 33-34; 4) Joshua H. Noka's speech, pp. 34-35, in *Narragansett Indian Commissioners Report*

Week Eleven: U.S. Civilization Plan 2.0

4/8: Boarding Schools and the Dawes General Allotment Act (1887)

4/10: Guest Lecture: Victor Naranjo "Down in Nevada the Don't Use Dogs for Hunting? The Cold War and the Inuit Peoples of the American North"

**Discussion section #9

Reading:

- Brenda Child, "The Boarding School as Metaphor," *Journal of American Indian Educatio*n, vol. 57, no. 1: 37-57.
- Primary Sources
  - Carlisle Indian Industrial School student record for Charles Peters, Mashpee Wampanoag, 1910-1914

Week Twelve: From Termination to Self-Determination

4/15: The Indian New Deal and Termination

4/17: American Indian Movement and Self-Determination

**Discussion section #10

Reading

- Ned Blackhawk, "From Termination to Self- Determination Native American Sovereignty in the Cold War Era" in *The Rediscovery of America*
- Primary Sources
  - "Trail of Broken Treaties" AIM Twenty-Point Position Paper.
  - Richard Nixon. "*Special Message to the Congress on Indian Affairs*," July 8, 1970.

****Local history paper due 4/17, 12 noon**

Week Thirteen: New Colonialisms and New Revitalizations

4/22: Guest speaker: Rae Gould (Nipmuc), Executive Director, NAISI, Brown University: Federal acknowledgment processes and cultural revitalizations

4/24: Wrapping Up

No Discussion section

Final paper and projects due May 15, 11:59 pm

Final exam date: May 16, 9 am (List Art Center, 110)