

# North American Indian History to 1887

## AIS/HIST 262 Spring 2014

Professor: Cary Miller  
Office Hours: M/W 1:00-3:00 pm and by appointment  
Email: carym@uwm.edu

Office: 365 Holton Hall (or TBA)  
Office phone: 414 229-6251

Teaching Assistant:  
Office Hours:  
Email:

Office:  
Office Phone:

### **Course Description:**

North American Indian History to 1887 is the first half of a two semester survey of American Indian history. HIST262 will examine the experience of the Native Peoples of North America with respect to their cultures. Properly stated, this class is one of Ethnohistory – a view of history that uses the cultural framework of Native Communities themselves to interpret the historical record. At the same time, the contacts between Native and European nations often had transatlantic ramifications which we will explore over the course of the semester. Further, the participation of Native nations in the political and military conflicts leading to American Independence will be highlighted, as well as the development of Federal Indian Policy as the United States struggled to create its own identity.

### **Assignments:**

Your grade will be determined as follows:

Midterm	25%
Paper	20%
Attendance	10%
Discussion Grade	20%
<u>Final</u>	<u>25%</u>
	100%

### **Exams: Midterm Wednesday, Mar. 12; Final: Wednesday May 14 3:00-5:00pm**

Both exams for this course will contain short-answer and essay questions. If someone absolutely must miss an exam, (which must be approved prior to the test date by the instructor) the make-up exam will consist of a five-page typed essay.

### **Paper: Due Wednesday, Apr. 21**

For this assignment, you will read the autobiography of Blackhawk. After reading the text, you are to write a paper indicating the historical significance of the experiences of the author and how his cultural context impacted his historical actions. Specific directions for this assignment will be provided in sections. This paper should be typed, double-spaced, 5-8 pages in length with one-inch margins and 12-point font. Pages should be numbered, and citations for quotes should be provided using Chicago Style format.

### **Discussion Grade:**

The discussion grade will be based on attendance, quiz grades, participation in class discussion and the number of completed response papers turned in. Quizzes will be given every other week in section. These quizzes will help you to prepare for the midterm and final exams. The lowest quiz grade will be dropped.

**Response Papers: Alternate section meetings**

At sections when a quiz is not given, a one to two paragraph response paper addressing the readings assigned for that week is due. These are informal papers designed to help prepare you to discuss the texts in class. Please feel free to share first impressions, and unsubstantiated gut instincts about the texts and their writers as well as to pose questions to which you do not have the answer. These assignments need not conform to any particular essay format. I ask only that you use complete sentences and turn it in typed, double spaced, in 12-point font with one-inch margins. These assignments will be collected at the end of discussion session during which they are due, so that you may refer to them for ideas, and to remind yourself in class of questions that came to you while you were engaged with the reading. There may also, at times, be questions that you are uncomfortable raising in class, but would still like an answer to. Include these as well, and we will do our best to give you a complete response. These papers are not assigned a letter grade. Either they are complete, or they are not. Late papers will be given one half credit unless there are extenuating circumstances. Since the value of these papers is to help you be prepared for class discussion, their value is greatly diminished if they are turned in late.

**General Stuff:**

You are expected to be aware of the deadlines listed above and observe them. Late assignments (research paper) will be penalized 10% per class day, in other words, one full grade per week. Response papers will be half credit if received late. The midterm and final will not be accepted late unless there is a major emergency such as a UFO abduction that caused you to “lose” the entire space of time you had the assignment. Please see our kind counseling staff for the revealing post abduction hypnosis sessions. Papers should be submitted in one of the following ways: a) in section, b) placed in your TA’s mail box in Holton Hall, or c) handed to your TA during office hours. Please do not slip papers under my door, as I will not be responsible for losing them in that case. If you are submitting work by any method other than handing it directly to your TA, please make a copy of the work for yourself in case for some reason your assignment does not make it into his hands.

*Students with disabilities.* Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following:

<http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>

*Religious observances.* Policies regarding accommodations for absences due to religious observance are found at the following:

[http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm)

*Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.

<http://www3.uwm.edu/des/web/registration/militarycallup.cfm>

*Incompletes.* The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following:

[http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S31.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf)

*Academic Advising in History*

All L&S students have to declare and complete an academic major to graduate. If you have earned in excess of 45 credits and have not yet declared a major, you are encouraged to do so. If you either are interested in declaring a major (or minor) in History or require academic advising in History, please visit the Department of History undergraduate program web page at [www.uwm.edu/Dept/History/undergradadvising.html](http://www.uwm.edu/Dept/History/undergradadvising.html) for information on how to proceed.

*Academic Advising in American Indian Studies*

All L&S students have to declare and complete an academic major to graduate. If you have earned in excess of 45 credits and have not yet declared a major, you are encouraged to do so. If you either are interested in declaring a major (or certificate) in American Indian Studies or require academic advising in American Indian Studies, please visit the American Indian Studies web page at <http://ais.uwm.edu/> for information on how to proceed.

**Required Texts:** Texts are available at the Panther Bookstore on Downer Street  
Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. New York: Bedford/St. Martin's, 4<sup>th</sup> ed. 2011.

Weeks, Phillip, *Farewell My Nation: The American Indian and the United States, 1820-1890*, Arlington Heights, IL: Harlan Davidson, Inc., 1990.

Jackson, Donald, ed. *Black Hawk: An Autobiography*. Chicago: University of Illinois Press, 1955.

Mancall, Peter C. and James H. Merrell eds. *American Encounters: Natives and Newcomers From European Contact to Indian Removal, 1500-1850*. 2<sup>nd</sup> Edition. New York: Routledge, 2006.

Readings not in the above texts are available online via D2L

**Schedule:**

Jan. 22 Introduction and summary of the “pre-history” of North America  
Readings: Calloway, pgs. 1-10

Jan. 27 North America and its Cultures at the Dawn of Conquest  
Readings:  
Calloway, pgs. 14-70  
American Encounters, “The Indian’s Old World,” pgs. 4-25.  
Benton, Edward, “Flood Story,” *The Mishomis Book*. **On D2L**

Jan. 29 Kinship Terms and Social-Political Structure of Native Societies  
Readings: (all on e-reserve)  
Miller, Barbara D. *Cultural Anthropology*. Boston: Allyn and Bacon, 1999, pgs. 184-199.  
Bates, Daniel G. and Elliot M. Fratkin, *Cultural Anthropology*. Boston: Allyn and Bacon, 1999, pgs. 258-266; 268-284.  
Ember, Carol R. and Melvin Ember, *Anthropology*. New Jersey: Prentice Hall, 1998, pgs. 314-319.

## Feb. 3 Disease and Other Imports

## Readings:

Calloway, pgs 76-82

“Ecological Imperialism”, pgs. 55-67. **On D2L**

## Feb. 5 The Spanish Invasion of America – The Process of Assimilation

## Readings:

Calloway, pgs. 82-92

## Feb. 10 The Spanish Invasion: Conquistadors, Atrocities, and Legal Codes

## Readings:

Bartolome de Las Casas, *A Short Account of the Destruction of the Indies*, ed. by Anthony Pagden. New York: Penguin Books, 1992, pgs. xii-xl; 14-25; 57-64. **On D2L**

## Feb. 12 The Spanish Invasion: Florida

## Readings:

Calloway, pgs. 108-119

“Ruling the Republic of Indians in the 17<sup>th</sup> Century Florida,” pgs. 311-323. **On****D2L**

## Feb. 17 The Spanish Invasion: California and the Southwest

## Readings:

Calloway: 155-159; 181-184

American Encounters, “The Staff of Leadership: Indian Authority in the Missions of Alta California,” pgs. 637-664

Calloway, Colin G. “Rebellions and Reconquests” *One Vast Winter Count: The Native American West before Lewis and Clark*. Lincoln: University of Nebraska Press, 2003, pgs. 165-211. **On D2L**

## Feb. 19 The French Bid for Empire

## Readings:

Calloway, pgs 92-98; 119-130

Witgen, Michael “The Rituals of Possession: Native Identity and the Invention of Empire in Seventeenth Century Western North America” *Ethnohistory* 54 (4) p. 639-668. **On D2L**

## Feb. 24 Fur Trade Culture

## Readings:

Calloway, pgs. 159-162

Hamalainen, Pekka, “The Western Commanche Trade Center: Rethinking the Plains Indian Trade System,” *Western Historical Quarterly*, Winter 1998, pgs. 485-513. **On D2L**

American Encounters, “Women, Kin, and Catholicism: New Perspectives on the Fur Trade,” pgs. 107-130

Feb. 26 The French on the Lower Mississippi

Readings:

American Encounters, "The Frontier Exchange Economy," pgs. 290-313.  
"American Views of French Culture," pgs 69-95. **On D2L**

Mar. 3 The English Arrive in the Southeast

Readings:

Calloway, pgs. 98-101  
American Encounters, "The Indian's New World," pgs. 25-50.  
"The Three Lives of Keowee," pgs. 240-261. **On D2L**

Mar. 5 New England

Readings:

Calloway, pgs. 101-107; 130-139  
Pulsipher, Jenny Hale, "'Subjects... Unto the Same King': New England Indians and the Use of Royal Political Power" *The Massachusetts Historical Review*. 5 (2003) pgs. 29-57. **On D2L**  
American Encounters, "The White Indians of Colonial America," pgs. 483-509.

Mar. 10 New England

Readings:

Calloway, pgs. 185-197  
American Encounters, "Iroquois Women and European Men," pgs. 84-106.  
American Encounters, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England" p. 246-268.

## Mar. 12 Midterm

Mar. 24 The Fur Trade and Imperial Conflict

Readings:

Calloway, pgs. 162-175  
Eccles, W.J. "The Fur Trade and Eighteenth Century Imperialism," *William and Mary Quarterly*, vol. 40, 1983, pgs. 341-362. **On D2L**  
American Encounters, "War and Culture, the Iroquois Experience," pgs. 427-454.

Mar. 26 Political and Religious Response to European Imperialism

Readings:

Calloway, pgs. 222-229  
American Encounters, "Thinking and Believing" pgs. 561-584.  
American Encounters, "Indians Missionaries and Religious Translation: Creating Wampanoag Christianity in 17<sup>th</sup> century Martha's Vineyard" p. 149-176

**Mar. 31 The American Revolution in Indian Country**

Readings:

Calloway, pgs. 175-180; 197-210

American Encounters, "More Motley than Mackinaw" 665-684.

"Journal of Major Jeremiah Fogg." In Frederick Cook, ed., *Journals of the Military Expedition of Major General John Sullivan Against the Six Nations of Indians in 1779*. (Auburn, NY: Knapp, Peck, and Thomson, 1887), 92-101. **On D2L**

**Apr. 2 The Development of American Indian Policy in the Early Republic**

Readings:

Calloway, pgs. 218-222; 244-254

Horsman, Reginald, "The Indian Policy of an 'Empire for Liberty'" in Hoxie, Hoffman, & Albert eds., *Native Americans and the Early Republic*, pgs. 37-61. **On D2L**

**Apr. 7 Indian Cultures and Civilization Policy**

Readings:

American Encounters, "The Right to a Name," pgs. 585-608.

Perdue, Theda, "Native Women in the Early Republic: Old World Perceptions, New World Realities," in Hoxie, Hoffman, and Albert, eds., *Native Americans and the Early Republic*, pgs. 85-122. **On D2L**

**Apr. 9 Policy on the Western Frontier in the Early Republic**

Readings:

Calloway, pgs. 218-222; 254-267; 276-282

Weeks, pgs. 23-27.

Jones, London Y. "Iron Will," *Smithsonian*, vol 33 (5), 2002, pgs. 96, 98-107. **On D2L**

**Apr. 14 The "Civilized Tribes" on the Eve of Removal**

Readings:

Calloway, pgs. 229-243; 267-275

"The Formation of the Creeks," **On D2L**

**Apr. 16 Removal**

Readings:

Weeks, pgs. 27-50.

American Encounters, "Cherokee Women and the Trail of Tears." Pgs. 526-540. **On D2L**

**Apr. 21 Removal and the West **Papers Due****

Readings:

Weeks, pgs. 53-86.

Neumeyer, Elizabeth, "Michigan Indians Battle Against Removal," *Michigan History*, vol. 55 (4), 1971, pgs. 275-288. **On D2L**

Apr. 23 The Civil War Years

Readings:

Calloway, pgs. 290-300; 317-327

Weeks, pgs. 123-160.

Apr. 28 The Plains Wars

Readings:

Calloway, pgs. 300-316; 327-363

Apr. 30 The Plains Wars part 2

Readings:

Weeks, pgs. 163-202.

May 5 Review

May 7 Review

**Final: Wednesday May 14 3:00 – 5:00pm**