

HIS 333: American Indian History to 1840



Cumnacatogue (also known as Cunne Shote), Cherokee, ca. 1760s

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This course explores the history of American Indians in the area now encompassed by the United States through the era of Indian Removal in the 1830s, with particular emphasis on areas east of the Mississippi River and in the Southwest. The course has three goals for students: to become familiar with the cultures of many of the diverse Native groups that inhabited North America through 1840, to examine the histories of these various peoples, and to practice using a variety of primary and secondary sources to develop historical interpretations. Students will work with both primary and secondary sources. As a “Research Intensive” course, the class will provide a background for exploring American Indian history in greater depth and for learning to do historical research and interpretation.

Required Textbooks:

Colin Calloway, *World Turned Upside Down: Indian Voices from Early America* (1994)
 Daniel Richter, *Facing East from Indian Country: A Native History of Early America* (2003)
 Colin Calloway, *The Shawnees and the War for America* (2008)
 Anthony F. C. Wallace, *The Long, Bitter Trail: Andrew Jackson and the Indians* (1993)
 Jenny Presnell, *The Information Literate Historian: A Research Primer for Students* (2004)

Course Requirements:

Class meetings are devoted primarily to lecture, with periodic discussions of readings and videos seen in class. Students are expected to attend all classes and to keep up with the reading assignments which will serve as the basis for class discussions. Attendance will be taken, and each absence above three (3) that is not excused by the Athletic Dept., Dean of Students, or medical doctor will result in one-half letter grade subtracted from the final course grade. ALL assignments must be completed; failure to complete even one graded assignment will result in severe despair, hair-pulling torment, and an F in the course. Late assignments are NOT accepted.

Grading Summary:

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| Paper on <i>World Turned Upside Down</i> | = 20% |
| 1 quiz | = 10% |
| Mid-term exam | = 20% |
| Final exam | = 20% |
| Research Design Project | = <u>30%</u> |
| | =100% |

Letter grades assigned as follows:

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| 97-100 | A+ |
| 93-96 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| <60 | F |

Exams will consist of essay questions, some “objective” identifications, and a map component (yes, you should be able to locate the traditional homelands of particular

Native groups on a map of the United States) that will give you an opportunity to pull together material from lectures, readings, films, and discussions in an attempt to make sense of American Indian history. Questions will also be drawn from the books we read this semester.

Paper Assignment based on Calloway, *The World Turned Upside Down: Indian Voices from Early America*

Using Primary Sources & Writing Ethnohistory

In this book you are presented with numerous documents illustrating some aspect of colonial era and early U.S. Indian history. Choose one of the six sections of the book and write a brief ethnohistory based on the documents in that section. Use the documents to tell me about the changes in Indian societies caused by the European intrusion. What issues and conflicts have arisen? How are Indians dealing with these issues? Does there seem to be a workable solution to problems caused by inter-cultural conflict? Are there areas where Indians and Europeans seem to be cooperating? Use the documents to prove your interpretation. This paper should be 5-7 pages in length, double-spaced, and typed. It is an individual assignment, not a group effort. **DUE: October 7**

Research Design Project: see Appendix

ACADEMIC INTEGRITY POLICY: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the UNCG *Undergraduate Bulletin*. Plagiarism (to take the work of another and present it as your own) is absolutely not allowed and will be punished according to UNCG guidelines.

ADDITIONAL RESOURCES

UNCG Writing Center

Location: 3211 MHRA

<http://www.uncg.edu/eng/writingcenter/>

From the Writing Center website: "The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed."

Schedule:

Topic & Readings

Week 1 (8/24-8/26)

Introduction / Definitions / What is Ethnohistory?

Reading: Calloway, *World Turned Upside Down*, pp. 1-19

Film: "The First Americans"

- Week 2 (8/31-9/2) **Pre-Contact: Before Columbus**
 Populations, Migrations / Agriculture
Reading: Richter, *Facing East*, pp. 1-10
Film: “City of the Sun”: from the Cahokia Mounds State
 Historic Site:
<http://www.cahokiamounds.com/explore/video>
- September 7:** **Labor Day: No class per university calendar**
- Week 3 (9/9) **First Contacts**
 Images: Encountering the “Other”
Reading: Calloway, *World Turned Upside Down*, pp. 20-42
- Week 4 (9/14-9/16) **Invasions**
 Biological and Ecological Invasions
 Spaniards in the Southwest & Southeast
Reading: Richter, *Facing East*, pp. 11-40
- September 16: Turn in a list of at least three people who you wish to do your project
 about or email it to me sooner (see the attached appendix).**
- Week 5 (9/21-9/23) **French Invasions & French – Indian Relations**
 St. Lawrence River Valley / Mississippi River Valley /
 Natchez Revolt
Reading: Richter, *Facing East*, pp. 41-68
- Week 6 (9/28-9/30) **English Invasions**
 Chesapeake & Powhatans Case Study / New England
Reading: Richter, *Facing East*, pp. 69-109
Film: “Pocahontas Revealed”
 “Massacre at Mystic” (King Philip’s War)
- Week 7 (10/5-10/7) **A New World of War**
 Warfare / Indian Slave Trade
Reading: Calloway, *World Turned Upside Down*, 115-145
 Richter, *Facing East*, pp. 151-188
- October 7** **Paper on Calloway, *World Turned Upside Down* due**
- October 12:** **Fall Break: No class per university calendar**

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| October 14: | Mid-term Exam – bring blue books |
| Week 8 (10/19-10/21) | <p>Diplomacy & Trade Treaty Making Reading: Calloway, <i>World Turned Upside Down</i>, 78-114 Richter, <i>Facing East</i>, pp. 129-150</p> |
| Week 9 (10/26-10/28) | <p>Conversions Missionaries and “White Indians” Reading: Calloway, <i>World Turned Upside Down</i>, 43-77 Richter, <i>Facing East</i>, pp. 110-129 Film: “Captives”</p> |
| Week 10 (11/2-11/4) | <p>Revolutionary World Iroquois Case Study / American Revolution Reading: Calloway, <i>World Turned Upside Down</i>, 146-169 Richter, <i>Facing East</i>, pp. 189-216 Film: “The Worlds of Joseph Brant”</p> |
| Week 11 (11/9-11/11) | <p>Confronting a New Nation Early U.S. Indian Policy / Revitalization Movements and Indian Confederation / Ohio Valley Resistance: Little Turtle’s War Reading: Calloway, <i>World Turned Upside Down</i>, 170-183 Calloway, <i>The Shawnees</i>, pp. Introduction-84</p> |
| Week 12 (11/16-11/18) | <p>Shawnee Resistance / War of 1812 / Red Stick Creeks Reading: Richter, <i>Facing East</i>, pp. 216-236 Calloway, <i>The Shawnees</i>, pp. 85-178 Film: “Tecumseh”</p> |
| November 18 | Quiz on Calloway, <i>The Shawnees and the War for America</i> |
| Week 13 (11/23-11/25) | <p>Indian Removal: Causes Native Reactions to "Civilization" / Government Policy Reading: Wallace, <i>The Long, Bitter Trail</i>, pp. 1-49</p> |
| Week 14 (11/30-12/2) | <p>Resistance to Removal Cherokee Case Study Reading: Wallace, <i>The Long, Bitter Trail</i>, pp. 50-128</p> |

Film: "The Trail of Tears"

Week 15 (12/7)

Removal Legacies

The Antebellum South / Manifest Destiny / Indian Territory
Richter, *Facing East*, pp. 237-253

December 7

Research Design Project due

December 14 @ 3:30

Final Exam

Appendix: Research Design Project

September 16: Turn in a list of at least three people who you wish to do your project about (or email it to me before then).

December 7: Final Due date for entire project

Using the Presnell, *The Information-Literate Historian* book as your guide, find secondary and primary sources that will enable you to know more about a specific American Indian person (see list below). You will need to use the UNCG library's resources (databases, books, academic journals, etc.) to complete your project. The types of sources you will need to find and analyze are described below. Finally, compile all of your information, copies and descriptions of sources, and a brief (2-3 page) essay explaining the role of this person in American Indian history in your final portfolio. You should package your portfolio into some sort of binder/folder – what type of binder is up to you but aim for a professional, polished appearance.

Components of portfolio:

Page 1: **Title page** which identifies the name of your person and your information.

Page 2: A detailed, single-spaced, description/analysis of one key **secondary source/book monograph**. Explain what the book is about, what the author's interpretation and purpose is, and why this book is the most important for studying your topic. The source analyzed here should be the most (or one of the most) crucial and recent scholarly book(s) written about your person or his/her group. **Give the full citation information for your secondary source at the top of the page.**

Page 3: Same as page 2, except using a **scholarly article** from an academic journal as your secondary source.

Pages 4-5 (use more pages if needed): Copies or transcriptions of at least two **primary sources** that discuss your person or provide context for understanding your person. **In 50-100 words each, explain the significance of each source to understanding your topic. Give the full citation information for your primary sources at the top of each page.**

Pages 6-7 (use more pages if needed): The full **bibliography**, listing all primary sources first and then all secondary sources. You should have identified at least seven secondary and seven primary sources. See the citation guide mentioned below.

Last 2-3 pages: An essay, double-spaced, explaining the role of this person in American Indian history. Answer the question: Why should we study and/or know about this person today? Use either footnotes or endnotes when citing specific sources in your essay (but not both).

***Citation Guide:** Historians usually follow the *Chicago Manual of Style* when formatting source citations (see Presnell, *The Information-Literate Historian*, pp. 13-14). A handy online citation guide can be found on the UNCG Library website: <http://library.uncg.edu/depts/ref/qil/styles.asp>

Use the Chicago Manual of Style, Humanities System (**not** the Sciences System).

Choices for the Research Design Project

*Note: I have supplied the tribal affiliations and commonly known names of these persons, but they likely went by other names as well. You are welcome to suggest other American Indians alive before 1830 to work on; this list is meant as a suggestion.

Abenakis: Molly Occutt, Samoset

Catawbias: King Hagler

Cayuga: Gachadow (or Gachradodon)

Cherokees: Skiagunsta, Corn Tassel, John Ross, Sequoyah, Dragging Canoe, Attakullaculla (Little Carpenter), Stand Watie, John Ridge, Elias Boudinot, Oconastota, Nancy Ward

Chickasaws: Piamingo, Payamataha

Choctaws: Franchimastabe, Taboca, Red Shoes, Pushmataha, Mushluatubbee, Greenwood LeFlore

Creeks: Chekilli, William Weatherford, Alexander McGillivray, William McIntosh, Mary Musgrove, Hidlis Hadjo, the Mortar, Emistesegu

Delawares: Neolin (the Delaware Prophet), Teedyuscung, John Killbuck, Buckongehelas, Koguetegechtan (White Eyes)

Huron: Deganawidah

Massachusetts: Magus, Monequassun, Owussumag

Miamis: Little Turtle

Miamis (Piankashaws): Old Briton (La Demoiselle)

Mingo: James Logan (also just Logan)

Mohawks: Kateri Tekawitha, Chief Hendrick, Joseph Brant (Thayendanegea), Molly Brant

Mohegan: Samson Occom, Uncas

Narragansetts: Miantonomi, Canonicus

Natchez: Stung Serpent

Oneida: Cheda

Onondaga: Canasatego, Hiawatha, Otreouti (or Garangula)

Ottawas: Pontiac

Patuxet: Squanto

Pequot: William Apess

Powhatans: Pocahontas, Powhatan (the chief), Opechancanough, Don Luis

Pueblo Peoples (various groups): Popé (of San Juan Pueblo), Catiti (of Santo Domingo Pueblo)

Sauks (Sacs & Fox): Black Hawk, Keokuk

Seminoles: Osceola, Billy Bowlegs

Senecas: Corn Planter, Handsome Lake, Mary Jemison, Red Jacket

Shawnees: Tecumseh, Tenkwatawa (the Prophet), Blue Jacket, Cornstalk, Black Hoof

Shoshone: Sacagawea

Wampanoag: Massasoit, King Philip (Metacom), Wamsutta, John Sassamon

NOTE: Dr. Stephen Dew in the UNCG Library is the history liaison, and you should contact him with questions about using the library's databases and how to find resources in the library. You can arrange a meeting with him by emailing him at: shdew@uncg.edu

