

SWARTHMORE COLLEGE  
Department of History

History 40  
Spring 2011  
Tuesdays and Thursdays, 9.55 – 11.10 am  
Trotter 203

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**Native American History**

This course explores the long history of the indigenous peoples of eastern and mid-western North America from the pre-Columbian period to the early nineteenth century. Changes and continuities in Native American cultural expression, social practices, and political formations will be analyzed using primary sources, images, film, and recent scholarship. The course is structured topically; subjects to be considered include socio-cultural diversity and congruence in the pre-colonial era, varieties of initial and ongoing relations with Europeans, evolving commercial, religious, and political relations, adaptation and opposition to colonial expansion, strategies for communal survival and renewal.

The requirements for the course include:

- 1) Regular, on-time attendance in class.
- 2) Informed and consistent participation in the class discussions.
- 3) An essay of 1500 words (5 typed pages), due at the beginning of class on Tuesday, 22 February. A separate posting will give full details.
- 4) An essay of 1500-2000 words (5-7 typed pages), due at the beginning of class on Tuesday, 5 April. Once again, complete information will be given in a separate posting.
- 5) An oral report of 10 minutes based on your final paper (see #6), given in class on either Tuesday, 26 April, or Thursday, 28 April.
- 6) A final essay, on a subject chosen in consultation with the instructor, of about 15 typed pages (4500 words), due at 5 p.m. on Saturday, 14 May.

The course will include some lectures to introduce topics, set readings in their historical context, and provide necessary general information. For the most part, however, it will consist of discussions. All students are expected to participate actively and in an informed manner. Final grades will be determined by the quality of both the written essays and class participation.

The history department has implemented the following policy on attendance: Students are required to attend all classes and fulfill on time all required work for the successful completion of the course. Unexcused absences and late submission of written work will result either in a lower grade or failure to pass the course.

Every student should buy the following paperbacks, available in the College bookstore:

Kathleen Du Val, *The Native Ground. Indians and Colonists in the Heart of the Continent*

Allan Greer, *Mohawk Saint. Catherine Tekakwitha and the Jesuits*

James H. Merrell, *The Indians' New World. Catawbas and Their Neighbors from European Contact through the Era of Removal*

Theda Perdue, *Cherokee Women* (also available as an e-book)

Much of the reading will be in electronic reserves, accessed through Blackboard on the web; please let me know if you do not know how to use Blackboard. A few readings will be in e-books, accessed through Tripod.

This course, like any other, is premised on mutual respect and honesty. Thus I expect that the work you submit is your own. Plagiarism will be severely penalized: any work containing plagiarized material will be granted the grade of no credit and may subject you to prosecution before the CJC. In order to clarify the issue of academic honesty, I will distribute copies of the History Department's guidelines. When in doubt, check with me.

### **SCHEDULE OF READINGS AND DISCUSSION**

Tu. 18 Jan. Introduction: Native American Histories

Th. 20 Jan. Before Encounter/Contact/Invasion

Reading:

Daniel K. Richter, *Facing East from Indian Country*, Prologue (e-book via Tripod)

Tu. 25 Jan. Encounters Cultural and Military

Reading (Blackboard):

James Merrell, "'The Customes of Our Countrey'. Indians and Colonists in Early America"

Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of Europeans"

Th. 27 Jan. Encounters Demographic

Reading (Blackboard):

John Daniels, "The Indian Population of North America in 1492"

Russell Thornton, "Aboriginal North American Population and Rates of Decline, ca. A.D. 1500-1900"

Tu. 1 Feb. Material Relations: Trade and Gifting

Reading (Blackboard):

George Colpitts, "'Animated like Us by Commercial Interests': Commercial Ethnology and Fur Trade Descriptions in New France, 1660-1760"

Christopher Miller and George Hammell, "A New Perspective on Indian-White Contact: Cultural Symbols and Colonial Trade"

Th. 3 Feb. Why Trade? And Why Not Trade?

Reading (Blackboard):

Bruce Trigger, "Early Native American Responses to European Contact: Romantic versus Rationalistic Interpretations"

Tu. 8 Feb. Native American Religions

Reading (Blackboard):

*The Jesuit Relations*, selections

Th. 10 Feb. (Mis)understanding Amerindian Religion

Reading (Blackboard):

David S. Lovejoy, "Satanizing the American Indian"

Tu. 15 Feb. Conversion: The European Stake and Stage

Reading:

Greer, *Mohawk Saint*, Preface, Chaps. 1-4

Th. 17 Feb. Conversion: The Sainted Native American

Reading:

Greer, *Mohawk Saint*, Chaps. 5-9

Tu. 22 Feb. Indians and Missionaries / Indians vs. Missionaries

Viewing:

"Black Robe" (streamed on Blackboard; also McCabe, General Reserve)

**Paper due at the beginning of class (see #3 above)**

Th. 24 Feb. Prophecy, Persistence, and Resistance

Reading (Blackboard):

"Neolin's Prophecies"

Alfred Cave, "The Delaware Prophet Neolin: A Reappraisal"

Tu. 1 Mar. Meanings of Slavery

Reading (Blackboard):

Juliana Barr, "From Captives to Slaves: Commodifying Indian Women in the Borderlands"

William A. Starna and Ralph Watkins, "Northern Iroquoian Slavery"

Th. 4 Mar. Functions of Slavery

Reading (Blackboard):

Claudio Saunt, "'The English has now a Mind to make Slaves of them all': Creeks, Seminoles, and the Problem of Slavery"

Brett Rushforth, "'A Little Flesh We Offer You': The Origins of Indian Slavery in New France"

## SPRING VACATION

Tu. 15 Mar. Structuring Native American Gender

Reading:

Perdue, *Cherokee Women*, Prologue, Introduction, chaps. 1-4

Th. 17 Mar. Changing Native American Gender

Reading (Blackboard):

Perdue, *Cherokee Women*, chaps. 5-7, Conclusion

Tu. 22 Mar. Gender and Transformation: Comparing Cherokee Experiences

Reading (Blackboard):

Kathryn Braund, "Guardians of Tradition and Handmaidens to Change: Women's Roles in Creek Economic and Social Life during the Eighteenth Century"

Margaret M Caffrey, "Complementary Power: Men and Women of the Lenni Lenape"

Th. 24 Mar. Sexualities

Reading (Blackboard):

Raymond E. Hauser, "The Berdache and the Illinois Indian Tribe during the Last Half of the Seventeenth Century"

Explorers' accounts of Illinois

Tu. 29 Mar. Amerindians and Europeans on Native Ground

Reading (Blackboard):

Du Val, *The Native Ground*, Introduction, chaps. 1-4

Th. 31 Mar. Contested Ground

Reading:

Du Val, *The Native Ground*, chaps. 5-8, Conclusion

Tu. 5 Apr. Other Grounds

Reading (Blackboard):

Robbie Etheridge, "Introduction: Mapping the Mississippian Shatter Zone"

Richard White, *The Middle Ground*, selections

Alan Taylor, *The divided ground*, selections

**Paper due at the beginning of class (see #4 above)**

Th. 7 Apr. Identity: Becoming an Amerindian

Reading (Blackboard):

Nancy Shoemaker, "How the Indians Became Red"

W. G. McLoughlin and W. H. Conser, Jr., "'The first man was red': Cherokee responses to the debate over Indian origins, 1760-1860"

Tu. 12 Apr. Identity: *Métis* and Indianness

Reading (Blackboard):

Kathleen DuVal, "Indian Intermarriage and Métissage in Colonial Louisiana"

Jacqueline Peterson, "Many roads to Red River: Métis genesis in the Great Lakes region"

Th. 14 Apr. Whose Identity?

Reading (Blackboard):

Timothy J. Shannon, "Dressing for Success on the Mohawk Frontier: Hendrick, William Johnson, and the Indian Fashion"

Tu. 19 Apr. Ethnogenesis

Reading:

Merrell, *The Indians' New World*, Preface, Prologue, chaps. 1-3

Th. 21 Apr. Ethnogenesis

Reading:

Merrell, *The Indians' New World*, chaps. 4-7, Epilogue

Tu. 26 Apr. Reports

Th. 28 Apr. Reports

**Sat. 14 May. FINAL PAPERS DUE at 5 p.m. See #6, above.**