Comparative History of the Indigenous Peoples of the Americas

History 590  Fall 08
Tuesday, 6:30-9:15 in F02-101A

Dr. Emily Berquist
F02-115
Office Hours: Tuesday 5-6 & Wednesday 2-3
and by appointment: eberquis@csulb.edu

Course Description: This is a graduate course that fulfills the departmental comparative history requirement through inviting students to explore the comparative history of the indigenous peoples of North and South America. It catalogs major themes in native history, and introduces important works in the field. Together we will consider such questions as: How are differing conceptions of the universe reflected in the way a group of people discusses their history? How have indigenous people lobbied for their social and economic rights in the contemporary Americas? How should historians represent cultures that had no indigenous written language? Can only Indians write the history of Indians? The course introduces different methodologies that historians employ (including archaeology, personal accounts, and anthropology) to create histories of indigenous groups.

Each student will lead discussion during one week of the semester. He or she will guide the class by posing questions and offering analyses that provide insight into the class material. Additionally, students will be responsible for writing 10 2-3 page response papers about the week’s readings. During any three weeks of the semester, students may use a “free pass” at their discretion, and during this week the student will not have to turn in a paper. The final assignment for this course is a historiographical essay on your choice of topic (details on this assignment t.b.a.)

Required Books:
Quetzalcoatl and the Irony of Empire: Myths and Prophecies in the Aztec Tradition, by David Carrasco
Ambivalent Conquests: Maya and Spaniard in Yucatán, 1517-1570, by Inga Clendinnen
The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization, by Daniel K. Richter
The Araucanians, or Notes of a Tour Among the Indian Tribes of Southern Chili, by Edmond Reuel Smith
The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geograficas, by Barbara Mundy
The Sovereignty and Goodness of God, by Mary Rowlandson
Ishi's Brain: In Search of America's Last “Wild” Indian, by Orin Starn
Almanac of the Dead, by Leslie Marmon Silko
Recovering the Sacred: The Power of Naming and Claiming, by Winona LaDuke

Course Packet: available at college store
Film: At Play in the Fields of the Lord, film (Hector Babenco, USA, 1991)

GRADING RUBRIC

20% final grade
Participation
As this is a seminar course, your participation in every class meeting is essential and required. In addition to arriving in class each day and on time, your participation grade is also based on your contributions to class discussion. Each student must contribute to each discussion at least once. Do not worry that your ideas will be criticized or held against you; our classroom is a supportive environment where we welcome all ideas, including challenges to our pre-existing notions. Attendance counts, cases will be dealt with as they arise. Everyone will be called on at least once in each class meeting.

10 Weekly Response Papers
Throughout the semester, you are responsible for 10 response papers to the week’s readings. These are 2 pages, double spaced, 12-point font. If your response papers go over two pages, I will not read the rest of the pages and whatever you write will not count towards your grade. Response papers are due at the beginning of each class meeting.

Late response papers will lose one entire letter grade each day they are late. This means that a paper that was due at the start of class at 12:30 on Monday but was turned in at 2 on Monday will lose one letter grade from what it would have earned originally. If turned in after 12:30 on Tuesday, it will lose two letter grades, so on and so forth. Remember it is always better to turn in a very late assignment and receive an “F” than it is to turn in nothing in at all and get zero points. If you do not attend class the day an assignment is due, please email your work to me.
Students may choose when during the semester to write their response papers. There are thirteen weeks of reading in the syllabus, and students must turn in a paper for ten of those weeks. Three of those weeks they may use their free passes. However, please be aware that choosing to use your free pass does not mean that you are exempted from doing the readings. If it seems that students are not doing the reading on the days they choose to use their free pass, this privilege will be revoked for the entire class. If students choose not to use a free pass, they will have their lowest response paper grade dropped. (You may choose to do this with all three of your free passes.)

**Leading Discussion** 10% final grade
Each week, a student or a group of students (depending on enrollment) will be responsible for leading seminar with an introductory 10-minute presentation. During this time, presenters will briefly summarize the authors' approach, argument, and evidence. They will also share their own questions about the work, so as to facilitate discussion.

**Final Historiography Paper** 30% final grade
More information on this will be given a few weeks after class begins. It will be due during the regularly scheduled final exam period for this course. *Note that you cannot pass this class without turning in the final paper.*

**Note on final grading:** Grading on beachboard is done on a 1000 point scale to make for easier calculations. That means if your final grade on beachboard says 878, you have an 87.8. On beachboard grades, anything at a .5 or above will be rounded up for final calculations; i.e. an 87.8 will become an 88, but an 87.4 will remain an 87.

**********

**READINGS & CLASS SCHEDULE**

**Tuesday, September 2:** Welcome & Course Introduction

**Tuesday, September 9:** Do Indians Need A Special History?
(All readings in course packet)
“The Ethnohistory of Early America,” by James Axtell
“Some Thoughts on Colonial Historians and American Indians,” by James Merrell
“American Indian History or Non-Indian Perceptions of American Indian History,” by Angela Cavendar Wilson
“American Indian Studies is for Everyone,” by Duane Champagne

**Tuesday, September 16:** The Pre-Hispanic Aztec
*Quetzalcoatl and the Irony of Empire: Myths and Prophecies in the Aztec Tradition,* by David Carrasco

**Tuesday, September 23:** Indian Encounters: Maya and Spanish
*Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570,* by Inga Clendinnen

**Tuesday, September 30:** Indian Encounters: The Iroquois League and Europeans in New France
*The Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization,* by Daniel K. Richter

**Tuesday, October 7:** Travel Narratives: Observing Indians in the Americas
*The Araucanians, or Notes of a Tour Among the Indian Tribes of Southern Chili [sic],* by Edmond Reuel Smith
“Reinventing America II,” by Mary Louise Pratt (course packet)

**Tuesday, October 14:** Indians Observing Post-Contact Societies
*The Mapping of New Spain: Indigenous Cartography and the Maps of the Relaciones Geograficas,* by Barbara E. Mundy

**Tuesday October 21:** Going Native? Captives in the Americas
*The Sovereignty and Goodness of God,* by Mary Rowlandson
Excerpts from *Yanoãma: The Story of Helena Valero, a Girl Kidnapped by Amazonian Indians,* by Ettore Biocca (course packet)
“Introduction,” to *Held Captive by Indians,* by Richard VanDerBeets (course packet)

**Tuesday, October 28:** The End of the Indians
*Ishi’s Brain: The Race to Save America’s Last Wild Indian,* by Orin Starn
Tuesday, November 4: Indians and the Land
(all readings in course packet)
“The Problem of the Indian” by Jose Mariategui
“1952 and All That: The Bolivian Revolution in Comparative Perspective,” by Merilee S. Grindle
“The National Revolution and Its Legacy,” Juan Antonio Morales
“Social Change in Bolivia Since 1952,” Herbert S. Klein
Transcript from “Democracy Now” Interview with Bolivian President Evo Morales, September 22, 2006

Tuesday, November 11: Veteran’s Day – No Class
It is highly suggested you begin reading Almanac of the Dead now, it is an extremely long book.

Tuesday, November 18: Indigenous Literatures
Almanac of the Dead, by Leslie Marmon Silko

Tuesday, November 25: The Napoleon Chagnon Controversy
(all readings in course packet)
“The Fierce Anthropologist,” by Patrick Tierney
“Life Among the Anthros,” by Clifford Geertz

Tuesday, December 2: The Politics of Indigenous History
Recovering the Sacred: The Power of Naming and Claiming, by Winona LaDuke

Tuesday, December 9: Saving the Indians
Film: At Play in the Fields of the Lord
* you are to watch the film on your own

Final Historiography Papers Due During Regularly Scheduled Exam Period

**********

UPON COMPLETION OF THIS COURSE, STUDENTS WILL MEET THE FOLLOWING OBJECTIVES:

Course Objectives
students will understand historiographical debates and Identify changing trends
students will understand how historians execute research using secondary sources
students will practice and master analytical skills
students will practice and master mechanical skills appropriate for historians
students will practice communicating analytical material in a seminar environment

Assessment Outcomes
weekly response papers, discussions, final historiographical essay
final historiographical paper
weekly response papers, final essay
weekly response papers, final essay
discussions, leading discussions

GRADING & FORMATTING GUIDELINES

Your work will be graded on a clear articulation of a thesis, effective use of evidence to support your thesis, analytical critique of the materials, and the development and organization (including writing clarity and cohesiveness) of the essays. Your oral presentations must be clear, concise, and engaging of the course topic and your colleagues.

I do not negotiate for grades with students under any circumstances. I will not hear any grade appeals for assignments or final grades of a “B” or better (except in case of blatant professor error.)
Throughout the semester, I will post your assignment grades on beachboard. You are encouraged to regularly check this site to be sure that everything is in order.

This course is a graduate seminar. The written work you submit should be of the highest quality. All essays should be free of grammatical, spelling, typographical, and form errors. All written work should be typed, double-spaced, with 12-point font size. Fonts such as Times and Times Roman are acceptable. Be sure to have 1” margins. Paginate your essay and staple the papers together. Your papers should have a title, an introduction, a thesis, supporting paragraphs, and a conclusion. Writing style and skill is a significant portion of your grade. I will expect to see improvement from everyone throughout the semester.

CITATION
Throughout the course, in every piece of written work, students must follow the official Chicago Manual of Style format of footnotes and bibliographic citations. Any written work not conforming to this standard will be downgraded ½ letter grade from what it would have earned originally. This policy is non-negotiable.

If you wish to purchase a book outlining how this style works, I suggest:
This condensed stylebook uses Chicago Manual of Style Format.

There are also various websites that condense the information in the Chicago Manual of Style, like
http://www.chicagomanualofstyle.org/tools_citationguide.html

*******

COURSE RULES & REGULATIONS

Absences for Student Athletes or Others Involved in Special University or Work Activities Policy: If you are going to miss a class because of a sporting event, work training session, performance, or the like, you must present the professor with an official letter from your supervisor on university or business letterhead two weeks in advance. Failure to do so will jeopardize your attendance and participation grade.

Attendance Policy: You will see in the first pages of your syllabus that attendance is an important part of your participation grade. Unexplained absences are highly discouraged and will be dealt with as they arise. The university defined explained absences as follows:

- Illness or injury to the student
- Death, injury, or serious illness of an immediate family member or the like
- Religious reasons (California Education Code section 89320)
- Jury duty or government obligation
- University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

*Faculty members are not obligated to consider other absences as excused.*

Contacting the Professor Policy: If you email me, please do not just say “hey” or ask me a question. It is most polite to begin an email saying “Dear Dr. Berquist.” This is something that all of your professors will appreciate. I generally will respond to your emails within 24 hours. Do not email me more than once regarding the same matter within 24 hours. Occasionally I may be out of town or off email contact over the weekend, so you may find response times longer during non-working days. Although you may technically call my office phone, I might not be in and I generally prefer email contact. I ask that you not stop by my office without an appointment unless it is during office hours. (See office hours policy.)

Cheating and Plagiarism Policy: Neither is permitted in my class under any circumstances. This includes copying from other students, past students, friends & family members, or the Internet. I know how to check for plagiarized work and how to recognize work that does not belong to the student, so do not try it! University policy allows the professor to determine the consequences of cheating. IN MY COURSES, STUDENTS CAUGHT CHEATING AUTOMATICALLY EARN AN F FOR THEIR TOTAL FINAL GRADE IN THE COURSE. The University has an extensive policy on the subject, you may find it at:
Grading Policy: Each course has different percentages for grading which you will see on the first pages of your syllabus. However, to give you a general idea of grading:

A – exemplary performance. Student completed all assignments on time, neatly, and put careful thought and analysis into all aspects. Well written and shows good evidence of critical thinking and mastery of historical methods. Outstanding above other work in the class.

B – good performance. Student completed all assignments on time, neatly, and showed thought and analysis. Well written and shows some critical thinking, familiarity with historical methods. Above average work in the class.

C – average performance. Student completed most assignments, some not on time, not always neatly. Shows only minimal mastery of course materials and no real critical analysis.

D – below average, barely satisfactory. Student missing some assignments, or they were very late. Lack of thought and analysis, lack of understanding of historical methods.

F – unacceptable.

Grade Complaint Policy: Students are encouraged to check their grades on beachboard regularly, as well as to keep all assignments for the course. If it so happens that I fail to record a grade or record a grade differently than what I wrote on your assignment, please inform me of the matter as soon as possible and present me with the written proof so that I may change your grade.

While I do resolve errors in recording grades as quickly as possible, as a general rule, I do not negotiate for grades with students who received an “A” or a “B” on any assignment or in the course itself.

Laptop Policy: Except for special needs students with official permission, laptops may not be used to take class notes.

Late Assignment Policy: For every 24 hours an assignment is late, the assignment goes down one letter grade from what it would have originally earned. IE if an assignment was due Monday at 9 and you turn it in any time after that until Tuesday at 9, it loses one letter grade. This policy is non-negotiable. Late assignments are to be emailed to me so I can be sure of when they were received.

Office Hours Policy: I have two regularly scheduled office hours per week, which are posted on the front page of your syllabus. I will also meet with students for pre-arranged meetings – contact me over email.

Special Needs/Disabled Students Policy: I want to help you and accommodate you with physical and/or learning special needs. In order to facilitate this process, it is best to let me know of what you need by the end of the third class meeting so I have ample time to arrange for everything. You do not need to contact me in person in front of the entire class, if you feel uncomfortable with this you can email me or come to my office hours.

Withdrawal Policy:
1. Withdrawal during the first two weeks of instruction:
   Students may withdraw during this period and the course will not appear on their permanent records. To do this a student must file a Complete Withdrawal Application to drop all classes or a Change of Program Form for a specific class or classes.

2. Withdrawal after the second week of instruction and prior to the final three weeks of instruction:
   Withdrawals during this period are permissible only for serious and compelling reasons. The procedure for withdrawal during this period is the same as in item 1, except that the approval signatures of the instructor and department chairperson are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file in the Admissions and Records Office.

3. Withdrawal during the final three weeks of instruction:
   Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available in the Office of Admissions.
and Records. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor, department chairperson and dean of the school. Copies of such approvals are kept on file in the Office of Admissions and Records.

There is a separate withdrawal policy for approved medical or psychological reasons.