

History 3P35: North America's First Nations

Instructor: Brian de Ruiter

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Office hours: Thursday 12:00-2:00 or by appointment in GL 246.

The goal of this course is to chart and examine Native American history through three different phases: the Pre-Columbian period, the colonial period and the period of nationhood in the United States and Canada. This course cannot obviously focus on every Native tribe in North America, but it will closely examine the Hopi, Navajo, Iroquois, Huron and Cherokee tribes.

Objectives of the Course:

- A) To examine the spiritual beliefs of selective Native American tribes.
- B) To see how colonialism either disrupted or created a sense of continuity in Native American economics, politics and spirituality.
- C) To examine current issues of Native American politics.
- D) To examine concepts of Pan-Tribalism and assess their success.

Distribution of marks

Seminar participation:	20%
Seminar Leadership:	10%
Weekly Reaction Papers:	10%
Essay Proposal:	5%
Essay:	25%
Exam:	30%

Students must fulfill all assignments for the course. Failure to fulfill the criteria will result in a failing grade.

Seminar Participation:

Students are expected to vocally participate in seminars on a weekly basis. Participation may include making a comment on the readings or asking a question related to the weekly readings. Failure to participate in seminar will result in a poor grade and possibly a failure for seminar participation.

Seminar Leadership:

All students will be required to facilitate a discussion based on the weekly seminar readings. The facilitators are to ask questions related to the seminar readings. If a facilitator chooses to summarize the readings for the seminar group or use a power point presentation, they are advised to be brief. The purpose of seminars is to facilitate discussion ***and to get everyone to participate.***

Reaction Paper:

The weekly reaction papers will be assigned a pass/fail grade and are due at the ***beginning*** of seminar. A passing grade for each reaction paper will result in 1% of a student's grade. The reaction paper ***must*** point out the thesis of weekly readings and ***must*** be one page in length. Failure to hand in a paper at the start of seminar will result in a failing grade for the week.

Essay Proposal: Due Monday, October 19.

The purpose of the essay proposal is to get students to contemplate and begin researching their essays. Students may choose to write on any topic they wish as long as it pertains to North American Native Americans. The essay proposal should contain a working thesis and a bibliography of 4 books or articles, 1 monograph and at least 1 primary source that was not examined in seminar. Consultation with the instructor is recommended.

Essay: Due Monday, November 23.

The essay is to be based on the essay proposal that students submitted. The recommended length for this essay is 9-10 pages, and must be completed with footnotes or endnotes in Chicago style format. This essay should incorporate primary sources into its argument.

Students should be familiar with Brock University's policies on student misconduct and plagiarism before starting any assignment for this course.

Late Penalty:

Essays will be deducted 10% for the first day that they are late, and an additional 2% per day deduction for subsequent days.

Lecture and Seminar Schedule

Week 1: September 16

Lecture

A) Introductory Lecture

Seminar: No seminars will be held for this week

Week 2: September 23

Lectures

A) Native American Origins

B) Native American spirituality

Seminar: Questioning the Validity of Oral History (Do not hand in a reaction paper for this seminar)

Green, Anna; Troup, Kathleen. *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*. New York: New York University Press, 2000; 285-296. (Reserve)

Thomas, David Hurst. *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. New York: Basic Books, 2000; 239-253. (Reserve)

Week 3: September 30

Lectures

A) Native American society before Europeans: Eastern North America

B) Native American society before Europeans: The North American Southwest

Seminar: Charting the Origins of Native Americans

Feder, Kenneth. *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology*. Toronto: Mayfield Publishing, 1999; 79-97. (Reserve)

Deloria, Vine Jr. *Red Earth White Lies: Native Americans and the Myth of Scientific Fact*. Golden, Colorado: Fulcrum, 1997; 67-91. (Reserve)

Thomas, David Hurst. *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. New York: Basic Books, 2000; 157-174. (Reserve)

Week 4: October 7

Lectures

- A) The Arrival of Europeans
- B) The Effect of New England on the Powhatan Confederacy

Seminar: Deciphering Hopewell and Mississippian Cultures

Fagan, Brian. *People of the Earth*. New York: University of California, 1998; 346-351. (Reserve) ***This is a good introductory article to begin with for Mississippian Culture.***

Pauketat, Timothy. "The Forgotten History of the Mississippians" in Timothy Pauketat; Diana DiPaolo Loren (eds.) *North American Archaeology*. Oxford: Blackwell, 2005; 187-211. (Reserve)

Romain, William. *Mysteries of the Hopewell: Astronomers, Geometers, and Magicians of the Eastern Woodlands*. Akron: University of Akron Press, 2000; 201-226. (Reserve)

Week 5: October 14

Lectures

- A) The Effect of New France on the Iroquois and Huron
- B) Building the Spanish Empire in the American Southwest

Seminar: The Mystery of Pocahontas

Allen, Paula Gunn. *Pocahontas: Medicine Woman, Spy, Entrepreneur, Diplomat*. New York: Harper, 2004; 24-67; 75-81. (Reserve)

Townsend, Camilla. *Pocahontas and the Powhatan Dilemma*. New York: Hill and Wang, 2005; 44-65. (Reserve)

Week 6: October 21

Lectures

- A) The Effect of the French-Indian War on Native Americans
- B) The Effect of the American Revolution and the War of 1812 on Native Americans

Seminar: The French and their Empire

Greer, Alan. *Mohawk Saint: Catherine Tekakwitha and the Jesuits*. New York: Oxford University Press, 2006; 89-110. (Reserve)

Greer, Alan (ed.). *The Jesuit Relations: Natives and Missionaries in Seventeenth-Century North America*. New York: Bedford/St. Martin's, 2000; 171-185. (Reserve)

Koppedray, K.I. "The Making of the First Iroquois Virgin: Early Jesuit Biographies of the Blessed Kateri Tekakwitha" *Ethnohistory* 40: 2 (Spring 1993); 277-306. **On JSTOR.**

Week 7: October 28

Lectures

- A) Trail of Tears
- B) American Westward Expansion

Seminar: Pan-Tribalism and the War of 1812

Sugden, John. *Tecumseh: A Life*. New York: Henry Holt & Co., 1997; 203-214. (Reserve)

Edmunds, R. David. "Tecumseh, The Shawnee Prophet, and American History: A Reassessment" *The Western Historical Quarterly* 14: 3 (July 1983); 261-276. **On JSTOR.**

Edmunds, R. David. *Tecumseh and the Quest for Indian Leadership*. New York: Pearson Longman, 2007; 147-171. (Reserve)

Week 8: November 4

Lectures

- A) Westward Expansion in British North America
- B) Native American Witchcraft

Seminar: The Trail of Tears

Thornton, Russell. "Cherokee Population Losses during the Trail of Tears: A New Perspective and a New Estimate" *Ethnohistory* 31:4 (Autumn, 1984); 289-300. **On JSTOR.**

Young, Mary. "The Exercise of Sovereignty in Cherokee Georgia" *Journal of the Early Republic* 10:1 (Spring 1990); 43-63. **On JSTOR.**

Cherokee Primary Document Collection. (Reserve) **A write up is not necessary for this collection of documents.**

Week 9: November 11

Lectures

- A) Dislocation and the Reserve System
- B) Canadian and American Assimilation policies

Seminar: The Ghost Dance

Smoak, Gregory. *Ghost Dances and Identity: Prophetic Religion and American Indian Ethnogenesis in the Nineteenth Century*. Berkeley: University of California Press, 2006; 152-154; 165-190. (Reserve)

Kracht, Benjamin, "The Kiowa Ghost Dance, 1894-1916: An Unheralded Revitalization Movement" *Ethnohistory* 39: 4 (Autumn, 1992); 452-477. **On JSTOR**

McLoughlin, William. "Ghost Dance Movements: Some Thoughts on Definition Based on Cherokee History" *Ethnohistory* 37: 1 (Winter, 1990); 25-44. **On JSTOR.**

Week 10: November 18

Lectures

- A) The Inuit Experience
- B) The White and Red Papers in Canada

Seminar: The Residential School Experience

Child, Brenda. "Indian Education, American Education" in *Native Universe: Voices of Indian America* Gerald McMaster and Clifford Trafzer (eds.). Washington D.C.: National Museum of the American Indian, 2004; 161-173. (Reserve)

McKegney, Sam. *Magic Weapons: Aboriginal Writers Remaking Community after Residential School*. Winnipeg: University of Manitoba Press, 2007; 31-57. (Reserve)

A Lost Heritage: Canada's Residential Schools: Watch television clips 1-12.

<http://archives.cbc.ca/society/education/topics/692/>

Week 11: November 25

Lectures

- A) Native American Activism
- B) Native American economics and politics in the 1990s.

Seminar: Native American Activism in the post-WWII Era

Venables, Robert. *American Indian History: Five Centuries of Conflict Volume 2 Confrontation, Adaptation & Assimilation, 1942-Present*. Santa Fe: Clear Light Publishers, 2004; 321-344. (Reserve)

Johnson, Troy, "The Roots of Contemporary Native American Activism" in Albert Hurtado and Peter Iverson (eds.) *Major Problems in American Indian History* 2nd edition. New York: Houghton Mifflin, 2001; 472-484. (Reserve)

Activism Primary Document Collection. (Reserve) **A write up is not necessary for this collection of documents.**

Week 12: December 2

Lectures

- A) Native Americans and questions of genocide
- B) Examination Review

Seminar: Questions of Tribal Sovereignty

Bordewich, Fergus. *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*. New York: Anchor Books, 1997; 93-128. (Reserve)

Bruyneel, Kevin. *The Third Space of Sovereignty: The Postcolonial Politics of U.S.-Indigenous Relations*. Minneapolis: University of Minnesota Press, 2007; 171-205. (Reserve)