

*From Contact to Mascots:
Topics in Native American History*
History 201: Section 004
Berkey Hall, 210 B
Monday and Wednesday, 12:40 PM to 2:00PM

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Course Overview:

No single quote has quite captured the intrigues and difficulties inherent to the study of history as the opening line of L.P. Hartley's novel *The Go-Between*, which begins: "The past is a foreign country: they do things differently there." And as travel to distant locales is exhilarating and new, it also challenges our everyday perceptions of what is considered to be normal and common. Likewise, the modern study of Native American history challenges scholars and the public alike to question and re-examine the traditional assumptions, harmful stereotypes, and fraudulent beliefs concerning a people whose history from 1492 to the very present has been defined by the control, dominance, and violence of colonialism. Over the last 30 years, historians have begun to establish to an impressive degree the *centrality* and *importance* of the Native American experience within the larger developments and processes of North American history. Through careful contemplation and examination of historical documents and scholarly sources, we will uncover and explore several important themes (such as race, gender, and identity) and problems (scarcity of sources, bias, and silences) that historians routinely encounter, explore, and debate as they engage in the practice of history.

Required Readings:

1. Peter C. Mancall, James H. Merrell, ed., *American Encounters: Natives and Newcomers from European Contact to Indian Removal, 1500 – 1850*. New York: Routledge, 2006.
2. James Axtell, ed., *The Indian Peoples of Eastern America: A Documentary History of the Sexes*. New York: Oxford University Press, 1981.
3. Camilia Townsend, *Pocahontas and the Powhatan Dilemma*. New York: Hill and Wang, 2004.
4. Ella Carla Deloria, *Waterlily*. Lincoln: University of Nebraska Press, 1990.
5. Philip J. Deloria, *Playing Indian*. New Haven: Yale University Press, 1998.

Course Requirements:

This course is designed to explore the various ways in which historians understand, research, and write history. As such, students will learn to engage historiographical issues, conduct proper historical research, and produce an original research paper on a topic in Native American history.

The research paper, due at the end of the semester, is 50% of the grade, and will require constant thought and engagement throughout the semester. Another 40% of the grade is comprised through the writing of two book reviews in which the student will summarize the book's central argument, its content, and its value to the field. Finally, for the remaining 10% of the grade, each student will deliver at the end of the semester a 15-minute conference style presentation to the class on his or her research paper.

Attendance:

Attendance will be kept every class period. Students will be allowed 1 unexcused absence for the entire semester. Each and every unexcused absence after the first one will drop the student's overall grade by .5.

Class Room Behavior:

All learning must take place in a conducive and stimulating environment, and to that end we all must follow these several expectations:

- 1) We are here to learn, and to do so; we will engage the ideas, topics, and events that arise in the course in a serious and scholarly manner. I will manage the course, and lead discussion in an orderly fashion, but together we will interrogate our sources, our texts, each other, and ourselves in order to come to a deeper understanding of the practice of history. Therefore, it is imperative that we come to class prepared, with the materials read, and have questions and thoughts in mind.
- 2) We will be dealing with ideas, topics, and events that can be quite controversial, and cause passionate debate. And while reasonable people can and will disagree from time-to-time, nothing is ever served or accomplished through sarcasm, invective, and condescension. We will treat each other with respect in every possible manner.
- 3) The use of cell phones, pagers, or other electronic devices are forbidden in class, except in an emergency. They must be turned off, or put on silent, before class begins.
- 4) The use of a personal computer is welcome, however, it must only be used to take notes, or record discussion. If a student is found aimlessly surfing the Internet, browsing Facebook, or watching videos on Youtube, they will be asked to leave, and miss the remainder of class.
- 5) Sleeping, reading newspapers or working on another course's homework, or any other similar activity must stop before class begins. If a student fails to comply, they will be asked to leave, and miss the remainder of class.
- 6) Do not cite, or quote, or use wikipedia.com in any of the papers for this class.

Plagiarism and Academic Integrity:

General Student Regulation 1.00 states that "no student shall claim or submit the academic work of another as one's own." Students must do the work they are assigned: stealing the ideas or work of others, buying a paper off the Internet, or paying someone to write a paper are serious breaches of academic honesty that harms everybody involved, including the University and the students who actually earned their grades. If a student is caught committing academic fraud in this course, he or she will receive an overall failing grade without reservation. Moreover,

depending on the severity or the extent of the fraud, I will report the case to the head of the history department, and to the student's academic dean, and they will refer the case to a college-level hearing board, which may pursue further punishment. Plagiarism will not be tolerated and no excuse can ever justify it.

Additional information on plagiarism can be found here:
<http://www.msu.edu/unit/ombud/plagiarism.html>

Grading:

Each assignment will receive a grade on a 0.0 - 4.0 scale.

Example: If you received a 2.5 on your first book review, a 3.5 on your second book review, a 3.0 on your final paper, and a 4.0 on your presentation, you can figure out your grade in the following way - -

$$(2.5 * .2) + (3.5 * .2) + (3.0 * .5) + (4.0 * .1) = 3.1, \text{ or } 3.0 \text{ overall.}$$

Late Policy: Late papers will be dropped by .5 for each day late, weekend days included. You cannot hand in a paper more than a week late.

Course Calendar:

ALL ASSIGNMENTS/READINGS MUST BE COMPLETED BEFORE THE CLASS PERIOD IN WHICH THEY ARE ASSIGNED.

WEEK 1

Monday, August 25, 2008

Introduction.

Tuesday, August 27, 2008

- 1) Neal Salisbury "The Indians' Old World: Native Americans and the Coming of Europeans" in *American Encounters*, pg. 3 – 25.

WEEK 2

Monday, September 1, 2008

No class (Holiday)

Wednesday, September 3, 2008

- 1) Alfred Crosby's "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon" in *American Encounters*, pg. 54 – 67.
- 2) James H. Merrell's "The Indians' New World: The Catawba Experience" in *American Encounters*, pg. 27 – 50.

WEEK 3

Monday, September 8, 2008

In class: Disney's *Pocahontas* (1995), dir. Mike Gabriel, Eric Goldberg. (81 minutes)

Wednesday, September 10, 2008

1) Camilla Townsend's *Pocahontas and the Powhatan Dilemma*.

BOOK REVIEW OF TOWNSEND DUE IN CLASS.

WEEK 4

Monday, September 15, 2008

1) Rayna Green's "The Pocahontas Perplex: The Image of the Indian Women in American Culture." (To be distributed in class)

In class: Discussion of the research paper: topics, interests, and expectations.

Wednesday, September 17, 2008

1) Section Three: "Love and Marriage" from James Axtell's *The Indian Peoples of Eastern America*, pg. 71 – 102.

Selections from *Black Robe* (1991), dir. Bruce Beresford. (101 minutes)

WEEK 5

Monday, September 22, 2008

1) Section Six: "Heaven and Earth" from James Axtell's *The Indian Peoples of Eastern America*, 171 – 198.

SINGLE PARAGRAPH DESCRIPTION OF RESEARCH PAPER DUE IN CLASS.

Wednesday, September 24, 2008

1) Susan Sleeper-Smith's "Women, Kin, and Catholicism." (To be distributed in class)

2) Nancy Shoemaker's "Kateri Tekakwitha's Tortuous Path to Sainthood." (To be distributed in class)

WEEK 6

Monday, September 29, 2008

Selections from *Last of the Mohicans* (1992), dir. Michael Mann. (112 minutes)

Wednesday, October 1, 2008

1) James Axtell's "The White Indians of Colonial America" in *American Encounters*, pg. 324 – 350.

2) Timothy J. Shannon's "Dressing for Success on the Mohawk Frontier: Hendrick, William Johnson, and the Indian Fashion" in *American Encounters*, pg. 351 – 376.

WEEK 7

Monday, October 6, 2008

- 1) Section Two: "Coming of Age" from James Axtell's *The Indian Peoples of Eastern America*, pg. 31 - 69
- 2) Chapters One and Two from *The Narrative of John Tanner*. (To be distributed in class)

Wednesday, October 8, 2008

- 1) Section Four: "Working" from James Axtell's *The Indian Peoples of Eastern America*, pg. 103 - 138

In class: Research paper workshop: Questions, Problems, Difficulties, and Strategies.

**BIBLIOGRAPHY OF SECONDARY AND PRIMARY SOURCES
DUE IN CLASS.**

WEEK 8

Monday, October 13, 2008

- 1) Pekka Hämäläinen's "The Rise and Fall of Plains Indians Horse Culture." (To be distributed in class)

Wednesday, October 15, 2008

- 1) Ella Carla Delora's *Waterlily*.

BOOK REVIEW OF WATERLILY DUE IN CLASS.

WEEK 9

Monday, October 20, 2008

In class: *The Spirit of Annie Mae* (2002), dir. Catherine Ann Martin. (73 minutes)

Wednesday, October 22, 2008

- 1) Devon A. Mihesuah's "Anna Mae Pictou-Aquash: An American Activist." (To be distributed in class)

WEEK 10

Monday, October 27, 2008

In class: *In Whose Honor?* (1997), dir. Jay Rosenstein. (47 minutes)

Wednesday, October 29, 2008

- 1) Introduction, as well as chapters one, two, and three of Philip Deloria's *Playing Indian*.

WEEK 11

Monday, November 3, 2008

- 1) Remainder of Philip Deloria's *Playing Indian*.
Meeting with instructor to discuss your research project.

Wednesday, November 5, 2008

Meeting with instructor to discuss your research project.

WEEK 12

Monday, November 10, 2008

Meeting with instructor to discuss your research project.

Wednesday, November 12, 2008

No class. So work on your paper.

WEEK 13

Monday, November 17, 2008

Sign up for class presentations for the following weeks.

ROUGH DRAFT OF PAPER DUE IN CLASS

Wednesday, November 19, 2008

Class Presentations

WEEK 14

Monday, November 24, 2008

Class Presentations

Wednesday, November 26, 2008

Class Presentations

WEEK 15

Monday, December 1, 2008

Class Presentations

Wednesday, December 3, 2008

Class Presentations

FINAL RESEARCH PAPER DUE IN CLASS