

Through Native Eyes: Native American History, 1491-1865

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Course Times and Location: M and W, 1:00-2:20 p.m., HSSC N2118
Office Hours: M, W 2:30-4 pm

PURPOSE

This course offers a social, environmental, political, and cultural history of early America from the perspectives of Native Americans. From the point of view of Native Americans, we will examine many familiar topics, like European exploration of North America, the founding of European colonies, warfare among European powers, the American Revolution, slavery, and the Civil War.

FORMAT:

Class meetings will focus on discussions of the assigned reading. The success of the course and your individual grade depends heavily on your class participation. It is essential that you attend every class prepared to discuss the assigned reading.

STUDENT RESPONSIBILITIES:

1. Read, watch, and/or listen to assigned material each week and *think about the material* before each live discussion.
2. Communicate with Prof. Al about any concerns immediately.
3. Read your email daily to keep up with the latest news about the course, including last minute instructions or class session details.
4. Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, do NOT be afraid to ask for them. Prof. Lacson expects you to ask for help, and he is happy to provide it.
5. Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on academic honesty here: [http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)
6. Follow University of Chicago (17th Edition) style citations in footnotes or endnotes for all assignments in this course, unless the assignment directs you explicitly to do something else. You may consult the *Chicago Manual of Style* online through the Grinnell College Library catalog here (you will need to log into the Library through its proxy server): <https://www-chicagomanualofstyle-org.grinnell.idm.oclc.org/book/ed17/frontmatter/toc.html>

ACCOMMODATIONS:

If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. If you have any questions about accommodations, please contact Stacy Turley at turleyst@grinnell.edu, 641-269-3089.

ASSIGNMENTS:

Weekly Short Assignments: Every Wednesday, you will submit a one paragraph assignment connected to the week's assigned material. This must be submitted via PioneerWeb by 10 a.m. You must also submit a cover letter for the same assignment by 11:59 p.m. that same Wednesday.

Class Participation: The success of our class sessions depends heavily on your ability to read *and think about* the class material before each class session. I know that it can be difficult to speak up in class, but I encourage you to try—even if you are only sharing half-baked thoughts. In fact, I welcome quarter-baked thoughts. The goal of our class discussions is not to demonstrate how smart and insightful we are. The goal is to gain a better understanding of the questions at hand. This means that we are exploring together. Our exploration is enhanced when we are willing to respond honestly to one another. VERY IMPORTANT: while I encourage quarter-baked thoughts, I want us to root our comments in the assigned reading. It is very difficult for the rest of the class to respond to your thoughts if they are not based on shared texts.

Midterm Exam: This will take place in class. It will be a combination of short answers and one longer essay.

Research Paper: 7-8 page research paper on the topic of your choice. While the specific focus of your paper—i.e., time, place, people, issue—is up to you, the paper should connect to a question raised by the course material.

GRADING:

Weekly short assignments:	30%
Cover letters for short assignments:	20%
Class participation	10%
Midterm Exam	10%
Research Paper	30%

REQUIRED BOOKS

- (1) Michael Witgen, *Seeing Red*
- (2) Tiya Miles, *Ties That Bind*

SCHEDULE OF MEETINGS AND ASSIGNMENTS

Mon., Aug. 29

Reading:

1. Frederick Jackson Turner, "The Significance of the Frontier in American History" (Documents)

Be prepared to discuss the following questions in class:

1. According to Turner, what was the significance of the frontier in American history?
2. Native peoples are not completely ignored by Turner. How does he represent them? To develop a response to this question, it would be helpful to identify every instance in which he mentions Indigenous people.

3. How does Turner's representation of Native people support his overall thesis for the essay? To answer this question, you will need to be able to communicate the essay's thesis. It would be helpful to identify key passages that illuminate his main argument (his thesis).

Wed., Aug. 31

Reading:

1. Colin G. Calloway, Preface and Introduction, in *The World Turned Upside Down: Indian Voices from Early America* (Documents)

Short Writing Assignment: Submit via PWeb prior to class one paragraph (double-spaced) in which you explain a major difference in Calloway's representation of Native peoples compared to Turner.

Friday, Sept. 2

Reading:

1. Calloway, *The World Turned Upside Down*, pages 20-42.

Be prepared to address the following question: Based on these accounts, what can we, as historians, know about the lives of Indigenous peoples in North America prior to the arrival of Europeans? For instance, we can know that they viewed the arrival of Europeans through their own cultural lenses. It is very difficult to know with precision the details their perspectives, but it is clear that they understood Europeans through their own world view. This seems obvious, however, scholars have not always recognized this reality. For instance, some scholars have viewed Indigenous peoples as lacking religion because they were not Christian.

Monday, Sept. 5

1. Watch documentary, "First Contact." Here's the link from Burling Library:
https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_INST/1g018f9/alma991011090401804641

The link should work. If it doesn't, simply do a title search for "First Contact" in our Burling Library catalog and you will find the link.

2. Does the documentary help you better understand any of the documents on pages 20-42 in Calloway's *The World Turned Upside Down*? Be prepared to discuss which sections from the documents the documentary, "First Contact," helped you understand.
3. As Calloway points out in the first sentence of *The World Turned Upside Down*, North America's Indigenous peoples "were members of oral cultures." (p. v) In "First Contact," you got to see an oral culture at work. Based on the documentary, what are the characteristics of an oral culture that distinguishes it from a culture based on the written word?

Vanished

Fri., Sept. 9:

Read:

1. Jean O'Brien, "'Vanishing' Indians in Nineteenth-Century New England: Local Historians Erasure of Still-Present Indian Peoples," in *New Perspectives in Native North America*, edited by Sergei A. Kan and Pauline T. Strong. (Documents)

Submit one double-spaced paragraph in which you address the following question: based on your reading and analysis of O'Brien, why do we know so little about the history of Indigenous peoples?

Mon., Sept. 12:

Read:

1. William Apess, "Son of the Forest." (DOCUMENTS)

Class Prep: We have read about how Indigenous peoples have been represented in history. In Frederick Jackson Turner and Colin Calloway, we have read the work of non-Native scholars. In Jean O'Brien (White Earth Ojibwe), we have read the scholarship of an Indigenous scholar at the University of Minnesota. William Apess represents the writing of an Indigenous man who lived during the early nineteenth century, a period when local historians throughout the relatively young country of the United States were writing Native peoples out of existence through their local histories. In your view, what are some of the most important points about the experiences of Native peoples that Apess seeks to write into history through his brief autobiography?

Wed., Sept. 14

No reading. We will discuss the below assignment.

Assignment:

1. Find Leonard Fletcher Parker's *History of Poweshiek County Iowa*. An digital version is available through Burling.
2. Based on your research in Parker's *History of Poweshiek County*, write a paragraph in which you communicate how O'Brien would explain the cultural purpose of naming our county after a Meskwaki leader name Poweshiek.

Mon., Sept. 19

Required to Watch: https://youtu.be/qBzxyF3P_B4

Optional Read:

1. Julianna Barr, "Geographies of Power: Mapping Indian "Borders" in the Borderlands of the Early Southwest," *The William and Mary Quarterly* 68, No. 1 (2001), 5-46. (JSTOR)

Wed., Sept. 21

Read: Daniel Richter, Ch. 2, "Confronting a Material New World," in *Facing East*. (Digital copy available through Burling Library.)

Fri., Sept. 23

No class

Mon., Sept. 26

Watch the first episode ("After the Mayflower") of the documentary *We Shall Remain*. You can find the documentary through Burling's digital catalog using the key words "We Shall Remain."

Read: Anderson, Virginia DeJohn. "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England." *The William and Mary Quarterly* 51, no. 4 (1994): 601-624. (JSTOR)

Wed., Sept. 28

Read: DeLucia, Christine. "The Memory Frontier: Uncommon Pursuits of Past and Place in the Northeast after King Philip's War." *The Journal of American History* (Bloomington, Ind.) 98, no. 4 (2012): 975-997. (JSTOR)

Mon. Oct. 3

Writing Assignment Due: Richter shows that Native peoples actively participated in the development of colonial America by choosing to use European-introduced goods and animals. They also engaged in trade with Europeans. Unfortunately for Native peoples, trade facilitated the spread of epidemic diseases. If we take the agency of Native peoples seriously, as depicted by Richter, does that mean that Indigenous peoples were partly to blame for their eventual dependence on Europeans?

Read: Daniel Richter, *Facing East*, Ch. 3 (Burling Library DIGITAL BOOK)

Wed., Oct. 5

Read: Andrés Reséndez, *The Other Slavery*, Introduction and Ch. 1 (Burling Library, DIGITAL BOOK)

Fri., Oct. 7

No class

Mon., Oct. 10

Read: Andrés Reséndez, *The Other Slavery*, Introduction and Ch. 1 (Documents)

Wed., Oct. 12

Read:

Rushforth, Brett. "A Little Flesh We Offer You': The Origins of Indian Slavery in New France." *The William and Mary Quarterly* 60, no. 4 (2003): 777–808.

<https://doi.org/10.2307/3491699>. (JSTOR)

Fri., Oct. 12

Written assignment due: In one double-spaced paragraph, explain what you see as the most significant implication of recognizing the reality of Indigenous slavery.

Note that we do not have any new assigned reading for this class session. We will discuss your responses to the above question.

Oct. 15-23

FALL BREAK

Mon., Oct. 24

No class

Wed., Oct. 26

Read: Richard White, Ch. 2, "The Middle Ground," from *The Middle Ground*

Fri., Oct. 28

Read: Richard White, Ch. 3, "The Fur Trade," in *The Middle Ground*

Mon., Oct. 31

Read: Michael Witgen, *Seeing Red*, Introduction and Ch. 1

Tue., Nov. 1

Due: Preliminary Statement of Research Paper Topic

Wed., Nov. 2

Read: Lancaster Treaty of 1744

Fri., Nov. 4

Due: Preliminary Research Question

Mon., Nov. 7

Read: Witham Marshe Journal (of Lancaster Treaty of 1744) (DOCUMENTS)

Wed., Nov. 9

Read: Daniel Richter, *Facing East*, Ch. 5, Native Peoples in an Imperial World (Burling E-Book)

Thur., Nov. 10

Due: Identify and submit a bibliography of at least five secondary sources that you think can help you answer your research question. You will not be required to actually use all five sources. Optional: identify and submit primary sources.

Fri., Nov. 11

Read: Daniel Richter, *Facing East*, Ch. 6, Separate Creations (Burling E-Book)

Mon., Nov. 14

Read: Daniel Richter, *Facing East*, Ch. 6

Wed., Nov. 16

Read: Colin Calloway, "We Have Always Been the Frontier: The American Revolution in Shawnee Country"

Fri., Nov. 18

Read: Tiya Miles, *Ties That Bind: The Story of an Afro-Cherokee Family in Slavery and Freedom*, Preface, Introduction, and Ch. 1

Mon., Nov. 21

Read Miles, Ties That Bind, Chapters 2-4

Sat., Nov. 19

DUE: Annotated bibliography. For the five secondary sources that were due on November 10, write 3-5 sentences per source in which you explain how it will be of use in trying to answer your research question.

Wed., Thur., Dec. 1: Submit first full draft

Friday, December 16: Final draft

↑ **Cover Letter Guidelines**

To initiate a dialogue about each of your writing assignments, I would like you to submit a “cover letter” that addresses each of the below prompts. Instead of focusing solely on aspects of the assignment that struck me, in these cover letters will allow us to also address issues that are of concern to you.

1. What was your main point?
2. How did you get your ideas?
3. What were some choices you had to make?
4. What went particularly well and/or badly?
5. Did any surprises in your thinking emerge as a result of the writing process?