

The Unsettling of the Red Continent: American Indian History to 1815

AIS/HSTAA 209

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Overview

Once relegated to the margins of US history, American Indian histories have emerged as important narratives in their own right and as central components to the stories we tell about our own states, regions, and nation. For generations, American Indians have pushed their own priorities and been crucial historical actors in the making of the United States long before this nation came into existence. This course examines the histories of Indigenous peoples of North America from their perspective, up to 1815. During this period of time, many Indigenous North Americans experienced a vast “unsettling” of their homelands as Europe expanded west across the Atlantic and fought over the control of this vast continent. Students will explore a range of topics, including the peopling of the Americas; pre-Columbian societies and civilizations; early encounters and exchanges with non-Natives; strategies American Indians used to confront expanding European, US, and Indigenous powers; and ways Indigenous North Americans engaged global markets, diplomacy, and competing empires. The course concludes with the War of 1812, which forever altered the socio-political composition of Native North America.

In this course, students will understand:

- The diversity of the American Indian experience throughout the history of North America.
- The ways American Indians engaged global markets, diplomacy, and colonial powers for their own reasons.
- The similarities and differences among Indigenous interactions with various European powers in colonial America.
- The important position American Indians occupied during colonial struggles for North America and the creation of the United States.
- How to interrogate and complicate the notion of victimization of American Indians.
- How resilient American Indian individuals, communities, and nations adapted and responded to colonialism and its lethal results.

Expectations & Responsibilities

You, the student, can expect the following from me, the instructor, and the teaching assistant:

- Create and foster a safe and stimulating learning environment in which students can take intellectual risks.
- Facilitate historical inquiry.
- Clarify expectations and help students prepare for assessments.
- Create a safe classroom environment that follows the pandemic protocols adopted by the university.

I, the instructor, can expect the following from you, the student:

- Share ideas and listen to others.
- Respect the learning environment and follow all pandemic-related precautions as defined by the university.
- Punctually attend **all** class sections, unless sick – if you are late, please enter quietly.
- Come prepared to learn and participate: read your weekly assignment **before** coming to your Friday section.
- Alert me to any concerns you may have and seek help when needed.

Course Readings

You may purchase required books at the university bookstore or any number of local and online retailers. Please feel free to purchase used copies of these texts, but be careful to get the correct editions, especially for the textbook (Calloway's *First Peoples*) and *World Turned Upside Down*. There are a few readings that I will post online at the course Canvas site – these have an (OL) next to them in the weekly reading assignments.

The required books are:

- Colin Calloway, *First Peoples: A Documentary Survey of American Indian History* (Boston: Bedford/St. Martin's, 2018). [**Please note that you need to get the 6th edition.**]
- Colin Calloway (ed.), *The World Turned Upside Down: Indian Voices from Early America* (Boston: Bedford Books of St. Martin's Press, 2016). [**Please note that you need to get the 2nd edition.**]
- Allan Greer (ed.), *The Jesuit Relations: Natives & Missionaries in Seventeenth-Century North America* (Boston: Bedford/St. Martin's, 2019). [**Please note that you need to get the 2nd edition.**]
- Miguel Leon-Portilla, *Broken Spears: The Aztec Account of the Conquest of Mexico*, Expanded and Updated Edition (Boston: Beacon Press, 2006).

Note: The Calloway textbook *First Peoples* covers the full range of American Indian history, from origins to modern times. I am aware that we are only using the first third of this book this quarter. Therefore, you might want to consider sharing a copy with a friend or relying on the copy in the library – please make a decision that works for you. However, if you are going to take the second half of this survey course in a later quarter, you will want to own this textbook since it will also be required then.

Class Sessions

This is a hybrid sectioned lecture course. However, due to the continued pandemic precautions, the lectures will be delivered asynchronously online—I will strive to get these uploaded by Friday of the prior week. The Calloway textbook will only provide you with a cursory overview of the material, so it is imperative that you review the lectures so that you can best understand the larger narrative of American Indian history. Class sessions on Mondays and Wednesdays will meet in person. However, to reduce our collective exposure, starting with Week 2, I will divide the class in half, and we will meet according to the schedule mapped out in the last several pages of the syllabus. Weekly sections meet on Fridays, and my teaching assistant will facilitate these in addition to assessing student work. Unless you are sick or experiencing COVID symptoms, I expect you to attend every class session, including the weekly sections. You should finish the

reading assignments for each week by Friday's section meeting, unless otherwise told. Repeated absences and/or failing to stay caught up on the assigned readings will strongly hamper your ability to excel in this class.

We have made other alterations to the course in order to more flexibly accommodate whatever may happen this quarter. As discussed below, class announcements will be posted through Canvas, in addition to being announced in class sessions. Please pay close attention to all class announcements because these will include any instructional changes that we may need to adopt this quarter.

Canvas

Although this is not a fully online course, having reliable and regular access to a computer and the Internet will be necessary. All assignments will be uploaded to Canvas, which will allow the teaching assistant or me to leave detailed comments helping you to improve your writing and analytical skills. If this is going to be a problem for you, please bring this to my attention immediately so we can figure out how to support you. A number of readings (marked "OL") will be posted to this site. Lectures, handouts, PDFs of PowerPoint slides, instructions, and other helpful material will be distributed through Canvas; if, for some reason, you are unable to open or access these, please notify me immediately. I will use PDFs for print material disbursed online, so having *Adobe Acrobat Reader or Preview (Mac)* installed on your computer will be critical.

Assessments & Evaluation

Each student earns his or her own grade. The teaching assistant assesses your work along clearly articulated guidelines and expectations. We also value and reward improvement. Therefore, it is critical that you complete and submit quality work in a timely fashion.

Drawing on game theory and skill acquisition pedagogical assessments, we have structured the course assignments around the demonstration of mastering skills essential to doing history: summarizing historical context, analyzing primary sources, articulating and substantiating arguments with evidence, synthesizing or evaluating historical material for specific purposes, and writing fluently. Students will receive a course grade based on the quantity and difficulty of the assignments successfully completed, not on an accumulation of scores (grades) for specific assignments. This approach has been shown to minimize stress—critical during a pandemic—and maximize long-term learning.

To earn a specific GPA, students must meet both the point-score minimum and the level of assignments successfully passed. Additionally, in order to be eligible for a 0.7 grade or higher, **students must submit a minimum of three assignments at three separate intakes.**

GPA	Points	Assignment Levels
4.0	97	L1 L2 L3 L4
3.9	94	L1 L2 L3 L4
3.8	91	L1 L2 L3 L4
3.7	88	L1 L2 L3 L4
3.6	84	L1 L2 L3 L4
3.5	80	L1 L2 L3 L4
3.4	94	L1 L2 L3
3.3	92	L1 L2 L3
3.2	90	L1 L2 L3
3.1	88	L1 L2 L3
3.0	86	L1 L2 L3
2.9	84	L1 L2 L3
2.8	82	L1 L2 L3
2.7	80	L1 L2 L3
2.6	78	L1 L2 L3
2.5	75	L1 L2 L3
2.4	92	L1 L2

GPA	Points	Assignment Levels
2.3	90	L1 L2
2.2	88	L1 L2
2.1	86	L1 L2
2.0	84	L1 L2
1.9	82	L1 L2
1.8	79	L1 L2
1.7	76	L1 L2
1.6	73	L1 L2
1.5	70	L1 L2
1.4	84	L1
1.3	81	L1
1.2	78	L1
1.1	75	L1
1.0	72	L1
0.9	68	L1
0.8	64	L1
0.7	60	L1

Due Dates

Students may submit one leveled assignment (discussed below) for each intake with the following deadlines:

- First Intake: Oct. 13, 10 PM
- Second Intake: Nov. 3, 10 PM
- Third Intake: Nov. 24, 10 PM
- Fourth Intake: Dec. 15, 10 PM

For the first intake, everyone is invited to submit an L1 assignment. In subsequent intakes, to submit an assignment of a specific level, you must have previously passed an assignment at the level beneath it. That is, to submit an L3 assignment, you must have already successfully completed an L2 assignment. To earn 3.5 or above, you would submit a successful assignment for L1 at the first intake, for L2 at the second, etc. To earn a 1.5 through 2.4, you would pass an L1 and an L2 assignment, needing to have repeated one or two of the assignments because you did not pass.

An assignment can be submitted late, with a point penalty of 3 points per 24-hour-period (including weekends and holidays) after the deadline, with a maximum loss of 15 points/assignment. Both I and the TA are happy to discuss assignment requirements and how you might go about completing them, but we cannot confirm in advance that a draft assignment fulfills the requirements. You are encouraged to take advantage of the [History Writing Center](#) and/or the [Library Guide for Academic Writing](#) for assistance with writing and study skills.

Please note that there will be one do-over with the L1 assignment during the first intake. As long as you submitted the assignment on time, students will be eligible for a single do-over for the first L1 assignment if they did not pass. The deadline for the do-over will be announced after the L1 assignment for the first intake has been assessed.

Requirements for All Assignments

- Completeness: all required items submitted – these will be outlined in the assignment briefs posted to Canvas. What appears below is just a brief summary of each assignment.
- Professionalism in academic writing quality and presentation: clear organization, no sentence fragments or run-ons, minimal stylistic and grammatical errors, etc.
- When required, citations should be done according to the *Chicago Manual of Style*, 17th ed. – this is [available online](#) through the library. Most citations for this course can be easily figured out through the “Citation Quick Guide.”
- No plagiarism: please see the History Department’s syllabus addendum and the Student Conduct Code ([Section 7.C](#)).
- All papers should be written according to the “Proofreading Checklist” (posted on Canvas) and the *Chicago Manual of Style*.

Level 1: Summarize

The purpose of this assignment is to summarize in a critical way relevant historical context gleaned from lectures and assigned readings. For the first intake, we will post on Oct. 11 a set of ID terms to address. Students will detail the IDs in the set, supplement it with an additional ID that fits with the others, and then write about how the IDs in the set are related. We will show you some examples of this before the first intake. Possible IDs you will be asked to write about will be listed on the lecture handouts and drawn from the first five lectures. If you do not pass the L1 assignment during the first intake (or the during the do-over period), you will receive a new set of IDs for subsequent intakes.

Level 2: Short Primary Source Analysis

This 500-word writing exercise is designed to demonstrate your ability to analyze a primary source while addressing a prompt. Additionally, the completed exercise should include a quotation from the primary source (with accurate citation) and relevant historical context drawn from lectures, IDs, and assigned readings. New prompts will be posted before each intake so that you have adequate time to complete the writing exercise.

Level 3: Argument-Driven Analysis

For this assignment, you will write a historical essay synthesizing a variety of material, including lectures, readings, primary documents, media, and class discussions. This paper will be 1,500 (±250) words in length, or about six to eight pages long. In this assignment, you will frame an original argument that addresses or expands on one of the course understanding goals (the first six bulleted items on p. 1 of the syllabus). This formal, academic paper should include an introduction, body, and conclusion; and support assertions using substantial and specific evidence drawn from 4-6 assigned primary sources (with accurate citations).

Level 4: Advanced Synthesis and Evaluation

For this assignment, students have some choice. The options are designed to encourage students to do more advanced work in preparation for upper-level coursework in History or American

Indian Studies. Completed L4 assignments should exemplify your best-quality work and should meet the expectations of the previously completed L3 assignment. Students striving to complete an L4 assignment should consult with me in advance. I will also be the one grading the L4 assignments.

One L4 option is a secondary source analysis. Choose a topic in American Indian history before 1815 and read three academic secondary sources on this topic, at least one of which must be a book published by an academic press. You will write a close evaluation of one of these secondary readings, drawing from the other two readings, relevant primary sources, and course material for your evaluation. For this option, the finished paper should be 1,000-1,250 words in length and include an introduction, body, and conclusion.

Another L4 option is to prepare and record a 15- to 20-minute lecture on a topic in American Indian history up to 1815 that did not get addressed in this course (or was only briefly covered). Your final project should include relevant visuals and draw from outside secondary and primary sources. Additionally, students choosing this option will write a 500- to 750-word essay explaining why you chose this topic and why you think it should be included in the course.

A third L4 option is to historicize a current event. Choose a current event that American Indians today are facing, and explain its deep Native history and how this history shapes the event today. Please keep in mind the chronological parameters of this course: the historical analysis needs to focus largely on the chronological parameters of the class (i.e., pre-1815). The completed assignment needs to be 1,000-1,250 words in length and draw from relevant secondary and primary sources to support your assertions.

Points

Students will earn points by completing discussion reflections tied to the Friday sections. Ten discussion reflections will be assigned, and each reflection is worth 10 points. These reflections should be 250-300 words long, and they are due online by noon on the Saturday following the discussion. You can write about one or two compelling discussion points that emerged, questions you still have about the reading or about a topic raised in the discussion, or a different perspective that struck you after thinking back on the discussion. You might also connect the discussion to other concepts and readings relative to the course. This is meant to be an open-ended exercise encouraging you to think critically about the discussion activity and demonstrate that you learned something from it. Reflections should do more than simply summarize the discussion.

Please note that late reflections will be penalized 1 point per 24-hour period, for a maximum loss of 5 points per reflection. Leveled assignments turned in late will also result in a loss of points as described above.

Additionally, toward the end of the quarter, there will be one extra credit opportunity to earn up to 10 points. Details about this will be announced later this quarter.

Emergencies

In the event of illness, a death in your family, or other catastrophic, personal crisis—especially in the midst of this pandemic—we will be sympathetic and flexible, provided that you alert us as soon as possible and preferably in advance of an assignment's due date. Belated excuses will not

account for poorly done or late work. Considering the continued pandemic, we will be even more flexible than usual; however, we ask that you always strive to keep open the lines of communication so that we can best support you.

Communication

Emailing the TA or me or meeting with one of us online through Zoom is the best way to communicate. Feel free to contact either one of us via email to set up a Zoom session.

Every Friday, I send out a class announcement via Canvas. This reminds everyone what they should be working on for the next week, including lectures, readings, and assignments. Additionally, I will notify you if there are any changes to the schedule. Please be sure to set up your Canvas preferences so that you receive course announcements through your email.

Schedule

Below is the schedule for the quarter. Unless otherwise noted during a weekly announcement, I expect you to have completed all readings before Friday's section meetings.

Week 1 (Sept. 29 – Oct. 1)

Wednesday (all class): Introductions – Origins & Place-Making

Readings

- Calloway, *World Turned Upside Down*, Preface, Introduction, & 23-37.
- Calloway, *First Peoples*, Introduction, 14-27, & 44-56.
- Origin stories: “Raven and the First Men” (Haida) and “Moon” (Upper Chehalis). (OL)
- “Corn and Game: Women and Men in Cherokee Society.” (OL)

Week 2 (Oct. 4-8)

Online Lectures

- Diversity across the “Red Continent”
- Early Civilizations in North America

In-Class Meetings: Monday (AIS) & Wednesday (HSTAA)

Readings

- Calloway, *First Peoples*, pp. 27-43 & 57-62.
- Chaco Canyon Readings (OL)
- Leon-Portilla, pp. ix-xlix (front matter) & Chapters 1-10 (pp. 3-90).

Week 3 (Oct. 11-15)

Online Lectures

- Mesoamerica & the Rise of the Triple Alliance
- Encounters & Exchanges

In-Class Meetings: Monday (AIS) & Wednesday (HSTAA)

Readings

- Calloway, *First Peoples*, pp. 66-73.
- Calloway, *World Turned Upside Down*, pp. 37-43.
- Leon-Portilla, Chapters 11-16, Appendix (pp. 91-182), & Postscript (183-192).
- Cortés, “Letters to Charles V” (OL).

Week 4 (Oct. 18-22)

Online Lectures

- *Conquistadores & Encomiendas*
- Spanish Invasion of the US Southwest & Beyond

In-Class Meetings: Monday (AIS) & Wednesday (HSTAA)

Readings

- Calloway, *First Peoples*, pp. 73-81, 118-22, 137-39, 167-69, & 214-16
- “A Narrative of the de Soto Invasion.” (OL)
- Greer, Introduction & Chapters 1-3 (pp. 1-90).

Week 5 (Oct. 25-29)

Online Lectures

- Iroquois-Algonquian World

In-Class Meetings: No Class Meeting on Monday or Wednesday (professor at conference this week) – Friday sections will meet

Readings

- “The Iroquois Great League of Peace” (OL)
- Greer, Chapters 4-6 (pp. 91-149)

Week 6 (Nov. 1-5)

Online Lectures

- Forging the Middle Ground
- Powhatans and the Mid-Atlantic Colonies

In-Class Meetings: Monday (AIS) & Wednesday (HSTAA)

Readings

- Calloway, *First Peoples*, pp. 81-87 & 107-17.
- Greer, Chapters 7-8 (pp. 150-end).
- Calloway, *World Turned Upside Down*, pp. 43-45, 56-59, 98-99, 117-20.

Week 7 (Nov. 8-12)

Online Lectures

- Encountering Puritans
- Wars for Empire

In-Class Meetings: Monday (HSTAA) & Wednesday (AIS)

Readings

- Calloway, *First Peoples*, pp. 87-106, 130-37, 139-55, 164-67, 169-85, & 192-97.
- Calloway, *World Turned Upside Down*, pp. 45-56, 59-98, 99-117, & 121-57.
- “Two Views of King Philip.” (OL)
- “The 1701 Act for the Better Ordering of Slaves.” (OL)

Week 8 (Nov. 15-19)

Online Lectures

- Indigenous Power in the Eighteenth Century

In-Class Meetings: Monday (HSTAA) & Wednesday (AIS)

Readings

- Calloway, *First Peoples*, pp. 155-63, & 211-14.

Week 9 (Nov. 22-26)

Online Lectures

- Eastern Pacific Encounters

No In-Class Meetings or Sections This Week (Thanksgiving Holiday)

Readings

- Calloway, *First Peoples*, pp. 216-24, & 236-41.

Week 10 (Nov. 29 Dec. 3)

Online Lectures

- Revolutions in Indian Country
- The Contest over Northern Transappalachia

Readings

- Calloway, *First Peoples*, pp. 197-211, 225-35, 246-52, & 275-77.
- Calloway, *World Turned Upside Down*, pp. 158-99.

Week 11 (Dec. 6-10)

Online Lectures

- Encountering the New United States in the Pacific West
- The Unraveling of the Middle Ground

In-Class Meetings: Monday (HSTAA) & Wednesday (AIS)

Readings

- Calloway, *First Peoples*, pp. 253-58 & 278-82.
- Calloway, *World Turned Upside Down*, pp. 200-01.

I RESERVE THE RIGHT TO EMEND THESE POLICIES AND SCHEDULE AT MY DISCRETION AND WILL GIVE ADEQUATE NOTICE OF ANY CHANGES.