

History 395 Spring 2024 (Amended 2/1/24)
Undergraduate Research Seminar
Crossroads: Native American Town to Colonial Metropolis

Dr. Dawn G. Marsh
Office Beering 6108
Office Hours: T 1:30-2:30

Class T TH 10:30-11:45
Classroom: Beering 1242
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Course Objective

The primary objective of this course is to dispel stereotypes, crush racism, and encourage you to value the history and culture of Native American and Indigenous people.

Learning Outcomes

By the end of this course, you will be able to:

- find and articulate a question worthy of historical investigation.
- identify and evaluate evidence with which to construct your answer to that question.
- assemble your evidence into a logical and compelling argument
- offer an interpretation of past events and possible relevance to present understanding.
- write a readable essay demonstrating your comprehension of the above skills.

Course Description

This seminar will study the transformation of pre-contact Native American centers of trade, politics, and society into colonial centers of commerce and governance. Students will engage an interdisciplinary collection of methods to explore the many facets of colonial urban development using the basic principles of historical research. We will begin with introductory readings on the history of place and then explore the colonial urban development of New Amsterdam/New York City and New Orleans as models for their own research. Readings, discussions, and assignments will be the basis for assessment with the ultimate objective of completing a short research essay.

This course counts toward the Native American and Indigenous Studies Minor

https://catalog.purdue.edu/preview_program.php?catoid=15&poiid=23102&_ga=2.41269986.131857538.1661089716-1887747419.1654805570

Required Text

Campanella, Richard. *Bienville's Dilemma: A Historical Geography of New Orleans*, 2008.
All other required readings are available as etexts and pdfs through Purdue Library.

Highly Recommended text:

Kate L. Turabian, *A Manual for the Writers of Research Papers, Theses, and Dissertations*, 9th ed.
Chicago: University of Chicago Press, 2018.

Quick reference for Turabian bibliography and notes citations can be found:

<https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>

Brightspace: The course Brightspace will be a source of information and resources. Your points and final grades will be posted on Brightspace as they become available. I will also send class and individual

emails via Brightspace as well as announcements regarding changes in the syllabus or other pertinent information. All assignment guidelines will be posted to Brightspace.

Assignments: All assignments must be well-composed (grammar, punctuation, etc.), word-processed, double-spaced, and include your name in the top left. The assignment must be uploaded to Brightspace as a Word document (no pdfs) before the class begins. Assignments submitted late or in the wrong format will be docked points. **All assignments must be completed in order to pass this course.**

Attendance: There are many types of absences covered by the Purdue policies on class absence (for details see: <https://www.purdue.edu/advocacy/students/absences.html>). This is a seminar class that meets together for 7 weeks (possible class meetings may be scheduled) and depends on active discussion among its 15 (max) members. Your participation and your absence will impact the group dynamics. **I require that you email me prior to your absence.** Frequent, uncommunicated absences will impact your success in this course.

Communication

Your quickest access to communicating with me is by email (dmarsh@purdue.edu). I respond to email during normal working hours, M-F. I expect your emails to conform to a professional communication with both a salutation and a signature (your name). It is very important that you communicate any problems, concerns, or issues you have related to the course.

Class Ethics

This class is intended to encourage open, informed discussions and I hope to protect and foster a classroom atmosphere that will encourage a friendly and enlightened discourse in the class. Ultimately, I would hope that you take those ideas and informed discussions with you beyond the classroom. Share your knowledge. Dispel ignorance, misinformation, stereotypes, and racism when you can. Respect, open-mindedness, and tolerance will be the standard for all classroom discussions. I encourage you to ask questions you may have on this topic either in the class or during office hours.

Reading Assignments

Studying and doing history requires close and careful reading of a variety of materials. Reading the assigned content is imperative for your success in class. It is important that you schedule your time to include an adequate number of hours each week to read the assigned materials, complete the assignments, and further your own research project.

Assessment (260 pts)

1. Anatomy of a Secondary Source: Richter	Due Jan 18	10 points
2. Anatomy of a Secondary Source: Gitlin	Due Jan 23	10 points
3. Developing a Research Topic	Due Jan 25	10 points
4. Anatomy of a Secondary Source: Campanella	Due Jan 30	10 points
5. Anatomy of a Primary Source: Campanella	Due Feb 1	10 points
6. Anatomy of a Secondary Source: Burrows	Due Feb 6	10 points
7. Anatomy of a Secondary Source: Burrows	Due Feb 8	10 points
8. Anatomy of a Secondary Source: Sanderson	Due Feb 13	10 points
9. Anatomy of a Secondary Source: Sanderson	Due Feb 15	10 points
9. Proposal and Annotated Bibliography	Due Feb 20	20 points
10. Complete Rough Draft	Due April 4	75 points
11. Final Revised Essay	Due May 2	75 points

Course Schedule

Week 1 Jan 9-11

Tues: Intro, Admin

Thurs:

Read: William Cronon, "Learning to do Historical Research: A Primer for Environmental Historians and Others" <https://www.williamcronon.net/researching/>

Specifically:

Introduction <https://www.williamcronon.net/researching/>

How to Frame a Researchable Question <https://www.williamcronon.net/researching/questions.htm>

What are the Documents? <https://www.williamcronon.net/researching/documents.htm>

Discuss the research process and discuss the questions and most important information regarding Cronon's primer.

View: To further your experience, I recommend viewing the following:

New York A Documentary Film S01E01 The Country and the City 1609 1825

YouTube <https://youtu.be/sipLMuEPrSU?si=rJVJPJD5IzqCxddd>

And

Louisiana: A History Part 1

<https://youtu.be/yODm9n6pyWY?si=yXVlwiN6Ae4q8Gve>

Week 2 Jan 16-18

Tues:

Kristin Leaman, Assistant Professor, Libraries and School of Information Studies

Professor Leaman will lead the instruction on how to make best use of the library's resources relevant to your research. I expect notes to be taken and questions asked.

Thurs:

Read: Richter, Daniel K. *Before the Revolution America's Ancient Pasts*. Cambridge, Mass: Belknap Press of Harvard University Press, 2011. Access

<https://ebookcentral.proquest.com/lib/purdue/detail.action?docID=3301260>

Prologue 1-8

Ch 1 Legacies of Power from Medieval North America 11-36

Ch 2 Legacies of Conquest from Medieval Europe 37-64

Ch 5 Native Americans and the Power of Trade 123-142

Assignment: Anatomy of a Secondary Source

Students will write one thorough paragraph (3 total) for each chapter identifying the author's main objective in each and two main arguments/evidence/claims presented in the chapter. See details of assignment submissions above. Assignment guidelines are available on Brightspace.

Week 3 Jan 23-25

Tues

Read: Gitlin, Jay., Barbara Berglund and Adam Arenson, eds. *Frontier Cities Encounters at the Crossroads of Empire*. 1st ed. Philadelphia: University of Pennsylvania Press, 2013.

https://purdue.primo.exlibrisgroup.com/permalink/01PURDUE_PUWL/uc5e95/alma9916920031860108

1

Introduction

Chapter 1, The European Frontier in Early Modern Asia

Chapter 2, Colonial Projects and Frontier Practices: The First Century of New Orleans History

Chapter 3, Insinuating Empire: Indians, Smugglers, and the Imperial Geography of Eighteenth Century Montreal

Assignment: Anatomy of a Secondary Source

Students will write one thorough paragraph (3 total) for each chapter identifying the author's main objective in each and two main arguments/evidence/claims presented in the chapter. See details of assignment submissions above. Assignment guidelines are available on Brightspace.

Thurs:

Workshop: Developing your research question. Prior to class students will do some preliminary research and select a colonial crossroads to study for the semester. New York City and New Orleans are excluded. Your preparation for this workshop should include some tertiary information about your city's history (take notes) and ideas for developing a research question/s.

Assignment: Research Question Assignment

Students will submit the Research Question Assignment prior to class on Tuesday. The assignment guidelines are available on Brightspace. The assignments must be uploaded to Brightspace prior to class.

Week 4 Jan 30-Feb 1

Tues

Read: Campanella, Richard. *Bienville's Dilemma: A Historical Geography of New Orleans*, 2008.

Forming the Landscape 77-96

Settling the Landscape 99-119

Urbanizing the Landscape 123-158

Manipulating the Landscape 195-236

Assignment: Anatomy of a Secondary Source

Students will write one thorough paragraph (4 total) for each chapter identifying the author's main objective in each and two main arguments/evidence/claims presented in each chapter. See details of assignment submissions above. Assignment guidelines are available on Brightspace.

Thurs:

Assignment: Primary Source Analysis Select and retrieve one primary source from the assigned reading. Write an analysis of both. See details of assignment submissions above. Assignment guidelines are available on Brightspace.

Week 5 Feb 6-8

Tues:

Read: Burrows, Edwin G., and Wallace, Mike. *Gotham: A History of New York City To 1898*. Cary: Oxford University Press, Incorporated, 1998.

<https://ebookcentral.proquest.com/lib/purdue/detail.action?docID=5746825>

Introduction p xi-xxiv (18)

Part 1 Lenape Country and New Amsterdam

Chapter 1-5

Assignment: Anatomy of a Secondary Source

Students will write one thorough paragraph for each chapter in each section (5 paragraphs in total) identifying the author's main objective in each and two main arguments/evidence/claims presented in the chapter. See details of assignment submissions above. Assignment guidelines are available on Brightspace.

Thurs:

Read: Burrows, Edwin G., and Wallace, Mike. *Gotham: A History of New York City To 1898*. Cary:

Oxford University Press, Incorporated, 1998.

<https://ebookcentral.proquest.com/lib/purdue/detail.action?docID=5746825>

Part 2 British New York 1664-1783

Chapter 6-8

Assignment: Anatomy of a Secondary Source

Students will write one thorough paragraph for each chapter in each section (3 paragraphs in total) identifying the author's main objective in each and two main arguments/evidence/claims presented in the chapter. See details of assignment submissions above. Assignment guidelines are available on Brightspace.

Week 6 Feb 13-15

Tues

Read: Sanderson, Eric W. *Mannahatta: A Natural History of New York City*. New York, New York: Abrams, 2009.

https://purdue.primo.exlibrisgroup.com/permalink/01PURDUE_PUWL/uc5e95/alma9917010486960108

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Ch 1 The Mannahatta Project p 14-28

Ch 2 A Map Found p 29-49

Assignment: Anatomy of a Secondary Source

Students will write one thorough paragraph for each chapter in each section (3 paragraphs in total) identifying the author's main objective in each and two main arguments/evidence/claims presented in the chapter. See details of assignment submissions above. Assignment guidelines are available on Brightspace.

Thurs:

Read: Sanderson, Eric W. *Mannahatta: A Natural History of New York City*. New York, New York: Abrams, 2009.

https://purdue.primo.exlibrisgroup.com/permalink/01PURDUE_PUWL/uc5e95/alma9917010486960108

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Ch 3 The Fundamentals of Mannahatta p 30-71

Ch 4 The Lenapes 72-92

Assignment: Anatomy of a Secondary Source

Students will write one thorough paragraph for each chapter in each section (3 paragraphs in total) identifying the author's main objective in each and two main arguments/evidence/claims presented in the chapter. See details of assignment submissions above. Assignment guidelines are available on Brightspace.

Week 7 Feb 20-22

Tues:

Guests: Abby Croft, O.T. Ford Career Center 20-30 minutes

Assignment: Research proposal, annotated bibliography due. See Brightspace for guidelines.

Thurs: Work Independently

Week 8 Feb 27-29

Tues: Individual Consultation

Thurs: Individual Consultation

Week 9 March 5-7

Tues: Work Independently

Thurs: Work Independently

Week 10 March 12-14 Spring Break

Week 11 March 19-21

Tues: Work Independently

Thurs: Work Independently

Week 12 March 26-28

Tues: Individual Consultation

Thurs: Individual Consultation

Week 13 April 2-4

Tues: Work Independently

Thurs: Work Independently

Week 14 April 9-11

Tues: Work Independently

Thurs: Work Independently

Assignment: Complete Rough Draft Due

Week 15 April 16-18

Tues: Individual Consultation

Thurs: Individual Consultation

Week 16 April 23-26

Tues: Work Independently

Thurs: Work Independently

Week 17 Finals Week

Thurs: May 2

Assignment: Final Revised Essay Due