Native American history is a complex, multidisciplinary field of study. The range of research is both local and global and inclusive of temporal frames that extend from the study of Paleoindians to current events. Attempting to offer a comprehensive study of this field is a fool’s errand, at best. Rather, this course will offer an introduction to the main themes, methods, and trends in American Indian history to the beginning of the 19th century. This course will develop your understanding of the experiences of Native American during this period so that you can speak and write intelligently about Indigenous Americans and on themes related to colonialism, sovereignty, Indigeneity and more. No matter your thematic, temporal, or geographic research interests, Indigenous people are part of the story as is the experience of oppression under colonialism.
Course Requirements

Reading
Each student will read 1 book and 2 articles each week. We will all read the same book and one common article; each student will also read one additional article. Our discussion will focus on the common readings, but your individual article will give you a unique vantage point from which to approach the common reading: challenging one of its arguments, highlighting one of its themes, proposing an alternative interpretation, expanding on one of its ideas, etc.

The course meets once per week as will run as a discussion. Students should come to class each week having read the assigned readings, and having prepared thoughtful questions for critical inquiry. Students will also be responsible for helping to lead at least one discussion during the semester. All are expected to speak up and contribute to the day’s conversation.

Writing
There are no formal writing assignments for this course (research essays, historiography, book reviews). For the assigned books you are required to write a brief synopsis and outline. The synopsis should identify the author’s intention and thesis, describe the scope and content, and discuss the author’s methods and sources. The length should be 2 pages—maximum. For the articles, write the synopsis only: the author’s intention and thesis, describe the scope and content, and discuss the author’s methods and sources. The length should be 1 pages—maximum. The writing assignments are intended to help organize your thoughts on the material and practice brevity in scholarly writing. The assignments must be emailed to me as document attachments by noon the day of class. The outline and synopsis are single-spaced.

To receive an A, you must do work that you and I agree is exceptionally insightful, thoughtful, original, and interesting. You must be able to say to yourself and to me that your work is truly superior. I will assign an A- to students who complete all assignments, work hard, engage consistently in class discussions, but lack the depth of engagement or spark of originality and insight that would warrant an A. I will assign a B+ to students whose work is casually or minimally done, whose contributions to class discussions are less frequent and less insightful than I would expect at this level, or whose overall approach to the course shows a lack of serious intent to master the material. I will assign a B to students whose work is of insufficient quality, who lack engagement in class discussions, or who fail to respond to feedback. If you receive any lower grade, I suggest that you might reconsider your decision to pursue a graduate degree in history.

Attendance
Students are required to attend all classes. Consistent lateness or missed classes will negatively affect your overall grade. If you are not attending class, I expect an email and explanation.
**Grading**
Weekly outlines and synopsis @10 points each  140 points
Participation and attendance @25 points each  350 points

Any changes in the schedule will be correspondingly adjusted with the possible points earned.

**Week 1 Introduction and Overview 8/21**

**Required Readings**
Colin Calloway, *New Worlds for All*, online access


**Week 2 Historiography, Methodology, and Theory 8/28**

**Required Readings**


**Select Readings**

Richter, Daniel K. "Whose Indian History?" *The William and Mary Quarterly* 50, no. 2 (1993): 379-93


Philip Deloria, “Historiography,” in *A Companion to American Indian History*, 6-24. Online access

Clara Sue Kidwell, “Native Systems of Knowledge,” in *A Companion to American Indian History*, 87-102. Online access

**Week 3 Cultural Encounters 9/4**

**Required Readings**


http://hdl.handle.net.ezproxy.lib.purdue.edu/2027/heb.00334


https://ebookcentral.proquest.com/lib/purdue/detail.action?docID=214117

**Select Readings**


Gregory Evans Dowd, “‘Insidious Friends’: Gift Giving and the Cherokee-British Alliance in the Seven Years’ War,” in Andrew Cayton and Fredrika Teute, eds., Contact Points: American Frontiers from the Mohawk Valley to the Mississippi, 1750-1830, 114-150.


Week 4
Required Readings (reschedule date)


Select Readings


**Week 5 Environmental and Biological Histories 9/25**

**Required Readings**

David Jones, “Virgin Soil Revisited,” *William and Mary Quarterly* 60 (October 2003), 703-742.

**Select Readings**


Noble David Cook, *Born to Die: Disease and New World Conquest*, 1492-1650, 1-14, 201-216.


**Week 6 Political Cultures (10/2)**

**Required Readings**


**Select Readings**


**Week 7 Native Power (10/9)**

**Required Readings**


**Select Readings**


Week 8 Regional Histories (10/16)

Required Readings—Regional Studies

Select Readings


Week 9 Native Biographies (10/23)

Required Readings:


Select Readings:


Michael Leroy Oberg, “‘We Are All the Sachems from East to West’: A New Look at Miantonomi’s Campaign of Resistance,” New England Quarterly 77 (Sept. 2004), 478-499.


Susan Sleeper-Smith, Indian Women and French Men: Rethinking Cultural Encounter in the Western Great Lakes, 23-53.

**Week 10 Slavery (10/30)**

**Required Reading**
Snyder, Slavery in Indian Country BCC library


**Select Readings**
James F. Brooks, “‘This Evil Extends Especially to the Feminine Sex’: Negotiating Captivity in the New Mexico Borderlands,” Feminist Studies 22 (1996), 279-309.


C. S. Everett, “‘They shalbe slaves for their lives’: Indian Slavery in Colonial Virginia,” in Indian Slavery in Colonial America, 67-108.


**Week 11 Religious Encounters (11/6)**

**Required Readings**


**Select Readings**


James P. Ronda, “‘We Are Well as We Are’: An Indian Critique of Seventeenth-Century Christian Missions,” *William and Mary Quarterly* 34 (January 1977), 66-82.


Steven Hackel, “The Staff of Leadership: Indian Authority in the Missions of Alta California,” *William and Mary Quarterly* 54 (April 1997), 347-376.


Christopher Bilodeau, “‘They honor our Lord among themselves in their own way’: Colonial Christianity and the Illinois Indians,” *American Indian Quarterly* 25 (Summer 2001), 352-377.

**Week 12 Gender and Sexuality (11/13)**

**Required Readings**  


**Select Readings**  


Claudio Saunt, “‘Domestick…Quiet being broke’: Gender Conflict among Creek Indians in the Eighteenth Century,” in *Contact Points*, eds. Andrew Cayton and Fredrika Teute, 151-174.


Jennifer Spear, “Colonial Intimacies: Legislating Sex in French Louisiana,” *William and Mary Quarterly* 60 (January 2003), 75-98.


**Week 13 Problem of Empire of the West (11/20)**

**Required Readings**


**Select Readings**


---

**Week 14 Colonialism and Violence (12/4)**

**Required Reading**

**Select Readings**
End of semester – no select readings