

Current Information:

I. A.) DEPARTMENT NAME: History

B.) COURSE NUMBER, and TITLE: AMH 3660: Native American History to 1815

C.) CREDIT HOURS: 3 D.) PREREQUISITES: 3 hours of history

E.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None

2. Writing Requirement: E2 E4 E6 None

3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer 2013 (year)

Or
 1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT

MATH REQUIREMENT

A.) Requested Classification E2 E4 E6

B.) Effective Date: Fall Spring Summer _____ (year)

Or
 1-time Approval Fall Spring Summer _____ (year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: Juliana Barr

Phone 273-3364

Email _____

College Contact:

College Name: _____

College Contact Name: _____

Phone _____

Email _____

University of Florida
Department of History

AMH 3660: Native American History to 1815
Turlington 2328, Tuesdays 3:00 – 4:55pm, Thursdays 4:05-4:55pm

Dr. Juliana Barr
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Office hours: Tuesdays 10-12noon, Wednesdays 2-4pm and by appointment

Course Introduction

In this course, we will examine images and realities of North American Indian cultures and history from the pre-Columbian period, through the period of European-Indian contact in the sixteenth, seventeenth, and eighteenth centuries, to the first imperial expansion of the new nation of the United States in the 1810s. Our focus will stretch not only over a long period of time but also over the broad regions of North America. In a course that spans hundreds of years, thousands of miles, and millions of lives, we have to be selective in our topics. Thus, although we will move chronologically through these time periods, we will concentrate on some particular themes and topics:

- Constructions of cultural identity (American Indian concepts of community and nation, European characterizations of what it meant to be “Indian” and/or “white,” & the ethnogenesis of American Indian peoples in response to the decimation of disease & warfare)
- Diplomacy and warfare between Indian nations & European invaders
- Trade, exchange networks, & Indian political economies
- Dynamics of cultural change, stability, and transformation as American Indians responded to & resisted European and Euro-American attempts at religious and cultural conversion and political and economic conquest

Required Readings

It is of great importance that you complete the assigned readings each week, otherwise you run the risk of falling behind, getting lost, and having to catch up. Also, in order to participate in discussion – which will represent 10% of your final grade – you need to have readings complete by the time class meets. **The following FIVE BOOKS are required; they can be purchased online or at area bookstores:**

Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History* (3rd edition)
Hinderaker, Eric, *The Two Hendricks: Unraveling a Mohawk Mystery*
Hudson, Charles M. *Conversations with the High Priest of Coosa*
Van Kirk, Sylvia, *Many Tender Ties: Women in Fur Trade Society*
Weber, David J., *What Caused the Pueblo Revolt of 1680?*

Assignments and Grading

Students will write **two blue-book essay exams** and **four email reader response essays** as well as be responsible for class **attendance and participation in discussion**, with grades as follows:

Midterm exam (Tuesday, October 18 th):	35%
Final exam (Monday, December 12 th):	35%
Reader Responses (due Sept. 13, Oct. 11, Nov. 8, & Nov. 29)	20%
Class Attendance and Participation:	10%

*Improvement made over the semester will be taken into consideration in assessing final grades.

MIDTERM AND FINAL EXAMS:

The **essay exams** will give you the opportunity to demonstrate your skills of synthesis – each exam will be evaluated for how clear, convincing, and logical is the interpretation, how well it pulls together the various course materials as evidence to make specific statements and arguments, and how well your interpretation is presented by clarity of prose. The **midterm and final exams** will be written in class and will consist of essay questions based on all lectures, discussions, and assigned readings for the period under review. No outside reading or research is necessary or desired. Exam study guides will be handed out two weeks before exams are scheduled.

EMAIL READER RESPONSE ESSAYS:

These will be short (500 words/2pp), “thought pieces” on the four assigned books (other than the Calloway textbook). You must submit **four** reader responses, one for each of the books, and they will be due September 13 (Hudson), October 11 (Weber), November 8 (Van Kirk), and November 29 (Hinderaker). **Reflections should be e-mailed to me by midnight on the Monday before class – they may be written in the text of an email message itself or as an email attachment.**

The purpose of these e-mail essays is to stimulate thinking about the issues, questions, and problems raised by the readings and class discussions. In writing your reader responses, you may explore, mull over, ruminate upon, or raise questions about the readings and develop or clarify your own ideas. If you want, you can “speak back” to the readings, disagree with points made by the authors, make connections between these readings and strands of analysis in other course materials, etc. The responses should be expressive and exploratory, and, as such, will not be penalized for being disorganized, tentative, or fragmentary as you “think out loud” on paper.

For the most part, you will be rewarded for the process of thinking rather than the end product you produce—i.e. they will not be evaluated on how well they are written, but rather on the extent to which they reveal your engaged thinking about the topic. They are also a chance for you to suggest issues that you think are important to be raised in class discussion. I will use these responses to build discussion, but in doing so, I will not name names.

CLASS ATTENDANCE & PARTICIPATION:

In this readings-based course, your lively and informed participation in class discussion is expected, and indeed, required. It is your responsibility to remain current with the weekly reading assignments in order to make possible intelligent questioning and discussion in class. The participation grade will be based on the

quality (and to some degree the quantity) of your contributions to the class. Though the spirit may be willing, if the body is not present, troubles they will arise. If the body is present but unaccompanied by an active mind, troubles they will arise. In effect, participation serves to grade attendance and vice versa: if you're not in class, you don't get credit, and your grade suffers; if you participate in discussion, you'll get credit and benefit your grade.

GRADING SCALE:

A	4.0	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.0	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.0	63-66
D-	0.67	60-62
E	0.0	0-59
E1*	0.0	
I	0.0	

* Stopped attending or participating prior to end of class

Additional information can be found at:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

<http://www.isis.ufl.edu/minusgrades.html>

Objectives

An underlying assumption of this course is that the analytical skills that you practice here will continue to be useful to you whether or not you ever take another history course. I will offer you practical advice to help you steadily improve over the course of the semester, in particular in the skills of:

- Reading carefully and efficiently so as to understand an author's main point and to remember important information
- Writing clearly and logically so as to convince readers of the validity of your interpretation

General Education Objectives for Diversity (D)

This course emphasizes the diversity of cultures and historical experiences of native peoples from the pre-Columbian period to 1815. Throughout the semester, we will focus primarily on the perspectives of people grounded in other cultures as we explore indigenous peoples' efforts to defend their homelands and ways of life against the invasions of European empires and then the early United States over the sixteenth, seventeenth, eighteenth and early nineteenth centuries. The course is fundamentally comparative in examining the diverse histories of American Indian resistance across the continent and over time in order to distinguish the opportunities and restraints faced by native people as they sought to control their own destinies within colonial and imperial contexts. It seeks to understand how Indians maintained their distinctiveness as separate peoples – grounded in conceptions of kinship, community, and nation – even as Europeans and Euro-Americans sought to convert them religiously and culturally. Students will learn about the long-term struggle that has given shape to the situation of five hundred and sixty five Indian nations existing in a diplomatic relationship with the United States today. They are asked to reflect critically on how the historical experiences of Indian people carry implications for indigenous peoples in the contemporary world, and how their own lives are implicated in this larger colonial history of North America.

Weekly topics and reading materials, both primary documents produced by Indian people themselves and secondary materials produced by scholars, have been chosen to provide a diversity of perspectives representing different indigenous cultures and polities from wide ranging regions of North America. The textbook offers historical documents from a multitude of different Indian people, and the four monographs each represent a different region of early America (NE, SE, Canada, SW) as well as different groups – Iroquois, Coosa, Cree, and Pueblo. The point is to understand the great variety of indigenous cultures, ethnicities, and political economies that came to be grouped together by Europeans into the racially constructed category of “Indian” that still shapes (and distorts) the experience of Native people in present-day U.S. society. As well, the source materials seek to highlight the diversity of European perspectives – be they Spanish, Dutch, English, or French – that helped to create ethnic diversity among Euro-Americans in the later United States.

Diversity Student Learning Outcomes to be addressed:

- Knowledge and understanding of where Native Americans fit within the social and political structures of the United States
- Identification and evaluation of students' social status, opportunities, and constraints in comparative context to that of Native Americans

General Education Objectives for Humanities (H)

This course provides instruction in key themes, theories, and methodologies used in the study of history. Students will engage with critical historical thinking by learning how to read and analyze primary documents as well as secondary sources produced by historians and in turn formulating historical arguments based on these readings. Lectures will examine the ways in which the historiography of particular events, periods, and processes, has changed over time and continues to

evolve. In-class discussions are devoted to working out the meanings of crucial concepts such as “colonialism” and “sovereignty” and debating the impact of multiple perspectives on our understanding of past. The secondary readings provide various scholarly approaches to the issues and problems of American Indian history while primary sources – explorers’ records, missionary records, treaties, government documents, oral traditions, and native memoirs and reminiscences -- offer students the chance to learn to ask how, why, and by whom are historical documents created, to think about the historical, social, cultural, and political contexts in which they are imbedded, and thus to engage in critical thinking about the limitations and possibilities of making meaning out of them. They also learn about the diverse kinds of evidence, including oral histories, ethnographies, and archaeology that can supplement the documentary record and enrich our understanding of historical perspectives across a spectrum of experience. The question of what sources are available and how they shape historical knowledge and significance is central to this course, focusing as it does on the experiences of indigenous peoples who did not until more recent times produce a large body of documentary evidence of the sort historical are accustomed to rely on. Thus this course is dedicated to teaching students how to use documents written by non-Indians in a way that Indian perspectives can be gleaned from them, to read closely for biases in these documents, and to think about what is lost to us because of the perspectives of people grounded in other cultures.

Humanities Student Learning Objectives to be addressed:

- Knowledge and understanding of the historical, theoretical, and ethnohistorical methodologies used by historians to study the Native American past.
- Identification and evaluation of the multiple and contrasting perspectives and biases that have shaped and continue to shape the discipline of history
- Effective communication through oral and written expression of the critical thinking and analysis required by the discipline of history

Advice

One of my favorite professors used to say that learning begins when you admit that you’re confused. In that spirit, I encourage you to ASK QUESTIONS, of the professor, other students, and yourself, both in the classroom and out of it. I am always happy to talk with students. If you cannot come to my office hours, I would be happy to arrange to meet with you another time.

Policies

[1] ATTENDANCE:

Class attendance is compulsory if you wish to do well in the course. There will be an attendance sheet on which to sign in each class. If you must miss class, you should let me know as far in advance as possible; it is the student’s responsibility to notify the instructor of an excused absence and to provide documentation of an acceptable reason. The only EXCUSED absences are those due to illness, serious family emergencies, official university activities that require that you be out-of-town (such as athletic participation, music performance, debate, etc.), jury duty, and religious holidays. Please keep in mind that unexcused absences will earn a zero for that day of classwork.

[2] TARDINESS:

I appreciate the difficulties of moving around campus, but it is important to be on time, especially as important announcements about the course, assignments, etc. may be provided at the beginning of class. If you are late, please take a seat as unobtrusively as possible and, at the end of class, be sure to sign in on the attendance sheet.

[3] LATE OR MISSED ASSIGNMENTS:

People get the flu, have family emergencies, find themselves overloaded with work. It happens. That said, students who complete assignments on time deserve to have their timeliness recognized. Thus, **late papers** will be accepted, but a late penalty will be assessed, and **makeup exams** will be offered only in the case of excused absences as outlined above. In such a case, I ask that you notify me in advance or within 48 hours of the exam date and provide written proof of the situation that impelled you to miss the exam (doctor's note, funeral notice, bail bond receipt, etc). Please keep in mind that a missed assignment or exam warrants a zero grade—a much lower numerical grade than an "E."

Honor Code

I take my honor code obligations seriously and expect you to do the same. In this course, it is especially important that you do not commit PLAGIARISM – which is the failure to properly cite and give credit when you use the ideas, words, phrases, or arguments of other people in your writing assignments. One of the biggest dangers that risks plagiarism is the use of the web in writing your papers – avoid this at all costs. Plagiarism constitutes intellectual theft and academic dishonesty. If you are at all worried that you might be in danger of plagiarism or any other honor code violation, you should ASK me (not another student) in advance. The University of Florida's honesty policies regarding cheating and plagiarism and the consequences for violating those policies may be viewed at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php> -- consequences that include a zero grade for the assignment, a failing grade for the course, and sometimes expulsion from school.

Disabilities

Any student with a disability who needs special accommodations should contact me as soon as possible with the proper documentation from the Dean of Students Office (<http://www.dso.ufl.edu/drc>).

Weekly Topics and Reading Assignments

(Topics, due dates, and other scheduled events are subject to revision by the professor; reading assignments must be completed by Tuesday each week)

I. AMERICA BC (BEFORE COLUMBUS)**Week of August 23:**

- Myth as History, History as Myth
- Origin Stories: Oral Traditions, Archaeology, & Science

Week of August 30:

Readings: **Calloway, *First Peoples*, chapter 1, pp. 14-29, 37-46, 63-69**

- Anasazis & Pueblos: A Kinship of Spirit
- Southwestern Worlds of the Ancestors

Week of September 6:

Readings: **Hudson, *Conversations with the High Priest of Coosa*, 1-96
Calloway, *First Peoples*, chp. 1, pp. 29-36, 47-51**

- Cornmothers and Mississippians
- *Myths and the Moundbuilders*

II. INVASION OF AMERICA

Week of September 13:

READER RESPONSE DUE on *Conversations with the High Priest of Coosa*, 97-188

Readings: **Hudson, *Conversations with the High Priest of Coosa*,
Calloway, *First Peoples*, chp. 2, pp. 76-88, 108-116, 140-45**

- Columbian Exchanges
- Conquistadores & Caciques in the Spanish Borderlands

Week of September 20:

Readings: **Calloway, *First Peoples*, chp. 1, pp. 52-62
Calloway, *First Peoples*, chp. 2, pp. 92-98, 119-30**

- *Black Robe*
- French Enterprise Brings a Storm to Huronia

Week of September 27:

Readings: **Calloway, *First Peoples*, chp. 2, pp. 101-103**

- Manitou and Providence: Early New England
- Squanto: Diplomacy not Thanksgiving

Week of October 4:

Readings: Calloway, *First Peoples*, chp. 2, pp. 98-101

- Gone to Croatoan or Revenge at Roanoke?
- Pocahontas Revisited: Powhatans and the English

Week of October 11:

READER RESPONSE DUE on *What Caused the Pueblo Revolt?*

Readings: Weber, *What Caused the Pueblo Revolt?* (all)
Calloway, *First Peoples*, chp. 2, pp. 88-92, 103-7, 117-19, 130-39

- Indian Enslavement in the South
- Continental Rebellions Everywhere

Tuesday, October 18: MID-TERM EXAM

III. IN SEARCH OF MIDDLE GROUNDS IN THE EIGHTEENTH CENTURY

Week of October 25:

Readings: Calloway, *First Peoples*, chp. 3, pp. 154-67

- Ceremonies of Calumets, Gifts, & Harangues
- Fur Trade Networks in the *Pays d'en Haut*

Week of November 1:

Readings: Van Kirk, *Many Tender Ties*, pp. 1-122

- In Love and War: French-Indian Alliances
- *Ikwe*

Week of November 8:

READER RESPONSE DUE on *Many Tender Ties*

Readings: Van Kirk, *Many Tender Ties*, pp. 123-242
Calloway, *First Peoples*, chp. 3, pp. 181-84

- Imperial Rivalries in the Mississippi Valley
- Native Rule in the Land of the Tejas

IV. INDIAN WARS OF INDEPENDENCE

Week of November 15:

Readings: Hinderaker, *The Two Hendricks*, pp. 1-192
 Calloway, *First Peoples*, chp. 3, pp. 168-75, 191-97

- Clash of Empires, 1754-65
- Indians' Great Awakenings

Week of November 22: NO CLASS DUE TO THANKSGIVING

Week of November 29:

READER RESPONSE DUE on *The Two Hendricks*

Readings: Hinderaker, *The Two Hendricks*, pp. 193-298
 Calloway, *First Peoples*, chp. 3, pp. 175-80, 197-210

- Native Sides in the American Revolution
- War's Aftermath: The Real Destruction

Week of December 6:

Readings: Calloway, *First Peoples*, chp. 4, pp. 218-28, 244-54

- Tecumseh, a Red Nation, and the "Noble Savage"

FINAL EXAM: Monday, December 12, 12:30-2:30pm in our regular classroom