

History 301

NATIVE AMERICAN HISTORY, 1500-1800

Spring 2013

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Office Hours: M 3-4:30, Th 9-10:20, and by
appointment



The history of the sixteenth, seventeenth, and eighteenth centuries is usually told as a tale of encounters and conquest. Europeans branched out across the Atlantic and met with a range of new cultures from Hudson Bay to Tierra del Fuego. Armed with military technology and debilitating diseases previously unheard of in the lands they explored, they claimed millions of square miles for themselves, displacing or killing the natives they encountered. Through that process nearly three dozen independent nations arose in North, Central, and South America and the Caribbean. History, in other words, is written as a tale of European expansion.

But what if we flip the script? What if, instead of focusing on Europeans coming across the Atlantic to encounter Native Americans, we try to see the past through native eyes? This course will use that question as our entry point into studying native cultures between 1500 and 1800. There will be times when that will be difficult, not least because contact with Europeans was crucially important to the time period we'll be studying. We will examine the written record – provided overwhelmingly by Europeans – to try to glean what we can about Native culture and the Native experience of encounter. We will also explore other types of evidence, including paintings and other visual evidence, oral accounts, and material objects from cups to canoes, to get as directly at possible at Native evidence. We will, therefore, work to uncover the experience of Native Americans in this period by practicing the craft of history: reading the work of other historians, interpreting evidence, and sharing thoughts both verbally in class and in writing.

MAJOR QUESTIONS

- What were the settlement patterns of Native groups in the fifteenth and sixteenth centuries? How did they change during the period of European imperial expansion?
- What were the characteristics of the major peoples of North and South America? How did groups vary across space and time?
- To what extent is it fair to consider Native groups “conquered?”
- In what ways did Natives and Europeans interact either productively or with difficulty?
- How do we solve the problem of having sources mostly written or mediated by Europeans? How can these sources be useful for understanding Native perspectives? What other sources can we turn to?

OBJECTIVES

By the end of the course, students will be able to:

- Interpret historical evidence in written, visual, and material forms.
- Explain the chronology of major events in Native American history from 1500 to 1800.
- Write a historical narrative using primary sources.
- Compare and contrast the experiences of Native groups across both space and time.
- Understand the methods of interpretation of material objects and how to put them into a historical context.

REQUIRED TEXTS

We will use several textbooks in the course, which are available both at the FSU bookstore and at various outlets online. In addition, many of the readings will only be available through Blackboard. Be sure to check there regularly for reading materials.

Colin G. Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America*. Bedford Series in History and Culture. Boston: Bedford/St. Martin's, 1994.

Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America*. Cambridge, Mass.: Harvard University Press, 2001.

Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*. Boston: Bedford/St. Martin's, 2000.

COURSE SCHEDULE

Weds., Jan. 23: Course Introduction

Thurs., Jan. 24: Geography and Chronology in Native America

Prep: Bring your laptop to class.

Fri., Jan. 25: Shifting Our Perspectives: How do we approach the topic?

Prep: Richter, *Facing East*, 1-10; Calloway, *World Turned Upside Down*, 11-18; Matthew Restall, *Seven Myths of the Spanish Conquest* (New York: Oxford University Press, 2003), xii-xix.

Mon., Jan. 28: Talking about the History of ... Indians? Native Americans? First Peoples?

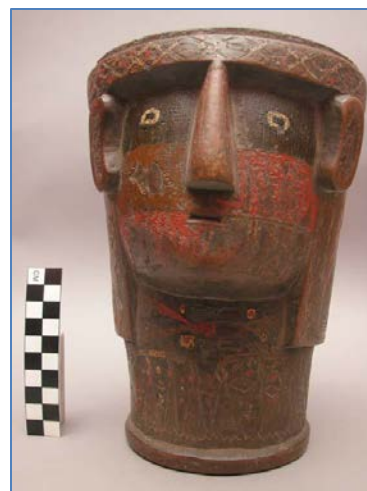
Prep: James H. Merrell, "Second Thoughts on Colonial Historians and American Indians," *William and Mary Quarterly*, 3rd ser., 69, no. 3 (2012): 451-512.

Weds., Jan. 30: American Ecology

Prep: Charles C. Mann, "1491," *The Atlantic Monthly*, March 2002.

Thurs., Jan. 31: The Encounters

Prep: Richter, *Facing East*, 11-40; Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, 4th ed. (New York: Oxford University Press, 2004), "Iberia and America Before the Conquest" (pages TBA).



Fri., Feb. 1: The Timeline Project

Prep: Please bring your laptop to class.

Mon., Feb. 4: What changed with contact?

Prep: Calloway, *The World Turned Upside Down*, 22-38.

Weds., Feb. 6: Using Material Objects in Native American History

Prep: Daniel Waugh, "Material Culture / Objects," *World History Sources: Unpacking Evidence*,

<http://chnm.gmu.edu/worldhistorysources/unpacking/objectsmain.html>

FAQ on Native American Graves Protection and Repatriation Act,

<http://www.nps.gov/nagpra/INDEX.HTM>

Thurs., Feb. 7 & Fri., Feb. 8: The Native American Experience of Contact

Prep: Richter, *Facing East*, 41-68; Calloway, *The World Turned Upside Down*, 39-40, 49-54, 81-88, 118-24.

Mon., Feb. 11: Indian Slavery, presentation by Dr. Rebecca A. Goetz

Prep: Joyce Chaplin, "Indian Slavery in Early America: Captivity without the Narrative," in Elizabeth Mancke and Carole Shammas, eds., *The Creation of the British Atlantic World* (Baltimore: Johns Hopkins University Press, 2005), 45-70.

NOTE: Dr. Goetz will also be giving a talk about her new book, *The Baptism of Early Virginia: How Christianity Created Race*, at 4:30 p.m. in the Heineman Ecumenical Center.

Weds., Feb. 13: The English Perspective

Prep: Karen Ordahl Kupperman, ed., *Captain John Smith: A Select Edition of His Writings* (Chapel Hill: IEAHC, University of North Carolina Press, 1988), 137-61.

Thurs., Feb. 14: *Conquistadores* in a New World

Fri., Feb. 15: The Andean Struggle

Prep: "The Great Inca Rebellion," *NOVA* (PBS), <http://video.pbs.org/video/2205823703>

Mon., Feb. 18: NO CLASS – Presidents' Day

Weds., Feb. 20: Case Study: The Conquest of Mexico

Prep: Schwartz, *Victors and Vanquished*, Introduction, 1-28; Laura E. Matthew, *Memories of Conquest: Becoming Mexicano in Colonial Guatemala* (Chapel Hill: University of North Carolina Press, 2012), 13-38.

Thurs., Feb. 21 & Fri., Feb. 22: Living with the Spanish

Prep: Ramón A. Gutierrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Stanford: Stanford University Press, 1991), 46-66, 71-94.



Mon., Feb. 25 & Weds., Feb. 27: The Persistence of Native Culture in Colonial Mexico

Prep: Inga Clendinnen, "Yucatec Maya Women and the Spanish Conquest: Role and Ritual in Historical Reconstruction," *Journal of Social History* 15, no. 3 (1982): 427-42; Caroline Dodds Pennock, "'A Remarkably Patterned Life': Domestic and Public in the Aztec Household City," *Gender & History* 23, no. 3 (2011): 528-46.

Thurs., Feb. 28: Native Religion

Fri., Mar. 1: European Christianity in the New World

NOTE:NARRATIVE HISTORY DUE AT BEGINNING OF CLASS.

Mon., Mar. 4 & Weds. Mar. 6: The Conversion Experience

Prep: Richter, *Facing East*, 69-109; Allan Greer, ed., *The Jesuit Relations: Natives and Missionaries in Seventeenth-Century North America* (Boston: Bedford/St. Martin's, 2000), 37-61.

Thurs. Mar 7 & Fri., Mar. 8: The Problem of Native Communication

Prep: Richter, *Facing East*, 110-50; Restall, *Seven Myths*, 77-99.

Mon. Mar. 11: Finding a Voice

Prep: Calloway, *World Turned Upside Down*, 45-77.

Weds., Mar. 13 & Thurs., Mar. 14: *Black Robe*

Fri., Mar. 15: Project Updates

Prep: Please bring your laptop to class.

March 18-22: SPRING BREAK

Mon., Mar. 25: Encounters in Trade

Weds., Mar. 27: Andean Resettlement, presentation by Dr. Jeremy Ravi Mumford

Prep: *To be announced.*

NOTE: Dr. Mumford will give a talk about his recently published book, *Vertical Empire: The General Resettlement of Indians in the Colonial Andes* at 4:30pm in the Alumni Room, McCarthy Center.

Thurs., Mar. 28 & Fri., Mar. 29: Go-Betweens and the Middle Ground

Prep: Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (Cambridge: Cambridge University Press, 1991), 94-119; James H. Merrell, *Into the American Woods: Negotiators on the Pennsylvania Frontier* (New York: W.W. Norton & Co., 1999), 252-82.

Mon., Apr. 1: Project Updates

Prep: Please bring your laptop to class.

Weds., Apr. 3: Diplomacy and War in British North America

NOTE: Revision of historical narrative due at the beginning of class.

Thurs., Apr. 4 & Fri. Apr. 5: Negotiation and Its Failure

Prep: Daniel K. Richter, "Cultural Brokers and Intercultural Politics: New York-Iroquois Relations, 1664-1701," *Journal of American History* 75, no. 1 (1988): 40-67; Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity* (New York: Alfred A. Knopf, 1998), 21-47; Calloway, *World Turned Upside Down*, 88-106, 124-27.



Mon., Apr. 8: Breakdown in the *pays d'en haute*

Prep: Richter, *Facing East*, 151-88; White, *Middle Ground*, 269-99.

Weds., Apr. 10-Fri. Apr. 12: *The Mission*

Mon., Apr. 15: NO CLASS – Patriots' Day

Weds., Apr. 17: European, Native, African – A Multiplicity of Racial Categories

Thurs., Apr. 18 & Fri., Apr. 19: The Casta System in Mexico and Making English Indians

Prep: Ilona Katzew, *Casta Painting: Images of Race in Eighteenth-Century Mexico* (New Haven: Yale University Press, 2005), 39-61; Kathleen M. Brown, *Good Wives, Nasty Wenches & Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* (Chapel Hill: OIEAHC, University of North Carolina Press, 1996), 42-74.

Mon., Apr. 22: Remembering Natives in New England, Dr. Christine DeLucia

Prep: Patricia E. Rubertone, "Monuments and Sexual Politics in New England Indian Country," in Barbara L. Voss and Eleanor Conlin Casella, eds., *The Archaeology of Colonialism: Intimate Encounters and Sexual Effects* (Cambridge: Cambridge University Press, 2011), 232-51.

NOTE: Dr. DeLucia will also be conducting a roundtable discussion about her research at 1:30pm in North Hall Commons.

Weds., Apr. 24: Atlantic Revolutions and Native America

Prep: Richter, *Facing East*, 189-236; Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities* (Cambridge: Cambridge University Press, 1995), 272-91.

Thurs., Apr. 25 & Fri. Apr. 26: Native Reactions and Uprisings

Prep: Alberto Flores Galindo, "The Tupac Amaru Revolution and the Andean People," in *In Search of an Inca: Identity and Utopia in the Andes*, trans. Carlos Aguirre and Charles F. Walker (Cambridge: Cambridge University Press, 2010), 80-105; Ian K. Steele, *Warpaths: Invasions of North America* (New York: Oxford University Press, 1994), 226-47; Calloway, *World Turned Upside Down*, 127-45.

Mon., Apr. 29: Native Identity in a Revolutionary Age

Prep: Ruth Wallis Herndon and Ella Wilcox Sekatau, "The Right to a Name," *Ethnohistory* 44, no. 3 (1997): 433-62.

Weds., May 1 & Thurs., May 2: Remembering the Native American Past

Prep: Richter, *Facing East*, epilogue; Lepore, *Name of War*, ch. 8; David J. Weber, *The Spanish Frontier in North America*, 335-60.

Fri., May 3: The View from 2013

Prep: TBA.

ASSIGNMENTS

1. Attendance and Participation – 15%

Participation is vital to your success in this course. You are expected to attend all course meetings and to come to class prepared. That is, you should have completed the assigned reading, have it with you in class, and be prepared to participate actively in class discussion through comments and questions. You will lose credit for participation after two absences, except in documented cases for extended family or medical emergencies, religious observances, or school events.

2. Narrative History – 20%

In early February, we will examine the Spanish conquest of the Aztecs as a case study. Afterwards, you will use the documents in *Victors and Vanquished* to construct a narrative history of that event, weaving together Spanish and Nahua accounts into a coherent whole. You will complete two drafts of the paper. The first, of 6-8 pages, will be due on Friday, March 1. The second draft, for which you may add material up to 7-10 pages, will be due on Friday, March 29. We will discuss further details when we get to the unit in early February.

3. Blog – 20%

The majority of your writing in the course will come via a course blog (<http://hist301fsu.wordpress.com>). You will be expected over the course of the semester to write 10-12 blog posts that respond to the readings, reflect on class discussions, and present portions of the research you do for the timeline and material object projects. I will distribute a schedule in Week 2 for writing posts, rotating among reading responses, timeline updates, and material object updates.

4. Timeline - 10%

The course covers three centuries and two continents, and we will meander across space and time as we discuss various topics and readings. Therefore, each student will be responsible for researching two events, people, or places of importance in the course to add to the course timeline on Dipity.com. Each student will be assigned two events, people, or places from the same region.

5. Material object analysis - 10%

Through the Peabody Museum of Archaeology and Ethnology at Harvard University, I have set up for the course an online exhibit of some of their holdings of Native American artifacts. Each student will be responsible for writing an analysis of two objects from the same region as that studied in the timeline project. For this project, students will describe each artifact's use, significance, and the questions it raises about Native culture. The assignment will be explained at our February 8 course meeting, and will include several blog posts and a brief class presentation.

6. Final exam - 25%

The final exam for the course is scheduled for Wednesday, May 8, 2013, from 11:30 to 2:30pm. The exam will cover material from the entire course; details will be distributed in mid-April.

COURSE POLICIES

Blackboard

Please be sure that you are properly enrolled for the course Blackboard site and be sure to check it regularly. The site will be updated regularly with PowerPoint slide shows for class, course assignments, and supplementary materials.

Communication

All students are required to maintain a Framingham State e-mail account, and course announcements will be sent to that address and posted to the course Blackboard site. Please check your FSU account and Blackboard regularly for updates.

Etiquette

Students are permitted to use electronic devices (including laptops, tablet computers, cell phones, etc.) to take notes or access readings during class. However, you are expected at all times to be engaged in the class discussion, which means that you are prohibited from texting, making or receiving phone calls, surfing the internet, sleeping, and any other activity that distracts you or your classmates. The instructor reserves the right to assign a zero for participation for the day for any student found in violation, as well as to ban electronic devices should it become a recurring problem. Please show respect and consideration for your classmates.

All lectures and course materials are copyright to the instructor and may not be reproduced or distributed without written permission. You may not record lectures without prior approval in writing.

Accommodations

Any student with a disability or other extenuating circumstances should see the instructor as soon as possible to make appropriate arrangements. It is the student's responsibility to notify the instructor of any accommodations provided through CASA, including written documentation.

Academic Honesty and Plagiarism

The academic community is built upon the free, open, and honest exchange of ideas and opinions. In order to achieve such an environment, students need to be confident that their peers are holding themselves to the same high standards. Cheating undermines the reputation of a university's degrees and violates the trust of all members of our intellectual community. Accordingly, no form of cheating will be tolerated in this course. All students are expected to conform to the university's code of conduct at all times. Any student found cheating will be referred to the Dean of Students according to university policy. Cheating on any assignment will result in an automatic failure of the assignment and other possible repercussions.

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. You must acknowledge the original author or source of all quotations and ideas through quotation marks, footnotes, etc. Examples of plagiarism include, but are not limited to the following:

- the submission of a work, either in part or in whole completed by another;
- failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another;
- failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof;
- close and lengthy paraphrasing of another's writing, without credit or originality;
- use of another's project or programs or part thereof without giving credit.

Submission of a work completed for another class either in a previous or concurrent term is academic dishonesty. In short, plagiarism is not allowed under any circumstances. If you have any questions about whether something might be considered plagiarism, *please ask*.

For more information on Framingham State's policies on academic honesty and plagiarism, please see the CASA Writing Guide at: http://www.fscmedia.com/web-external/writing-guide/plagiarism_fsc.html.