



HIST 397 *First People* *of North* *America*

Fall 2009

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**Office Hours: Tuesdays 10:00–
12:00 and 2:00–3:00.**

Welcome to First Peoples of North America. This reading and writing intensive course gives you the tools to explore a topic that most interests you and to put into practice everything you have learned about how to be a historian. During the semester, you will write a high quality, article-length paper (25 pages). Your paper will be based on original research from primary sources and will also engage the historiographical context of your topic. I hope you will find the process both challenging and rewarding. The study of First Peoples presents historians with special challenges. How can historians trained in the use of documents write the history of oral peoples? Can non-Aboriginal scholars write Native history? If so, how do we bridge the cultural distance between western society and Native cultures? In order to help you to begin answer these questions, the first part of the course will introduce you to the disciplines and methodologies scholars employ to study oral cultures. You will become familiar with oral history, autohistory, cultural anthropology, and archaeology. Since pre-Columbian America was home to approximately 2,000 distinct cultures, the course will focus on providing the methodological tools necessary to write an ethnohistorical paper rather than deal with individual cultures.

Although research and writing may seem like a solitary endeavor, you will soon discover that it is a collaborative effort. You will be working and consulting closely with several people. As the instructor and the person most familiar with the course material, I am your primary contact and resource. Do not hesitate to speak to me about your paper or the course. You will also be assigned to a writing group of your colleagues with whom you will exchange work, ideas, and constructive criticism. Our semester will culminate in a

mini-conference in which you will present a version of your paper not only to the class but also to members of the history department and invited guests.

Goals of the Course

In this course students will learn to

- appreciate the complexities and challenges of writing the history of Native people.
- employ a multidisciplinary approach to writing history.
- approach writing as a process, one that involves considerable ongoing reflection and revision.
- locate and use primary sources.
- engage in historiographical debates.
- use writing conventions appropriate to the discipline of history.
- give and receive constructive criticism.
- deliver an effective oral presentation.

Required Texts

You may purchase the following required texts from the bookstore. You will find other course readings on Blackboard.

Georges Sioui, *For an Amerindian Autohistory: An Essay on the Foundations of a Social Ethic* (Kingston and Montreal: McGill-Queen's University Press, 1992).

Theda Perdue, *"Mixed Blood" Indians: Racial Construction in the Early South* (Athens and London: University of Georgia Press, 2000).

Attendance

The seminar provides a forum to discuss ideas and issues arising from the week's reading. Seminars work only when everyone contributes. Therefore, you must attend all classes and be prepared to discuss the readings. Students who miss more than one seminar will have a third of a letter grade deducted from their final mark. So a student with a B+ average who misses three classes will receive a B. Failure to hand in a writing chunk (see below) on time or to return written comments on your colleague's work will result in 3 marks being deducted from your final grade.

As a courtesy, please turn off or mute all electronic devices in the classroom.

Grade Distribution

Topic	3%
Table of secondary and primary sources	8%
Peer Editing	16%
Discussion Questions	12%
Participation	20%
Draft	11%
Research Essay	20%
Presentation	10%

Assignments

Research Paper. During the semester, you will write an anthropologically informed research paper based on primary sources. The final paper should be 20-pages, written in formal academic prose with footnotes and bibliography for an audience of other historians. All of you should be able to present your work in an academic setting, such as an undergraduate conference or Moravian College's scholarship day. Please note you will be writing this paper in stages throughout the semester with lots of opportunity for feedback and rewriting between each stage.

Peer Editing. As part of the process of writing, you will help others with their papers and they will do the same for you. During each stage of writing, you will write up comments to help other members of your writing group. I will assign you to a writing group once the semester is underway. The main audience will be that of your peers, although I will also collect a copy of your comments in order to help you with the important (if often overlooked) skill of offering useful feedback and constructive criticism.

Discussion Questions. Each week that you have assigned readings, prepare and print a minimum of five substantial questions about the readings. On days when there are multiple readings, your questions deal with each reading. You will be asked to read your questions in class in order to spark discussion.

Conference. The semester will culminate with a conference in which you will present a version of your paper not only to the class but also to anyone you wish to invite.

Academic Dishonesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: "the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation." Plagiarism will result in the offender receiving zero in the course. Please consult the Student Handbook for fuller details.

Students with Disabilities

Students with physical, learning, or medical disabilities should speak to me and contact Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodations. Please make these arrangements in the first weeks of the semester.

Class Schedule

PART I: PROBLEMS, QUESTIONS, AND METHODS

Week 1 – Sept. 2

Introduction

ACTIVITY	<ol style="list-style-type: none"> Parameters of Paper <i>Black Robe</i>
REMINDER	<ol style="list-style-type: none"> Read Syllabus for next week. Topic (½- ¾ page) for next week. Prepare questions on reading.

Week 2 – Sept. 9

What is Ethnohistory?

DUE	<ol style="list-style-type: none"> Reading Questions Bring a tentative topic to class (½- ¾ page).
READING	<p>James Axtell, “Ethnohistory: An Historian’s Viewpoint,” <i>The European and the Indian: Essays in the Ethnohistory of Colonial North America</i>, (1981), 3-15.</p> <p>Raymond Fogelson, “The Ethnohistory of Events and Non-Events,” <i>Ethnohistory</i> 36 (1989): 133-147. Available Electronically</p>
ACTIVITY	<ol style="list-style-type: none"> Note Cards
REMINDER	<ol style="list-style-type: none"> Prepare questions on reading. Complete table of secondary and primary sources.

Week 3 – Sept. 16

Writing First People’s History: Problems and Prospects

DUE	<ol style="list-style-type: none"> Reading Questions. Table of Secondary and Primary Sources.
READING	<p>Calvin Martin, “The Metaphysics of Writing Indian-White History,” <i>Ethnohistory</i> 28 (Spring 1979): 153-159. Available Electronically.</p> <p>Toby Morantz, “Plunder or Harmony? On Merging European and Native Views of Early Contact,” in <i>Decentring the Renaissance: Canada and Europe in Multidisciplinary Perspective, 1500-1700</i>,” eds. Germaine Warkentin and Carolyn Podruchny (1996), 48-67.</p> <p>“The Creation” in Anthony Wonderly, <i>Oneida Iroquois Folklore, Myth, and History: New York Oral Narrative from the Notes of H.E. Allen and Others</i> (Syracuse: Syracuse University Press, 2004), 63-68.</p>
ACTIVITY	<ol style="list-style-type: none"> Anatomy of an Article
REMINDER	<ol style="list-style-type: none"> Prepare questions on reading. Begin obtaining books and sources from ILL.

Week 4 – Sept. 23

Anthropologists and Archaeologists

DUE	Reading Questions.
READING	<p>Clifford Geertz, “Thick Description: Toward an Interpretive Theory of Culture,” <i>The Interpretation of Cultures</i> (1973), 3-32.</p> <p>David G. Anderson and Marvin T. Smith, “Pre-Contact: The Evidence form</p>

	<p>Archaeology,” in Daniel Vickers, ed., <i>A Companion to Colonial America</i> (Blackwell, 2003), 1-24.</p> <p>Bruce Trigger, “Early Native North American Responses to European Contact: Romanticism and Rationalism,” <i>Journal of American History</i> (1991): 1196-1215. Electronically available.</p> <p>“The Dekanawida Legend,” in William N. Fenton, ed., <i>Parker on the Iroquois</i> (Syracuse: Syracuse University Press, 1968), 14-30.</p>
REMINDER	1. Prepare questions on reading.

Week 5 – Sept. 30 No Class – Instructor Away

Week 6 - Oct. 7

Autohistory

DUE	Reading Questions.
READING	Georges Sioui, <i>For an Amerindian Autohistory: An Essay on the Foundations of a Social Ethic</i> (Montreal and Kingston: McGill-Queen’s University Press, 1992).
ACTIVITY	Primary Source Analysis
REMINDER	Prepare questions on reading.

Week 7 - Oct. 14

Race

DUE	1. Reading Questions.
READING	Theda Perdue, <i>“Mixed Blood Indians”</i> (Athens: University of Georgia Press,).
REMINDER	<ol style="list-style-type: none"> 1. Prepare questions on reading. 2. Chunk 1 due next week. 3. Be Prepared to discuss historiographical debates in your field.

Week 8 – Oct. 21

Historiography and Chunk 1

DUE	<ol style="list-style-type: none"> 1. Chunk 1 due (5 pages, focusing on historiography). Bring copies for each member of your group and me. Also attach a 10 book bibliography. 2. Reading Questions.
READING	<p>James T. Carson, “American Historians and the Indians,” <i>Historical Journal</i> 49 (2006): 921-933.</p> <p>James H. Merrell, “Indian History During the English Colonial Era,” in Daniel Vickers, ed., <i>A Companion to Colonial America</i> (Blackwell, 2003), 118-137.</p>
ACTIVITY	Discuss historiography.
REMINDER	Chunk 2 due next week.

Week 9 – Oct. 28

Chunk 2

DUE	<ol style="list-style-type: none"> 1. Chunk 2 due (5 pages based on primary sources). Bring copies for each member of your group and me. 2. Workgroups: Return chunks with comments.
ACTIVITY	1. Workgroups

REMINDER	Schedule an appointment to meet with me next week.
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Week 10 – Nov. 4

Individual Meetings

DUE	Workgroups: Return chunks with comments.
READING	
ACTIVITY	<ol style="list-style-type: none"> 1. Meetings with instructor this week. Compile an agenda for our meeting containing at least three questions or issues on which you would like help. Print this out and bring two copies to the meeting. 2. Workgroups.
REMINDER	Chunk 3 due next week.

Week 11 –Nov. 11

Chunk 3

DUE	Chunk 3 due (5 pages based on primary sources). Bring enough copies for each member of your group and me.
ACTIVITY	Updates on Papers
REMINDER	Return Comments

Week 12 - Nov. 18

Updates

DUE	Workgroups: Return chunks with comments.
ACTIVITY	Workgroups.
REMINDER	Draft due next week.

Week 13 - Nov. 25 No Class – Thanksgiving

Draft

DUE	Full Draft (20-25 pages) due. Bring enough copies for each member of your group and me.
REMINDER	Schedule an appointment to meet with me next week. Return Comments

Week 14 – Dec. 2

Individual Meetings

DUE	Workgroups: Return drafts with comments.
ACTIVITY	<ol style="list-style-type: none"> 1. Meetings with instructor this week. Compile an agenda for our meeting containing at least three questions or issues on which you would like help. Print this out and bring two copies to the meeting. 2. Workgroups.
REMINDER	Revise and polish your paper.

Week 15 - Dec. 9

Final

DUE	FINAL DRAFT OF PAPER
ACTIVITY	Preparing a conference paper.

Finding a Topic and Doing Research

Reference Books

Handbook of North American Indians

The collections in Reeves Library support research in the following areas:

Iroquois/Six Nations (New York, Ontario) - 17th-19th centuries

Reuben Gold Thwaites, *The Jesuit Relations*, also available online, 73 vols.

The Papers of Sir William Johnson, 14 vols.

Narratives of New Netherlands, 1609-1664

Documentary History of the State of New York, 4 vols.

Documents Relative to the Colonial History of the State of New York 12 vols. CD-Rom.

Charles Johnston, *Valley of the Six Nations (Ontario)*

Cadwallader Colden, *History of the Five Nations of Canada (1747)*.

Thomas S. Abler, *Chainbreaker: The Revolutionary Memoirs of Governor Blacksnake*

James Everett Seaver, *Narrative of the Life of Mrs. Mary Jemison (Women)*

The Journals of Reverend Samuel Kirkland (Missions)

William Beauchamp, *Moravian Journals Relating to Central New York, 1745-1766 (Missions)*

Huron/Wendat (Ontario) - 17th century

Reuben Gold Thwaites, *The Jesuit Relations*, also available online, 73 vols.

Delaware/Lenape (Pennsylvania) - 18th century

John Heckewelder, *Narrative of the Mission of the United Brethren among the Delaware and Mohegan Indians from its Commencement in the Year 1740 to the close of the Year 1808*

John Heckewelder, *First Description of Cincinnati and other Ohio Settlements: The Travel Reports of Johann Heckewelder*

John Heckewelder, *The Travels of John Heckewelder*

John Heckewelder, *History, Manners, and Customs of the Indian Nations Who Once Inhabited Pennsylvania and the Neighboring States*

John Heckewelder, *Thirty Thousand Miles with John Heckewelder*
Paper of William Penn

Papers of Henry Bouquet

William Penn's Own Account of the Lenni Lenape or Delaware Indians

The Paxton Papers

Narratives of Early Pennsylvania, West New Jersey and Delaware, 1630-1707

Colonial Records of Pennsylvania

Diary of the Moravian Indian Mission of Fairfield, Upper Canada, 1792-1813

Tuscarawas Valley in Indian Days, 1750-1797

Moravian Indian Mission on White River, Diaries and Letters, 1799-1806

See also the *Moravian Collection/Moravian Archives*

Powhatans (Virginia) - 17th century

<http://www.virtualjamestown.org/> has most of the available primary sources.

Cherokee (North Carolina, Georgia, Tennessee) – 19th century/Removal

John Ross, *The Papers of Chief John Ross (Cherokee)*

Elias Boudinot, *Cherokee Editor, The Writings of Elias Boudinot (Cherokee)*

Cherokee Phoenix (Newspaper, 1828-1834), <http://library.wcu.edu/CherokeePhoenix/>

Theda Perdue and Michael Green, *The Cherokee Removal: A Brief History and Documents*

Indian Removal Papers

Aztecs - 16th century

Other

Reuben Gold Thwaites, *Original Journals of the Lewis and Clark Expedition, 1804-1806*, 8 vols.

Reuben Gold Thwaites, *Collections of the State Historical Society of Wisconsin*, 10 vols.

The following Journals publish articles on various aspects of First People's history:

Ethnohistory

American Indian Quarterly

American Indian Culture and Research Journal

William and Mary Quarterly

Journal of the Early Republic

Journal of American History

American Historical Review

See also, state historical society publications such as *New England Quarterly*, *New York History*, *Ontario History*, *Pennsylvania Magazine of History and Biography*, or *Pennsylvania History*.

Ideas for your research paper

- How did First People understand and incorporate Christianity into indigenous systems of belief? Consider either the case of the Jesuits among the Huron, Samuel Kirkland's mission to the Oneidas, or one of the Moravian missions.
- Write an ethnohistorical account of a single incident.
Why did the Iroquois torture Father Brebeuf?
Why did the Aztecs kill Montezuma?
- Consider the life of a single individual, such as Joseph Brant, Louis Riel, John Ross, William Johnson, or Russell Means.
- How did First People respond to European diseases?
- Interpret the gender/kinship metaphors that suffuse treaty documents in northeastern North America.
- Why were the Aztecs unable to defeat the Spanish?
- Write about a single village, Canajoharie or Kanowarohale in the Mohawk Valley for example?
- How did the Cherokee defend themselves against Andrew Jackson's Indian removal policy?
- Consider how indigenous sources of power changed over time?
- How did the Powhatans understand the English settlers at Jamestown?
- Consider the changing role of Aboriginal women following contact.
- What role did Aboriginal women play in the fur trade?
- To what extent did the fur trade disrupt or benefit First Nations' communities?
- Why did the Mohawks return to New York in the 1970s?
- Analyze the role of alcohol in First Nations' communities?
- Analyze the boarding school experience in the U.S. or residential schools in Canada.
- Consider the role of casinos in a contemporary Aboriginal community?
- Analyze one event or figure in the Red Power Movement or AIM in the 1960s.
- Analyze the successes and failures of contemporary Aboriginal political organizations.
- Have First People in Canada been successful in using the courts to win recognition of their Aboriginal rights?
- Analyze the Oka crisis in Quebec.