

Natives and Newcomers in Colonial North America

Spring 2011

Hist 298

Tuesday-Thursday, 8:55-10:05

Moravian College

Comenius 304

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Office Hours: Mon. 9-12, Thurs. 10:30-11:30, and by appointment

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Course Introduction:

Encounters between Indians and Europeans in colonial North America have been described, analyzed, and published since the seventeenth century, but only in the past forty years have historians engaged this topic with an eye toward uncovering native perspectives. In History 298 we will read some of this recent scholarship and look at some of the dominant interpretations of seventeenth and eighteenth-century life in Indian country. Our goal will be to look at this world from as many perspectives as possible, to understand how encounters between Europeans and Indians shaped the development of North America, and to examine the way that historians agree or disagree in their assessments of “the Indians’ New World.”

Historiography:

Historiography is essentially the history of “how historians interpreted the past.” As you will see throughout the semester, historians have been asking many of the same questions over the years, but their conclusions are dramatically different. One generation of historians responds to past interpretations only to see its own ideas challenged by another set of ideas. Occasionally, eighty-year-old interpretations resurface with slight variations after being unpopular for decades.

In class we will deal with historiography every day. As you complete your reading assignments and as we discuss issues in class, you should always be thinking about how a given book or article challenges, supports, or responds to other readings you have studied. Ask yourself why this author arrives at different or similar conclusions. For example, does he or she use different sources, study a different region, ask slightly different questions, etc...?

To further underscore the centrality of historiography to this course, your primary writing assignment will be a **12-15 page essay** that analyzes at least five books (or appropriate articles) on a given subject. We will work on this essay in stages. You will submit the topic by the third week of the semester, and after approval, you will submit a bibliography and later a first draft of the essay. You will also share your work with another class member, who will write a peer review of your paper.

Other Writing Assignments:

Throughout the semester you will also write **three 2-3 page response papers**, reviewing the film *Black Robe* and two of the three books you purchased for this class, Daniel Richter's *Ordeal of the Longhouse* and Alan Gallay's *The Indian Slave Trade*. Despite their length, they should be written formally with a careful eye toward analysis. Your job will be to identify and describe the author's argument and evaluate its effectiveness and its connection to other sources and ideas we have covered in class.

Participation:

Nothing is more important for your success in this class than carefully reading all of the assignments, and the best way to demonstrate that you have done the reading is to participate in class discussions. Most of our time will be spent dissecting the books, articles, and ideas that you will encounter, and if you haven't prepared for class, you will be hard-pressed to participate. Some of you are likely more hesitant to share your thoughts with the group, but one of the best ways to counteract that tendency is to consider what you can contribute in advance. I expect each of you to contribute something to our conversation every day.

To guide you in reading and discussing, we will take the first few minutes of most class periods for each of you to write down the main argument and its primary supporting evidence for the day's reading assignment. You will hand these in, and collectively they will be worth 10% of your course grade. If you prefer to write these brief abstracts before class, that's fine (after all you might have more to say than five minutes will allow), but I will not accept them after class. I will return these assignments to you the next class period without grades, and you will turn them in again collectively as a reading log three times throughout the semester for more formal evaluation.

Grades:

Participation	20%
Bibliography and Abstracts	10%
Draft/peer review	5%
Historiographic essay	20%
Reaction papers	15% (5% each)
Reading Log	10%
Final Exam	20%

Policies:

1. **Attendance:** Attendance will also factor into my evaluation of your class participation. **Missing more than two classes without written permission from the health center or the dean will automatically result in a lowering of your participation grade.** Should you be absent for health or personal reasons, your written excuse should be delivered to me on your first day back. Any absence (even those without good excuse) should be reported or explained to me.

2. Your historiographic essay and your reaction papers will be accepted late but will be reduced by a third of a grade for every day that the assignment is late (including weekends and breaks). **Note again that reading abstracts will not be accepted late.**
3. **Plagiarism** will not be tolerated. Plagiarism occurs whenever you use someone else's words or ideas without putting them in quotation marks and citing their work in a footnote. The most egregious forms of plagiarism occur when students copy entire paragraphs or sentences from another source and try to pass them off as their own, but copying short phrases is just as illegal. Simply changing a few words from another author's paragraph or sentence does not get you off the hook for plagiarism—you have still pilfered words and ideas. Moravian's plagiarism policy is that you will either fail the entire course or fail the assignment. I have found that most students who have resorted to plagiarism in the past did so out of desperation, fearing that their paper would be poor or late. Please remember, however, that both of these conditions would be preferable to academic dishonesty, which affects not only your grade but your overall academic record as well.
4. I reserve the right to alter this syllabus should the need arise during the semester.
5. You are responsible for keeping hard copies of all of your work. Electronic submissions that fail to reach me in a compatible form will still be counted late. In general I discourage electronic submissions, but if for some reason you do send me an assignment via e-mail, I will always acknowledge the message. If you don't get a response from me, it means I haven't received your work.
6. All electronic devices should be turned off and remain invisible for the duration of the class period unless permission is granted by the professor.

Course Outline

Jan. 18: Course Introduction

Jan. 20: First Encounters

Reading: **James Axtell, Natives and Newcomers, ch. 1**
Colin Calloway, "Imagining and Creating a New World"
Daniel Richter, "Imagining a Distant New World"

Jan. 25: The fur trade

Reading: **James Axtell, Natives and Newcomers, chs. 2-3**
Colin Calloway, "The Stuff of Life"
Daniel Richter, "Confronting a Material World," pp. 41-53

Jan 27: Film: Black Robe

Feb. 1: Indians of New England

Reading: **Alden Vaughan, New England Frontier, chs. 2, 3, 5**
Paper topic due

Feb. 3: Indians of New England

Reading: **Francis Jennings, Invasion of America, chs. 11-13**

Feb. 8: The Iroquois (part one)

Reading: **Daniel Richter, The Ordeal of the Longhouse, intro-ch. 4**
Black Robe paper due

Feb. 10: The Iroquois (part two)

Reading: **Richter, Ordeal of the Longhouse, chs. 5-7**
Paper Bibliography due

Feb. 15: The Iroquois (part three)

Reading: **Richter, Ordeal of the Longhouse, chs. 8-11**

Feb. 17: Warfare and Disease

Reading: **Calloway, "Healing and Disease"**
Calloway, "New World Warfare and a New World of War"
Reading log due

Feb. 22: Warfare and Disease

Reading: **Axtell, Natives and Newcomers, chs. 8, 11**

Feb. 24: The Powhatan Empire

Reading: **Axtell, ch. 10**
Ordeal of the Longhouse paper due

March 1: Indians in Pennsylvania

Reading: **Jane Merritt, At the Crossroads, ch. 1**

March 3: Indians in Pennsylvania

Reading: **James Merrell, “Shamokin...: Unsettling the Early American Frontier”**
Jane Merritt, “Metaphor, Meaning, and Misunderstanding”

March 8, 10: **No Class: Spring Break**

March 15: Religious Encounters

Reading: **Calloway, “A World of Dreams and Bibles”**
Paper abstracts due

March 17: Religious Encounters

Reading: **Axtell, chs. 6-7**

March 22: Cultural Brokers

Reading: **James Merrell, Into the American Woods, pp. 19-56**

March 24: **First draft of paper due; in-class workshop**

March 29: Indians of the Southeast, part one

Reading: **Alan Gallay, The Indian Slave Trade, part 1**
Peer Review due

March 31: Indians of the Southeast, part two

Reading: **Gallay, part 2**
Reading log due

April 5: Indians of the Southeast, part three

Reading: **Gallay, parts 3-4**

April 7: Gender relations

Reading, **Claudio Saunt, “Domestick...Quiet being broke’...”**
Kathleen Brown, Good Wives, Nasty Wenches..., pp. 42-74

April 12: Indians of the Ohio Valley

Reading: **Michael McConnell, A Country Between, pp. 1-20**
The Indian Slave Trade paper due

April 14: Indians of the Ohio Valley

Reading: **Richard White, The Middle Ground, ch. 1**

April 19: Pan-Indian Movements

Reading: **Gregory Evans Dowd, A Spirited Resistance, ch. 3**

April 21: Pan-Indian Movements

Historiographic Paper due

April 26: The Texture of Contact

Reading, **David Preston, The Texture of Contact, ch. 2**

April 28: Conclusion and Review

Reading, **Axtell, ch. 14**

Reading log due

Final Exam: Monday, May 2, 1:30-4:30 pm