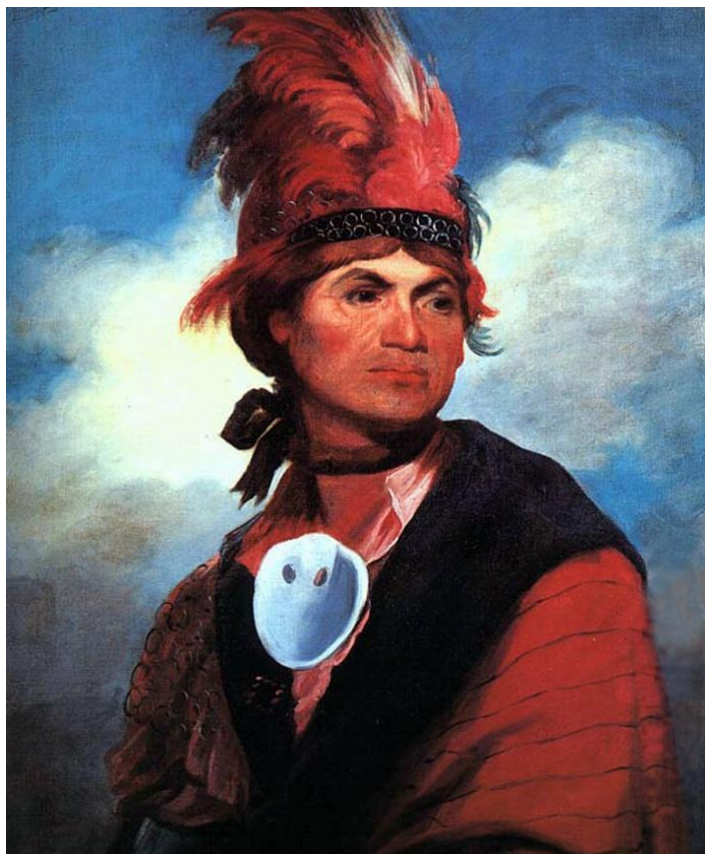




*The brave old Hendrick, the great Sachem or Chief of the Mohawk Indians, one of the Six Nations now in Alliance with, & Subject to the King of Great Britain. Sold by Edz. Baskerville opposite Bishops Lane in Cornhill.*



# HIST 375 FIRST PEOPLE OF NORTH AMERICA

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Office Hours: Mon. 1-3; Wed. 4-5; Fri. 9-10.

Welcome to First Peoples of North America. This writing intensive course is designed to have you produce a high quality, article-length (25-pages), research paper. Your paper will be based on original research from primary sources and will also engage the relevant historiography. In other words, you will bring together all the skills you have acquired as a history major. I hope you will find the process both challenging and rewarding. The first few weeks of the course are designed to introduce you to the methodology of ethnohistory, a multidisciplinary approach to writing history most commonly used by scholars of Aboriginal people. While you will be expected to start researching and defining your paper immediately, the last two-thirds of the course will be devoted almost entirely to research and writing. Given the paucity of accessible primary sources and the need for you to hit the ground running, I am limiting to a narrow range of topics and time periods. With certain exceptions, you may work on the Haudenosaunee (Iroquois or Six Nations depending on where you live) in the eighteenth century. The fourteen volumes comprising *The Papers of Sir William Johnson*, which you are required to purchase, are among the best sources on Aboriginal people. Within this rich collection, you will find documents pertaining to politics, warfare, religion, gift giving, land fraud, women, and the operations of the British Indian Department. I expect, however, that most of you will need to consult other primary source collections. See the list of other sources at the end of the syllabus.

Research and writing may seem like a solitary endeavor, but 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

- Approach writing as a process, one that involves considerable ongoing reflection and revision.
- Employ a multidisciplinary approach to writing history.
- 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.

### **Writing**

**Research Paper:** The final paper will be about 25 pages long and written in formal academic prose with footnotes and bibliography for an audience of other historians. At the end of the term you will present your papers to each other and, in addition, should the occasion arise, each of you should be able to present your work in a formal 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.

**Feedback to Others:** 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 group once the semester is underway. The main audience will be 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.

**Free Writing:** At times, you may be asked to free write about a subject, theme or issue. Free writes are designed for you to focus your thoughts in preparation for discussion or another task. Although I may ask you to hand in free writes, they will not be graded.

### **Attendance, Late Policy, and Participation**

The seminar provides a forum to discuss ideas and issues arising from the week's reading. Seminars work only when everyone attends and 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 for each absence deducted from their final mark.

All late work will be assessed a 10% penalty per day beginning on the first day. Late writing chunks will receive a grade of 0. Computer and printing problems, including having a zero printing balance, are not acceptable reasons for handing work in late. If for some reason you cannot print your paper, email it to me before class and then turn in a hard copy before the end of the day. Work outside of school, extracurricular activities, and having a number of assignments due in the same week or on the same day are not acceptable reasons for handing work in late.

The participation grade is based on your thoughtful and active participation in class. It is not an attendance grade.

### **Grade Distribution**

Assignments 19% (A1=3%, A2=2%, A3=5%, A4=2%, A5=3%, A6=4%)

Outline 3%

Primary Source Presentation 5%

Writing Chunks 25% (5@5%)

Peer Review 10% (5@2%)

Participation 12%

Final Paper 16%

Presentation 10%

### **Academic Honesty**

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.

It is normal and desirable that students will assist each other with assignments. Such assistance may take two forms. In discussing your papers outside of class, someone may give you an idea or clarify your thinking that you later incorporate into the paper. Note you are not taking their ideas word for word. This is permissible but you must acknowledge your friend’s contribution either in the text or in a footnote. Similarly, you should acknowledge in a footnote anyone who has read and commented on your paper.

### **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.

## SCHEDULE

Week 1	<b>Introduction</b>
Week 2 Sept. 7	<p><b>Introduction to Haudenosaunee History</b> Dean Snow, <i>The Iroquois</i>, 52-157. Begin searching and reading the <i>Papers of Sir William Johnson</i> using today's reading as a guide to topics. Please see me if you are stuck or do not know what to write about.</p> <p><b>Assignment 1:</b> Read Snow's chapters to identify topics that may interest you for further research. Then search the Johnson Papers for related primary sources. In a 1.5 double-spaced paper, discuss the sources you have identified. Do not simply describe the sources; rather, critically assess their authorship, purpose and what questions can these sources can answer or begin to answer.</p>
Week 3 Sept. 14	<p><b>Ethnohistory, Anthropology, and Archaeology</b> Patrick Rael, "Paper Writing Steps," 1-2. 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. William N. Fenton, "Northern Iroquoian Culture Patterns," in <i>Handbook of North American Indians</i>, Vol. 15, ed. Bruce Trigger (Washington: Smithsonian Institution, 1978): 296-321. Kurt Jordan, "Seneca Iroquois Settlement Pattern, Community Structure, and Housing, 1677-1779," <i>Northeast Anthropology</i> 67 (2004): 23-60.</p> <p><b>Assignment 2:</b> In 1-1.5 double spaced pages identify each authors' thesis and main conclusion.</p>
Week of Sept. 15-20	<p><b>Individual meetings with me about paper proposal.</b> <b>Assignment 3: Paper Proposal:</b> Bring with you to the meeting a <b>background on your topic and primary sources (3-5 double-spaced pages)</b>. This background material should explain who wrote your source(s), when and where they lived, what is known about their lives, their perspectives, and their motives for writing. Try to identify assumptions implicit in the source(s) and possible inferences one can draw. In addition, provide brief background of the place and period about which you will write (e.g., identify country and century, major issues of the time, etc.).</p>
Week 4 Sept. 21	<p><b>Ethnohistory: Approaches, Assumptions, Problems</b> Bruce Trigger, "Early Native North American Responses to European Contact: Romanticism and Rationalism," <i>Journal of American History</i> (1991): 1196-1215. Available on JSTOR. 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. Theda Perdue, "Race and Culture: Writing the Ethnohistory of the Early South," <i>Ethnohistory</i> 51 (2004): 701-723.</p> <p><b>Assignment 4:</b> In 1-1.5 double spaced pages identify each authors' thesis and main conclusion.</p>
Week 5 Sept. 28	<p><b>Historiography: Iroquoian Warfare</b> <b>Reading:</b> Patrick Rael, "Taking Notes," 1. Francis Parkman, <i>France and England in America</i> (New York: Library of America, 1983), 703-710. George T. Hunt, <i>The Wars of the Iroquois: A Study of Intertribal Trade Relations</i> (Madison: University of Wisconsin Press, 1967), 3-12.</p>

	Daniel Richter, "War and Culture: The Iroquois Experience," <i>William and Mary Quarterly</i> (1983): 528-59. JSTOR <b>Assignment 5:</b> In 1.5-2 double-spaced pages identify each author's thesis, the sources they used, and where they agree and disagree with each other.
Mon. Oct. 3	<b>Chunk 1 Due: Historiography</b> 5 pages
Week 6 Wed. Oct. 5	<b>Writing Workshop</b> <b>Activity:</b> Peer Review
Mon. Oct. 10	<b>Chunk 2: Primary Source</b> 5 pages
Week 7 Wed. Oct. 12	<b>Workshop</b> <b>Activity:</b> Peer Review Primary Source Analysis
Mon. Oct. 17	<b>Chunk 3 Due: Primary Source</b> 5 pages
Week 8 Wed. Oct. 19	<b>Workshop</b> <b>Activity:</b> Peer Review Primary Source Analysis
Mon. Oct. 24	<b>Chunk 4 Due: Primary Source</b> 5 pages
Week 9 Wed. Oct. 26	<b>Workshop</b> <b>Activity:</b> Peer Review Primary Source Analysis
Week of Oct. 31- Nov. 4	<b>Individual meetings with me – No Class</b> <b>Readings:</b> <b>Due:</b> Print and bring to the meeting at least three questions you have <b>Assignment 6:</b> Bring a 1.5 double-spaced outline of the revisions you intend to make and the issues you hope to address.
Week 11 Wed. Nov. 9	<b>Complete Draft Due with Introduction and Conclusion</b> 25 pages
Week 12 Wed. Nov. 16	<b>Workshop</b> <b>Activity:</b> Peer Review Primary Source Analysis
Week 13 Wed. Nov. 23	<b>Thanksgiving – No Class</b>
Week 14 Wed. Nov. 30	<b>Conference</b>
Week 15 Wed. Dec. 7	<b>Conference</b>
Exam	<b>Final Paper Due</b>

### Primary Sources

Many topics will require you to seek out primary sources in addition to the *Papers of Sir William Johnson*. Below I have provided you with a list of sources available either in Reeves or on the internet.

**For eighteenth-century Haudenosaunee in New York see:**

*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.

Bloomfield, Joseph. "Journal of Joseph Bloomfield." In Dean R. Snow, Charles T. Gehring, and William A. Starna, eds., *In Mohawk Country: Early Narratives about a Native People*. Syracuse, N.Y.: Syracuse University Press, 1996. (Revolution in Mohawk Valley) (I have a copy you may borrow)

Lafitau, Joseph François. *Customs of the American Indians Compared with the Customs of Primitive Times*. William N. Fenton and Elizabeth L. Moore, eds. 2 Vols. Toronto: The Champlain Society, 1974-1977. (Mohawk culture) (In Reeves but also available online <http://www.champlainsociety.ca/publications/champlain-digital-collection>)

John Bartram, *Travels in Pensilvania and Canada* (Ann Arbor: University Microfilms, 1966). (Colonial Politics and Culture)

Cadwallader Colden, *History of the Five Indian Nations* (Ithaca: Great Seal Books, 1958). (1740s Politics, War and Culture)

W. Pilkington, ed., *The Journals of Reverend Samuel Kirkland: 18<sup>th</sup>-Cnetury Missionary to the Iroquois* (Clinton, NY: Hamilton College, 1980). (Oneidas, Religion/Missions)

John Ogilvie Diary from 1750 (Religion, missions) (I do not have the citation but do have a copy you can borrow)

William Beauchamp, *Moravian Journals Relating to Central New York, 1745-1766* (New York: AMS Pres, 1976). (Iroquois, Religion/Missions)

John Wolfe Lydekker, ed., *The Faithful Mohawks* (Cambridge: Harvard University Press, 1938.) (Mohawks, Religion/Missions)

Claus, Christian Daniel and Conrad Weiser. *The Journals of Christian Daniel Claus and Conrad Weiser: A Journey to Onondaga, 1750*. Helga Dobins, trans., and William A. Starna, ed. Philadelphia: The American Philosophical Society, 1994. (I have a copy you may borrow)

**For American Revolution document collections that contain Haudenosaunee material see:**

Force, Peter, ed. *American Archives*. Ser. 4. 6 Vols. Washington, D.C.: M. St. Clair Clarke and Peter Force, 1837-1846. (American Revolution)

Davies, K. G., ed. *Documents of the American Revolution, 1770-1783 (Colonial Office Series)*. Vol. 8. *Transcripts 1774*. Dublin: Irish University Press, 1975.

**For memoirs of (mainly) post-revolutionary Haudenosaunee see:**

Thomas S. Abler, *Chainbreaker: The Revolutionary Memoirs of Governor Blacksnake*. (Senecas, Revolution and postrevolution)

James Everett Seaver, *Narrative of the Life of Mrs. Mary Jemison* (New York: Corinth Books, 1961). (Senecas, Women, Revolutionary and Postrevolutionary period)

**For the Haudenosaunee who moved to Upper Canada (Ontario) after the Revolution see the following:**

Charles Johnston, ed., *Valley of the Six Nations* (Toronto: The Champlain Society, 1964). (Postrevolution, Joseph Brant, Upper Canada) (Available online <http://www.champlainsociety.ca/publications/champlain-digital-collection>)



- Campbell, Patrick. *Travels in the Interior Inhabited Parts of North America in the Years 1791 and 1792*. Eds. H. H. Langton and W. F. Gangong. Toronto: The Champlain Society, 1937. (Postrevolution, Joseph Brant, Upper Canada) (Available online <http://www.champlainsociety.ca/publications/champlain-digital-collection>)
- Norton, John. *The Journal of Major John Norton, 1816*. Eds. Carl F. Klinck and James J. Talman. Toronto: The Champlain Society, 1970. (Norton was Cherokee but an adopted Mohawk. Available online <http://www.champlainsociety.ca/publications/champlain-digital-collection>)
- The Correspondence of Lieut. Governor John Graves Simcoe, with Allied Documents Relating to His Administration of the Government of Upper Canada*. 5 Vols. Toronto: Ontario Historical Society, 1925-1931. (Joseph Brant, Upper Canada) (I have a copy you may borrow)
- Mortimer, Benjamin. "From Pennsylvania to Upper Canada with Johns Heckewelder." In James Doyle, ed., *Yankees in Canada: A Collection of Nineteenth-Century Travel Narratives*. Downsview, Ont.: ECW Press, 1980. (I have a copy you may borrow)
- Young, A. H., ed., "The Rev. Robert Addison: Extracts from the Reports and (Manuscript) Journals of the Society for the Propagation of the Gospel in Foreign Parts." Ontario Historical Society *Papers and Records* 19 (1922): 171-191. (I have a copy you may borrow)