COURSE ORGANIZATION

This course serves as an introduction to the complex history of the peoples who occupied North America before European contact and colonization, the negotiation, resistance, and resilience demonstrated in the face of invaders from Europe, and the reshaping of Indigenous lives and futures by colonial processes.

The course works as an organized conversation around the course themes, the readings, your responses to reading questions, and your interaction with your classmates, your instructor, and guests invited to speak in class. The goal will be to learn the contours of Native American | Indigenous history, and how the past has shaped people in relation to present issues and possible futures.

COURSE RESPONSIBILITES

Course Assignments & Expectations

You are expected to attend and/or listen to class meetings, complete the reading and writing assignments, and the examinations, in order to complete this course.

Course evaluation will be based on:

- Reading questions blog & discussion 40%
- Midterm exam 10%
- Written essay 25%
- Final exam 25%

Lectures will be held live during scheduled class time. Class will be recorded and made available on Canvas in the Media Gallery.

- Reading blog entries: I will post reading questions online in advance of most class sessions. You will contribute blog entries on CANVAS providing your response to the reading questions and commenting on the reading selections. You will use these questions to prepare for discussion of the readings and underlying themes. Blogs should be completed at least an hour before each class, and you are welcome to read, comment upon and extend the responses of your classmates. Your blog entries will also help you absorb the reading material assigned during the quarter, and to prepare for other assignments.

  Each Reading Blog is worth a 1 point towards your final grade.

- Class discussion: Participation in discussions held throughout the quarter will count for part of your class grade. There are 3 ways to participate and receive credit:

  1) participate in discussion during class sessions;
2) discussion during Office Hours (live or through Zoom);

3) Interrogation Paper - For this option, first do the readings for the week and watch the lecture/discussion videos. You will then write a 250-500 word post due by 5pm Saturday on Canvas in which you identify and interrogate a concept or question from the week’s material, citing one short passage from each reading and at least one moment from the class recordings.

At the end of each week, report in the “Weekly Discussion | Interrogation Submission” blog which of the options above you chose for that week, and either a brief description of your contribute, or the Interrogation submission if you have chosen Option 3.

Each week is worth 2 points towards your final grade.

- **Midterm exam**: The midterm provides the opportunity to incorporate and expand upon class readings, lectures, discussions, and blog entries. The exam will consist of brief identifications of key terms and essay questions.

- **Written Essay**: Choose one of the Native | Indigenous-authored novels listed below as the subject of an essay assignment. A description of the books to aid you in your choice, and guidelines for the essay, will be become available later in the quarter.

- **Final exam**: The final will have the same basic format as the midterm. It allows you to address issues and themes from the entire course, with some emphasis on the material after the midterm.

I welcome visits – in person or by Zoom - to my office during regular office hours (or email me for an appointment) to discuss any aspect of the class and the assignments.

---

**Academic Honesty**

All work submitted in this course must be your own and original. Each student is expected to be familiar with and abide by UCSD’s policy on Integrity of Scholarship, available at: https://academicintegrity.ucsd.edu/process/policy.html

**Discussion Ethics**

Our study of the Native American | Indigenous History involves challenging commonly held understandings of race, gender, sexuality, nation, and class. Please engage one another in discussion with respect, generosity, and consideration. Abusive or harsh language, personal attacks, intimidation, will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit: https://ucsd.edu/about/principles.html

**Use of Course Materials**

My lectures and course materials, including materials that I have created posted on Canvas, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course.
You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way without my express prior written consent. You also may not allow others to do so.

Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

**Accommodations**

If you have a medical condition or different physical or learning needs for which you may need accommodation in order to participate fully and successfully, please speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities: https://disabilities.ucsd.edu/students/typesaccommodations.html

If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that we can adjust accordingly.

---

**ASSIGNED READING**

**Note: Do not purchase any books before reading this section very carefully!**

Course readings: articles, documents, and maps, are available in CANVAS.

The following required book may be purchased online and accessed from a UCSD internet address or UCSD VPN (only 1 copy is available at any given time!):


https://web.a.ebscohost.com/ehost/detail/detail?vid=0&sid=5c4544a-1e66-4d50-a913-88e1b3185ee5%40sesmgr02&bdata=JnNpdGU9ZWhvc3QtbGlibGl2ZS%3d&AN=762140&db=nlebk

In addition, you will choose one of the following Native | Indigenous-authored novels for your written assignment later in the quarter. A description of the books will be available to aid you in your choice:

<table>
<thead>
<tr>
<th>Ella Cara Deloria, <em>Waterlily</em></th>
<th>Louis Owens, <em>Bone Game</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie Marmon Silko, <em>Garden in the Dunes</em></td>
<td>James Welch, <em>Fool’s Crow</em></td>
</tr>
</tbody>
</table>

The novels have been placed on 2 hour library reserve at Geisel Library.
The reading(s) that follows each week’s heading are to be read before that class meeting. Longer reading assignments have been repeated over the period given to complete them. Be prepared to refer to the reading material in class.

WEEK 0 SEPTEMBER 24 Introduction to History of Native Americans

Maps 1-2 General maps.

WEEK 1 SEPTEMBER 27 Myth as History and History as Myth

Calloway. *First Peoples*, 78-91.

SEPTEMBER 29 The Pre-contact World in the Southwest


OCTOBER 1 Contact and Colonization in the Southwest

Stirling, Matthew W. Excerpt from *Origin Myth of Acoma and Other Records*. 1-21, 118-119, plates 1-5, figure 1.

WEEK 2 OCTOBER 4 Pueblo Revolt and Reorganization in New Mexico

Calloway. *First Peoples*, 91-95.
Hurtado & Iverson. Document 3, pp. 59-60 and Documents 1-2, pp. 94-98.
Map 3. *Present Pueblo Indian Towns* and 4. *Indian Reservations in CO. NM, & TX.*

OCTOBER 6 Indians, Missions, and the late Colonial Spanish Empire

Hurtado & Iverson. Documents 1-2, pp. 229-230.
Ross Frank. “‘They conceal a malice most refined’: Controlling Social and Ethnic Mobility in Late Colonial New Mexico.” 77-94.

OCTOBER 8 California Indians and Alta California

Hurtado & Iverson. Documents 3-4, pp. 98-104.

WEEK 3 OCTOBER 11 Contact and Colonization in the Great Lakes

Carol Devens. "Separate Confrontations: Gender as a Factor in Indian Adaptation to European Colonization in New France."

OCTOBER 13 Destruction of Huronia
Calloway. *First Peoples*, 122-130.
Bruce Trigger. “Early Native North American Responses to European Contact: Romantic Versus Rationalist Interpretations.” 1195-1215.

OCTOBER 15 Rebuilding a French Trade Empire

WEEK 4 OCTOBER 18 Contact and Colonization in the Eastern Woodlands
Dunbar-Ortiz, *An Indigenous Peoples’ History, Chapter 3*, 32-44.
Calloway. *First Peoples*, 54-64.
Hurtado & Iverson. *Documents* 5-6, pp. 61-63.

OCTOBER 20 King Phillip’s War and The English Colonies

OCTOBER 22
Dunbar-Ortiz, *An Indigenous Peoples’ History, Chapter 4*, 56-77.

WEEK 5 OCTOBER 25 MIDTERM EXAMINATION
OCTOBER 27 Native Nations, Empire, and Revolution
Calloway. *First Peoples*, 218-238.

OCTOBER 29 Indian Policy for a New Republic

*Begin reading your choice from the books listed for your written assignment!*

WEEK 6 NOVEMBER 1 United States, Exploration, and the “Release of Energy”
Read book for written assignment.
Map 5 *Territorial Expansion I.*

**NOVEMBER 3**  "Civilization” and Removal: Horns of a Dilemma

Donna L. Akers. "Removing the Heart of the Choctaw People: Indian Removal from a Native Perspective." 63-76.
Hurtado & Iverson. Documents 4-6, pp. 203-205.

**NOVEMBER 5**  Dynamics of Early 19th Century Culture Change

Calloway. *First Peoples*, 332-341.
Map 6 *Territorial Expansion II.*

**WEEK 7**  **NOVEMBER 8**  The First Wave: Going West Before the Civil War

*Read book for written assignment.*

Hurtado & Iverson. Documents 4-6, pp. 231-238.
Map 7 *European Settlement.*

**NOVEMBER 10**  The 2nd Wave: Taking Possession of the Indian West

Pekka Hämäläinen. "The Rise and Fall of Plains Indian Horse Cultures." 833-862.
Hurtado & Iverson. Documents 1-6, pp. 276-284.

**NOVEMBER 12**  Special Event: *IYA: The Esselen Remember*

**WEEK 8**  **NOVEMBER 15**  The Plains in 1860-1890s in History and Art

*Read book for written assignment.*

Raymond J. DeMallie. "‘These Have No Ears:’ Narrative and the Ethnohistorical Method.” 516-538.
Map 8 *Indian Reservations in ND, SD, NE, and Kansas.*

**NOVEMBER 17**  The Art of Misrecognition

James Riding In (Pawnee). "The United States v. Yellow Sun et. al. (The Pawnee
People): A Case Study of Institutional and Societal Racism & U.S. Justice in Nebraska from 1850s to 1870s, 13-41.
Map 8 Indian Reservations in ND, SD, NE, and Kansas.

NOVEMBER 19  The Push for Assimilation: Religion and Culture.
Hurtado & Iverson. Document 1, pp. 348-351.

WEEK 9  NOVEMBER 22  The Push for Assimilation: Privatizing the Reservation

**REWRITE OPTION - WRITTEN ASSIGNMENT DRAFTS DUE**

Read book for written assignment.
Map 9 Indian Reservations in California and Nevada.

NOVEMBER 24  Understanding the Ghost Dance Movement and the “End of the Frontier”
Map 10 Ghost Dance Religion, and Map 11 Wounded Knee.

NOVEMBER 26  INDIGENOUS PEOPLE’S DAY

WEEK 10  NOVEMBER 29  Narrating the Nation, Erasing the Indian

**WRITTEN ASSIGNMENT DUE (beginning of class)**
Calloway. *First Peoples*, 202-207 and 263-266.
Prucha. *Documents*, 105-107, pp. 173-176
Maps: 12-15 Indian population charts.

DECEMBER 1  Surviving the Nineteenth Century


Thursday  DECEMBER 9  FINAL EXAM 3:00 – 6:00 PM
(Please confirm place & time in Final Exam Schedule)