

**Native North America**  
HIST110/AMST110, Fall 2021  
Mon. & Wed. 10:10-11:00, Genome 100 (plus recitation)

**Staff**

Professor Kathleen DuVal, [duval@unc.edu](mailto:duval@unc.edu)

Office hours: MW 9-10 a.m. & by appt., #466 Pauli Murray Hall (formerly Hamilton)

Teaching Assistant: TBA

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**Purpose of the Course:** This course tells the histories of many hundreds of diverse Native North American nations. We will study their history and their relations with one another, Europeans, and Africans from early times to the twenty-first century. Along the way, we will use archaeology, anthropology, art, film, and fiction to consider questions ranging from the nature and results of cross-cultural contacts to the concept of history itself. For example: How can we learn about Native peoples before they had a written history? How did the Native peoples of North America live before 1492? Does it make any sense to generalize about them? Given that “American Indians” include a large number of diverse peoples, how have they defined themselves and one another? What did they think about the strangers who arrived from Europe and Africa? What did Europeans and Africans think about them? How did contact with these newcomers change Native nations? How did Native nations affect Europeans and Africans? Why did Native peoples lose ground (literally and figuratively) in the nineteenth century? Why do Native American history classes sometimes stop at the end of the nineteenth century? How did Native nations experience and react to the changes of the twentieth century? What does it mean to be a Native American today? How does U.S. popular culture portray Native Americans? Is Native history a story of decline? or rise and fall? or fall and rise? or is it more complicated?

**About Your Professor:** Kathleen DuVal is a professor in the UNC History Department with appointments in American Studies and the Research Labs of Archaeology. She is a historian of early America, specializing in interactions among Native Americans, Europeans, and Africans. Professor DuVal is the author of many books and articles, including *The Native Ground: Indians and Colonists in the Heart of the Continent* (2006) and *Independence Lost: Lives on the Edge of the American Revolution* (2015). She frequent reviews books for the *Wall Street Journal*.

**Honor Code:** Students are expected to be familiar with and observe the Honor Code:

<http://catalog.unc.edu/policies-procedures/honor-code/>

**Land Acknowledgement:** Chapel Hill has always been populated by indigenous peoples. Even before the university existed, there were teachers, students, elders, and youth inhabiting the spaces we enjoy today, trading knowledge and goods with one another. Today, there are over 123,000 American Indians residing in North Carolina from many different Nations, including the eight state-recognized tribes and four urban Indian organizations. North Carolina is home to the largest population of American Indians east of the Mississippi River. Therefore, it is fitting for the first public University committed to being of the people and for the people to serve the first people of North Carolina and beyond.

**Accessibility Resources:** UNC facilitates the implementation of accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses. See the ARS website for contact and registration information at <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu). Feel free to contact Professor DuVal with accessibility needs within this class.

**Counseling and Psychological Services:** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Please visit the CAPS website <https://caps.unc.edu/> for help.

**Further Resources:** Any student who experiences discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – [Adrienne.allison@unc.edu](mailto:Adrienne.allison@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services ([caps@unc.edu](mailto:caps@unc.edu)), or the Gender Violence Services Coordinators ([gvscc@unc.edu](mailto:gvscc@unc.edu); confidential). Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### Grading Scale

93+	A	80-82.9	B-	67-69.9	D+
90-92.9	A-	77-79.9	C+	60-66.9	D
87-89.9	B+	73-76.9	C	0-59.9	F
83-86.9	B	70-72.9	C-		

### Required Books

All books are available at the bookstore & on reserve in the Undergraduate Library.

Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History* (6th ed., 2019)

Kathleen DuVal & John DuVal, *Interpreting a Continent: Voices from Colonial America* (2009) Do not purchase this book unless you want a hard copy. UNC students have unlimited access to the e-book through UNC Libraries. Access under Course Reserves on our Sakai site or by searching the title on the UNC Library website. Prof. DuVal will donate any royalties she receives to the UNC American Indian Center.

Susan Power, *The Grass Dancer* (1995) This novel is widely available in new, used, and audiobook form.

The Weekly Schedule (later in this syllabus) lists reading assignments for each week. You must complete the required reading assignment by the time of your recitation (on Thursday or Friday).

## **Assignments**

*In-class Participation:* Every student must register for a Thursday or Friday recitation section. If you find that you have difficulty speaking in class, please see your TA or me to discuss how you can participate more fully. Your attendance in recitation will count for 10% of your final grade, and your participation there will count for an additional 10% of your final grade.

*Paragraphs:* For some weeks, the syllabus lists a Paragraph Question. If it is your turn to write, turn in an answer of approximately 175 to 200 words (about 3/4 of a page). Type and double-space your answer. Include examples from the readings, explain how they support your answer, and cite any sources using footnotes. We will grade these paragraphs for writing (structure, grammar, and usage), so take time to draft and edit them, and obey the length requirements. Please see the Writing Guidelines section of this Syllabus. Print your paragraph and turn it in at the start of your recitation. There will be a rewrite assignment for the first one. The paragraphs will count for 20% of your final grade.

*Thought Pieces:* These periodic writing assignments will ask you to respond in 375 to 500 words (the equivalent of 1 ½ to 2 double-spaced pages) to a prompt. Unlike the Paragraphs, they will not be graded for writing, and it is fine for these to be more free-form writing. Your grade will reflect your engagement with the course material and thoughtful answers to the prompt. The Thought Pieces will count for 20% of your final grade.

*Extracurricular Events:* For this portion of your grade, you need to attend two of the events listed on Sakai related to Native North America. To get credit, you must sign in with Professor DuVal or a TA at the events. If you do not see one of us, you may provide your TA a short written description of the event to demonstrate that you attended. If you ask the lecturer a relevant question and write down the question and the speaker's response for your TA, you will earn extra credit (up to two questions total). You will also earn extra credit if you attend additional approved lectures or cultural events (up to two total). Each extra credit will earn you two points added to the 100-point final exam (up to a maximum of 8 extra points). The list will be updated as the semester proceeds. The required Extracurricular Events will count for 5% of your final grade.

*Midterm:* This 50-minute exam will consist of three parts. The first part will ask multiple choice and similar kinds of questions on the lectures and readings, similar to the quizzes. The second part will ask you to identify (explain who/what, when, where, and the historical significance) terms from lecture that I have noted as Term IDs (with asterisks). The third part will ask you to identify two Primary Sources IDs, which will come from lecture or the course's primary source readings. For each exam, you may bring one 8 ½ x 11 page of notes, single-sided if printed or double-sided if handwritten. These notes must be your own work, and you will turn them in with the exam. The midterm will count for 15% of your final grade.

*Final Exam:* The final exam will have the same format as the midterm plus an essay question. The final exam will count for 20% of your final grade.

The rest of the syllabus contains week by week instructions and deadlines. This syllabus is subject to change at the professor's discretion, so please use the updated schedule on Sakai.

## Weekly Schedule

### Week 1—The Native American Past

Wed., Aug. 18           The Native American Past  
Thurs. or Fri.           Recitation

**Reading** (complete all required reading by the time of your Recitation)

*Interpreting a Continent:*

Great Law of the Iroquois League, c. 1300s, pp. 87-93

Ofelia Zepeda (Tohono O’odham), “Deer Dance Exhibition,” 1995,

<https://www.poetryfoundation.org/poems/53451/deer-dance-exhibition>

*First Peoples*, Introduction

**Thought Piece** (Upload to Sakai Assignments by Wednesday at 11:55 p.m.)

Choose one article (one of the numbered paragraphs) in the Great Law of the Iroquois League. In 375 to 500 words (the equivalent of 1 ½ to 2 double-spaced pages) discuss it. We don’t expect you to bring any background knowledge to this assignment, so feel free to hypothesize and explore. If you don’t have enough to write, you may discuss an additional article.

### Week 2—Early North America

Mon., Aug. 23           Oral Traditions, Archaeology, and Anthropology  
Wed., Aug. 25           The 1400s  
Thurs. or Fri.           Recitation

**Reading** (complete all required reading by the time of your Recitation)

*First Peoples:*

Hastin Tlo’tsi hee, *The Beginning*, recorded 1896

John Norton, *Iroquois Creation Story*, c. 1816

*Interpreting a Continent:*

Osage Creation Account (Black Bear Clan Version), recorded early 20th century, pp. 46-49

Optional: *First Peoples*, Ch. 1

*Interpreting a Continent*, Introduction

**Paragraph Question (last names A-G)** (bring to recitation)

You have now read three accounts of the creation of the world. Pick two accounts and either one element that they have in common or one way in which they differ. State your observation in your topic sentence. Through the rest of the paragraph explain this similarity or difference, using (and citing with footnotes) an example or quotation from each of the two texts. Please remember that the quality of your writing will affect your grade on the Paragraph assignments.

### **Week 3—Encounters by Region, Part I**

Mon., Aug. 30            Initial Invasions  
Wed., Sept. 1            The Southeast  
Thurs. or Fri.            Recitation

**Reading** (complete all required reading by the time of your Recitation)

*Interpreting a Continent:*

Greenlanders' Saga, c. 1000, pp. 13-17

Christopher Columbus to Luis de Santángel, 1493, pp. 18-23 (& p. 12 if you read Spanish)

Pedro de Castañeda de Nájera on the Search for the Seven Cities of Cibola, 1540, pp. 57-64

Jacques Marquette on Descending the Mississippi River with Louis Joliet, 1673, pp. 38-41

Image: Rock Painting, Pecos River Valley, Texas, 1500s, pp. 65-66

Montagnais Indians on Their First Encounter with the French, early 1500s, pp. 67-68 (& p. 52 if you read French)

Optional: *First Peoples*, Ch. 2

**Paragraph Question (last names H-P)** (bring to recitation)

This week's readings involve first encounters. Pick one element that two of the accounts have in common or one way in which two accounts differ. State your observation in your topic sentence. Through the rest of the paragraph explain this similarity or difference, using (and citing with footnotes) an example or quotation from each of the two texts. Please remember that the quality of your writing will affect your grade on the Paragraph assignments.

### **Week 4—Encounters by Region, Part II**

Mon., Sept. 6            No Class—Labor Day  
Wed., Sept. 8            The Southwest  
Thurs. or Fri.            Recitation

**Reading** (complete all required reading by the time of your Recitation)

*Interpreting a Continent:*

Alvar Núñez Cabeza de Vaca, 1528-1536, pp. 31-37

Antonio de Otermín, 1680, pp. 252-260 (& p. 232 if you read Spanish)

*First Peoples:*

Declaration of the Indian Juan, 1681

Optional: *First Peoples*, Ch. 3

**Paragraph Question (last names Q-Z)** (bring to recitation)

Based on the two relevant sources that you have read (Juan and Otermín), what was one cause of the Pueblo Revolt of 1680? State that cause in your topic sentence. Through the rest of the paragraph explain that cause, using (and citing with footnotes) an example or quotation from each text. Please remember that the quality of your writing will affect your grade on the Paragraph assignments.

**Rewrite Paragraph (A-G)** (Upload to Sakai Assignments by Wednesday at 11:55 p.m.)

**Week 5—Encounters by Region, Part III**

Mon., Sept. 13           The West

Wed., Sept. 15           The Northeast

Thurs. or Fri.           Recitation

**Reading** (complete all required reading by the time of your Recitation)

*Interpreting a Continent:*

Images: John Eliot’s Translation of the Bible into the Massachusett Language, 1663, pp. 73-75

Father Junípero Serra Writes from San Diego, 1770, pp. 108-111

Saukamappee on the Coming of Horses, Guns, and Smallpox, 1700s, pp. 128-132

Spiritual and Temporal Guidelines for a Texas Mission, Late 1700s, pp. 150-152

Father Jacques Gravier Describes Indian Conversions at the Illinois Mission, 1694, pp. 206-212 (& p. 190 if you read French)

Images: María de Jesús de Agreda and Catherine Tekakwitha, 1600s, pp. 213-215

*First Peoples:*

John Easton, Metacom Explains the Causes of “King Philip’s War,” 1675

**Thought Piece** (Upload to Sakai Assignments by Wednesday at 11:55 p.m.)

The Gravier, Serra, and Texas Mission accounts each describe a Christian mission from a European missionary’s point of view. Choose one or more of these accounts and describe the mission as one of the Native people involved with it might have described it. Feel free to be creative—you may even write it as (informed, historical) fiction, if you would like.

**Rewrite Paragraph (H-P)** (Upload to Sakai Assignments by Wednesday at 11:55 p.m.)

**Week 6—Living Together**

Mon., Sept. 20           Living with Colonialism

Wed., Sept. 22           Film: *Surviving Columbus: First Encounters*, 1990, Larry Walsh, George Burdeau (Blackfeet), and Dale Cruzic

Fri., Sept. 24: Instead of Recitations this week: come to Genome 100 on Friday from 10:10-11:00 to finish watching *Surviving Columbus* (or watch on your own if you have a time conflict)

**Rewrite Paragraph (Q-Z)** (Upload to Sakai Assignments by Wednesday at 11:55 p.m.)

**Thought Piece** (Upload to Sakai Assignments by Friday at 11:55 p.m.)

What did you learn from the film *Surviving Columbus*?

**Week 7—Resistance and Revolution**

Mon., Sept. 27            War in the 1700s  
Wed., Sept. 29            The American Revolution  
Thurs. or Fri.            Recitation

**Reading** (complete all required reading by the time of your Recitation)

*Interpreting a Continent:*

Images: Captain James Cook’s Third Voyage, 1776-1780, pp. 42-45  
Pontiac’s Speech to an Ottawa, Potawatomi, and Huron Audience, 1763, pp. 79-83  
George Washington Recalls His Defeats at Fort Duquesne, 1754-1755, pp. 271-277  
Louis-Antoine de Bougainville’s Journal of the Seven Years’ War, 1756, pp. 278-283  
Image: Ohio Indians Talk to the British, 1764, pp. 284-285

*First Peoples:*

Mary Jemison (Dickewamis), “A Narrative of Her Life,” 1824  
An Oneida Declaration of Neutrality, 1775

Optional: *First Peoples*, Ch. 4

**Paragraph Question (A-G)** (bring to recitation)

What in Pontiac’s speech might persuade his listeners to join his movement?

**Week 8—More Revolutions**

Mon., Oct. 4            More Revolutions  
Wed., Oct. 6            \*\*MIDTERM\*\*

Fri., Oct. 8: Instead of Recitations this week: come to Genome 100 on Friday from 10:10-11:00 to watch “Chickasaw Explorers,” *Winter Fire*, Season 2, Episode 3, Chickasaw TV,

<https://www.chickasaw.tv/episodes/winter-fire-season-2-episode-3-chickasaw-explorers-2018>

(or watch on your own if you have a time conflict)

**Thought Piece** (Upload to Sakai Assignments by Friday at 11:55 p.m.)

Explain to someone who hasn’t watched “Chickasaw Explorers” why the episode has that title and what the exploring is about.

**Week 9—Removals**

Mon., Oct. 11            “Indian Removal”  
Wed., Oct. 13            Land and Gold  
Thurs. or Fri.            Recitation

**Reading** (complete all required reading by the time of your Recitation)

*First Peoples*:

Cherokee Women, Petition, May 2, 1817

Cherokee Women, Petition, June 30, 1818

John Marshall, *Cherokee Nation v. State of Georgia*, 1831, and *Worcester v. Georgia*, 1832

John Ross, Reactions to *Worcester v. Georgia*

John Ross, Letter to Richard Taylor, John Baldrige, Sleeping Rabbit, Sicketowee, and Wahachee, April 28, 1832

Optional: *First Peoples*, Ch. 5

**Paragraph Question (H-P)** (bring to recitation)

On what basis did the petitioning Cherokee women justify their arguments?

### **Week 10—Land and War in the West**

Mon., Oct. 18           The Civil War in Indian Territory

Wed., Oct. 24           Film: *The Past Is Alive Within Us: The US-Dakota Conflict*, 2013,  
Leya Hale (Sisseton Wahpeton Dakota and Diné)

**\*\*NO RECITATIONS THIS WEEK—FALL BREAK\*\***

### **Reading**

Optional: *First Peoples*, Ch. 6

### **Week 11—Conquest on the Reservation and in the Schoolroom**

Mon., Oct. 25           War on the Plains

Wed., Oct. 27           Another Century of Dishonor: Allotment

Thurs. or Fri.           Recitation

**Reading** (complete all required reading by the time of your Recitation)

*First Peoples*:

Carlos Montezuma, *What Indians Must Do*, 1914

Luther Standing Bear, *What a School Could Have Been Established*, 1933

Zitkala-Sa, *The Melancholy of Those Black Days*, 1921

Picture Essay: *The Fort Marion Artists*

Optional: *First Peoples*, Ch. 7

**Paragraph Question (Q-Z)** (bring to recitation)

Choose the Luther Standing Bear or Zitkala-Sa reading and explain one point that the author is making about boarding schools.

### **Week 12—New Deals and Old Battles**

Mon., Nov. 1           New Deals

Wed., Nov. 3           Guest Speaker

Thurs. or Fri.           Recitation



**Reading** (complete all required reading by the time of your Recitation)

*The Grass Dancer*, prologue-Ch. 4

Optional: *First Peoples*, Ch. 8

**Thought Piece** (Upload to Sakai Assignments by Wednesday at 11:55 p.m.)

Discuss a scene or a character from *Grass Dancer* (anywhere in the prologue through Ch. 4).

### **Week 13—War and Peace**

Mon., Nov. 8                      World War II

Wed., Nov. 10                  Film: *Smoke Signals*, 1998, Chris Eyre (Cheyenne & Arapaho)

Fri., Nov. 12: Instead of Recitations this week: come to Genome 100 on Friday from 10:10-11:00 to finish watching *Smoke Signals* (or watch on your own if you have a time conflict)

### **Reading**

*The Grass Dancer*, Chs. 5-8

**Thought Piece** (Upload to Sakai Assignments by Wednesday at 11:55 p.m.)

Discuss a scene or a character from *Smoke Signals*.

### **Week 14—Termination and Self-Determination**

Mon., Nov. 15                      American Indian Activism

Wed., Nov. 17                  Film: *In the Light of Reverence*, 2001, Christopher McLeod and Malinda Maynor Lowery (Lumbee)

Thurs. or Fri.                      Recitation

**Reading** (complete all required reading by the time of your Recitation)

*First Peoples*:

Picture Essay: Indian Artists Depict Modern Indian Life

*The Grass Dancer*, Chs. 9-end

Optional: *First Peoples*, Ch. 9

**Paragraph Question (all students)** (bring to recitation)

Choose and explain one theme from this class that Susan Power's *The Grass Dancer* illuminates.

### **Week 15—Activism in the Late Twentieth Century**

Mon., Nov. 22                      *Lighting the Seventh Fire*, 2017, Sandy Osawa (Makah)

\*\* THANKSGIVING BREAK\*\*

Audio assignment (can be downloaded for listening while you travel):

*Gravy*, Ep. 1: "Adaptation, Survival, Gratitude: A Lumbee Thanksgiving Story,"

<https://www.southernfoodways.org/gravy/adaptation-survival-gratitude-a-lumbee-thanksgiving-story-gravy-ep-1/>



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## Week 16—A Rebirth of Sovereignty

Mon., Dec. 3            Film: *Awake: A Dream from Standing Rock*, 2017, Myron Dewey (Paiute-Shoshone)

Wed., Dec. 5            Native Population, Culture, Economics, & Sovereignty

## Reading

*First Peoples*:

Picture Essay: Tribal Sovereignty in Action

Read and listen to Joy Harjo (Muscogee (Creek)) read her “An American Sunrise”:

<https://www.poetryfoundation.org/poetrymagazine/poems/92063/an-american-sunrise>

Optional: *First Peoples*, Ch. 10

**\*\*FINAL EXAM day and time TBA\*\***