

## Native North America

HIST110/AMST110, Fall 2021

Mon. & Wed. 10:10-11:00, Genome G100 (plus recitation)

This 2021 syllabus will slightly change for Fall 2023, including the particular dates and the COVID-related accommodations. For Fall 2023, the course will be entirely in person.

### Staff

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

Office hours: By email generally M-F 9-5; please email to set up an in-person or Zoom meeting

Teaching Assistant: Frankie Bauer, [hyphy18@live.unc.edu](mailto:hyphy18@live.unc.edu)

Teaching Assistant: John Bechtold, [jtbech@live.unc.edu](mailto:jtbech@live.unc.edu)

Teaching Assistant: Javier Etchegaray, [jetcheg@live.unc.edu](mailto:jetcheg@live.unc.edu)

Teaching Assistant: Cody Love, [cjlove@live.unc.edu](mailto:cjlove@live.unc.edu)

**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/>

**Global Pandemic:** Each student must wear a mask covering your mouth and nose at all times in our classroom. The only exceptions are students with an authorized accommodation from Accessibility Resources and Service. For additional information on masks, vaccines, and testing, see [Carolina Together](#).

**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.

**Safe at UNC:** Any student who experiences discrimination, harassment, relationship violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. To file a report or see available resources, please go to <https://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), e-book or print copy

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). This syllabus is subject to change at the professor's discretion, so please use the updated schedule on Sakai.

## **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. Every week, there will also be an asynchronous option that you may choose to complete and submit for Participation credit instead of attending recitation.

*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 (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 edit them, and obey the length requirements. Please see the Writing Guidelines section of this Syllabus. You will submit your paragraphs on Sakai. 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. During COVID-19, provisions will be made for attending remote events. 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. 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 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.

## Weekly Schedule

### Week 1—The Native American Past

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

#### Reading

*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

#### Recitations

Readings should be completed by the time of your recitation. Please attend your recitation OR read the Writing a Paragraph PowerPoint and complete and upload this Worksheet and a Primary Document Worksheet for each of this week's primary sources (the Great Law of the Iroquois League and Ofelia Zepeda's poem) to Sakai Assignments by the start time of your recitation.

**Thought Piece** (Upload to Sakai Assignments by Thursday 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

*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

#### Recitations

Readings should be completed by the time of your recitation. Please attend your recitation OR complete and upload a Primary Document Worksheet for each of this week's three primary sources (the three creation stories) to Sakai Assignments by the start time of your recitation.

**Paragraph Question (last names A-G)** (Upload to Sakai Assignments by the time your recitation starts)

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**

*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 Cíbola, 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

### **Recitations**

Readings should be completed by the time of your recitation. Please attend your recitation OR complete and upload a Primary Document Worksheet for each of this week's six primary sources to Sakai Assignments by the start time of your recitation.

**Paragraph Question (last names H-P)** (Upload to Sakai Assignments by the time your recitation starts)

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**

*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

#### **Recitations**

Readings should be completed by the time of your recitation. Please attend your recitation OR complete and upload a [Primary Document Worksheet](#) for each of this week's three primary sources to Sakai Assignments by the start time of your recitation.

**Paragraph Question (last names Q-Z)** (Upload to Sakai Assignments by the time your recitation starts)

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 Friday 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**

*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 Thursday 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.

### **Recitations**

Readings should be completed by the time of your recitation. Please attend your recitation OR complete and upload a [Primary Document Worksheet](#) for each of this week’s seven primary sources to Sakai Assignments by the start time of your recitation.

**Rewrite Paragraph (H-P)** (Upload to Sakai Assignments by Friday 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)

**Rewrite Paragraph (Q-Z)** (Upload to Sakai Assignments by Friday 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**

*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

**Recitations**

Readings should be completed by the time of your recitation. Please attend your recitation OR complete and upload a Primary Document Worksheet for each of this week's seven primary sources to Sakai Assignments by the start time of your recitation.

**Paragraph Question (A-G)** (Upload to Sakai Assignments by the time your recitation starts)

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 G100 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)

**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**

*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 Baldridge, Sleeping Rabbit, Sicketowee, and Wahachee, April 28, 1832

Optional: *First Peoples*, Ch. 5

**Recitations**

Readings should be completed by the time of your recitation. Please attend your recitation OR complete and upload a Primary Document Worksheet for each of this week's five primary sources to Sakai Assignments by the start time of your recitation.



**Paragraph Question (H-P)** (Upload to Sakai Assignments by the time your recitation starts)  
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. 20           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**

*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

**Recitations**

Readings should be completed by the time of your recitation. Please attend your recitation OR complete and upload a [Primary Document Worksheet](#) for each of this week's four primary sources to Sakai Assignments by the start time of your recitation.

**Paragraph Question (Q-Z)** (Upload to Sakai Assignments by the time your recitation starts)  
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**

*The Grass Dancer*, prologue-Ch. 4  
Optional: *First Peoples*, Ch. 8

### Recitations

Readings should be completed by the time of your recitation. Please attend your recitation OR complete and upload this [Worksheet](#) to Sakai Assignments by the start time of your recitation.

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

Discuss a scene 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 G100 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 Thursday 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

*First Peoples*:

Picture Essay: Indian Artists Depict Modern Indian Life

*The Grass Dancer*, Chs. 9-end

Optional: *First Peoples*, Ch. 9

### Recitations

Readings should be completed by the time of your recitation. Please attend your recitation OR complete and upload a [Primary Document Worksheet](#) for the Picture Essay and this [Worksheet](#) on *The Grass Dancer* to Sakai Assignments by the start time of your recitation.

**Paragraph Question (all students)** (Upload to Sakai Assignments by the time your recitation starts)

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/>



cartoonist Lalo Alcaraz

## Week 16—A Rebirth of Sovereignty

Mon., Nov. 29      Film: *Awake: A Dream from Standing Rock*, 2017, Myron Dewey (Paiute-Shoshone)

Wed., Dec. 1      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**

Wednesday, Dec. 8, 10:30 a.m. – 12:30 p.m.,

OR Thursday, Dec. 9, 8-10 a.m.

You may take either exam.\*\*