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

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Teaching Assistant: Cody Love, 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 frequently 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. 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

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Required Books

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

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 Junipero 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 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.
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

**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):

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.**