

**Native North America**  
HIST110/AMST110, Fall 2023  
Mon. & Wed. 12:20-1:10, Manning 209 (plus recitation)

**Staff**

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

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**Purpose of the Course:** This course is an overview of the long and vast histories of the 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 oral tradition, written accounts, archaeology, anthropology, art, film, and fiction to consider questions such as: What sources do we have for learning about centuries of Native North American history? What was the history of Indigenous North Americans before 1492? 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 Indigenous 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 challenges and changes of the twentieth century? What does it mean to be a Native American today? How does U.S. popular culture portray Native Americans? How does settler colonialism continue to affect Native Americans? How should we understand the past, present, and future of Native America?

**The UNC History Department’s Land Acknowledgement:** The University of North Carolina at Chapel Hill sits on Turtle Island, on the land that is called Amá:inausíka: [Ah-mahn-ee-now-shinck-ah] in the Tutelo Saponi language. As historians, it is our responsibility to educate ourselves and teach the histories of the land we live on, and to acknowledge the land, sovereignty, presence, and survivance of Native Americans and Indigenous peoples in our university, our communities, the state of North Carolina, Turtle Island, and the world. Our university sits on the lands of the Occaneechi Band of the Saponi Nation and the Shakori, Eno, Sissipahaw, and Occaneechi peoples. The state of North Carolina recognizes eight Native Nations: the Coharie, the Eastern Band of Cherokee Indians, the Haliwa-Saponi, the Lumbee Tribe of North Carolina, the Meherrin, the Sappony, the Occaneechi Band of the Saponi Nation and the Waccamaw Siouan. True acknowledgement takes many different forms, but through our work as historians, we can begin this work by including the histories and current land struggles of Indigenous peoples in our teaching, research, and public engagement.

**About Your Professor:** Kathleen DuVal is a professor in the UNC History Department with appointments in American Indian and Indigenous Studies and the Research Labs of Archaeology. She is a historian of early America, specializing in interactions among Indigenous 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), *Independence Lost: Lives on the Edge of the American Revolution* (2015), the U.S. history textbook *Give Me Liberty!*, and the forthcoming *Native Nations: A Millenium in North America*. 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/>

**Accessibility Resources:** UNC facilitates the implementation of reasonable accommodations, including academic adjustments, 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 or with suggestions on improving accessibility.

**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

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

The Weekly Schedule (in this syllabus and in Canvas Modules) lists reading assignments for each week. You must complete the required reading assignment by the time of your recitation.

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

## **Assignments**

*In-class Participation:* Every student must register for a recitation section. Your attendance in recitation will count for 5% of your final grade, and your participation there will count for an additional 10% of your final grade.

*Paragraphs:* Some weeks include a Paragraph Question and guidelines on whose turn it is to write. When it is your turn, answer the question in approximately 175 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 on Canvas. Print your paragraph and turn it in at the start of your recitation. We will not accept late paragraphs, so please confer with your TA beforehand if you need an extension. There will be a rewrite assignment for the first one. These paragraphs will count for 20% of your final grade.

*Reflections:* These periodic writing assignments will ask you to respond in approximately 500 words (the equivalent of 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. Late reflections will have points deducted. The Reflections will count for 10% of your final grade.

*Extracurricular Events:* You are to attend two of the events listed on Canvas 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 Exams (2):* These exams 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 present you with terms from lecture that I have noted as Term IDs (with asterisks) and will ask you questions about those terms. The third part will present you with primary sources from either lecture or the course's primary source readings and ask you questions about these sources. 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 two Midterm Exams together will count for 30% 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—Native American History

Mon., Aug. 21           The Native American Past  
Wed., Aug. 23           Oral Traditions, Archaeology, and Anthropology  
Wed., Thurs., or Fri.   Recitation

**Reading** (complete by the time of your recitation)

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

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

Amanda Blackhorse (Diné), “Do You Prefer ‘Native American’ or ‘American Indian’? 6

Prominent Voices Respond,” 2018, *Indian Country Today*,

<https://ictnews.org/archive/blackhorse-do-you-prefer-native-american-or-american-indian-6-prominent-voices-respond>

### Week 2—Early North America

Mon., Aug. 28           The 1400s  
Wed., Aug. 30           Initial Invasions  
Wed., Thurs., or Fri.   Recitation

**Reading** (complete by the time of your recitation—most importantly, the documents)

*Interpreting a Continent* (access free through UNC Libraries):

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

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

*First Peoples*, Introduction and Ch. 1, including these documents:

Hastin Tlo’tsi hee, *The Beginning*, recorded 1896, pp. 48-53

John Norton, *Iroquois Creation Story*, c. 1816, pp. 53-55

**Paragraph Question (last names A-G)** (print and turn in at the start of recitation)

Pick two of the three accounts of the creation of the world that you read this week (Osage Creation Account, Hastin Tlo’tsi hee, Iroquois Creation Story—not the Great Law) 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.



cartoonist Ricardo Caté (Kewa Pueblo)

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

Mon., Sept. 4            No Class—Labor Day

Wed., Sept. 6            The Southeast

Wed., Thurs., or Fri.    Recitation

**Reading** (complete by the time of your recitation—most importantly, the documents)

*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)

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

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

*First Peoples*, Ch. 2, including documents:

Jean de Brébeuf, The Mission to the Hurons, 1635-37, pp. 111-115

Chrestien LeClerq, A Mi'kmaq Questions French "Civilization," 1677, pp. 116-117

**Paragraph Question (last names H-P)** (print and turn in at the start of 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. 11            The Southwest

Wed., Sept. 13            The West

Wed., Thurs., or Fri.    Recitation

**Reading** (complete by the time of your recitation—most importantly, the documents)

*Interpreting a Continent:*

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

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

*First Peoples*, Ch. 3 through "The Pueblo War of Independence" (pp. 130-139) and document:

Declaration of the Indian Juan, 1681, pp. 167-169

**Paragraph Question (last names Q-Z)** (print and turn in at the start of recitation)

Based on the two relevant sources that you have read (Otermín and Juan), 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 Canvas by Sunday at 11:59 p.m.)



### **Week 5—An Exam and A Film**

Mon., Sept. 18      **\*\*First Exam\*\***

Wed., Sept. 20      Film: *Surviving Columbus: First Encounters*, 1990, Larry Walsh, George Burdeau (Blackfeet), and Dale Cruzic

Fri., Sept 22      Instead of Recitations this week: come to Manning 209 on Friday from 12:20-1:10 to finish watching *Surviving Columbus*

**Rewrite Paragraph (H-P)** (Upload to Canvas by Sunday at 11:59 p.m.)

**Reflection** (Upload to Canvas by Sunday at 11:59 p.m.)

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

### **Week 6—Encounters by Region, Part III**

Mon., Sept. 25      No Class—Well-Being Day / Yom Kippur

Wed., Sept. 27      The Northeast

Wed., Thurs., or Fri.      Recitation

**Reading** (complete by the time of your recitation—most importantly, the documents)

*First Peoples*, these documents from Ch. 3:

John Easton, Metacom Explains the Causes of “King Philip’s War,” 1675, pp. 116-167

Treaty between the Abenaki Indians and the English at Casco Bay, 1727, pp. 170-171

Loron Sauguaarum, Negotiations Leading to the Casco Bay Treaty, 1727, pp. 172-173

**Rewrite Paragraph (Q-Z)** (Upload to Canvas by Sunday at 11:59 p.m.)

**Reflection** (Upload to Canvas by Sunday at 11:59 p.m.)

Choose one of this week’s documents and compare something in it to something in a document from a previous week.

## Week 7—Living Together

Mon., Oct. 2 Living with Colonialism  
Wed., Oct. 4 Peace and War in the Ohio Valley  
Wed., Thurs., or Fri. Recitation

**Reading** (complete by the time of your recitation—most importantly, the documents)

*Interpreting a Continent:*

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*, Ch. 3 from “The Languages and Lessons of Indian Diplomacy” through end of chapter (pp. 139-185), including these documents from Ch. 3:

Tanaghrisson, Speech Defying the French, 1753, pp.176-177  
Mary Jemison (Dickewamis), “A Narrative of Her Life,” 1824, pp. 177-179

**Paragraph Question (A-G)** (print and turn in at the start of recitation)

What in Pontiac’s speech might persuade his listeners to join his movement? Remember that the quality of your writing will affect your grade on the Paragraph assignments.

## Week 8—Resistance and Revolution

Mon., Oct. 9 The American Revolution  
Wed., Oct. 11 More Revolutions

Instead of Recitations: watch on your own: “Chickasaw Explorers,” *Winter Fire*, Chickasaw TV, <https://www.chickasaw.tv/episodes/winter-fire-season-2-episode-3-chickasaw-explorers-2018>

### Reading

*First Peoples*, Ch. 4, including document:

An Oneida Declaration of Neutrality, 1775, pp. 229-230

**Reflection** (Upload to Canvas by Sunday at 11:59 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. 16 Indian Removal  
Wed., Oct. 18 No Class but complete reading and writing assignments before Fall Break

### Reading

*First Peoples*, Ch. 5, including document:

Cherokee Women, Petition, May 2, 1817, pp. 284-285

**Reflection** (Upload to Canvas by Wednesday at 11:59 p.m.)

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

**Week 10—Land and War in the West**

Mon., Oct. 23           The Early Nineteenth-Century West  
Wed., Oct. 25           The Civil War in Indian Territory  
Wed., Thurs., or Fri.   Recitation

**Reading** (complete by the time of your recitation—most importantly, the documents)

*First Peoples*, Ch. 6, including these documents:

The Dohasan Calendar, 1832-92, pp. 333-335  
Treaty with the Sioux — Brulé, Oglala, Miniconjou, Yanktonai, Hunkpapa, Blackfeet,  
Cuthead, Two Kettle, Sans Arcs, and Santee — and Arapaho, 1868, pp. 341-347  
Chief Joseph, An Indian’s View of Indian Affairs, 1879, pp. 352-358

**Paragraph Question (H-P)** (print and turn in at the start of recitation)

Choose one element of Chief Joseph’s argument and explain it. Remember that the quality of your writing will affect your grade on the Paragraph assignments.

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

Mon., Oct. 30           War on the Plains  
Wed., Nov. 1           Another Century of Dishonor: Allotment  
Wed., Thurs., or Fri.   Recitation

**Reading** (complete by the time of your recitation—most importantly, the documents)

*First Peoples*, Ch. 7, including documents:

Carlos Montezuma, What Indians Must Do, 1914, pp. 412-414  
Luther Standing Bear, What a School Could Have Been Established, 1933, pp. 416-420  
Zitkala-Sa, The Melancholy of Those Black Days, 1921, pp. 420-424  
“Healing Voices: A Primer on American Indians and Alaska Native Boarding Schools in the  
U.S.,” on Canvas

**Paragraph Question (Q-Z)** (print and turn in at the start of recitation)

Choose the Luther Standing Bear or Zitkala-Sa reading and explain one point that the author is making about boarding schools. Remember that the quality of your writing will affect your grade on the Paragraph assignments.

**Week 12—New Deals and Old Battles**

Mon., Nov. 6           New Deals  
Wed., Nov. 8           The 1940s and 1950s  
Wed., Thurs., or Fri.   Recitation

**Reading** (complete by the time of your recitation)

*The Grass Dancer*, prologue-Ch. 4

**Reflection** (Upload to Canvas by the time of your recitation)

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





artist Jesse T. Hummingbird (Cherokee)

### **Week 13—An Exam and a Film**

Mon., Nov. 13

**\*\*Second Exam\*\***

Wed., Nov. 15

Film: *Smoke Signals*, 1998, Chris Eyre (Cheyenne & Arapaho)

Fri. Nov. 17

Instead of Recitations this week: come to Manning 209 on Friday from 12:20-1:10 to finish watching *Smoke Signals*

### **Reading**

*The Grass Dancer*, Chs. 5-8

**Reflection** (Upload to Canvas by Sunday at 11:59 p.m.)

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

### **Week 14—Revivals**

Mon., Nov. 20

“A Revival of Spirit”

### **Reading**

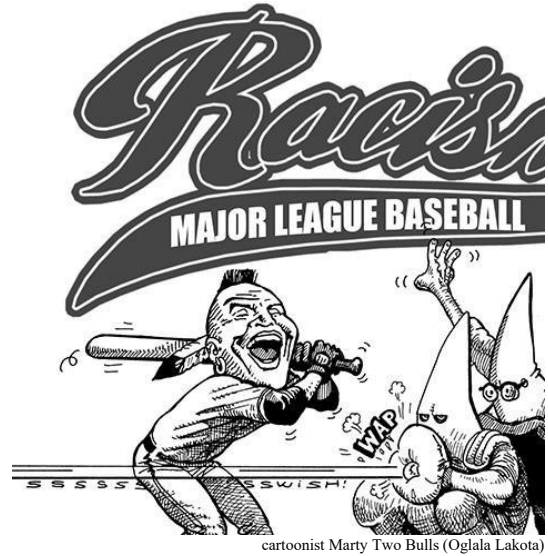
*First Peoples*, Ch. 8

**\*\* 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/>



**Week 15—Termination and Self-Determination**

Mon., Nov. 27 Rebuilding Sovereignty

Wed., Nov. 29 Film: *In the Light of Reverence*, 2001, Christopher McLeod and Malinda Maynor Lowery (Lumbee)

Wed., Thurs., or Fri. Recitation

**Reading** (complete by the time of your recitation—most importantly, the novel)

*The Grass Dancer*, Chs. 9-end

*First Peoples*, Ch. 9

**Paragraph Question (all students)** (print and turn in at the start of recitation)

Choose and explain one theme from this class that Susan Power’s *The Grass Dancer* illuminates. Remember that the quality of your writing will affect your grade on the Paragraph assignments.

**Week 16—The Twenty-First Century**

Mon., Dec. 4 A Cultural Renaissance

Wed., Dec. 6 The Indigenous Past, Present, and Future

**Reading**

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

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

*First Peoples*, Ch. 10

**\*\*FINAL EXAM\*\***

Thursday, Dec. 7, noon – 2 p.m.,  
OR Monday, Dec. 11, noon – 2 p.m.  
You may take either exam.