



### **The Course:**

This course centers on the Native American perspective and narrates the special role Native Americans played in the history of the United States. This course will focus on the history of North America's Indigenous peoples paying attention to human adaptability, cultural exchange, societal change, the relationship between U.S. governments and tribal nations, Indigenous social and religious ideas, resistance to European expansionism and settler colonialism, racism, and the impact of technology and economies on Native Americans and their environments. Readings and meetings will reveal to the student the incredible diversity of Indigenous peoples, the complications that arose with Euro-American contact, the ingenuity of Native adaptations, the role of American racial ideology in Native history, and the persistence of Indigenous cultures.

### **Aims of the Course:**

- To attain a broader knowledge of the history of Native American social and political concepts, intellectual and religious ideas, and ways of life. To put that understanding in context and apply it to the present.
- To gain a better understanding of the historical developments that shaped the United States and consider how those past examples of change apply to the present.
- To develop in-depth historical thinking, an increased ability to analyze and interpret the world historically. To better recognize change and contingency.
- To develop skills of critical thought about primary and secondary sources. To learn to weigh and interpret conflicting evidence.
- To improve reading and writing skills in the effort to build one's own informed and evidence-based arguments.
- To better process information and opinions from a spoken source, whether from peers in classroom discussions or lectures. To better express one's own thoughts in a discussion.

- To cultivate one's aptitude for empathy. To contemplate the life experiences of unfamiliar peoples.

### **Learning Outcomes – by the end of the course, students should be able to:**

- Demonstrate knowledge of contemporary approaches to Native American history and American history in general.
- Independently seek historical knowledge and discern its reliability.
- Recognize problematic, biased sources and evidence. Interpret Indigenous-authored sources while recognizing the challenges of decolonizing our historical perspectives.
- Better understand how people from varying societies and cultures interact.
- Better understand Indigenous peoples from an Indigenous perspective and consider the complex circumstances of Native American life. Demonstrate historical knowledge of important events and ideas.
- Understand the colonization of Indigenous North Americans as a varied, complex, and ongoing process. Understand the economic, political, and ideological forces that drive settler-colonialism in the United States. Demonstrate their knowledge of the economic, political, military, and social policies that Euro-Americans used to remove, relocate, and/or eradicate Native Americans. Also understand the environmental costs of Euro-American colonization.
- Understand the historic processes that lead to current U.S. Indian Affairs policies. Know that tribal nations are, based on treaties, U.S. laws, and U.S. court decisions, sovereign nations, but still exist under the "plenary power" of the U.S. Congress.
- Recognize the inaccurate Euro-American representations of Native Americans that have been driven by settler-colonialism and racism.
- Recognize the persistence of Indigenous peoples despite colonialism and efforts of forced acculturation. Convey their knowledge of Native American resistance to colonial power.

### **Course Themes**

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Native American history is an exploration of *Diversity* – There is no single Indigenous American culture or language. Many hundreds of different societies thrived, and still thrive, in what is now the United States. This diversity teaches students that there are many other complicated histories and ways of life that need to be considered. Stereotypes do not begin to capture the complexity and variety among tribal nations, and their interactions with European immigrants cannot be reduced to simple narratives of inevitable and unthinking conquest. Moreover, comprehending diversity fosters empathy, which is an important skill in all walks of life.

Native American history offers *Context*, a fuller understanding of the history of the American people. The continent was not empty when Europeans arrived. Euro-Americans did not build a nation in a vacuum. Euro-Americans contended with Native Americans for centuries, relationships were built up and destroyed, people exchanged cultures and economies, wars were

fought, racial ideologies were fostered, and great expense was made by the U.S. colonizers to overwhelm Native populations. This all shaped the United States and its people.

Native American history provides *Contingency* – students understand that history is not inevitable or ‘meant to happen.’ Students learn that Native history is not just a series of misfortunes in an inevitable decline. Native Americans suffered a collective tragedy over the course of US history, but their stories cannot be simply condensed into one master narrative of defeat and decimation. To understand what happened to Native Americans we need to look at the lives of the many Natives and non-Natives that contributed to this multi-faceted story. Native American response to colonialism was neither one-dimensional nor defeatist.

Native American history is *Interdisciplinary* – archeology, anthropology, ethnohistory, Indigenous studies, literature and language studies, and art – all disciplines and methodologies that are necessary to understand Native societies and cultures. Students take up a mixture of scholarship and learn the skills to analyze a variety of Indigenous primary source materials and objects. Students of Native American history are also trained to confront sources that are unreliable and biased against a particular group.

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### COVID Accommodations and Strategies:

- **Please visit <https://coronavirus.ufl.edu/> for valuable information.**
- The University recommends wearing a mask in the classroom. UF also recommends vaccination: “in alignment with guidance from the Centers for Disease Control and Prevention as well as UF Health, we continue to encourage everyone to get vaccinated to minimize their risk of contracting COVID-19.”
- Please make every effort, if possible, to keep distance between you and your classmates.
- **Even if you believe that getting COVID is harmless to you, it can be very harmful to others around you.**
- **Please do not attend class in-person if you feel under the weather, even if you are certain that you do not have COVID!** You will not be penalized in this course because of poor health. Test and retest if you feel sick. Testing is readily available using at-home test kits, local pharmacies or through your primary care physician. If you test positive for COVID, please reach out to those you have recently been in close contact with to inform them of your status.
- All of our class meetings will be recorded. You can only gain access to the recording(s) of the class meeting(s) you miss because of extraordinary circumstances, including quarantine or illness. You can also attend a class meeting virtually via Zoom if you must miss the meeting because of extraordinary circumstances. Be aware that these accommodations are temporary, determined by the instructor, and only available for an extended period of time (not permanent) on a case-by-case basis. Examples of extraordinary circumstances include illness, disability, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, participation in official university activities, and court-imposed legal obligations.

- If the university shifts to remote delivery, our course will shift without interruption.
- **Eating is not permitted during class.** Individuals should leave the classroom to eat, if necessary. If you require accommodations due to a disability, please contact the Disability Resource Center.

### Support, Health, & Wellness:

- Students that experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the [Dean of Students Office Care Team](#) for help dealing with extended absences (like contacting instructors on your behalf).
- As a student, you may experience a range of challenges that can interfere with learning. Mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. The UF Counseling & Wellness Center (CWC) is available to provide support, and participation in services does work. You can learn more about confidential mental health services available on campus at: [counseling.ufl.edu](https://counseling.ufl.edu) Support is available (24/7) from the CWC who can be reached at: 352-392-1575 for brief consultation or support for urgent/emergent concerns.
- The U Matter, We Care Initiative aims to assist the UF community with: care related resources and programs focused on health, safety, and holistic well-being, finding an appropriate network of support, and education and training. : If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

### Course Expectations:

- **Engagement:** Your attendance, your contribution to our discussions, and your work outside of class are all essential to your success.
  - **Attend:** I strongly discourage absences, but I do not “take attendance.” If absences are excessive, the instructor will give student a warning, and instructor reserves the right to fail a student because of lack of attendance. **Please do not attend class if you are feeling sick.** If an extraordinary circumstance occurs in your personal life that causes you to miss assignments or substantial portions of class, please let me know. You don't have to explain your circumstances to me if you need assistance in this course. I'm here to help. See info above regarding class recordings.
  - **Participate:** You are a part of this course: ask questions, express your thoughts. What you say during our in-class discussions are not graded, but the questions you will prepare before our scheduled discussions will be. We'll also have seven or eight in-class exercises that are graded.
  - **Read:** You should do all the required reading, including weblinks. Repeated absences and/or failing to stay caught up on the assigned readings will strongly hamper your ability to excel in this course.

- **Monitor Canvas:** Course announcements, information, assignments, and supplemental readings and links will be posted on the course's Canvas website.
  - **Originality:** The work you do here is your own. You will present your own thoughts about what you read, watch, and research. You should not present anyone else's work as your own, so you must cite your sources. Collaboration with fellow students is allowed only with instructor's permission.
    - Each University of Florida student is required to be familiar with and abide by the University's Student Conduct Code. Click [here to read the Code](#). Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.
    - Cheating on exams, quizzes, or any assignment will result in failure.
    - The University has access to sophisticated methods for detecting plagiarism. This instructor will know if you use someone else's work as your own.
    - I consider selling notes or PowerPoints to any commercial service a violation of my intellectual property rights and/or copyright law as well as a violation of the Student Conduct Code.
    - Continued enrollment in this class signifies intent to abide by these policies.
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#### Course Assignments (Details on Canvas):

- **In-class Exercises (or "Quizzes")** - There will be 7 or 8 in-class exercises that will be graded – if you miss class, you miss the grade, no make-ups. But this should not affect your grade unless you miss an inordinate number of classes because **only your 5 best in-class exercises will count toward your final grade. Your worst exercise scores will be dropped. Please understand this!**
- **Discussion Questions and Responses** - we will have one Historiographical Discussion, four Reading Discussions, and three Primary Document Discussions. These will take place in-class (see schedule), but you will submit a question for each of these discussions on our Canvas discussion board no later than 24 hours before the scheduled discussion. Your questions should be designed to advance our in-class discussion (propose a question that interests you). Make sure that you are prepared to tackle your own questions in-class. You will be assessed based on the quality of your question (50%) and your presence at the in-class discussion (50%). **Out of the eight discussion, your best six will count toward your final grade.** Like the in-class exercises, if you miss class, you miss the grade. *Some of our discussions may take place entirely on Canvas because of unforeseen time-constraints in class.*
- **Complete three précis** – You can choose to write your three précis for any assigned or suggested full-length book. A précis explains the major objective of a book and its main themes. The due dates will depend on which books you choose – your chosen précis will be due on the same day that we discuss that particular book in class. If you choose to write about a suggested book, your due date will be two weeks following that book's appearance on the schedule. See Canvas for the specific due dates.

- **Primary Source Project** – Students will think critically and write about a primary source that fits within the themes of our course. Many more details are on Canvas. A Project Proposal is due on October 4. Students also have the option to present the project in a digital format, using a platform like StoryMaps.
- **Exams** – There will be two exams, a midterm and final, that students will complete at our scheduled class time, but on Canvas.

- **Grading** – You do not have to email me to ask about your grade. All grades will be posted on Canvas throughout the semester. Your final grade only appears on One.UF. Click [here for UF Grading Policies](#).

Primary Source Project -----	50 Points
Primary Source Project Proposal ---	10 Points
Three Précis -----	60 Points
Five Best In-class Exercises -----	50 Points
Six Best Discussions -----	60 Points
Exam #1 -----	70 Points
Exam #2 -----	75 Points
<b>TOTAL -----</b>	<b>375 Points</b>

- **Academic Resources & Support** - <https://academicresources.clas.ufl.edu/>
  - **The Writing Studio** - <https://writing.ufl.edu/writing-studio/>
  - **Using the Libraries** - <https://uflib.ufl.edu/using-the-libraries/>

### Course Policies:

- **Tardiness** – Please come to class on time. If you are more than 10 minutes late, do not walk into class. Habitual tardiness will not be accepted.
- **While in Class** – Respect the learning experience of your classmates.
  - You may not record or photograph the instructor or lecture slides without explicit, written permission by the instructor. Lectures are protected by copyright.
- **Email** – I will be happy to respond to most any question or concern you might have through email, but I cannot treat your email as a text message. It might take some time for me to respond. There is also no guarantee that I will respond on the weekends. **Before emailing me, check the syllabus for any solution to your question.** When emailing, be sure to use the subject line to identify yourself by first & last name and course number. Thanks!
- **Students requiring accommodations:** connect with the disability Resource Center. Click [here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- **Make-up Exams** – A make-up exam can be given for those missing the midterm because of EXTRAORDINARY CIRCUMSTANCES and at the sole discretion of the



instructor. Only the midterm exam can be made up. That exam will be administered on one day only.

- **Inclement Weather** – If the University of Florida is closed because of bad weather, class will be canceled.
- **Emergency Procedures** – Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active assailant, or fire can be found at <https://emergency.ufl.edu/>.
- **Office Hours** – I'd be happy to meet with you throughout the semester, via Zoom is also fine. My hours are on Wednesday, 10:00-12:00. You can email me at [jgage1@ufl.edu](mailto:jgage1@ufl.edu) to let me know you're coming (or would like to Zoom), or you can just drop in. Alternative times can also be scheduled.
- **GatorEvals** – Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals or in their Canvas course menu under GatorEvals.

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**Required Readings:** Those with a '+' must be purchased, those with '#' are available on Canvas.

+ Timothy R. Pauketat, *Cahokia: Ancient America's Great City on the Mississippi*

# Leroy Little Bear, "Jagged Worldviews Colliding," in *Reclaiming Indigenous Voice and Vision*

# Vine Deloria, Jr., *Custer Died for Your Sins: An Indian Manifesto*, Ch. 2

# Jeffrey Ostler, *Surviving Genocide: Native Nations and the United States from the American Revolution to Bleeding Kansas* – Introduction

# Benjamin Madley, "California's Yuki Indians: Defining Genocide in Native American History"

+ Alejandra Dubcovsky, *Informed Power: Communication in the Early American South*

# Jean M. O'Brien, *Firsting and Lasting*, Introduction

# Pekka Hämäläinen, "The Rise and Fall of Plains Indian Horse Cultures"

# Christina Snyder, "Conquered Enemies, Adopted Kin, and Owned People: The Creek Indians and Their Captives"

+ Claudio Saunt, *West of the Revolution: An Uncommon History of 1776*

# Jeffrey Ostler, "'To Extirpate the Indians': An Indigenous Consciousness of Genocide in the Ohio Valley and Lower Great Lakes, 1750s–1810"

# Robert Lee, "The True Cost of the Louisiana Purchase"

# Megan Kate Nelson, "[The Civil War Wasn't Just About the Union and the Confederacy. Native Americans Played a Role Too](#)"

+ Elliott West, *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado*

# Raymond J. DeMallie, "'These Have No Ears': Narrative and the Ethnohistorical Method," *Ethnohistory*, Vol. 40, No. 4 (Autumn, 1993)

**Suggested Readings:** See Below and the full list on Canvas

Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History*, 6<sup>th</sup> Ed.

**Primary Sources:** See Below and the full list on Canvas

**Required Film:** Reel Injun (2009)

**Additional Materials:** See Canvas

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## Class Schedule

### Week 1 – Welcome

- **Aug. 25:** Introduction
  - **Begin reading:** Pauketat, *Cahokia*
  - **Explore:** "[Native Land](#)"

### Week 2 – The First Americans

- **Aug. 30:** Before 1492
  - **Begin Reading:** Dubcovsky, *Informed Power*
- **Sept. 1:** Just Before 1492
  - **Informal Reading Discussion:** Vine Deloria, Jr., *Custer Died for Your Sins* (Ch. 2); Little Bear, "Jagged Worldviews Colliding"
  - *Manifesto*, Chapter 2

Suggested Readings: Tuhiwai Smith, *Decolonizing Methodologies*  
Suggested Primary Documents: General Assembly of the UN, "Declaration on the Rights of Indigenous Peoples" (2007)  
John Norton, *Iroquois Creation Story* (c. 1816)  
Chiefs of the Six Nations, *The Laws of the Confederacy*

### Week 3 – "Old World" Arrivals

- **Sept. 6:** Worlds Collide
  - **Reading Discussion:** Pauketat, *Cahokia*
  - **Read:** "[Rethinking the Early American Map](#)"
- **Sept. 8:** Encounters on the Atlantic Coast, 1607-1680

Suggested: William Cronon, *Changes in the Land*  
Suggested Documents: Jean de Brébeuf, *The Mission to the Hurons* (1635-37)



#### Week 4 – Battle Grounds and Middle Grounds

- **Sept. 13:** New England Battle Grounds
  - **Historiographical Discussion:** Benjamin Madley, "California's Yuki Indians", & Jeffrey Ostler, *Surviving Genocide* – Introduction, "[Definitions: Types of Mass Atrocities](#)"
- **Sept. 15:** Interactions on the French Frontier
  - **Read:** O'Brien, *Firsting and Lasting* (Introduction)
  - **Begin Reading:** Claudio Saunt, *West of the Revolution*
  - **Primary Document Discussion:** Ateawaneto, *Speech Defying the English* (1752) & Christian Frederick Post, *Negotiations with the Delawares* (1758)

Suggested: Lisa Brooks, *Our Beloved Kin: A New History of King Philip's War*  
Michael Witgen, *An Infinity of Nations*

#### Week 5 – Evolving Economies

- **Sept. 20: Reading Discussion:** Dubcovsky, *Informed Power*; O'Brien, *Firsting and Lasting*
  - **Read:** Pekka Hämäläinen, "The Rise and Fall of Plains Indian Horse Cultures"
- **Sept. 22:** A Horse Revolution / Indian Slavery
  - **Read:** Christina Snyder, "Conquered Enemies, Adopted Kin, and Owned People: The Creek Indians and Their Captives"

Suggested: Joshua L. Reid, *The Sea is My Country*  
Kathleen DuVal, *The Native Ground*

#### Week 6 – A World Transformed by Wars

- **Sept. 27:** A World-Wide Battle for the Continent
- **Sept. 29:** The American Revolution
  - Suggested: Paul Kelton, *Cherokee Medicine, Colonial Germs*
  - Suggested Documents: Pontiac, an Ottawa chief, voicing the proclamations of the Mast of Life (1763)
    - An Oneida Declaration of Neutrality* (1775)
    - Henry Stuart, *Report from Cherokee Country* (1776)

#### Week 7 – Early American Encroachment

- **Oct. 4:** The 'Old' Northwest
  - **Reading Discussion:** Saunt, *West of the Revolution*
  - **Read:** Jeffrey Ostler, "'To Extirpate the Indians'"
  - **Explore:** "[Invasion of America](#)"  
"[Pox Americana](#)"
  - Suggested Documents: Western Indians, Message to Commissioners of the United States (1793)
- **Oct. 6:** Into the 19<sup>th</sup> Century
  - Read: Robert Lee, "[The True Cost of the Louisiana Purchase](#)"
  - **DUE:** Primary Document Project Proposal

### Week 8 –

- **Oct. 11: EXAM #1**
- **Oct. 13: NO CLASS**

### Week 9 – United States Intrusion

- **Oct. 18:** Settler-Colonial Violence & United Indian Resistance
  - **Explore:** [“IDA Treaties Explorer”](#)Suggested Documents: Tecumseh’s Speech to the Osages (Winter 1811-12)
- **Oct. 20:** The War of 1812  
Suggested: Gregory Evans Dowd, *A Spirited Resistance*

### Week 10 – Indian Removal in the Age of Jackson

- **Oct. 25:** The “Indian Problem”
- **Oct. 27:** Cherokees, the Supreme Court, and Indian Law  
Suggested: Claudio Saunt, *Unworthy Republic*  
Suggested Documents: Cherokee Women, *Petition* (May 2, 1817 & June 30, 1818)  
*Petition from the Women of Steubenville, Ohio* (1830)

### Week 11 – The Multicultural West

- **Nov. 1:** Eastern Removal
  - **Read:** [Dick McGirt Oral History](#)
  - **Primary Document Discussion:** John Marshall, *Cherokee Nation v. State of Georgia* (1831) and *Worcester v. Georgia* (1832), John Ross, *Reactions to Worcester v. Georgia: Letter to Richard Taylor*, John Baldridge, *Sleeping Rabbit, Sicketowee, and Wahachee* (April 28, 1832)
- **Nov. 3:** Western Nations
  - **Explore:** [“Mapping the Upper Missouri”](#)  
[“Mapping Chicagou-Chicago”](#)

### Week 12 – Invaders from the East

- **Nov. 8:** Manifest Destiny and Northern Mexico
- **Nov. 10:** Genocide and the Gold Rush
  - **Begin Reading:** Elliott West, *The Contested Plains*Suggested: Ned Blackhawk, *Violence over the Land*  
Brian DeLay, *War of a Thousand Deserts*  
Benjamin Madley, *An American Genocide*

### Week 13 – The Contested Plains

- **Nov. 15: SCREENING** – *Reel Injun* (2009)
- **Nov. 17:** Overland Trails, More Gold, Fort Laramie Treaties

### Week 14 – NO CLASS!

### Week 15 – Americanizing the West, 1861-64

- **Nov. 29:** The American Civil War and the Dakota War
  - Read: Megan Kate Nelson, "[The Civil War Wasn't Just About the Union and the Confederacy. Native Americans Played a Role Too](#)"
  - **Primary Document Discussion:** "Sixty Years of Kiowa History"
  - **Reading Discussion:** Elliott West, *The Contested Plains*
  - **Explore:** "[The US-Dakota War](#)"
- **Dec. 1:** Bear River, Navajo Long Walk, and Sand Creek
  - **Explore:** "[Land-grab Universities](#)"; "[Landgrabu.org](#)"

Suggested Documents: Iron Shell, Brulé Lakota, "We want you to take away the forts from the country." (April 28, 1868)

Excerpts from Sarah Winnemucca, *Life Among the Paiutes*

### Week 16 – 20th & 21st Century Challenges

- **Dec. 6:** Wrapping Up
  - **DUE:** Primary Document Project

Suggested: Documentary: *Defend the Sacred*, <https://vimeo.com/190403297>

Suggested Documents: Clyde Warrior, "We Are Not Free": *From Testimony before the President's National Advisory Commission on Rural Poverty* (1967)

Indians of All Tribes, *Proclamation to the Great White Father and to All His People* (1969)

United Nations Permanent Forum on Indigenous Issues, *Statement on the Dakota Access Pipeline* (November 4, 2016)

### FINAL EXAM: TBD

**THE INSTRUCTOR RESERVES THE RIGHT TO MAKE ANY NECESSARY CHANGES TO THE SYLLABUS AND COURSE POLICY DURING THE SEMESTER.**

**CHANGES WILL BE ANNOUNCED IN CLASS.**