

Native Peoples of the Southeast

ANT 3930 Section 1E08 Fall 2014



Timucua black drink ceremony
Jacques le Moyne, 1500s

Instructor: Daniel S. Robinson

Schedule: MWF 12:50-1:40 pm (Period 6)

Classroom: 2319 Turlington Hall

Contact Information

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Office: Turlington B357

Office Hours: Fri 10:30 am-12:30 pm, or by appointment

Course Description

This course introduces core concepts and themes in the history of Southeastern American Indians from the late Mississippian period (1500s) through the present day. The native peoples of the American South have been described as possessing the “richest culture of any of the native people north of Mexico.” The South was also one of the earliest to experience the upheaval related to European contact and colonialism. We will consider both the negative impacts of cross-cultural contact – including slavery, war, and epidemic diseases – as well as the

common bonds formed between Indians, Europeans, and Africans through trade, political alliance, and family relationships. Throughout the semester we will look at examples from specific Southeastern Indian cultures to explore the variety and commonality of Southeastern Indian experience.

Course Objectives

In taking this course, you will understand:

- (1) The breadth and depth of Southeastern Indian history and culture
- (2) How to study other cultures using a range of source materials
- (3) The process of researching and writing an original paper of length

Required Texts

Hudson, Charles

1976 The Southeastern Indians. Knoxville: University of Tennessee Press.

Other reading materials will be provided by the instructor on Canvas as noted.

Course Assessment

250 pts	Seminar Participation	
150 pts	Book Review & Presentation	Variable.
100 pts	Paper Proposal	October 20
100 pts	Final Research Poster Presentation	December 1, 3
400 pts	Final Research Paper	December 10

Grading

A = 100 - 92 (91.5+)	C = 76.99 - 74.0 (73.5+)
A- = 91 - 90 (89.5+)	C- = 73.49 - 70.0 (69.5+)
B+ = 89.49 - 87.0	D+ = 69.49 - 67.0
B = 86.99 - 84.0 (83.5+)	D = 66.99 - 64.0 (63.5+)
B- = 83.49 - 80 (79.5+)	D- = 63.49 - 60.0
C+ = 79.49 - 77.0	E = 59.99 or less

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
GPA	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Seminar Participation

Since this is a seminar, your participation is vital to the success of the course. You are expected to come to every class, and to have completed all of the week's readings, to have spend time reflecting on the major question(s), and to have written down some questions and insights of your own to discuss. If you have more than one unexcused absence, I will deduct 20 points from your participation score for each additional unexcused absence. If you are sick, have a family crisis, have an accident, or have legitimate personal or cultural reasons for missing class, the absence may be excused at my discretion.

Book Review

Your book review is due one week before your presentation (unless you are presenting Sept. 8). Please submit your review to me on Canvas, and post it in the Book Reviews folder in Files for your classmates. It should be double-spaced, 12-point font, and no more than 750 words in length. The review should not only summarize, but evaluate and critique the piece, explaining the scholar's methodology, sources, and approach to their subject. Read both academic and popular book reviews before writing your review.

Book Review Presentation

In each of the weeks when an oral presentation is listed, students will offer an analysis of an additional book. The presentation should be brief, no more than 20 minutes and should:

1. Introduce the author and summarize the text
2. Explain the book's contribution to our topic, reading(s), and questions for the week
3. Explain whose research would benefit from the use of this text

Students in the class are expected to have read their colleagues' books reviews before class.

Paper Proposal

Since research papers require research and an in depth plan, you will turn in a short 4-5 page proposal that features 3 components:

1. A 2-page summary of what you plan to research. This includes your topic, your questions, and your sources (summarize what primary and secondary sources you will use).
2. A short paragraph selection from one of your main primary sources and a 1-2 page analysis of this selection. Analyze the text. What does it mean for your research paper? How does it support and contribute to your argument?
3. A revised and substantial bibliography that includes primary and secondary sources

I will meet with you about this proposal to ensure you are on the right track midway through the semester.

Final Research Poster Presentation

Each student will make a short (~7 minute) presentation on his or her final project at the end of the semester. This will include making a research poster.

Final Paper

The final paper allows you to further explore a topic that particularly interests you that is relevant to Southeastern Indians and their history. It should be between 10-15 pages, double-spaced, with in-text citations, and bibliography in AAA format. It must represent significant research into a variety of sources and should represent original thinking from your perspective.

You MUST to submit an electronic copy formatted in MS Word (.doc) to Canvas, utilizing turnitin.org, as well as a hard copy of the essay.

You may obtain assistance (for brainstorming, organization, and editing) from peers, or the writing center on campus. However, your ideas should be your own. As discussed below, the principles of academic honesty apply.

Late Assignments

Late assignments will only be accepted with my permission. They will be docked a ½ letter grade per day late.

Classroom Etiquette

Cell phones are permitted in class only as [silent] clocks. If your phone rings in class or I notice that you are texting, I will ask you to step outside to take care of your business and not come back that day.

Laptops, tablets, and other computing devices can be used as note taking devices or study aids. However, you should not use these devices to surf the internet, work on other coursework, or play games in class. Please be courteous to your fellow students, so that everyone can learn without distraction. Failure to use your laptop, tablet, or computing device appropriately in class will result in me asking you to leave class.

Canvas

Assigned readings, general announcements, essay submissions, and links to extra class material will be posted on the main Canvas site. This site is labeled **ANT 3930 F2014**.

Dates for Dropping and Withdrawals

Aug. 29	Last day to add, change grading options, or drop without a W.
Sept. 19	Last day to drop with a W, all courses.
Nov. 24	Last day to drop (without failing grades) by Petition.
Nov. 24	Deadline for withdrawal from UF (without failing grades).

Incompletes will be granted in cases of emergency. For undergraduates, after one year an Incomplete automatically turns into an F, if the work has not been completed.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation. Please do let me know as soon as possible as well, and we will make every attempt we possibly can to make the necessary accommodations.

I look forward to learning with and from you in this class. Please do not hesitate to contact me with any questions or concerns you might have. It is very important to me that you feel comfortable meeting with or e-mailing me when you have questions or feel that you need additional assistance.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(University of Florida, Student Honor Code, 15 Aug. 2007

<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

Other Helpful Resources

University Counseling and Wellness Center: 3190 Radio Road, 392-1575

-Offers personal and career counseling, as well as health care.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161

-Offers sexual counseling and help.

Career Resource Center: Reitz Union, 392-1601

-Offers career development assistance and job counseling.

Reading & Writing Center: Broward Hall, 392-0791

-Offers writing assistance, study skill development, and test preparation help.

COURSE SCHEDULE (Tentative)

Theme: Beginnings

Introduction to the Course and Southeastern Indians

Week 1 – August 25-29

M Introduction. Syllabus and Meeting.

W Background to Native American and the South

Read: Theda Purdue and Michael Green, *The Columbia Guide to Southeastern Indians*, Chapter 1 & 2

F Native Southerners

Read: Hudson Chapter 1

Southeastern Indians and Ethnohistory

Week 2 – September 1-5

M LABOR DAY: NO CLASS

W Southeastern Prehistory

Read: Hudson Chapter 2

F Ethnohistory and Native America

Read: Daniel Richter, "Whose Indian History?" WMQ

James Axtell, "The Ethnohistory of Native America"

Angela Cavender Wilson, "Power of the Spoken Word: Native Oral Traditions in American Indian History," both in *Rethinking American Indian History*

Claudio Saunt, "The Native South: An Account of Recent Historiography," *Native South*

Major Question: What are the main topics in Southeastern Indian history today?

Southeastern Cultural Systems

Week 3 – September 8-12

- M Subsistence
Read: Hudson Chapter 5
- W Social Organization
Read: Hudson Chapter 4
- F Cosmology, Ceremony and Belief
Read: Hudson Chapter 3 & 6

Major Question: Did Southeastern Indians share cultural beliefs and traditions? How does understanding their cultural systems and beliefs aid in our study of their history?

Theme: Cross-cultural Contact and Colonial Frontiers

The Sixteenth-Century Southeast

Week 4 – September 15-19

- M First Contact and Acculturation
Read: Marvin T. Smith “Aboriginal Population Movements in the Postcontact Southeast”
Paul Kelton, “The Great Southeastern Smallpox Epidemic, 1696-1700: The Region's First Major Epidemic?,” both in *The Transformation of the Southeastern Indians*.
John E. Worth, “Bridging Prehistory and History in the Southeast: Evaluating the Utility of the Acculturation Concept,” in *Light on the Path*
- W Conflict and Power
Read: Cameron B. Wesson, “Prestige Goods, Symbolic Capital, and Social Power in the Protohistoric Southeast”
David H. Dye, “Warfare in the Protohistoric Southeast: 1500-1700,” both in *Between Contacts and Colonies*.
- F Effects of Colonization
Oral Presentations: Select from the list.
1. John E. Worth, *The Timucuan Indians of Spanish Florida*, V. 1 or 2
2. John H. Hann, *Apalachee: The Land Between the Rivers*
3. J. Leitch Wright, Jr., *The Only Land They Knew: American Indians in the Old South*

Major Question: What impact did the Spanish have on the sixteenth-century Southeast?

Trade in the Native Southeast**Week 5 – September 22-26**

- M Indian Exchange in the Southeast
Read: Joseph M. Hall, *Zamumo's Gifts*, Chapter 1
- W Hunter-Gatherers: The Original Affluent Society?
Read: Joseph M. Hall, *Zamumo's Gifts*, Chapter 3.
- F Native Transportation and Communication Systems
Read: Helen Hornbeck Tanner, "The Land and Water Communication Systems of the Southeastern Indians," in *Powhatan's Mantle*

Oral Presentations: Select from the list.

1. Kathryn Braund, *Deerskins and Duffels: The Creek Indian Trade with Anglo-America, 1685-1815*
2. Steven J. Oatis, *A Colonial Complex: South Carolina's Frontiers in the Era of the Yamasee War, 1680-1730*
3. Julie Anne Sweet, *Negotiating for Georgia: British-Creek Relations in the Trustee Era, 1733-1752*

Major Question: Why did trade play such a primary role in cross-cultural encounters?

Violence, Slavery, and Constructions of Race**Week 6 – September 29- October 3**

- M Colonialism, Trade, and Violence
Read: William Ramsey, *Yamasee War*, selections
- W Indian Slavery in the Southeast
Read: Denise Bossy, "Indian Slavery in Southeastern Indian and British Societies, 1670-1730," in *Indian Slavery in Colonial America*.
- F Constructions of Nativeness
Read: Nancy Shoemaker, "How Indians Got to be Red"

Oral Presentations: Select from the list.

1. Tom Hatley, *The Dividing Paths: Cherokees and South Carolinians through the Era of Revolution*
2. Christina Snyder, *Slavery in Indian Country: The Changing Face of Captivity in Early America*
3. Andrew Frank, *Creeks and Southerners: Biculturalism on the Early American Frontier*

Major Question: What was the connection between war, slavery, and race in the early Southeast?

Theme: A Shattered World?**New Models for Understanding the Impact of Colonialism****Week 7 – October 6-10**

- M Colonialism and the “Shatter Zone”
Read: Robbie Ethridge, *From Chicaza to Chickasaw*, Chapter 4
- W Town and Country
Read: Kathleen DuVal, “Interconnectedness and Diversity in French Louisiana”
Daniel Usner, Jr. “American Indians in Colonial New Orleans,”
both in *Powhatan’s Mantle*
- F Making a New Order
Read: Steven C. Hahn, “The Mother of Necessity: Carolina, the Creek Indians, and the Making of a New Order in the American Southeast, 1670-1763,” in *Transformation of the Southeastern Indians*.

Oral Presentations: Select from the list.

1. Kathleen Duval, *The Native Ground: Indians and Colonists in the Heart of the Country*
2. Steven C. Hahn, *The Invention of the Creek Nation, 1670-1763*
3. Patricia Galloway, *Choctaw Genesis, 1500-1700*

Major Question: What were the factors that determined an Indian community’s relationship to European colonialism?

Indian Country or European Colony?**Week 8 – October 13-17**

- M Whose world, Whose History?
Read: Neal Salisbury, “The Indians’ Old World”
- W Seventeenth Century and Change
Read: James H. Merrell, *Indians New World*, selection

Oral Presentations: Select from the list.

1. Claudio Saunt, *A New Order of Things: Property, Power, and the Transformation of the Creek Indians, 1733-1816*
2. James Carson, *Searching for the Bright Path: The Mississippi Choctaws from Prehistory to Removal*
3. John T. Juricek, *Colonial Georgia and the Creeks: Anglo-Indian Diplomacy on the Southern Frontier, 1733-1763*

F Homecoming: NO CLASS

Major Question: To what degree was the Southeast a “New World” for Indians?

Individual Meetings and Paper Consultations**Week 9 – October 20-24**

- M Paper Proposals due on Canvas; Class Sharing and Discussion**
W Consultations; NO CLASS: Meet at assigned office time
F Consultations; NO CLASS: Meet at assigned office time

Adapting to a New World**Week 10 – October 27-31**

- M New Old Indian Towns**
 Read: Joshua Piker, *Okfuskee*, selection
W “Defeat” and Removal
 Read: Hudson, Chapter 8
F Indian Reservations and Life in the West
Oral Presentations: Select from the list.
 1. Edward J. Cashin, *Guardians of the Valley: Chickasaws in Colonial South Carolina and Georgia*
 2. Greg O’Brien, *Choctaws in a Revolutionary Age, 1750-1830*
 3. Joel Martin, *Sacred Revolt: The Muskogees’ Struggle for a New World*

Women as Negotiators of Change**Week 11 –November 3-7**

- M Gender and Culture Change**
 Read: Theda Perdue, *Cherokee Women*, selection.
W From a Woman’s Perspective
 Read: Theda Perdue, “Writing the Ethnohistory of Native Women,” in *Rethinking American Indian History*
F Native Women, Cultural Survival, and Activism
Oral Presentations: Select from the list.
 1. Juliana Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*
 2. Jennifer Spear, *Race, Sex, and Social Order in Early New Orleans*
 3. Michelene E. Pesantubbee, *Choctaw Women in a Chaotic World: The Clash of Cultures in the Colonial Southeast*

Major Question: What was the role of native women in the negotiation of culture and change?

Indians in the Modern Southeast

Week 12 – November 10-14

- M Reservation Life
Read: Beauvais, *American Indians and Alcohol*
- W Federal Recognition and Being “Indian”
Read: *Criteria for Federal Acknowledgment*, Part 83
- F Modern Life, Modern Problems

Major Question: What is life like for modern Native Americans? What problems do they face?

Cultural Appropriation, Power, and Rights

Week 13 – November 17-21

- M Cultural Appropriation and Representation
Read: Philip J. Deloria, *Playing Indian*, selection.
- W Power and Native Rights
Read: Denise E. Bates, *The Other Movement*, selection.
- F Peer Review
Read: Bring a Draft Copy of your Paper to Class.

Major Question: How have Indians been affected by American culture at large?

Week 14 – November 24-28

- M Film Showing: *In Whose Honor?*
- W **THANKSGIVING: NO CLASS**
- F **THANKSGIVING: NO CLASS**

Final Paper Presentations

Week 15 – December 1-5

- M Final Paper Poster Presentations
- W Final Paper Poster Presentations
- F **AAA Meetings: NO CLASS**

Indian Futures and Course Conclusion

Week 16 – December 8-10

- M Southeastern Indian Futures
- W **Final Papers Due on Canvas; Course Wrap-up**