

HIS 117 • Spring 2024
Introduction to Native North America

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Jeffrey Gibson (Mississippi Choctaw/Cherokee)
from his exhibition “When Fire is Applied to a Stone it Cracks,” Brooklyn Museum, 2020-21

This course provides an overview of Native American History in North America. We will investigate the diverse Indigenous cultures and political systems that have called the continent home from large and historically well-documented polities such as Cherokee nation and the Haudenosaunee to the crucial yet often-overlooked role of smaller polities such as those of the Abenakis and the Petites Nations of the Gulf Coast. Along the way we will ask: how have geography (and displacement) shaped culture and politics? how have Indigenous histories shaped the history of the United States (as well as Mexico and Canada)? what are the unique challenges of studying and writing Native American History today?

In addition to providing an overview of Native America history during the last five hundred years, this course serves as an introduction to historical methodology. Over the course of the semester you will learn not only *what* major events occurred in Native American History, but also about *how*

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people today know about these events. By learning about the unique ways that historians utilize evidence and develop historical theories and arguments, you will be better able to form your own opinions on history, and to evaluate the histories you encounter in the world around you.

Course Requirements and Evaluation

Class Participation 20%

You should come to lectures and discussion sections prepared to discuss the readings. The majority of discussion will take place in Friday discussion sections, but you will see that each week's readings are divided into the relevant lectures. You will get the most out of the lectures if you complete the associated readings beforehand.

You are responsible for completing all readings, attending lectures and participating in class discussions. Attendance at Friday discussion sections is required. You each have two unexcused absences (in addition absences due to illness, religious holidays, or family emergencies—these absences will never affected your grade and do not require a doctor's note or other confirmation). You make take these two unexcused absences with no effects on your grade. After this, other unexcused absences will result in a lowering of the attendance grade by one third (from a B+ to a B) for each absence. You should come to class prepared to discuss the week's readings, but participation is graded based on quality as well as quantity. You should not feel pressure to talk a lot in class! Remember that all of us have unique insights to bring to discussion, but speaking up in class is easier for some than for others.

If you feel sick, please stay home and rest! Feel free to reach out to me or Yushuang if you would like to discuss anything you may have missed in class due to absence.

Short Paper 15% due by 11am February 19

This short paper (2-3 pages) is designed for you to engage with a single primary source (from weeks one through four) in depth.

Your paper should answer two important questions: what is an element (a particular event, a significant cultural practice, an important political idea, etc.) of Native America history that this source tells us about? why is that element important? A single source may have more than one significant element. Your job is to pick one primary source, and describe this element's particular significance in the source you are writing about. (For example: any wampum belt can tell us a lot about traditions of diplomacy, patterns of trade, and gendered labor. But in addition to one of those elements, what is the unique information associated with a particular wampum belt? what does the wampum belt's purpose, use, and/or history tell us?)

This paper will give you a chance to learn from your chosen source by engaging with it in depth. At the same time, via close reading you will use your skills as a historian to glean information and formulate an opinion based on a single source.

All papers should follow Chicago Manuel of Style, MLA, or another recognized academic citation format. Papers should be in 12 point font, with 1" margins, and numbered pages.

Midterm Take-Home Exam 20% due by 11am March 11

The midterm is a take-home, open-book exam. Though there will be some questions about specific factual information, the purpose of this exam is for you to think through what you have learned

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during the first six weeks of the semester. It is based on your ability to engage with the texts, objects and other materials we have studied, and to gather and contextualize information from multiple sources, not to recollect a series of names and dates.

You should not consult with other people or do outside research for the exam, but you may draw on your lecture notes and readings from class.

Research Project 25%

Initial Proposal 5% **due midnight, March 29**

Finished Project 20% **due in class April 24**

You will design and complete a project that draws on skills you've developed in and out of class that will demonstrate what you have learned during the semester. The project can be a creative—a chapbook, a quilt, a 3-D map of a historical event, a graphic novel, a letter to erect or remove a monument in your hometown, a podcast draft—you're free to go where your imagination takes you!

Creative projects will be accompanied by a three-page written reflection on what you learned from the project in relationship to the course and a full bibliography (formatted according to an accepted citation style) of the sources you referenced. If you prefer, you can also write a more text-based final project: a historiographic essay (for instance, a paper looking at how historians have engaged with Indigenous knowledge over time), an independent research paper (for instance, the history of how a particular political action came to take place), or something along these lines. If you choose to write a paper it should be 8-10 pages (not counting the bibliography). I am happy to consult with each of you to find the right topic.

The initial proposal is 5% of the course grade, and the final project is 20%.

Final Take-Home Exam 20% due by noon May 14

Like the midterm, this is a take-home, open-book exam. Though there will be some questions about specific factual information, the purpose of this exam is for you to think through what you have learned during weeks 7-13 of the semester. It is based on your ability to engage with the texts, objects and other materials we have studied, and to gather and contextualize information from multiple sources, not to recollect a series of names and dates.

You should not consult with other people or do outside research for the exam, but you may refer to your lecture notes and readings from class.

Academic Integrity:

Please review the following statement from Erin Rowe, Vice Dean for Undergraduate Education, on academic integrity:

“The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.”

Electronics in class:

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Everyone learns differently, and electronic devices can be helpful for some of us and distracting to others. I trust you to make your own decisions on what is best for you. You may use computers and tablets in class, but please refrain from phone use and messaging. Please be mindful of those around and avoid distracting them. Please keep your phone out of the way and on silent—if you urgently need to use your phone during class, please step out of the classroom.

Disability Accommodations:

I will work with you to make sure that all of you get the most out of this class, and I strongly encourage you to register with the Student Disability Office if you need (or suspect you may need) accommodations for this course and/or other courses. Below is official information on the Student Disability Office, where you can obtain an official letter:

Johns Hopkins University values diversity and inclusion. We are committed to providing welcoming, equitable, and accessible educational experiences for all students. Students with disabilities (including those with psychological conditions, medical conditions, and temporary disabilities) can request accommodations for this course by providing an Accommodation Letter issued by Student Disability Services (SDS). Please request accommodations for this course as early as possible to provide time for effective communication and arrangements.

For further information or to start the process of requesting accommodations, please contact Student Disability Services at Homewood Campus, Shaffer Hall #101, call: 410-516-4720 and email: studentdisabilityservices@jhu.edu or visit the website <https://studentaffairs.jhu.edu/disabilities/>.

Taking Care of Ourselves and Each Other:

This course is only one part of all of our lives. None of us, myself included, will remain unaffected by events outside the classroom, whether personal or in the world at large. With that in mind here are some principles for this semester.

- We are all allowed to have trouble or difficulty. I will not judge you or ask for justification if you tell me you are having a hard time in this course.
- You do not owe me or anyone else in this class any personal information. Johns Hopkins does not require any of us to disclose personal or health-related information in the classroom, or to take the course. You can make whatever choices you wish, and change them as need be, to take care of yourself.
- You are always welcome to talk to me about anything you might be going through and if I feel I can't help you I will suggest someone else or a resource who can.
- If you need extra help, you need to miss class, or need more time with something, please ask. I'll do my best to work with you.

Getting in Touch:

If you need to reach me, please email me (rather than using Canvas messaging, etc.) I check my email during regular work hours (M-F, 9-5). If you contact me outside those hours I will likely not respond, but I will honor the time of the email if you are requesting an extension for a deadline, alerting me to an absence, or turning in an assignment.

If you would like to talk over something please come to my office hours! You can always stop by,

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but I can't guarantee I will be free unless you schedule a meeting in advance.

Readings:

This course has a fairly large number of readings. However, many are short primary sources—though these may be challenging in terms of how they are written, they have a less heavy page count than our secondary sources. Each week's "readings" (which may include visual, material and audio sources) are divided by the relevant lecture so that you can plan accordingly. Primary sources will be prioritized in discussion.

Throughout the semester we will be reading Ned Blackhawk's *The Rediscovery of America*, a history of Native Americans in what is currently the United States. Blackhawk's book and the lectures will provide context for the primary sources.

In order to highlight the many different Indigenous cultures will be engaging with this semester, I have included the tribal affiliation of Native scholars next to their names.

Required Books:

Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost (second edition) edited and with an introduction by Colin Calloway, (Boston: Bedford St. Martin's, 2018)

The World Turned Upside Down: Indian Voices from Early America (second edition) edited and with an introduction by Colin Calloway, (Boston: Bedford St. Martin's, 2016)

Ned Blackhawk (Western Shoshone), *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History* (New Haven: Yale University Press, 2023)

These books are available for purchase at the JHU bookstore and physical course reserves at the Sheridan Library, and can be checked out via BorrowDirect. *The Rediscovery of America* is available as an ebook from the library catalogue.

Additional Books:

Why You Can't Teach United States History without American Indians edited by Susan Sleeper-Smith, Juliana Barr, Jean M. O'Brien (White Earth Ojibwe), Nancy Shoemaker, and Scott Manning Stevens (Akwasasne Mohawk) (Chapel Hill: University of North Carolina Press, 2015)

This book provides useful overviews of the history we will be studying this semester, from a number of different scholars. However, they are not major parts of the reading list for this course and you should not feel obligated to have your own copies!

This book is available as an ebook from the library and is also on physical course reserves.

All other readings will be distributed in class or are available via electronic reserves and are accessible via Canvas.

Readings on electronic reserves are marked with §

Week 1: January 22-26

Please prepare to read the texts marked with * for the first day of class. We will discuss them throughout the week as they are central to the themes of the course overall.

Lecture 1: Orientation: What is “Native” History? (and Why We All Need it)

Lecture 2: Major political and cultural groupings: waterways from the Atlantic to the Plains

Readings:

1.

*§ Eve Tuck (Unangâ, Aleut Community of St. Paul Island, Alaska) and K. Wayne Yang, “Decolonization is not a metaphor” *Decolonization: Indigeneity, Education & Society* (vol. 1, No. 1, 2012, pp. 1-40)

*§ Sopen Deb, “Mattel has a New Cherokee Barbie. Not Everyone is Happy About It,” *New York Times* Dec, 6, 2023

2.

“Iroquois Creation Story [c.1816]” and “The League of Peace in Wampum” in *The World Turned Upside Down*, 23-32

§ “Constitution of the Iroquois Confederacy” in *Great Documents in American Indian History*, (New York: Da Capo Press, 1995) ed. Robert Powless, 20-26;

§ Daniel Richter, *Ordeal of the Longhouse: The Peoples of the Iroquois League in the Era of European Colonization*, (Chapel Hill: University of North Carolina Press, 1992) chapter 2 “The Great League of Peace and Power,” 30-49

Week 2, week of January 29

Lecture 1: Mississippian Chiefdoms and the Southwest

Lecture 2: The Plains and the Southwest

Readings:

1.

“Origin of the Creek Confederacy” in *The World Turned Upside Down*, ed. Calloway, 23-32;

§ Kathleen Duval, “Chapter 1: A Bordered Land, to 1540” 13-28 in *The Native Ground: Indians and Colonists in the Heart of the Continent* (Philadelphia: University of Pennsylvania Press, 2006)

2.

§ Elizabeth Fenn, *Encounters at the Heart of the World: A History of the Mandan People*, Chapter 1: Migrations”, (New York: Hill and Wang, 2014) 3-32

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§ “Pueblo Bonito of Chaco Canyon” and “Images of Secaton” in *American Indian History: A Documentary Reader*, ed. Camilla Townsend, (Malden: Wiley-Blackwell, 2009) 14-20

Week 3: Week of February 5

Lecture 1: First Encounters with the Spanish and the “Columbian Exchange”

Lecture 2: Coastal Encounters, Incorporating Outsiders, and the “Red Atlantic”

Readings:

1.

§ “Arrival of the Spanish in the Annals of Tlatelolco,” “Don Luis Travels the World,” “Christopher Columbus’s Journal,” 27-29, 31-33, 39-41, in *American Indian History: A Documentary Reader* (Malden: Wiley-Blackwell, 2009)

§ “Man in Maga Hat Charged over shooting of Indigenous activist at statue protest” *The Guardian* 30 sept 2023

Blackhawk, *Rediscovery of America*, “Chapter 1: American Genesis”, **ONLY** 17-38

2.

“A Dream of Strangers,” “Meeting the Dutch at Manhattan,” 37-43, in *The World Turned Upside Down*

§ Coll Thrush, “Interlude One” and “Chapter 2: Dawnland Telescopes” both in *Indigenous London: Native Travelers at the Heart of Empire*, (28-61)

Week 4: Week of February 12

Lecture 1: The World of the Great Lakes

Lecture 2: Haudenosaunee Political and Military Power and encounters with the French

Readings:

1.

Blackhawk, *Rediscovery of America*, “Chapter 3: The Unpredictability of Violence”, 73-105 ; and “Chapter 4: The Native Inland Sea,” 106-123

2.

*Paul Lejeune, “Journal of a Winter Hunt,” [1634]; “On Their Hunting and Fishing” [1634]; “How to Settle Disputes and Discipline Children” [1633] “Treaty of Peace between the French, Iroquois and Other Nations, 1644-1645” 20-28, 35-36, 94-106 in *The Jesuit Relations: Natives and Missionaries in Seventeenth-Century North America* (Bedford/St. Martin’s: 2000) , Allan Greer ed.,

“A Mi’kmaq Questions French ‘Civilization,’” “A Native War Record,” 56-59, 131-133, in *The World Turned Upside Down*

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“Four ‘Indian Kings’” images (in class)

Week 5: Week of February 19

Lecture 1: Anti-Colonial Wars of the Seventeenth Century: Breakdown of Colonial Relations—the Powhatans and the Wampanoags

Lecture 2: Anti-Colonial Wars of the Seventeenth Century: Breakdown of Colonial Relations—the Pueblo Perspective

→ *Short Paper due by 11am Monday February 19*

Readings:

1.

“What Can you Get by Warr?,” “Pequot Looks Back on King Philip’s War,” in *The World Turned Upside Down*, 43-48

§ “John Smith’s Visit to Werowocomoco” and “Edward Waterhouse’s Report on the Events of 1622” in *American Indian History: A Documentary Reader*, ed. Camilla Townsend, (Malden: Wiley-Blackwell, 2009), 44-48.

§ Lisa Brooks (Abenaki Nation of Missisquoi), “Awikhighawôgan ta Pildowi Ôjmowôgan: Mapping a New History.” *The William and Mary Quarterly* 75, no. 2 (2018): 259-294. <https://doi.org/10.5309/willmaryquar.75.2.0259>.

§ “This tribe helped the Pilgrims survive for their first Thanksgiving. They still regret it 400 years later” Dana Hedgpeth *Washington Post*

§ Daniel Richter, *Facing East from Indian Country: A Native History of Early America* (Cambridge: Harvard University Press, 2001), “Chapter 3: Living with Europeans” **ONLY** 69-78

§ Nick Fiorellini, “Statue of white woman holding hatchet and scalps sparks backlash in New England” *The Guardian*, August 3, 2020

2.

Blackhawk, *Rediscovery of America* “Chapter 1: American Genesis,” **ONLY** 38-46

§ “Reasons for the Pueblo Revolt” in *Great Documents in American Indian History*, (New York: Da Capo Press, 1995) ed. Robert Powless 112-15

Week 6: Week of February 26

Lecture 1: Imperial War

Lecture 2: Pan-Indianism

Readings:

1.

Blackhawk, *Rediscovery of America*, Chapter 4, 123-138

“Colonists Encroach on the Stanwix Line,” “Tanaghrisson, Speech to Sieur de Marin, Grindon

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1753,” “French and Indian Wars, or French and English Wars?,” “A New Era for Algonquians and Englishmen,” 121-124, 139-141, 147-152, in *The World Turned Upside Down*

2.

Blackhawk, *The Rediscovery of America* “Chapter 5: Settler Uprising,” 139-175

Week 7: Week of March 4

Lecture 1: The American Revolution in Indian Country

Lecture 2: Making Peace with the United States?

Readings:

1.

Blackhawk, *Rediscovery of America*, “Chapter 6: Colonialism’s Constitution,” 139-206

“American Indians and the American Revolution,” “Indian Voices from the New Nation,” 158-175, 176-199, in *The World Turned Upside Down*

-Images: Portraits of Joseph Brant; Guy Johnson and David Hill (in class)

2.

§ Roberta Conner (Confederated Tribes of the Umatilla Indian Reservation), “Our People Have Always Been Here,” 87-119 in *Lewis and Clark Through Indian Eyes* ed. Alvin M. Josephy, Jr. (New York: Knopf, 2006)

Week 8: Week of March 11

Lecture 1: Removal

Lecture 2: The Beginning of the Wars of U.S. Colonization in the West

→ *Midterm Take-Home Exam due by 11am Monday March 11*

Readings:

1.

Blackhawk, *Rediscovery of America* “Chapter 7: The Deluge of Settler Colonialism,” 211-247

2.

§ “Response to a Message from President Andrew Jackson Concerning Indian Removal, 1830— Speckled Snake (Cherokee), “Farewell Letter to the American People, 1832—George W. Harkins (Choctaw)” 149-153, both in *Great Documents in American Indian History*, (New York: Da Capo Press, 1995) ed. Robert Powless

“The Kiowas Meet Smallpox” and “The Life and Death of Four Bears” 62-5, 66-

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76 in Our Hearts Fell to the Ground

SPRING BREAK March 18-22

Week 9: Week of March 25

Lecture 1: The U.S. Civil War in Indian Country

Lecture 2: Race and Termination

→ *Research Project Initial Proposal due by midnight, Friday March 29*

Readings:

1.

Blackhawk, *Rediscovery of America*, “Chapter 9: Collapse and Total War,” 289-328

“Massacres North and South” “The Battle on the Greasy Grass” “The Wounded Knee Massacre” 91-99, 119-135, 184-188 in *Our Hearts Fell to the Ground*

2.

§ Jean M. O’Brien (White Earth Ojibwe), “State Recognition and ‘Termination’ in Nineteenth-Century New England” 149-168, *Recognition, Sovereignty Struggles and Indigenous Rights in the United States* (Chapel Hill: University of North Carolina Press, 2013) ed. Ouden and O’Brien

Week 10: Week of April 1

Lecture 1: Colonization and Assimilation Policies in the Wake of the U.S. Civil War

Lecture 2: Reservations and Allotment

Readings:

1.

Blackhawk, *Rediscovery of America*, “Chapter 10: Taking Children and Treaty Lands” 329-364

“Attending the White man’s Schools” 161-176 in *Our Hearts Fell to the Ground*

2.

§ Philip J. Deloria (Standing Rock Sioux), “The Killings at Lightning Creek,” 15-51 in *Indians in Unexpected Places* (Lawrence, Kan: University Press of Kansas, 2004)

Week 11: Week of April 8

Lecture 1: Native America Activism in the Early Twentieth Century

Lecture 2: The “Indian New Deal”

Readings:

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1.

Blackhawk, *Rediscovery of America*, “Chapter 11: Indigenous Twilight” **ONLY** 365-386

§ “Critics of Indian Education” 36-65 in *Talking Back to Civilization: Indian Voices from the Progressive Era* ed. Frederick E. Hoxie (Boston: Bedford/St. Martin’s, 2001)

2.

Blackhawk, *Rediscovery of America*, “Chapter 11: Indigenous Twilight” **ONLY** 386-407

§ “The Arts and Crafts Act of 1935,” “The Menominee Struggle against Termination,” “The Navajo Contributions to the War Effort,” all in *American Indian History: A Documentary Reader* (ed. Camilla Townsend) 171-176, 181-183

Week 12: Week of April 15

Lecture 1: Post WWII

Lecture 2: Race and the Problems of Federal Recognition

Readings:

1.

Blackhawk, *Rediscovery of America* “Chapter 12: From Termination to Self-Determination” **ONLY** 408-428

§ “Planning a Grant Proposal to Develop an All-Indian University and Cultural Complex on Indian Land, Alcatraz” in *Great Documents in American Indian History*, (New York: Da Capo Press, 1995) ed. Robert Powless, 371-380;

§ “The Origins of the Native American Graves Protection and Repatriation Act (NAGRPA) “Struggles over the Indian Gaming Regulatory Act,” “The Thoughts of Mary Crow Dog” and “A Reporter’s Comments on the Deaths at Pine Ridge” 195-196, 198-206, 211-15, in *American Indian History: A Documentary Reader*, ed. Camilla Townsend, (Malden: Wiley-Blackwell, 2009)

2.

Blackhawk, *Rediscovery of America* “Chapter 12: From Termination to Self-Determination”, **ONLY** 428-445

§ “The Imposition of Law” Angela A. Gonzales (Hopi Tribe) and Timothy Q. Evans (Haliwa-Saponi Tribe of North Carolina), *Recognition, Sovereignty Struggles and Indigenous Rights in the United States* 37-63

Week 13: Week of April 22

Lecture 1: Native Sovereignty in Contemporary Context

***no second lecture this week* Presentation of Final Projects!**

→ Research Project due in class Wednesday, April 24

Readings:

1.

§ Elizabeth Ellis (Peoria Tribe of Indians of Oklahoma) “Centering Sovereignty: How Standing Rock Changed the Conversation,” 172-197, in *Standing with Standing Rock: Voices from the #NoDAPL Movement*, eds. Nick Estes and Jaskiran Dhillon

§ Chelsea Vowel (Métis), “Beyond Territorial Acknowledgements,” <https://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/>

This Land, hosted by Rebecca Nagle (Cherokee Nation) S2E1 “Solomon’s Sword” full episode, transcript and related photos available here: <https://crooked.com/podcast/1-solomons-sword/>

→ Final Take-Home Exam due by noon Tuesday May 14