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
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* affect 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:**
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,
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)


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:


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 §
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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 (Unanga̱, 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


Week 2, week of January 29
Lecture 1: Mississippian Chiefdoms and the Southwest
Lecture 2: The Plains and the Southwest

Readings:


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

**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:**


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


§ 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


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


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


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


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)


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

2.


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.

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

2.


Week 11: Week of April 8
Lecture 1: Native America Activism in the Early Twentieth Century
Lecture 2: The “Indian New Deal”

Readings:
Grindon

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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


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


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


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