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**Office hours: M: 2:30-4; W: 3:30-5**

**HIUS 3641/AMST 3641: American Indian History**

**Course Description:** Beginning with the post-Ice Age migrations to the Americas and Native American origin stories, and ending with current developments in tribal sovereignty, this course will introduce students to deep history of Native North America. Using archeological and anthropological sources, the course will begin with a detailed exploration of the pre-contact world, covering such issues as resource use, trade, diplomacy, and migrations. The course will then move to the era of contact with Europeans, with particular emphasis on relations with the Spanish, French, and English. Topics such as disease, diplomacy, intercultural communication, slavery, and trade, among others, will be covered. By the end of the 17th Century Native America was an entirely different place. The remainder of the course will explore, over three centuries, the consequences of contact. Using primary and secondary sources, we will cover such topics as mutually beneficial trade and diplomatic relations between Natives and newcomers; the politics of empire; U.S. expansion; treaties and land dispossession; ecological, demographic, and social change; pan-Indian movements; legal and political activism; and many, many others.

**Attendance:** Coming to class is mandatory. Missing class will be noted and factored into your participation grade. Missing class *will* have an impact on your grade.

**Late Papers:** There are four papers; their deadlines and descriptions are known well in advance. Late papers will be penalized one full letter grade per day late. Thus, an A paper due Wednesday but turned in Thursday will automatically become a B paper; if it’s turned in Friday it will become a C paper, and so on. If you have an emergency, or know in advance that the due dates are not possible (you will be out of town those days, you’re getting married, etc.) you must come see me.

**Grading:**

**Paper #1: 15%**

**Paper #2: 20%**

**Paper #3: 20%**

**Paper #4: 25%**

**Participation: 20%**

**Books to purchase:**

1) James H. Merrell, *The Lancaster Treaty of 1744: With Related Documents* (The Bedford Series in History and Culture), (New York: Bedford/St. Martin’s), ISBN-10: 0312454147; ISBN-13: 978-0312454142

2) William Cronon, *Changes in the Land* (NY: Hill and Wang, 1985 or revised edition, 2003) ISBN-10: 0809016346; ISBN-13: 978-0809016341

3) D’Arcy McNickle, *Wind from an Enemy Sky* (Univ. Of New Mexico Press, 1998) ISBN-10: 9780826311009; ISBN-13: 978-0826311009

4) Karl Jacoby, *Shadows at Dawn: An Apache Massacre and the Violence of History* (Penguin, 2008; paper 2009). ISBN-10: 0143116215; ISBN-13: 978-0143116219

**Assignments: There are no exams**

* **Reading and lecture :** 
  + All reading must be done by the Wednesday lecture class unless otherwise specified. We will have in class discussions of the readings.
  + At the beginning of every **section** meetingthere will be either a quiz on the reading and lecture materials OR short response papers.
* **Four Papers**: Please note due dates

Required Resources: In the links section of Toolkit you will find two guides that will aid you in working on your papers; I will discuss these in greater detail when we get closer to paper writing:

* Patrick Rael, Reading, Writing, and Researching for History: A Guide for College Students http://academic.bowdoin.edu/WritingGuides/
* Dartmouth College, Sources: Their Use and Acknowledgment http://www.dartmouth.edu/~sources/
* **Paper #1**: **Treaty of Lancaster, 1744 (MONDAY SEPTEMBER 30; 5 pages, about 1250 words)**
* **Paper #2: Spanish-Comanche Diplomacy and the Peace of 1786 (FRIDAY OCTOBER 18; 5 pages, about 1250 words)**
* **Paper #3: The Indians’ New World, 1850-1920 (MONDAY NOVEMBER 11; 5 pages, about 1250 words)**
* **Paper #4: Indian Reservation Life, ca.1900-1940 (Due in two parts: prospectus FRIDAY NOVEMBER 22; paper due WEDNESDAY, DECEMBER 4; 6 pages, about 1500 words)**

**Honor Policy and Attribution of Sources:**

Honor System: I trust every student in this course to fully comply with all of the provisions of the UVA honor system. In addition to pledging that you have neither received nor given aid while taking your exam or writing your papers, your signature also affirms that you have not accessed any notes, study outlines, problem sets, old exams, answer keys, or the textbook while taking an exam and that you have not obtained any answers from another students exam. All alleged honor violations brought to my attention will be forwarded to the Honor Committee. If, in my judgment, it is beyond a reasonable doubt that a student has committed an honor violation with regard to a given exam, or has willfully plagiarized on a paper that student will receive an immediate grade of 'F' for that exam or paper, irrespective of any subsequent action taken by the Honor Committee. Both the Dartmouth and Bowdoin Guides will be your guide to attribution of sources.

**Week 1: Introduction**

August 28: What this class is about

**\*\*No sections this week\*\***

**Week 2: Origins**

September 2: Guest lecture: Stephen Plog, “Chaco”

September 4: Peopling of North America

READ BY CLASS: Jack Hitt, “Mighty White of You: Racial Preferences Color America’s Oldest Skulls and Bones”; Charles Mann, “1491”; Keith Basso, “Quoting the Ancestors”

Section: discuss readings

**Week 3: Population and the Consequences of Contact**

September 9: Ecological Indian and the Pristine Myth

September 11: Contact

**Section:** Reading: Cronon, *Changes in the Land*

**Week 4: Disease, Death, and Depopulation**

September 16: Red, White, and Black in the Southeast

September 18: Disease

**READ FOR LECTURE:** Kelton, Jones, “Meanings of Depopulation”**;** Jerome Lalemant, Influenza and Smallpox Among the Hurons, 1637-39 from *The Jesuit Relations*; Laurie Garrett, “The Lessons of HIV/AIDS,” *Foreign Affairs* (2005)

**Week 5: Property**

September 23: Empire, Land Cessions, and the Diminishing Indian Estate

September 25: In class discussion of Paper #1 on James Merrell, ed., *The Lancaster Treaty of 1744*

**Reading:** *The Treaty of Fort Lancaster*

**\*\*MONDAY SEPTEMBER 30: PAPER #1 DUE\*\***

**Week 6: Land and the New Nation**

September 30: Part I:

October 2: Part II

**Reading:** excerpts from *Worcester v. Georgia* (1831); President Andrew Jackson’s address to Congress on Removal (1830); Elbert Herring, “Report of the Commissioner of Indian Affairs,” (1831); “Memorial of the Cherokee Nation (1838)

**Week 7: The West: The Return of the Horse and the Rise of the Comanche**

October 7: Part I

October 9: In class discussion of Paper #2: Spanish-Comanche Peace

**Reading:** Spanish-Comanche Peace documents

**Week 8: The Northern Plains and the Rise of the Lakota**

October 14: NO CLASS (Reading day)

October 16: Part I

**Reading:** A.R. Hodge, "In Want of Nourishment for to Keep Them Alive”: Climate Fluctuations, Bison Scarcity, and the Smallpox Epidemic of 1780--82 on the Northern Great Plains."

**\*\*FRIDAY OCTOBER 18: PAPER #2 DUE\*\***

**Week 9: War, Treaties, and Assimilation**

October 21: War and Peace and Treaties, Part I

October 23: Part II

**Reading:** Jacoby, *Shadows at Dawn* <http://www.brown.edu/Research/Aravaipa/index.html>

**Week 10: A New World, Redux**

October 28: Reservations and Assimilation, Part I

October 30: Paper #3 discussion

**Reading:** two documents on the Navajo: Navajo Bosque Redondo 1864 and 1868; Navajo Treaty of 1868 Negotiations; George Manypenny, Annual Report of the Commissioner of Indian Affairs, 1856; Hoxie, “The Appeal of Assimilation,” from *A Final Promise*; Jones, “Race to Extinction” and “Impossible Responsibilities”

**Week 11: The Indian Response**

November 4: The Society of American Indians

November 6: Reservation Activism

**Reading:** Carlos Montezuma, “Let My People Go”; Murphy, “Health Problems of the American Indian”;

**\*\*MONDAY NOVEMBER 11: PAPER #3 DUE\*\***

**Week 12: Reform**

November 11: Origins of Reform

**Reading:** Margaret Jacobs, “Making Savages of Us All: White Women, Pueblo Indians, and the Controversy Over Indian Dances in the 1920s”; Todd Benson, “Blinded with Science: American Indians, the Office of Indian Affairs, and the Federal Campaign Against Trachoma”

November 13: The Indian New Deal

**Reading:** John Collier, “The Red Atlantis” (1922); Flora Warren Seymour, “The Delusion of the Sentimentalists” and Mary Austin, “The Folly of the Officials” parts I and II of “Our Indian Problem” (1924).

**Week 13: The Indian New Deal**

November 18: Discussion of *Wind from an Enemy Sky* and Paper #4

**READ BY MONDAY**: *Wind from an Enemy Sky*

November 20: The End of Reform

**Reading:** Marsha Weisiger, “Gendered Injustice: New Deal Livestock Reduction in the New Deal Era”

**\*\*FRIDAY NOVEMBER 22: PAPER #4 PROSPECTUS DUE\*\***

**Week 14: Paper #4**

November 25: FINAL PAPER DISCUSSION. DO NOT MISS CLASS!

**\*\*NO SECTIONS THIS WEEK\*\***

November 27: NO CLASS (Thanksgiving)

**Week 15:**

December 2:

December 4: Wrap Up: in class discussion

**\*\*\*FINAL PAPER DUE DECEMBER 4\*\*\***