This course explores the history of the first peoples of Turtle Island, or the lands known today as the United States. Over five hundred years, settlers carried out an invasion of the Native Old World, a place in which diverse Indigenous people developed robust civilizations and dealt with complex geopolitical rivalries. Contrary to settler assumptions, however, Indigenous peoples did not disappear in the face of European encroachment, nor did they consolidate into a singular and stereotypical Indian figure. For this reason, our course will trace the diverse evolutions of distinct Indigenous societies as a result of their ordeals with colonization. In short, we will encounter the many Native New Worlds that emerged and endure today.

We will also consider questions of method and meaning in the interpretation of Indigenous North American history. Since the era of contact, newcomers to North America have written Indigenous peoples’ existence out of popular historical narratives. Learning Native stories will therefore force us to unsettle any presumptions of exceptionalism, destiny, or superiority that continue to shape the field of United States history. This course will offer, in short, both an
introduction to Indigenous North American history, and an opportunity to grapple with the challenges this history poses to settler societies’ self-understanding.

Your success in this four-credit course is based on the expectation that you will spend a minimum of nine hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc. There are no prerequisites for this course.

_How will this work?_

By default, class meetings will take place live over Zoom. For our first meeting of the week (usually Mondays) we will meet for the full 90 minutes. These meetings will emphasize historical themes and trends through lecture and discussion of secondary scholarship – you should prepare by completing the secondary source readings before Monday at 4pm. For our second meeting of the week (usually Wednesdays) we will meet for only 45 minutes. These meetings will be more of a workshop, building on your annotations of primary documents, and focused on group exercises. You should prepare by reading and annotating that week’s primary source readings in Persuall by Wednesday at 4pm. Finally, most weeks will also include asynchronous exercises. You should feel free to complete these exercises and post your response as soon as you like; but you must do so before Friday at 5pm. Written assignments will also be due on Fridays, and should be uploaded to LATTE before 8pm.

_Zoom link for course (dial-in information at bottom of syllabus):_ [https://brandeis.zoom.us/j/99702300151?pwd=MHMyn3g1WnmVZpMmE8rbUJwTJwTHM1UT09](https://brandeis.zoom.us/j/99702300151?pwd=MHMyn3g1WnmVZpMmE8rbUJwTJwTHM1UT09)

Password: HIST144B

*Learning Goals:*

1. To develop a strong historical knowledge of the Native North American history, as well as the processes of colonization and subjugation that Indigenous peoples survived.
2. To foster a critical understanding of the conventional categories and periodizations of United States history, and to recognize and unmake myths that warp or erase Indigenous history.
3. To develop skills in oral communication, close and contextual reading, and analytical writing.

_Course Guidelines:_

1. **Basic Responsibilities:** This course is designed to provide you with regular opportunities to build and practice skills, to spread assessment across a broad set of assignments, and to keep you as a distanced learner engaged throughout what will be an exceptional and challenging semester. Put otherwise, it is designed to help you flourish and master the material despite these trying circumstances. In order for this to work, however, you must complete all assignments; indeed, you must do so to receive a passing grade in this course. Because
structure is essential to progress, I will also be holding you to our course schedule. This means that attendance is essential, and any unexplained absences will be factored negatively into your participation grade. Similarly, any late papers will automatically be marked down one grade per day. That said, if circumstances arise that make it an undue burden for you to attend our meetings or to meet the course deadlines, please be in touch with me as early as you can. We are all dealing with a crisis, and many of us are dealing with multiple and overlapping crises. I am determined to work with each of you to ensure that you find the space and time to excel in this course, including by offering make-up assignments as needed.

2. **Readings and annotations:** You must complete and have reflected upon secondary source readings (chapters and articles) by the first meeting of the week, i.e. Monday. You will need to read and annotate the primary source readings (using Perusall, see below) by the second meeting of the week, i.e. Wednesday, when we will workshop a close collective engagement with these sources.

All primary source documents will be uploaded to Perusall, an online annotation software. Perusall tracks your active reading and response of these sources, and allows you to annotate sources collaboratively. Your annotations will be graded, and will serve as the foundation for your writing assignments in this course. Make sure you have familiarized yourself with and set up Perusall ahead of our first Wednesday meeting. More information can be found here: [https://support.perusall.com/hc/en-us/categories/360002173133-Students](https://support.perusall.com/hc/en-us/categories/360002173133-Students)

3. **Communications:** You are responsible for keeping up to date with course communications via LATTE and your Brandeis email, which is the medium by which changes to our syllabus or schedule will be announced. I will do my best to answer emails within 48 hours, less if the matter is genuinely urgent; note that I do not check email after 10pm. Also, please note that any substantive questions about assignments and course material will be best addressed by attending office hours, where we can benefit from conversing in real time.

4. **Office Hours.** I will be holding office hours over Zoom after our class meetings. You must schedule your visits ahead of time using the following link: [https://calendly.com/emilieconnolly](https://calendly.com/emilieconnolly). If you are unable to make any of the slots listed in Calendly, please email me.

5. **Remote Meetings.** By default, our class meetings will be synchronous and will take place over Zoom. Please familiarize yourself with the platform. See [https://www.brandeis.edu/its/services/communication/zoom/zoom-faqs.html](https://www.brandeis.edu/its/services/communication/zoom/zoom-faqs.html) and this link for troubleshooting: [https://moodle2.brandeis.edu/mod/page/view.php?id=1056709](https://moodle2.brandeis.edu/mod/page/view.php?id=1056709). If you anticipate any difficulties with attending the synchronous meetings (due to your location in a significantly different time zone, for example) please be in touch with me as soon as possible. Depending on student interest and public health recommendations, I may arrange for one or two meetings to be offered in person. Any such in-person meetings will be scheduled in the first weeks of class and will also be simultaneously held on Zoom so that students can also participate remotely. For any in-person meetings, all attendees must wear masks at all times and practice appropriate physical distancing.
6. **Zoom Etiquette:** We are all disappointed to have to meet over Zoom instead of in-person. But if we participate and engage with consideration and care, we will be able to learn as much (if not more!) over the platform. This entails coming to our meetings prepared to give your full attention, to keep your video on whenever possible, and to ensure that you can share your audio properly and when appropriate. Students should feel welcome to use the “raise hand” feature of Zoom, or to interject (as politely as possible) during lectures in order to ask questions. For everyone’s security, students may not record any part of our class meetings – in certain cases, I may record class meetings for the personal academic use of enrolled students.

7. **Accommodations:** I take seriously my responsibility to support students who might require accommodations for this class. Again, I encourage any student who has concerns about access or abilities to speak with me. Please be aware that in order to provide test accommodations, I need the letter more than 48 hours in advance; according to Brandeis policy, I cannot provide accommodations retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support at 781-736-3470 or access@brandeis.edu.

8. **Equipment:** Computer, etc.: All students will need a desk-top or laptop computer and a working internet connection, so that they can attend the zoom meetings, have access to the course readings and resources (via Latte), and submit papers. Assistance may be available from the Brandeis Emergency Fund. Please see https://www.brandeis.edu/student-financial-services/financial-aid/emergency-funding.html or write emergencyfunds@brandeis.edu. **Notebook:** Given that a significant portion of this course will happen online, over Zoom, I ask every student to procure a simple paper notebook that you will use for this class. This will allow you to take and review notes on your readings, complete in-class writing exercises, and jot down your thoughts about lectures while using your device for our Zoom communications.

9. **Academic Honesty:** You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the director of academic integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found on the university library website.

**Course Requirements and Assessment:**

1. **Participation:** Regular attendance and thoughtful, generous engagement in class discussions will be crucial to your success in this course. This will require careful preparation and reading prior to class.

   **10% of final grade**
2. **Primary source analysis**: This set of exercises is intended to train you to read historical sources with a critical and contextual eye, and to build from our weekly primary source workshops.

*Primary source annotations*: All of our the primary sources that we will be analyzing in this course have been uploaded to Perusall, a collective annotation platform. Using Perusall, you should read and annotate every source by **12PM on the day of our primary source workshop** (i.e. the second meeting of our week, usually Weds.). Annotations can include questions, reactions; thoughts about phrasing, context, and silences; and responses to other students’ annotations. **10% of final grade**

*Primary source analysis #1* (500 words): Develop your annotations on a primary source into a concise critical analysis of the source, organized around the annotation you found most interesting. **10% of final grade**

*Primary source analysis #2* (500 words): Select a different primary source and develop your annotations into a concise critical analysis of the source, organized around the annotation you found most interesting. **10% of final grade**

3. **Papers**: These essays that will allow you to analyze and respond to the course readings. They are designed to build from primary source analysis exercises and to grow more challenging as the course proceeds and you master the material. These papers should be argument-driven, will a clearly stated thesis and respectful citations. You are welcome to draw on your own insights from annotations and analysis as you write these papers, but make sure that you continue to develop your writing and arguments (i.e., don’t shortchange yourself by copying and pasting).

*Short paper #1: The Indigenous “Old World”* (750 words) Historians sometimes refer to Native America prior to European contact as the Indigenous “Old World.” Why do historians use this term, and what is its significance? Draw on at least two class readings, and one primary source. **10% of final grade**

*Short paper #2: Keyword in Native History* (1,000 words) If you were to pick a single term or concept that is essential to understanding Native History what would it be? Explain why the term you chose is vital, drawing on at least two class readings, and two primary sources. **15% of final grade**

*Short paper #3: Unsettling U.S. History* (2,000 words) How has studying Indigenous perspectives and Native History changed how you think about U.S. history? Keep your argument focused, drawing on at least four class readings, and two primary sources. **20% of final grade**
4. **News Analysis**

   Locate a current news item affecting Indigenous peoples and craft a brief presentation (8 minutes max) that a) conveys to the class the main issues at stake and b) connects the story to our course material. In addition to your regular news outlets, you might consult Indian Country Today (http://indiancountrytodaymedianetwork.com) or Indianz (indianz.com). Each presentation will be evaluated on the appropriateness of content, cogency of analysis, and effectiveness of delivery. If you prefer, you are welcome to pre-record your presentation, or to create a podcast-style audio presentation instead of video.

   **7.5% of final grade**

5. **Asynchronous exercises**

   To supplement our synchronous meetings, you will have the opportunity to engage with and post responses to an array of digital and multimedia resources related to Native history and Indigenous peoples. These activities are meant to supplement our synchronous meetings, making the course more flexible. You might use the second half of our Wednesday meeting time to carry out this work independently, or find another time. Regardless, posts are due by 5pm Friday. The most successful posts will draw connections to our course readings and lectures; you are also encouraged to read and respond to your fellow students’ posts.

   **7.5% of final grade**

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**COURSE SCHEDULE:**

Aug. 26: Introductions and Intentions

Aug. 28: Asynchronous exercise post due – 1491

Aug. 31: What Is Indigenous History?
https://indiancountrytoday.com/archive/kennewick-man-returns-home-fAT5OWHdx0OU5rTDeT5wA

https://www.npr.org/sections/codeswitch/2016/05/05/476631934/a-long-complicated-battle-over-9-000-year-old-bones-is-finally-over

Sept. 2: Primary Source Workshop
- A Lenape Complaint about the Walking Purchase
- Loron Sauguaarum, Account of Negotiations at Casco Bay
- Treaty between Abenaki and English at Casco Bay, 1727

Sept. 4: Asynchronous exercise post due – Indigenous creation stories

Sept. 9: Native New England

Sept. 10: Primary Source Workshop: Guest Paula Peters (Mashpee Wampanoag)
- William Bradford, Of Plymouth Plantation
- Paula Peters, “Introduction to Of Plymouth Plantation”

Sept. 11: Asynchronous exercise post due – Frontera!

Sept. 14: The Native Ground

Sept. 16: Primary Source Workshop
- John Smith on the Powhatans, 1607
- Declaration of the Indian Juan (1681)
- Declaration of Pedro Naranjo (1680)

*Primary source analysis #1 due Sept. 18*

Sept. 21: Exchanges of Cultures, Goods, Ideas

Sept. 23: Primary Source Workshop
- Chrestien LeClerq, A Mi’kmaq Questions French “Civilization” (1677)
Jean de Brébeuf, *Mission to the Hurons* (1635)

Sept. 25: *Asynchronous exercise post due – Land acknowledgment*

Sept. 30: Surviving a Massacre
Lee Francis 4 and Weshoyot Alvitre, “Artists Statements,” in *Ghost River*.
Scott Paul Gordon, “Print and Place in the Paxton Crisis,” in *Ghost River*.
Judith Ridner, “Passion, Politics, and Portrayal in the Paxton Debates,” in *Ghost River*.

- Benjamin West, “The Indians giving a Talk to Colonel Bouquet in a Conference at a Council fire, near his Camp on the Banks of the Muskingum in North America in Ocr. 1764.” William Smith, An Historical Account of the Expedition Against the Ohio Indians in the year MDCCLXIV (Philadelphia, 1766).
  [https://www.onondaganation.org/culture/wampum/hiawatha-belt/](https://www.onondaganation.org/culture/wampum/hiawatha-belt/)
  [https://www.onondaganation.org/culture/wampum/george-washington-belt/](https://www.onondaganation.org/culture/wampum/george-washington-belt/)

*Short paper #1 due Oct. 2*

Oct. 5: The Crisis of American Independence

Oct. 7: Primary Source Workshop
- *An Oneida Declaration of Neutrality* (1775)
- Western Indians, *Message to the Commissioners of Indian Affairs* (1793)
- Thomas Jefferson to William Henry Harrison, Feb. 27 1803

Oct. 12: Native Americans and the New Nation

Oct. 14: Primary Source Workshop
- “Shaker Mission to the Shawnee Indians”
- Tecumseh, Speech to the Osages (c. 1811)
- Meriwether Lewis, Account of Fight with the Blackfeet (1806)


Oct. 19: Trails of Tears at a Crossroads

Oct. 21: Primary Source Workshop
- Cherokee Women, Petition (May 2, 1817)
- Cherokee Women, Petition (June 30, 1818)
- John Ross, Reactions, Letter to Richard Taylor et al., 1832

*Primary source analysis #2 due Oct. 23*

Oct. 26: Indigenous Geographies in Transition

Oct. 28: Primary Source Workshop
- Negotiations and Treaty with the Makah
- Oration and Treaty with the Dakota
- Chief Joseph, An Indian’s View of Indian Affairs

Oct. 30: Asynchronous exercise post due – Overland Trails

Nov. 2: Allotment and the Violence of Assimilation

**Class visitor Nov. 2: Preston McBride (Comanche)**

Nov. 4: Primary Source Workshop
- Merrill E. Gates, *Report of the Indian Commissioners*
- Carlos Montezuma, *What Indians Must Do*

* Short paper #2 due Nov. 6*

Nov. 9: From an Indian New Deal to a New Indian War

Nov. 11: Primary Source Workshop
- D’Arcy McNickle, *Four Years of Indian Reorganization*
- Robert Burnette and John Koster, *Tribal Government*
- Ignatia Broker, *Brought to a Brotherhood*

Nov. 13: Asynchronous exercise post due – When Rivers Were Trails

Nov. 16: Resurgence and Indigenous Social Movements

Nov. 18: Primary Source Workshop
- Clyde Warrior, “We Are Not Free”
- Mary Crow Dog, *A Woman’s View from Wounded Knee*
- *Oliphant v. Suquamish Indian Tribe*

Nov. 30: Indian Country Today

Dec. 2: Primary Source Workshop

*Short paper #3 due Dec. 4*
ZOOM INVITATION:

Topic: Native North America
Time: This is a recurring meeting Meet anytime

Join from PC, Mac, Linux, iOS or Android:
https://brandeis.zoom.us/j/99702300151?pwd=MHMyS3g1WndpZlhMME8rbUJwTHM1UT09
Password: HIST144B

Or iPhone one-tap (US Toll): +16465588656,99702300151# or
+13017158592,99702300151#

Or Telephone:
Dial:
+1 646 558 8656 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
Meeting ID: 997 0230 0151
International numbers available: https://brandeis.zoom.us/u/abFZnGRa49