

ADR Cremer
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Office Hours: MW 2:10 – 3:10 p.m. or by appointment

History 294-03: MWF 1:10 – 2:10, Olin Rice 101
Native America: Contact, Conflict, and Accommodation

Historian Daniel Richter once wrote, “for better or worse, native history belongs to all of us.” What could Richter have meant by this statement? What is native history and why would it belong to “all of us?”

The history of America covers a much longer span than that usually covered in American history courses. The coasts, plains and mountains of the North American continent may have been a “new world” to European traders and explorers, but to the two million people who already inhabited these lands, America was as much the “old world” as was occidental Europe. In this course we will examine the history of North America from the age of contact to the end of the 19th-century. Instead of approaching American Indian history from the perspective of Europeans, we will attempt to reconstruct the history of 16th-19th century North American from an indigenous perspective. In our class meetings, Mondays and Wednesday will be devoted to chronologically-oriented, broad issues in American Indian history prior to 1900. Each Friday we will examine in depth first-person accounts given by diverse native peoples as collected by Peter Nabokov in *Native American Testimony*. This approach aims to reflect the rich and diverse sources from which American Indian history may be encountered.

Required Texts:

Calloway, Colin	<i>First Peoples</i>
Greer, Allan	<i>Jesuit Relations</i>
Heidler, David	<i>Indian Removal</i>
Moore, Brian	<i>Black Robe</i>
Nabokov, Peter	<i>Native American Testimony</i>
Richter, Daniel	<i>Facing East from Indian Country</i>
Salisbury, Neal	<i>Manitou and Providence</i>
Thomas, David	<i>Skull Wars</i>

Weber, David

What Caused the Pueblo Revolt of 1680?

White, Richard

The Middle Ground

Grading and Attendance:

The quality of your grade in this course will be a direct reflection of the effort you have put forward throughout the semester. This course will not be graded on a curve and each grade is a reflection of the student's own performance on individual assignments and participation in the discussion section. Grades based on quality of work relative to the level necessary to meet course requirements may be understood as follows:

A - outstanding

B - significantly above requirements

C - meets requirements

D - does not meet requirements, but is worthy of credit

F - signifies that work was either 1) completed but not at a level of achievement that is worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete

Your grade is based on three written assignments, a take-home final examination, and your participation in our weekly class discussions. The percentage of your grade allotted to each assignment is as follows:

Weekly Reflections (5 total)	20%
Critical Review of Salisbury OR White	20%
Historiographic Essay/Literature Review	40%
Attendance and participation	20%

Essays:

I'm all in favor of keeping dangerous weapons out of the hands of fools. Let's start with typewriters - Frank Lloyd Wright (1868-1959)

Writing is a powerful tool of communication and persuasion. It is the means by which historians share ideas with each other and with the public. Learning to write well is a challenging but imperative part of your liberal arts education. In this class we will discuss paths to becoming a good writer. In light of this goal, you will complete three writing projects over the course of the semester. Every two weeks you will hand in a summary reflection on the class readings and discussions (1-2 pages). Keep in mind that while this assignment is described as a reflection, as it asks you to respond thoughtfully to what you've internalized through the process of reading texts and participating in class, that it is a formal writing assignment. Use these short writing pieces to hone your abilities to make strong, insightful arguments in a concise and efficient way. The second writing piece (approx. 5 pages) is a critical review of one of two assigned monographs, Richard White's *The Middle Ground* or Neal Salisbury's *Manitou and Providence*. The second, longer essay (7-10 pages) asks you to complete a literature

review on a topic of your choice that relates this class. Details of each essay assignment will be handed out in class two weeks prior to the due date.

All written assignments must be turned in at the beginning of class on the due date. Papers turned in late are automatically docked one-half grade and a further half grade for each additional day late. All written assignments must be submitted in hard-copy format – I will not accept e-mailed papers nor will I comment on e-mailed drafts. In-class writing assignments, which will appear periodically through the semester, cannot be made up if you are absent on the class day they occur.

Class preparation and timely work:

The success of our class meetings revolves around the cooperation of all participants. Attendance is mandatory and will be taken at each meeting. To receive full credit for course attendance you must participate actively in class, and for this to occur everyone must come to class having read the assigned course materials. Please bring any notes you take while reading, the assigned course readings for the day's discussion, and talking points and/or questions that you have regarding lecture topics. Inability to participate in class due to lack of preparation will be reflected in your course grade. Out of courtesy to your classmates, please arrive on time and do not pack up before the class period ends. Cell phones, pagers, iPods, etc. should be off and stowed for the duration of discussion section. Discussions require a courteous and respectful atmosphere at all times. While a history course may and should generate lively debates, any interruptions, personal attacks, inappropriate remarks, or disruptive behavior will not be tolerated. Every person's voice is of value in this class.

Contacting me:

I am delighted to be teaching your course this semester and I look forward to getting to know each of you better. Please visit me during office hours with questions or concerns about the course. If your schedule conflicts with my posted office hours, please e-mail me or speak to me following class to set up an alternate meeting time. I am happy to discuss your assignments or review papers with you; out of fairness to the class I can provide comments on only one draft per essay assignment. However, I will not review any assignment within 24 hours of the due date. Plan ahead. If you have a question about your grade you must set an appointment with me at least one day after receiving your graded paper. At the appointment I expect you to have read all the comments on your paper and to have specific questions that you wish to discuss. If you are seeking additional assistance with writing, I encourage you to visit the The MAX Center, which is open for tutoring M-F, 9 a.m.-4:30 p.m., Sun-Th, 7 -10 p.m. at Kagin Commons 1st floor.

Important academic policies:

Academic dishonesty: Please do not cheat. Per University policy, plagiarism and other forms of cheating may be reported to the appropriate disciplinary body and subject to

sanction. Academic dishonesty is defined as “any act that violates the right of another student with respect to academic work or that involves misrepresentation of the student’s own work.” This includes “cheating on assignments or examinations, plagiarizing, inventing or falsifying research or other findings with an intent to deceive, submitting the same or substantially similar papers (or creative work) without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another’s work.” Disruptive conduct and sexual harassment: Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action, including having their registration cancelled. Sexual harassment, defined as “unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature,” by or towards a member of the college community is strictly prohibited.

Special needs: Students with documented disability conditions that affect their ability to participate fully in class or to meet all course requirements should contact the instructor and Disability Services, Student Disability Services is the designated office at Macalester College that maintains disability-related documents, certifies eligibility for services, and determines and provides reasonable accommodations for students with disabilities. The Disability Student Services Coordinator is located in 119 Weyerhaeuser Administration Building. The academic year hours are 8:00 am-4:30 pm. The phone number is 651.696.6220.

FALL 2007 SCHEDULE OF CLASS MEETINGS

- W 9/5: INTRODUCTION
- F 9/7: CHALLENGES IN STUDYING AMERICAN INDIAN HISTORY
Reading: Calloway, pp. 1-9, Deloria, Jr. "Indians of the American Imagination" and "The Concept of History" (handout)
- M 9/10: FACING EAST: WHERE TO BEGIN
Reading: Calloway, pp. 12-62
- W 9/12 FACING EAST: CONSIDERING CONTACT
Reading: Richter, pp. 1-40
- F 9/14 FIRST PERSON: "PREMONITIONS AND PROPHECIES"
Reading: Nabokov, pp. xvii-17
- M 9/17 WORLDS: OLD? NEW?
Reading: Richter, pp. 41-68, Cronon, "Seasons of Want and Plenty" and "Bounding the Land" (handout)
- W 9/19 ENCOUNTERS: CENTRAL AMERICA AND THE SOUTHWEST
Reading: Calloway, pp. 63-78 and 96-107, Weber, pp. 1-54
- F 9/21 FIRST PERSON: "FACE TO FACE"
Reading: Nabokov, p. 18-31

- M 9/24 CENTRAL AMERICA AND THE SOUTHWEST, CT'D
 Reading: Weber, pp. 55-129
 Reflection #1 due at beginning of class
- W 9/26 ENCOUNTERS: FRANCE AND THE NORTHEASTERN TRIBES
 Reading: Calloway, pp. 78-84, Greer, Moore, Ch. 1-4
- F 9/28 FIRST PERSON: "EXCHANGE BETWEEN WORLDS"
 Reading: Nabokov, pp. 32-48
- M 10/1 FRANCE AND THE NORTHEASTERN TRIBES, CT'D
 Reading: Greer, Moore, Ch. 5-12
- W 10/3 ENCOUNTERS: POWHATAN, ALGONQUIAN, AND ENGLISH
 Reading: Calloway, pp. 84-92, Richter, pp. 69-109 and 121-136
- F 10/5 FIRST PERSON: "BEARERS OF THE CROSS"
 Reading: Nabokov, pp. 49-67
- M 10/8 A COMPLEX SOCIETY:
 A CLOSER LOOK AT THE ALGONQUIAN AND ENGLISH EXPERIENCE
 Reading: Salisbury, pp. 3-84
 Reflection #2 due at the beginning of class
- W 10/10 ALGONQUIAN/ENGLISH, CT'D
 Reading: Salisbury, pp. 85-165
- F 10/12 FIRST PERSON: "LIVING BESIDE EACH OTHER"
 Reading: Nabokov, pp. 68-89
- M 10/15 NEW ENGLAND FRONTIER
 Reading: Salisbury, pp. 166-240
- W 10/17 AS WORLDS CHANGE
 Reading: Calloway, pp. 137-155 and 164-171, Richter, p. 11-150
- F 10/19 FIRST PERSON: "THE LONG RESISTANCE"
 Reading: Nabokov, pp. 90-116
- M 10/22 THE BALANCING ACT
 Reading: Richter, 151-188, White
 Reflection #3 due at the beginning of class
- W 10/24 POWER IN FLUX

