History 236-51:  
The Invasion of North America:  
The View from Indian Country  

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Fall 2015    Office Hours: TR 9:30-11:30  
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Course Description:  
This course will examine the history of the indigenous peoples of North America by facing East from Indian country. We will consider many facets of the Indian experience. Even before Native Americans set eyes on Europeans they had to deal with the microbes Europeans spread before them. After direct contact, we will consider how trade and military conflicts reordered the cultures of Indians and Europeans alike. Indian cultures would prove remarkably resilient. Most remarkable perhaps were the various pan-Indian revitalization movements promoted by Native American prophets such as Neolin. The American Revolution would prove a decisive moment in Indian history. During the war itself, Euro-Americans scorched Indian country in the so-called “Corn Wars.” In addition, the removal of Britain from American shores would unleash an inexhaustible desire for land in the trans-Appalachian West. Yet hope for amicable relations were reborn as various tribes like the Cherokee proved willing to adopt many of the trappings of American culture. Ultimately, however pressures for removal would prove decisive as reservations were erected across the West. By witnessing the invasion of North America from an Indian perspective, we will be able to analyze how and why patterns of social injustice have developed in North America.
Course Goals:

Exploring the contours of Native American history will be a means to achieve some larger educational ends. As a course which satisfies the Issues in Social Justice requirement of the Core Curriculum, as well as a course in History, this class will enable students to: 1) understand and evaluate the causes behind patterns of social injustice in the American past; 2) describe and evaluate patterns of cultural difference and similarity amongst the peoples of North America; 3) think critically by interrogating primary and secondary sources, using these sources to fashion their own historical arguments; 4) become effective writers who can clearly and elegantly express a complex, thesis-driven historical argument; 5) develop skills in public speaking and oral presentation. Such goals, in turn, support the broader learning goals of John Carroll University. Specifically, students will have the opportunity to develop their skills of critical analysis, as well as written and oral expression. In addition, they will enrich their understanding of diversity and social justice. Students’ ability to meet these enumerated goals will be evaluated by the three major papers they will compose for this class, as well as their oral presentation on particular tribes. Paper 1 will align most fully with goals 2, 3, and 4; Paper 2 will support goals 1, 3, and 4. Paper 3 will link with goals 1, 3, and 4. The oral presentation will support goals 2 and 5.

Course Readings:

In addition to the articles listed in the schedule below, students will read the following texts:


Assignment Descriptions:

Class Participation and Discussion Questions:

Our class meetings will be largely driven by the discussion of assigned readings. Student participation is therefore a core component of your course grade. In addition, each student will once prepare 3-4 questions or comments on the assigned readings to jump start discussion for that particular class meeting. These questions can concern matters they wish to see clarified or elaborated upon by the instructor or fellow students. They can also be questions designed to encourage fellow students to articulate some of the central ideas expressed in the assigned readings. Students might also give reactions to the readings, encouraging fellow students to share their response. These questions or observations should avoid being both too broad and too narrow. For example, “I think this chapter was difficult to understand” is too broad and not content-specific enough. On the other hand, asking “On what date was the Treaty of New Echota signed?” is trivial and not sufficient grounds for meaningful discussion. Students should pre-distribute their questions via Canvas by 9:00 pm the night previous to our class meeting.

Quizzes:

In quizzes students will be asked a series of short-answer questions meant assess their comprehension of the assigned readings. The instructor also reserves the right to give unannounced quizzes if participation in discussion is proves inadequate.
Papers:

There will be 3 papers in this course. The 1st paper will ask you to consider the similarities and difference in Indian and Jesuit values. The 2nd paper will ask you to assess the ways in which Indians and Europeans navigated co-inhabitation in the New World (both within families and states). The final paper will concern Indian and European interactions with the environment in the West. Specific guidelines for these papers will be distributed via Canvas.

Presentations on Native American Tribes:

In general, this course will emphasize the collective experience of Native Americans, highlighting the widely shared experiences produced by interactions with Euro-Americans. Such generalizations, however, can obscure the unique past of individual tribes or nations. As such, students, working in groups of 3, will present on particular Native American tribes or nations. They will conduct research on their chosen tribe and then orally present their findings. These presentations should be about 20 minutes in length and should cover (at least) the following aspects of a tribe: Class/Status Hierarchy Patterns, Gender Organization, Patterns of Subsistence, Diplomatic and Cultural ties to other tribes and Euro-Americans, Material Culture (housing, clothing, etc.). Students should discuss shifts in these aspects of tribal culture over time, emphasizing the response of their tribe to changing ecological, social, and cultural environments. Students should reflect on how the experience of their individual tribe connects with the broader themes of the course. Does their tribe seem to be typical or unique in its experiences? Creativity is encouraged (visual aids, etc.). Your goal should be both to engage and inform your audience.

Grades will be calculated in the following way:

- Class Participation 10%
- Presentations on Native American Tribes 10%
- Quizzes (5 scheduled) 25%
- Paper #1 15%
- Paper #2 20%
- Final Exam Essay 20%

Late Assignments and Attendance Policies:

Papers (except the final, which will not be accepted after the scheduled final exam date) handed in late will be penalized a full letter grade per week (with proportional penalties for smaller intervals). More than three unexcused absences in a semester will result in an automatic grade reduction in participation. Each subsequent absence after fourth will result in another full grade reduction in participation.

Course Academic Dishonesty Policy

Academic honesty supports good scholarship and research, critical thinking and reasoning, and the standards of professional ethics. Students who fail to practice academic honesty not only risk losing the trust of the academic community, they also fail to develop the most essential skills and abilities that characterize a college graduate.

Any student who violates the integrity of the academic process will be subject to punishment, including possible dismissal from the University. There are many forms of academic dishonesty, including the giving or receiving of help in any form on an examination, the sale or purchase of
papers and test materials, the abuse of computer privileges and regulations, the misuse or abuse of online or library resources, and any other action which debases the integrity of the educational process.

The most common form of academic dishonesty is plagiarism. Paper assignments are designed to develop a student’s own ability to think clearly and critically about a subject and to express ideas fluently. If a student confounds these purposes by receiving unacknowledged assistance from an outside source, he or she is guilty of plagiarism. To avoid any suspicion of plagiarism, students should acknowledge any work not their own; in other words, any language or information, which is not original must be documented. Such expectations apply to all submitted work, including rough drafts.

The instructor will classify academic dishonesty instances in one of two categories. Category I includes instances of submitted work in which there is clear intent to falsify, mislead, or misrepresent another’s work as one’s own. An obvious example would be an attempt to hide the source of plagiarized material by not even including it in the paper’s bibliography. Category II includes instances in which there is not clear intent. Instead, there is evidence that the student made a simple mistake in citation, or made a reasonable misjudgment of what constitutes plagiarism.

For Category I offenses, students should expect to fail the submitted assignment, but may be granted the opportunity to resubmit the work for partial credit. Category II offenses will always be penalized with a failure on the assignment, and, depending on severity, may be penalized with failure in the course. All instances of academic dishonesty will be reported to the CAS Dean’s Office and the submitted report will be kept in the student’s file. Penalties for repeat offenses will be determined by the CAS Associate Deans and may be as severe as expulsion from the school. Please consult the 2015/17 JCU Bulletin for further explanation of how findings of academic dishonesty are handled and how a student might appeal such a finding.

Weekly Schedule:

Week 1 (September 1, 3): Chief Wahoo and Public Memory of Famous Indians; Biological Beginnings

Reading:

Thursday: Alfred Crosby, “Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon” [in Canvas]; Richter, Facing East from Indian Country, Prologue

Week 2 (Sept. 8, 10): Living in a New Material World

Reading:

Tuesday: Richter, Facing East from Indian Country, ch. 2
Thursday, Richter, Facing East from Indian Country, ch. 3

Week 3 (Sept. 15, 17): Jesuits and Indians in “New France”

Quiz #1 on Tuesday

Reading:
Tuesday: Greer, *The Jesuit Relations*, Introduction, ch. 1
Thursday: Greer, *The Jesuit Relations*, ch. 2

Week 4 (Sept. 22, 24): Religious Syncretism and Rejection

Reading:

Tuesday: Greer, *The Jesuit Relations*, ch. 3, 6
Thursday: Greer, *The Jesuit Relations*, ch. 7

Week 5 (Sept. 29; Oct. 1):

**Quiz #2 on Tuesday**  
**Paper #1 Due on Friday**

In-Class Viewing: *Black Robe*

Week 6 (Oct. 6, 8): The Gender Frontier; Pueblo Indians in the Southwest

Reading:

Tuesday: Perdue, “Columbus Meets Pocahontas in the American South” [in Canvas]
Thursday: Gutierrez, “Women on Top: The Love Magic of the Indian Witches of New Mexico” [in Canvas]

Week 7 (Oct. 13, 15): Indian Revivals and Revolution  
**Quiz #3 on Thursday**

Reading:

Tuesday: Richter, *Facing East from Indian Country*, ch. 5  
Thursday: Richter, *Facing East from Indian Country*, ch. 6

Week 8 (Oct. 20, 22): Cherokee Removal

Reading:

Thursday: Perdue, “Women, Men, and American Indian Policy,” [in Canvas]

Week 9 (Oct. 27, 29): Environmental Dynamics in Native American History

Reading:

Tuesday: Isenberg, *The Destruction of the Bison*, Introduction, ch. 1  
Thursday: Presentations on Indian Tribes

Week 10 (Nov. 3, 5): Memories of the Indian Past  
**Paper #2 Due on Friday**  
In Class Viewing of *Smoke Signals*
Week 11 (Nov. 10, 12): Rise of the Plains Indians
   **Quiz #4 on Thursday**

   Reading:

   Tuesday: Isenberg, *The Destruction of the Bison*, ch. 2
   Thursday: Isenberg, *The Destruction of the Bison*, ch. 3

Week 12 (Nov. 17, 19): “Taming” of the “Wild West”; Presentations on Indian Tribes

   Reading:

   Tuesday: Isenberg, *The Destruction of the Bison*, ch. 4
   Thursday: Isenberg, *The Destruction of the Bison*, ch. 5

Week 13 (Nov. 24, 26): No Class; Thanksgiving Break (Friday classes meet on Tuesday)

Week 14 (Dec. 1, 3): The Reservation System

   Reading:

   Tuesday: Isenberg, *The Destruction of the Bison*, ch. 6, Conclusion
   Thursday: Presentations on Indian Tribes

Week 15 (Dec. 8, 10): Presentations on Indian Tribes
   **Quiz #5 on Tuesday**

**Final Exam Essay Due Tuesday, December 15th** [late exams will not be accepted]

**Note on Course Changes:** Students should understand that this syllabus is a set of guidelines for this course. Reading assignments and other matters are subject to change. Attendance in class is necessary to be fully up to date on course expectations and developments. Please do not hesitate to contact me at any time if you have any questions.

**General University Policies**

**Policy on Documentation and Accommodation of Disabilities:**

In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). To make a request for accommodations, please contact SSD Director Allison West at (216) 397-4967 or visit the SSD office, located in Room 7A, on the garden (lower) level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register with SSD at the beginning of each semester. Only those accommodations approved by SSD will be recognized by your instructors. Please contact SSD if you have further questions.
Policy on Academic Honesty:

For the full JCU policy on academic honesty, please see the 2015-2017 Undergraduate Bulletin. Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal.

All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise. Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s).

Concerns about the propriety of obtaining outside assistance and acknowledging sources should be addressed to the instructor of the course before the work commences and as necessary as the work proceeds.

Statement on Discrimination, Sexual Harassment and Bias

John Carroll University is committed to fostering a learning and working environment based upon open communication, mutual respect, and ethical and moral values consistent with Jesuit and Catholic traditions. The University seeks to provide an environment that is free of bias, discrimination, and harassment, including sexual harassment. If you have experienced sexual harassment/assault/misconduct based upon gender/sex/sexual orientation, and you share this with a faculty member, the faculty member must notify the Title IX Coordinator, Kendra Svilar, J.D., who will discuss options with you. She can be reached by email at ksvilar@jcu.edu or (216) 397-1559. For more information about your options and resources, please go to http://sites.jcu.edu/hr/pages/resourcespolicies/title-ix/.

If you have experienced bias or discrimination based on race, age, sex*, sexual orientation*, religion, ethnic or national origin, disability, military or veteran status, genetic information or any factor protected by law, you are encouraged to report this via the Bias Reporting System at http://sites.jcu.edu/bias to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, or at tmills@jcu.edu, or (216) 397-4455. For more information about the University commitment to diversity and inclusion, please see http://sites.jcu.edu/diversity.

*You can report concerns anonymously through the Bias Reporting System.