Welcome to First Nations of North America. This course is an intensive reading and writing course that will culminate in you writing an article-length paper (20-25 pages) based on primary research. The study of First Nations presents historians with special challenges. How can historians, who are trained in the use of documents, write the history of oral peoples? Can non-Aboriginal scholars write Native history? If so, how do we bridge the cultural distance between western society and Native cultures? In order to help you to begin answer these questions, the first part of the course is designed to introduce you to the disciplines and methodologies scholars employ to study First Nations’ culture and history. You will become familiar with oral history, autohistory, anthropology, archeology, and ethnohistory. Since North America was home to approximately 2,000 distinct cultures at contact, the course will treat major themes in the history of Native North America rather than individual cultures. You will have an opportunity to study the people and topics that interest you most in the final paper.

Goals of the Course
In this course students will learn to:

- appreciate the complexities and challenges of writing the history of Native people.
- employ a multidisciplinary approach to writing history.
- approach writing as a process.
- integrate primary and secondary sources
- employ the conventions appropriate to the discipline of history
• learn to give and receive constructive criticism.

Class Organization

The class consists of one seminar each week. The seminars will focus on student-led discussions of the readings.

Required Texts

The following required texts may be purchased in the bookstore. Other required readings will either be on reserve in Reeves Library or on JSTOR. Please bring readings with you to class.


Attendance

The seminar provides a forum to discuss ideas and issues arising from the week’s reading. Seminars work only when everyone is a contributing member. Therefore, you should attend all classes and be prepared to discuss the week’s readings. Students who miss more than two seminars without a doctor’s note will have a third of a grade deducted from their final mark. So a student with a B+ average who misses three classes will receive a B.

As a courtesy, please turn off or mute all electronic devices in the classroom.

Grade Distribution

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
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<tr>
<td>Journals (11; 2% each)</td>
<td>22%</td>
</tr>
<tr>
<td>Bibliography/Outline</td>
<td>5%</td>
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<tr>
<td>Revised Outline/Introduction</td>
<td>8%</td>
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<tr>
<td>Critique</td>
<td>10%</td>
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<tr>
<td>Research Essay</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
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Assignments

1. Research Essay
During the course students will write a research paper based on primary and secondary sources. Writing is a process. You will write the paper in stages throughout the semester in order to give you an opportunity to write, reflect on what you have written, and rewrite. As part of the process, you will read and critique someone else’s paper and they will do the same for you. Due dates are listed in the syllabus. Final papers should be polished, article length (20-25 pages), typewritten, double-spaced, with one-inch margins, and contain footnotes and bibliography. At the end of the course, we will hold a mini-conference, where you will present your findings to your colleagues. Final papers are due on the last day of class. Essays sent via email will not be accepted.

2. Journals
Each week you will write and turn in a two-page journal of your reflections on that week’s readings. The journals should succinctly state the author(s) main arguments. When you are writing your journals, consider how the readings relate to one another and how they affect the way you think about your topic. Journal entries should typed, double-spaced, with a one-inch margin. In terms of style, journal entries may be less formal, but they will still be marked for spelling, punctuation, and grammar.

Academic Dishonesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: “as the use, deliberate or not, of any outside source without proper acknowledgment.” Plagiarism will result in the offender receiving zero in the course. Please consult the Student Handbook for fuller details.

Students with Disabilities

Students with physical, learning, or medical disabilities should speak to me and contact Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodations. Please make these arrangements in the first weeks of the semester.

Class Schedule

Week 1
Jan. 18 – Introduction
Week 2
Jan. 25 – Writing the History of First People

Week 3
Feb. 1- Ethnohistory
Raymond D. Fogelson, “The Ethnohistory of Events and Nonevents,” Ethnohistory 36 (Spring 1989): 133-147. JSTOR

- Essay topics due.

Week 4
Feb. 8 – Autohistory

Week 5
Feb. 15 – Culture

- Thesis, bibliography, and outline due
Week 6
Feb. 22 – Disease and Responses to Disease

Week 7
Mar. 1 – Trade

• Revised outline, introduction, and conclusion due.

Week 8
Mar. 8 – No Class – Spring Recess

Week 9
Mar. 15 – Genocide

Week 10
Mar. 22 – Native Political Organization: The Iroquois
Week 11
Mar. 29 – Contact: Middle Grounds, Crossroads, and Kinship

- Draft essays due.

Week 12
April 5 – Essay Workshop
An opportunity to discuss problems you might be having with your essays. Come to class with a journal entry that reflects and how your paper has evolved over the semester and what still needs to be done. Bring two or three questions of issues that still need to be resolved.

- Return comments.

Week 13
April 12 – Spiritual Power

Week 14
April 19 – Presentations

April 21 – Carlisle Indian Boarding School
In conjunction with Dr. St. John’s class, we will have an opportunity to tour the Carlisle Indian Boarding School. The trip will cost about $15.

Week 15
April 26 – Presentations
**Ideas for your research paper**

- How did First People understand and incorporate Christianity into indigenous systems of belief? Consider either the case of the Jesuits among the Huron, Samuel Kirkland’s mission to the Oneidas, or one of the Moravian missions.
- Write an ethnohistorical account of a single incident. Why did the Iroquois torture Father Brebeuf? Why did the Aztecs kill Montezuma?
- Consider the life a single individual, such as Joseph Brant, Louis Riel, John Ross, William Johnson, or Russell Means.
- How did First People respond to European diseases?
- Interpret the gender/kinship metaphors that suffuse treaty documents in northeastern North America.
- Why were the Aztecs unable to defeat the Spanish?
- Write about a single village, Canajoharie or Kanawarohale in the Mohawk Valley for example?
- How did the Cherokee defend themselves against Andrew Jackson’s Indian removal policy?
- Consider how indigenous sources of power changed over time?
- How did the Powhattans understand the English settlers at Jamestown?
- Consider the changing role of Aboriginal women following contact.
- What role did Aboriginal women play in the fur trade?
- To what extent did the fur trade disrupt or benefit First Nations’ communities?
- Why did the Mohawks return to New York in the 1970s?
- Analyze the role of alcohol in First Nations’ communities?
- Analyze the boarding school experience in the U.S. or residential schools in Canada.
- Consider the role of casinos in a contemporary Aboriginal community?
- Analyze one event or figure in the Red Power Movement or AIM in the 1960s.
- Analyze the successes and failures of contemporary Aboriginal political organizations.
- Have First People in Canada been successful in using the courts to win recognition of their Aboriginal rights?
- Analyze the Oka crisis in Quebec.

**Some journals you will find useful in your research**

*Ethnohistory*
*American Indian Quarterly*
*American Indian Culture and Research Journal*
*William and Mary Quarterly*
*Journal of American History*
*American Historical Review*

See also, state historical society publications such as *New York History, Pennsylvania Magazine of History and Biography*, or *Pennsylvania History.*
Some primary sources you may find useful in your research

Reuben Gold Thwaites, *The Jesuit Relations*, also available online, 73 vols.