

HIUS 108A

History of Native Americans in the United States I

MWF 11-11:50 AM in CSB 004
Winter Quarter 2024

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Office Hours: Monday 12-1pm in RWAC 920



Koba (Kiowa), "Indians returning from a scout or raid on other Indian or the whites. Their friends receive them with advisory," [Koba-Russell Ledger](#), ~1876. Plains Ledger Art Digital Publishing Project (PILA), Mandeville Special Collections, UCSD Libraries, UC San Diego, La Jolla, CA.

This course examines the history of the Native Americans in the United States with emphasis on the lifeways, mores, warfare, cultural adaptation, and relations with the European colonial powers and the emerging United States until 1870.

YOU WILL LEARN ABOUT:

- ☐ **Native Nationhood:** We will explore diverse styles of governance across North America. How have Native political institutions endured and adapted under colonialism? What is sovereignty and how is it practiced?
- ☐ **Nation-to-Nation Relationships:** How do Native nations interact with other nations? How did they welcome invaders and refugees? How did European empires adapt to longstanding diplomatic protocols? What is the role of treaties?
- ☐ **Violence and Enslavement:** We will examine violence and unfreedom throughout early America, and study how colonialism exacerbated and accelerated these processes.
- ☐ **Colonialism and Settler Colonialism:** French, Spanish, Dutch, English, and Russian colonial projects impacted Indigenous nations in different ways. We'll examine techniques of colonialism and pay special attention to the settler colonial techniques of the United States after 1778.
- ☐ **Resistance, Resilience, Survival:** We will explore resistance and revolt, consider the difficult choices Native nations often made to survive, and reflect on the contemporary consequences of these centuries-old processes.

YOU WILL ALSO LEARN HOW TO:

- ☐ Ask historical questions and think like a historian
- ☐ Efficiently and strategically read and identify major arguments in articles and books
- ☐ Analyze primary sources (documents created in the past) to use as historical evidence
- ☐ Research and contextualize primary sources to gain a richer understanding of past events

ASSESSMENT

Participation and Engagement: 25%

Weekly Reflections: 30%

Midterm Project: 20%

Final Project: 25%

Participation and Engagement (25%):

- ☐ Attend, engage, and participate in class in person. I'll use polls, Q&A, and other in-class prompts to record your attendance and participation. *You do not need to purchase an iClicker.* We will be using the free tool [Slido](#).
- ☐ You can also earn participation by attending my office hours, emailing me about course content, chatting with me before or after class, or otherwise showing your active engagement and what you're learning.
- ☐ Note that during the quarter we have two Monday holidays, and on most other Fridays we will do remote work. You will be attending in-person class **two days per week**.

Weekly Reading Reflections (30%):

In seven of the ten weeks of class, submit an informal reflection based on the week's prompt. The goal is to get you thinking about the readings and help you build your writing muscle with regular workouts. Reflections are due @ 2pm on Fridays. Reflections should be at least **250 words**, longer is always accepted. You can use "I" statements and write informally.

Midterm Project (20%):

Choose a treaty (resource list will be provided on Canvas) that interests you. Write a 3-4 page analysis of the treaty, using *only the treaty itself*. What seems significant or interesting about it? Come up with at least three historical questions that you'd like to research more.

Final Project (25%):

Revisit your three treaty research questions. Research them and develop a final project that contextualizes your treaty. Your final project will not be a traditional paper, but a mini-exhibit: a collection of primary and secondary sources surrounding the treaties. You will write a curatorial statement reflecting on your research, why you chose these sources, and how they provide a richer historical picture of the treaty. Much more guidance will be provided later in the quarter.

Extra Credit:

Extra credit opportunities may be provided. Stay tuned!

LATE & MISSED WORK POLICY

- ☐ You can **skip ONE reflection** and **TWO days of class**, no questions asked. These can be taken during the same week or spread out. You don't need to ask permission or let me know that you're taking them. I will automatically drop these from your final grades at the end of the semester. If you miss more than this, you will lose points.
- ☐ You have **TWO 48-hour extensions** that you can apply to weekly reflections and the midterm and final projects. You do not need to explain why you need them or ask permission. Simply submit within the first 48 hours after the assignment is due. If you need more time, please **contact me** before the end of the 48 hours, and we will work out a plan based on your individual situation. *Work submitted after 48 hours without any communication with me will lose points.*

CODE OF CONDUCT

This course discusses violence, sexual violence, colonialism, genocide, and racism. These are important topics to confront, and it is equally important that we do so in a safe, respectful, and empathetic atmosphere. Please be gentle with yourself and with one another. Reach out to me any time with any concerns, thoughts, or reflections.

MATERIALS AND COMMUNICATION

- ☐ No book purchases are required—everything is available through Canvas.
- ☐ Have your phone, tablet, or laptop ready to participate in class activities and use [Slido](#).
- ☐ During the week, I respond to emails within 24 hours. Emails sent after 5pm Friday will receive a response by 10am Monday.

ACADEMIC INTEGRITY POLICY

Plagiarism is using the thoughts, ideas, and/or words of other people without giving them credit. Very simply, you must put quotation marks around every sequence of two or more words that are not yours, and you must give credit through citations that identify *exactly who and where* those thoughts came from. All work in this class is to be completed on your own.

Representing the work of ChatGPT or other Generative Artificial Intelligence (GenAI) tools *as your original work* in this course is explicitly prohibited. You are welcome to ask historical questions to GenAI tools or use them as a part of your research process, but you may not use those words as your own. If you choose to use these tools, I will also expect you to reflect on and critique their use as well as use other research strategies.

If you are worried about plagiarism because you are unsure of how and what to cite properly, please reach out to me *before the assignment is due*. If you are considering plagiarism or the use of GenAI Tools because you don't feel you have the guidance, time, or confidence needed to articulate your own thoughts, please reach out to me *before the assignment is due*. I will help you with these issues and help you avoid these serious consequences.

I will report suspected academic integrity violations to the Academic Integrity Office. Consequences may include failing the course. [Read the full UCSD policy](#)

ACCESSIBILITY & UNIVERSAL LEARNING

This class is committed to accessible and inclusive learning for every student. Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter (paper or electronic) issued by the [Office for Students with Disabilities](#). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department *in advance* of any exams or assignments.

This class will be podcasted (sound) and slides will be posted after lectures. This is for accessibility and for your reference, not as a substitute for attending class.

HOW TO SUCCEED IN THIS COURSE

- ❑ **Stay engaged:** Come to class, keep up with weekly readings and reflections.
- ❑ **Ask for help:** Please ask for help early and often with anything that you're struggling with, via email, before or after lecture, or in office hours. I am here to help you learn!
- ❑ **Put in the time:** Doing well in a history class is not a natural ability, but a set of skills built over time. Be patient with yourself, and trust that if you devote time to working on these skills, you will improve.
- ❑ **Take care of yourself:** You will do your best work in class if you are sleeping well, eating well, and taking breaks. Your health is the most important thing. **If you are feeling ill, please do not come to class.** You will not be penalized for being sick. Just let me know. Extensions and skips are designed for you to use them!

WEEK ONE: BEGINNINGS IN PLACE AND TIME

Mon Jan 8: Lecture: Welcome / Introduction

Weds Jan 10: Lecture: Indigenous North America / Indigenous California

Fri Jan 12: NO CLASS: Submit reflection by 2pm

Reading:

- ☐ Todd Prodanovich, “Whose coast are you surfing on in San Diego?” *Surfer Magazine*, August 17, 2020
- ☐ Natale Zappia, “The Journey of Pook” and “Native Histories and the Interior World” (21-52) in *Traders and Raiders: The Indigenous World of the Colorado Basin, 1540-1859*, UNC Press, 2014.

WEEK TWO: INDIGENOUS NATIONS

Mon Jan 15: NO CLASS (MLK Day Holiday)

Weds Jan 17: Lecture: Rise of the Haudenosaunee Confederacy

Fri Jan 19: Lecture: Rise of the Powhatan Confederacy

No reflection due this week

Reading:

- ☐ Arthur C. Parker, “Laws of the Confederacy” (97-109), in *The Constitution of the Five Nations*, Albany: The University of the State of New York, 1916
- ☐ Kathleen M. Brown, “The Anglo-Algonquian Gender Frontier,” (157-176) in *North American Borderlands: Rewriting Histories*, ed. Brian DeLay, Routledge, 2012

WEEK THREE: COLONIAL INVASIONS AND INDIGENOUS REVOLTS

Mon Jan 22: Lecture: New Spain and Native Peoples in North America

Weds Jan 24: Lecture: Indigenous Revolts

Fri Jan 26: NO CLASS: Submit reflection by 2pm

Reading:

- ☐ Juliana Barr “There’s No Such Thing as ‘Prehistory’: What the Longue Durée of Caddo and Pueblo History Tells Us about Colonial America,” *The William and Mary Quarterly*, Vol 74, No. 2, April 2017, 3rd series, pp 203-240
- ☐ Pueblo Revolt Primary Sources (selected)

WEEK FOUR: ENTANGLED EMPIRES

Mon Jan 29: New England and New France

Weds Jan 31: King Phillip’s War

Fri Feb 2: NO CLASS: Submit reflection by 2pm

Reading:

- ☐ Virginia Anderson “King Philip’s Herds: Indians, Colonists, and the Problem of Livestock in Early New England” *The William and Mary Quarterly*, Vol 51, No 4, (1994), (601-624)

- ☐ Watch: Honoring the Two Row: A Dutch Perspective (2013)
<https://www.youtube.com/watch?v=HremSe2OMV0>
- ☐ Onondaga Nation, “Two-Row Wampum – Gaswéñdah”
<https://www.onondaganation.org/culture/wampum/two-row-wampum-belt-guswenta/>

WEEK FIVE: ENSLAVEMENT AND HUMAN TRAFFICKING

Mon Feb 5: Slavery and the Yamasee War

Weds Feb 7: Petites Nations and Southeastern Confederacies

Fri Feb 9: NO CLASS: Submit **MIDTERM PAPER** by 2pm

Reading:

- ☐ Christina Snyder, “The Indian Slave Trade,” *Slavery in Indian Country* (2010), pp 46-79
- ☐ Your treaty!

WEEK SIX: RACE AND SETTLER COLONIALISM

Mon Feb 12: Settler Violence, Race, and Settler Colonialism

Weds Feb 14: Treaties Part I

Fri Feb 16: NO CLASS: Submit reflection by 2pm

Read:

- ☐ Nancy Shoemaker, “Race,” in *A Strange Likeness: Becoming Red and White in Eighteenth-Century North America*, (124-140)
- ☐ John Borrows, “Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government,” in Asch, *Aboriginal and Treaty Rights in Canada: Essays on Law, Equality and Respect for Difference* (1997), (155-172)
- ☐ Watch: “Nation to Nation: Honouring the Royal Proclamation of 1763”
https://www.youtube.com/watch?v=eFyuI7gzy_0

WEEK SEVEN: THE NEW UNITED STATES

Mon Feb 19: Presidents’ Day Holiday (NO CLASS)

Weds Feb 21: Treaties Part II: The U.S. Relationship to Native Nations

Fri Feb 23: The Northwest Confederacy

No reflection due this week

Reading:

- ☐ Jeffrey Ostler, “To Extirpate the Indians”: An Indigenous Consciousness of Genocide in the Ohio Valley and Lower Great Lakes, 1750s-1810
- ☐ Speech of the United Indian Nations, at their confederate council, 1786
<https://www.americanyawp.com/reader/a-new-nation/a-confederation-of-native-peoples-seek-peace-with-the-united-states-1786/>

WEEK EIGHT: THE LAW AND ECONOMY OF U.S. EMPIRE

Mon Feb 26: U.S. Indian Law

Weds Feb 28: Removal

Fri March 1: NO CLASS: Submit reflection by 2pm

Reading:

- ☐ Robert Lee, "The True Cost of the Louisiana Purchase,"
https://www.slate.com/articles/news_and_politics/history/2017/03/how_much_did_the_louisiana_purchase_actually_cost.html
- ☐ Listen: Rebecca Nagle, *This Land* Podcast, Season 1, Episode 4, "The Treaty"
<https://crooked.com/podcast/this-land-episode-4-the-treaty/>
- ☐ Cherokee Petition Against the New Echota Treaty (1836)
<https://www.docsteach.org/documents/document/cherokee-petition-protest-new-echota-treaty>

WEEK NINE: U.S. EMPIRE ON THE WEST COAST

Mon March 4: Native nations and the U.S. Invasion of Mexico

Weds March 6: The California Indian Genocide

Fri March 8: NO CLASS: Submit reflection by 2pm

Reading:

- ☐ 1850 Act for the Government and Protection of Indians
- ☐ Sarah Winnemucca, "Reservation of Pyramid and Muddy Lakes," *Life Among the Piutes: Their Wrongs and Claims*, 1882

WEEK TEN: VIOLENCE OF CONQUEST / MYTH OF INNOCENCE

Mon March 11: Massacres and reservations

Weds March 14: Resilience, forgetting, remembering

Fri March 15: NO CLASS: Submit reflection by 2pm

Reading:

- ☐ Boyd Cothran, "Enduring Legacy: U.S.-Indigenous Violence and the Making of American Innocence in the Gilded Age," *The Journal of the Gilded Age and Progressive Era* 14 (2015), 562-573

FINAL PROJECT DUE: THURSDAY, MARCH 21 @ 5PM