History 230: The Native American-European Encounter in North America
Spring 2017 *(Dates need to be updated)*
MWF, 10:00-10:50am *(check time)*
Breidenbaugh 112

Professor Timothy J. Shannon
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Office hours: Mondays, 11:00am-12:00pm; Wednesdays, 4:00-5:00pm; Thursdays and Fridays by appointment.

Purpose of the Course
The purpose of this course is to explore relations between Indians and Europeans in North America from the time of earliest contact until the present day. Our topics will include the consequences of Indian-European contact; the impact of European trade, religion, and war on native societies; relations between Indian peoples and the United States government; and the question of Indian identity in the modern era. Central themes will include the adaptability of Indian peoples to the changing material circumstances of their lives; the role Indians have played in defining the United States’ sense of national mission; and the creation of a pan-Indian political and cultural identity.

Throughout the semester we will address the issue of myth versus reality in the historical portrayal of Indians. Since the earliest contact, Europeans have constructed images of Indians with varied and often conflicting qualities: the noble savage, the frontier democrat, the spirit guide, the environmentalist. We will discuss the construction of such images, their roots in the historical circumstances of Indian-European contact, and the Indians’ own use of them to shape new identities.

Course Objectives
Students who complete this course successfully should be able to describe the major avenues of encounter between Native Americans and Europeans in American history, including the fur trade, missionary activity, captivity, diplomacy, warfare, intermarriage, and education. They should be able to describe the methods and motives behind colonial and then federal policy toward Indians, and they should be able to compare and contrast the tension within Indian cultures between adapting to European society and resisting it. Finally, students should have a broad comprehension of the Native American-European encounter as it unfolded within the wider context of American history.

As with any other History course, students will also:

- Develop critical reading skills
- Develop discussion skills, especially through classroom-based work
- Distinguish between primary and secondary sources through research work and through classroom work
Develop writing and communication skills through construction and revision of papers

Curricular Goals: This course fulfills the Multiple Inquiries-Humanities requirement and the Conceptualizing Diversity Requirement in the college’s liberal arts core curriculum. It also counts as a 200-level course in the American field for History majors.

Fourth Credit Hour Research Component: please note that this course, like other History courses, has two components. One of these consists of the thrice-weekly meetings of the class as a whole in which you will discuss and analyze assigned readings and perform other tasks in common with other students. The second is research and writing, which you will undertake on your own throughout the semester with periodic feedback from the professor. These assignments are described in this syllabus. You should plan to devote a minimum of at least one hour per week to them.

Readings
The following titles are available at the college bookstore:
Shepard Krech III, The Ecological Indian: Myth and History
Linford D. Fisher, The Indians’ Great Awakening
Mary Jemison, A Narrative of the Life of Mrs. Mary Jemison, ed. James Seaver
John Demos, The Heathen School
Ari Kelman, A Misplaced Maassacre: Struggling over the Memory of Sand Creek
Luther Standing Bear, My People, the Sioux, New Edition
Zitkala-Sa, American Indian Stories, Legends, and Other Writings
Sherry L. Smith, Hippies, Indians, and the Fight for Red Power

In addition, shorter reading assignments will be distributed as handouts or placed on reserve for students over the course of the semester.

Email and Moodle
Students in this course should check their campus email accounts regularly, as I will use email to send students messages concerning the class. I will post discussion questions, brief readings, assignments, and other course materials on the course’s Moodle site. I do not accept any homework or papers submitted to me as an email attachment; all such written work must be submitted as a paper hard copy unless otherwise stipulated.

Attendance Policy
My expectation is that every student will arrive on time for every class. Students who arrive late disturb a class already in progress, so please make every effort to be on time. Likewise, I expect all students to remain in the class until it is over; kindly do not excuse yourself temporarily while we are in session and do not schedule appointments that will require you to leave early.

Students may occasionally need to miss class because of a medical or family problem, or because of a conflict with another school activity, such as a field trip. In such cases, I ask
that you let me know ahead of time that you will be absent.

Students who miss an excessive number of classes during the semester (i.e. more than three) jeopardize their final grade in a number of ways. First and most obviously, they miss important material that will be featured on exams. Second, they may miss quizzes which I will not allow them to make up. Third, they will receive a zero for their participation grade (10% of the final grade).

A Few Notes on Classroom Decorum

- **Respect those around you:** arrive on time and do not leave early unless you have cleared it with me first; do not excuse yourself while we are in session unless it is an emergency; once class has started, refrain from private conversations; give your full attention to whomever is speaking.

- **Cell phones:** turn them off or put them on silent mode before class starts; do not consult them after class has started and don’t even think about texting during class.

- **Laptops:** if you wish to use a laptop for note-taking purposes during class, clear it with me first. Web-surfing or inattentiveness will result in the loss of this privilege.

Assignments and Evaluation
Students will complete two papers (5-6pp. each), a mid-term exam, and a final exam, as well as occasional reading quizzes. A student’s final grade will be determined by the following formula:

- Papers (20% each) 40%
- Mid-Term 20%
- Final Examination 20%
- Quizzes 10%
- Participation and Assignments 10%

The Papers
Students will complete two papers of 5-6pp. each. Both assignments are described at greater length in a class handout I will distribute at the start of the semester.

The Mid-Term and Final Exams
All exams in this course will be in an essay format. Students **must** take the final exam during its scheduled time: TBD.
Honor Code and Grading
I will distribute a handout early in the semester about the Honor Code’s application to work in this class.

I grade exams according to how effectively students use the course materials as evidence in constructing persuasive answers to essay questions. I grade papers for the quality of their research, argument, and prose. I encourage students to pay close attention to the rules of style, grammar, and documentation. I grade class participation according to each student’s effort to arrive prepared for class, to take initiative for his or her own work, and to engage his or her classmates thoughtfully in class discussions.

Schedule of Classes

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<tr>
<th>Date</th>
<th>Topic, Readings, Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Pre-Columbian America</strong></td>
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<tr>
<td>Aug 31</td>
<td>Introduction to the Course: Expectations and Requirements</td>
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| Sep 2   | Ancient Peoples of the Americas  
Reading: Krech, Ecological Indian, Introduction, chapters 1-2. |
| Sep 4   | First Contact: The Fifteenth Century in North America  
(Academic Search Premier), and “A Narrative of the De Soto Invasion” (Moodle). |
| **Week 2** | **Early Exchange**                                                                            |
| Sep 7   | No Class                                                                                     |
| Sep 8   | Sherman Alexie lecture, 7:00pm, CUB Ballroom  
Reading: Indian creation stories (Moodle), and Zitkala-Sa, American Indian Stories, pp. 27-41, 56-60. |
| Sep 9   | Sherman Alexie class visit  
| Sep 11  | Measuring the Consequences of Contact  
Reading: Krech, Ecological Indian, chapters 3, 6-7.                                           |
| **Week 3** | **Impact of Colonization**                                                                     |
| Sep 14  | The Material Transformation of Indian Life  
Reading: Bruce M. White, “Encounters with Spirits: Ojibwa and Dakota Theories about the French and their Merchandise,” Ethnohistory 41 |
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<th>Date</th>
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<tr>
<td>Sep 21</td>
<td>Discussion: Indians and Christianity</td>
<td>Fisher, <em>The Indians’ Great Awakening</em>, chapters 4-6, Epilogue.</td>
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<td>Week 5</td>
<td>Captivity</td>
<td>Jemison, <em>Narrative of the Life</em>, continue.</td>
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<td>Sep 28</td>
<td>Captivated by Indians</td>
<td>“Narrative of Dr. John Knight” (Moodle), and Jemison, <em>Narrative of the Life</em>, begin.</td>
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<td>Sep 30</td>
<td>Special Collections: Captivity Narratives and Early American Literature</td>
<td>Jemison, <em>Narrative of the Life</em>, continue.</td>
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<td>First Paper due at the start of class.</td>
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<td></td>
<td>Reading: <em>Narrative of the Life</em>, complete; Garry Wills, <em>John Wayne’s America</em>, “The Fury of Ethan” (Moodle).</td>
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| Oct 7 | Civilization among the Cherokees  
Reading: Demos, *The Heathen School*, begin. |
| Oct 9 | The Federal Government and Indian Removal  
Reading: Demos, *The Heathen School*, continue. |
| **Week 7** | *Removal as Federal Policy* |
| Oct 12 | **Fall Break: No Class** |
| Oct 14 | Discussion: The Fate of the Cherokees  
Reading: Demos, *The Heathen School*, complete. |
| Oct 16 | **Mid-Term Exam** |
| **Week 8** | *Plains Indian Cultures* |
| Oct 19 | Peoples of the Plains  
| Oct 21 | Indians, Bison, and the Ecology of the Great Plains  
Reading: Krech, *The Ecological Indian*, chapter 5. |
| **Week 9** | *The Plains Indians’ War for Independence* |
| Oct 26 | The War for the Northern Plains  
| Oct 28 | What Happened at Little Bighorn?  
| Oct 30 | Discussion: (Mis)remembering Sand Creek  
Reading: Kelman, *Misplaced Massacre*, chapters 5-6, Epilogue. |
| **Week 10** | *On and Off the Reservation* |
| Nov 2 | The Assimilationist Impulse  
Reading: Luther Standing Bear, *My People, the Sioux*, begin. |
| Nov 4 | Reservation Life  
Reading: Luther Standing Bear, *My People, the Sioux*, continue. |
| Nov 6 | Wild West Shows  
Reading: Luther Standing Bear, *My People, the Sioux*, continue. |
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<td><strong>Week 11</strong></td>
<td><em>Education for Extinction</em></td>
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| Nov 9 | The Indian Voice in the Industrial Age  
Luther Standing Bear, *My People, the Sioux*, complete. |
| Nov 11 | The Indian School Movement  
| Nov 13 | Life at the Carlisle School  
| **Week 12** | *Development of Modern Indian Identity* |
| Nov 16 | **Special Collections**: Images from the Carlisle School  
**Second Paper due at the start of class.** |
| Nov 18 | Red Progressives  
| Nov 20 | The Indians’ New Deal  
| Nov 23 | Urban Indians  
| **Nov 25-27** | **Thanksgiving Break: No Class** |
| **Week 13** | *Indians and the Federal Government* |
| Nov 30 | Termination  
| Dec 2 | Self-Determination: Federal Recognition, Gaming, Blood Quantum  
<p>| Dec 4 | Red Power |</p>
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<tr>
<td>Dec 11</td>
<td>Course Evaluations and Preparation for Final Exam</td>
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<tr>
<td>Dec 17</td>
<td><strong>Final Exam, 9:00am-12:00pm.</strong></td>
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**The professor reserves the right to alter this syllabus as necessary during the course of the semester.**