

# **HIST 326/LAA 300**

## **Native American Civilizations and their European Counterparts**

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**Office Hours:**

**T R 9-10:30 am or by appointment**

**3603 Wescoe**

**GTA: Brian Moreno**

**Office Hours: T R 3-4:30 pm or by appointment**

**2017 Wescoe**

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### **Overview**

This class will focus on the experiences of Native Americans and Europeans from 1492-1850. Specifically this course will the complex conjuncture that European colonialism in the Americas fostered. Emphasis will be placed on highlighting differences across the American hemisphere. Pre-contact Native American cultures varied widely as did their encounters with new Europeans of diverse nations. We will examine the complexity of conquest and colonialism through a number of topics including: patterns of conquest, religion, economics, demography, and political organization. Students will be asked to read a variety of articles and primary sources all of which should help illustrate myriad of factors that influences the encounters between Native Americans and Europeans. This course will be based around group discussions of the readings although some time will be allocated to lectures that provide important background information.

### **Goals**

By the end of the course students will have:

- Acquired an understanding of the experiences of Native Americans and their encounters with Europeans
- Read and discussed different types of historical sources
- Learned and examined different historical methods and approaches
- Considered the ways in which historical processes and dynamics continue to shape the experiences of Native Americans.

## Lectures and Discussion

This course is based primarily around discussion of course readings. Some lectures will be used to provide necessary background material. In order to get full credit for these discussions, students must have read the assigned readings and be active participants in class. **I reserve the right to hold pop-quizzes** over reading material.

## Required Books

Restall, Matthew, and Florine G. L. Asselbergs. *Invading Guatemala: Spanish, Nahua, and Maya Accounts of the Conquest Wars*. Latin American Originals, 2. University Park, Pa.: Pennsylvania State University Press, 2007.

## Optional Online Textbook

Kicza, John and Rebecca Horn. *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500-1800*. Pearson, 2013.

Available via KU Libraries: [Resilient Cultures - KU Library Record](#)

## Grade Assessment

Student's grades will be assigned as follows:

**Syllabus Quiz** (Blackboard): **5%**

**Participation and Attendance: 10%**

**In-class and Blackboard Assignments: 10%**

**Thesis Exercise: 10%**, 2x5%

**Contemporary Issue Report** (2 pages): **10%**

**Article Evaluation** (1 page): **20%**, 2x10%

**Topic Proposal** (Topic and research question): **5%**

**Topic Bibliography** (min. 5 sources with 1 paragraph summary each): **5%**

**Research Proposal** (3-4 pages): **20%**

**Reflective Essay** (Blackboard): **5%** (completion grants 100%)

### Grade Scale:

A = 100-93      D+ = 69-67

A- = 92-90      D = 66-63

B+ = 89-87      D- = 62-60

B = 86-83      F = 59-0

B- = 82-80

C+ = 79-77

C = 76-73

C- = 72-70

## Late Assignments

Assignments received late will suffer a loss of one letter grade per day! After 5 days I will not accept any papers for any reason. Students with a verifiable illness, emergency, or other university approved excuse should inform me of any problem as soon as possible to avoid late penalties.

**Academic Misconduct:**

The University of Kansas defines Academic Misconduct as follows:

*6.1 Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another's work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research. (<https://documents.ku.edu/policies/governance/USRR.htm#art2sect6>)*

Academic misconduct will not be tolerated in this course. Should academic misconduct be identified the assignment will receive no credit and a report will be submitted to the History Department's Director of Undergraduate Studies. In all cases of academic misconduct, History Department and College procedures will be followed. If a student has questions concerning citation, quotation, sources, or any other issue relating to academic honesty they should contact the instructor prior to submitting the assignment in question.

**Accessibility and Accommodation:**

The Academic Achievement and Access Center (AAAC) coordinates academic accommodations and services for all eligible KU students with disabilities. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. They are located in 22 Strong Hall and can be reached at 785-864-4064 (V/TTY). Information about their services can be found at <http://www.access.ku.edu>. Please contact me privately in regard to your needs in this course.

**Nondiscrimination:**

The University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, retaliation, gender identity, gender expression and genetic information in the University's programs and activities. Please contact the University's Title IX Coordinator at [IOA@ku.edu](mailto:IOA@ku.edu) with any inquiries. The full policy and resources are available at <http://ioa.ku.edu/discrimination>.

**Religious Observances:**

Should the examination schedule for this course conflict with your mandated religious observance, please contact me at the beginning of the semester so that we can schedule a make-up exam at a mutually acceptable time. In addition, students will not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. Students are responsible for initiating discussion with the instructor to reach a mutually acceptable solution.

Link to policy on test taking, student responsibility and religious observance:  
<http://policy.ku.edu/governance/USRR#art1sect4>

Link to policy on attendance evaluation and mandated religious observance:  
<http://policy.ku.edu/governance/USRR#art2sect1>

**Intellectual Property:**

<http://policy.ku.edu/provost/intellectual-property-policy>

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor may grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

**Topics/Content Advisory:**

This class will discuss topics that might be troubling or graphic to some students. I will do my best to provide advance warning when a class reading, lecture, or discussion might touch upon subjects that could be troubling. However, sometimes advance warning is not possible. Potential topics discussed in this class include: genocide, warfare, epidemic disease, torture, sexual violence including rape, and terrorism. All of these issues are part of Latin America's history and within the purview of this course. If you have any questions about the content of this course please contact me and we can discuss how to address any concerns.

**Disclaimer:**

If it becomes necessary to modify any information in this syllabus, students will be notified in class and in Blackboard.

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## **Team Reading and Course Discussions**

In-class discussions play a prominent role in this course. To facilitate and guide discussions students will be placed into groups of four to six members. For any given discussion day, each student will be assigned a different team reading role (Discussion Director, Illuminator, Connector, Word Watcher, Summarizer). While every student is expected to read the assigned reading thoroughly, each role will approach the reading differently in preparation for the discussion (see descriptions on the next page).

Prior to class, students will upload a short summary of their role's preparation onto blackboard. Each group will have their own discussion board in which to post their prepared questions and comments.

In class, each groups' Discussion Director will guide conversation. Students with other roles will contribute to the discussion by asking questions appropriate to their role and offering comments to other's questions. The Summarizer will take notes on the conversation and its findings. After class the summarizer will post their summary in the discussion board.

### **Assessment:**

You will be assessed according to:

- the quality of your contribution to your reading team discussion
- the extent to which you keep up with your responsibilities to your reading team
- the quality of your ideas in your Team Reading notes
- the quality of your team's discussion

### **Teamwork:**

Your team must:

- hold each member accountable for work, contributions to discussion, and respectful participation.
- Rotate the assigned roles so that someone has a different responsibility for each reading; when you complete one cycle through the team, begin again as you think appropriate.

## Team Reading: Overview of Roles

<p><b>Discussion Director:</b> Your role is to identify the important aspects of your assigned reading, and develop questions your team will want to discuss. Focus on major themes or “big ideas” in the text and your reaction to those ideas. What interests you the most will most likely interest those in your team. You are also responsible for facilitating your team’s discussion.</p>	<p><b>Sample Questions:</b>          What did the reading make you think about?          What do you think the reading was about?          What <i>one</i> question would you ask the author if you go the chance? Why?          What are the most important ideas in this reading?</p>
<p><b>Illuminator:</b> Your role is to find important passages that the team should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or <i>important</i>. Your notes should include the quotations but also why you chose them. You will read these passages aloud as part of your team’s discussion.</p>	<p><b>Sample Questions:</b>          What is this passage saying?          Why is it important?          What other passages come to mind as you read it?</p>
<p><b>Connector:</b> Your role is to connect what you are reading with other topics in the class, what you are studying in other classes, or with the world outside of school. You can connect the reading to events in your own life, other classes you’ve taken, news events, political events, or popular trends. You can also connect the reading to other things you have read. The connections should be meaningful to you and your team.</p>	<p><b>Sample Questions:</b>          What connections can you make to your own life?          What other books or articles might you compare this to?          How does this essay relate to other topics in the class?</p>
<p><b>Word Watcher:</b> Your role is to watch out for words worth knowing while you are reading. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so that your team can discuss the words in context. You may need to look up these words in a dictionary to include the definition in your notes.</p>	<p><b>Sample Questions:</b>          Which words are used frequently?          Which words are used in unusual ways?          What words seem to have special meaning to the author?          What new words do you find in this section?          What does this word mean?</p>
<p><b>Summarizer:</b> Your role is to prepare a summary of the day’s discussion. This summary should include the questions that your group considered and the main points of those discussions. Consider taking notes using a numbered list or outline for clarity.</p>	<p><b>Sample Questions:</b>          What is the main point of the reading?          What did we talk about most?          Did any major themes come up?          What connections, quotes, or words came up?          Why is the material covered by the reading?</p>

## Course Outline:

### Week 1 – Native Americans

1/16 - Introduction

1/18 - Lecture - **Peopling of the Americas**

Optional Textbook Reading: *Resilient Cultures*, Chapter 2, pp. 5-30

### Week 2 – Spanish Conquests

1/23 – Lecture - **European Expansion**

Optional Textbook Reading: *Resilient Cultures*, Chapter 3, pp. 31-58

1/25 – Restall and Asselbergs, *Invading Guatemala*, p. 1-22.

Team Reading Discussion Due – On Blackboard

### Week 3 – Spanish Conquests Cont.

1/30 – Restall and Asselbergs, *Invading Guatemala*, Spanish Accounts, p. 23-78.

Team Reading Discussion Due – On Blackboard

2/1 – Restall and Asselbergs, *Invading Guatemala*, Nahua and Maya Accounts, p. 79-120.

Team Reading Discussion Due – On Blackboard

### Week 4 – Spanish – Indigenous World

2/6 – Lecture - **Altepetl, Cah, and Ayllu**

Optional Textbook Reading: *Resilient Cultures*, Chapter 4, pp. 59-88

2/8 – Altman, “The Revolt of Enriquillo”

Team Reading Discussion Due – On Blackboard

### Week 5 – Spanish – Indigenous World Cont.

2/13 – Wernke, “Negotiating Community and Landscape in the Peruvian Andes: A Transconquest View”

Team Reading Discussion Due– On Blackboard

2/15 – Kellogg, “Hegemony out of Conquest: The First Two Centuries of Colonial Rule in Central Mexico”

Team Reading Discussion Due – On Blackboard

**Assignment: Thesis Exercise #1, Due Thursday 2/15**

### Week 6 – Incomplete Conquest

2/20 – ~~Guest Lecture— Mary Miller, Yale University, Department of Art History~~

2/22 – ~~Contemporary Events / Lecture— **Incomplete Conquest**~~

Optional Textbook Reading: *Resilient Cultures*, Chapter 5, pp. 89-116

### Week 7 – Incomplete Conquest

2/27 – Contemporary Events / Lecture – **Incomplete Conquest**

3/1 – Hämmäläinen, “The Shapes of Power: Indians, Europeans, and North American Worlds from the Seventeenth to the Nineteenth Century”

Team Reading Discussion Due – On Blackboard

**Assignment: Thesis Exercise #2, Due Thursday 3/1**

## **Week 8 – Responses to Contact in North America**

### **3/6 – Early North American Encounters**

Optional Textbook Reading: *Resilient Cultures*, Chapter 6, pp. 117-144

3/8 – Merrell, “The Indian’ New World: The Catawba Experience”

No Team Reading Discussion

**Assignment: Contemporary Issue Report, Due Thursday 3/8**

## **Week 9 – Responses to Contact in North America**

3/13 – Carpenter, “Making War More Lethal: Iroquois vs. Huron in the Great Lakes Region, 1609 to 1650”

Team Reading Discussion Due – On Blackboard

3/15 – Meuwese, “The Dutch Connection: New Netherland, the Pequots, and the Puritans in Southern New England, 1620—1638”

**Assignment: Article Evaluation 1, Due Thursday 3/15**

## **3/19-3/23 SPRING BREAK**

## **Week 10 – Missionaries and Native Americans**

3/27 – Lecture – **Colonialism and the Evangelization of Native Peoples**

3/29 – Library Research – Please bring a computer/tablet/etc. to class

**Textbook Reading:** Kicza and Horn, Ch. 7

## **Week 11 – Missionaries and Native Americans**

4/3 – Schwaller, “Conversion, Engagement, and Extirpation: Three Phases of the Evangelization of New Spain, 1524–1650”

Team Reading Discussion Due – On Blackboard

4/5 – Silverman, “Indians, Missionaries, and Religious Translation: Creating Wampanoag Christianity in Seventeenth-Century Martha's Vineyard”

Team Reading Discussion Due – On Blackboard

## **Week 12 – Africans and Native Americans**

4/10 – Lecture - **Africans and Indigenous Groups in the Americas**

4/12 – Jones, “Orphans of the Americas: Why the Existence of Zambo Societies Has Been Denied”

**Assignment: Article Evaluation 2, Due Thursday 4/12**

## **Week 13 – Africans and Native Americans Cont.**

4/17 – Schwaller, “Afro-Indigenous Mulatos”

Team Reading Discussion Due – On Blackboard

4/19 – Snyder, “Conquered Enemies, Adopted Kin, and Owned People: The Creek Indians and Their Captives”

**Assignment: Topic Proposal, Due Thursday 4/19**

## **Week 14 – Eighteenth and Nineteenth Centuries**

4/24 – Lecture – **Empires, New Nations, and the ‘Indian Problem’**

Optional Textbook Reading: *Resilient Cultures*, Chapter 7, pp. 146-171

4/26 – Kelton, “The British and Indian War: Cherokee Power and the Fate of Empire in North America”

**Assignment: Topic Bibliography, Due Thursday 4/26**

**Week 15 – Eighteenth and Nineteenth Centuries Cont.**

5/1 – White, “The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries”

Team Reading Discussion Due – On Blackboard

5/3 – Class Review and Research Proposal Workshop

**Assignment: Reflective Essay, due 5/3**

**Finals Week**

**Research Proposal, due 5/8**