CROSS CULTURAL-CONTACT IN NORTH AMERICA
ETHNIC STUDIES 199 (CRN:35525 )

Instructor: Melissa F. Baird
Email: mbaird@uoregon.edu
Phone: 346-5139
Office Hours: M 1-1:45, W 4-6, or by appointment

Class and Location: MW 2:00-3:20, 146 Straub
Class Website: http://blackboard.uoregon.edu

COURSE DESCRIPTION:
In this course, we will critically examine the implications of early encounters between Europeans and Indigenous peoples of North America. Rather than focusing on American History of colonization, this course will focus on the formative role of Native people in the history of North America. How did Native peoples respond (rejection, resistance, appropriation, reinterpretation, adaptation) to sustained European contact? How did these interactions influence changes in both cultures and what form did these changes take? How do the legacies of these early encounters shape current events, policies, and engagements? The course readings are interdisciplinary and include ethnographic, ethnohistorical, and native oral traditions. A variety of research issues will be addressed, including changes and innovations in religion and culture, changes in cultural and natural landscapes, responses to European colonization and colonialism, and the effects of introduced diseases on Native populations. A second goal will be to develop the conceptual tools and vocabulary to discuss issues related to researching and writing about Indigenous groups. We will consider a variety of materials (films, poetry, music, and fiction) to expand on concepts explored in class.

COURSE GOALS:
• To understand the political and social context of culture contact studies and explore what scholars can offer to the study of culture change.
• To consider the ways in which Europeans and Native groups interpreted, subverted, and retold encounters.
• To explore examples of early encounters between Europeans and Native peoples (e.g., Russian and Spanish encounters with Indigenous peoples in California).
• To investigate the effects of introduced diseases, plants, and animals on Native populations.
• To examine the reciprocal nature of cultural, spiritual, and political encounters and transformations.
• To examine how historical sources, including oral traditions and oral histories, are used to understand early encounters.
• To demonstrate how the overlapping and intertwined histories of these encounters have shaped policy, practices, relationships within post-colonial contexts.
**Readings:**

Course Readings, Available on Blackboard (http://blackboard.uoregon.edu)

The readings for each day are listed in the class schedule. Please read assigned readings before lecture. For some readings, I will provide questions to help you structure your readings. On our first meeting, I will provide suggestions for critically reading journal articles. I am also available to meet with you during office hours to discuss how to get the most from your readings and this class.

**Course Requirements:**
A midterm, four discussion assignments, and a final paper are required. Attendance will be taken at each class.

**Grading:**
Mid-term exam (25%)
Discussion assignments (20%)
Participation (20%)
Final Project (35%)
**Midterm Exam: (25%)**
The take-home midterm exam will consist of 2 essay questions (4 pages maximum). The essays will be drawn from issues and topics covered in the readings, films, and class discussions. You are encouraged to work with other students outside of class to discuss and prepare for the in-class exams. Class time may also be provided.

When evaluating your exams, I will be looking at the organization, supporting evidence, and originality.
- Is your essay well organized?
- Does your essay have a structure (introduction, paragraphs of support with specific examples, and conclusion)?
- Do you answer the questions and understand the concepts presented?
- Do you cite specific examples from the readings, including author and date (e.g., Shoemaker [2002]; Richter [2001])?
- Does your essay illustrate your knowledge of the materials from lectures and readings?
- Do you make connections, draw comparisons, or see relationships between readings?
- Do you form an opinion?

**Discussion Assignments: (20%)**
You are required to write 4 (400-500 words each) discussion/position papers. The discussion assignments are intended to help you engage with the readings and to develop critical thinking. Please note that these papers are not to be rough drafts, but polished and edited writings. Your paper could address central issues from the readings, expand on earlier discussions, pose questions, or illustrate inconsistencies in the readings. Please print out your assignments, including your name, a title, and topic discussion. Late assignments will not be accepted, unless you have made arrangements with me.

**Final Project (35%)**
This project is designed to encourage engagement with essential topics in the class. You will have great flexibility in the type of final project you submit. For example, you could write a traditional research paper (5-6 pages) that delves deeper into one of the issues or topics we discussed in class. You also have the option to submit a creative project, such as music, visual arts, drama, or creative writing. Creative projects must be accompanied by a short (1-2 pages) written essay that clearly explains the project and what you hoped to explore. The final project and expectations will be discussed in class.

**Participation: (20%)**
Your participation in this course will be evaluated by attendance, preparation, and contribution to class discussions. I am interested in the quality (not quantity) of questions. Excellent participation would include relating the readings/topic to other material (e.g., course readings, discussions, outside readings, or materials), responding thoughtfully or expanding on other students’ comments, or suggesting new ways to approach the course material. Unexcused absences or tardiness will detract from your performance in this course.
ACADEMIC HONESTY
Please familiarize yourself with the University of Oregon’s policies for concerning expectations. Please note the following from the Faculty Handbook:

It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the director of Student Judicial Affairs in the Office of Student Life (346-1141). Disciplinary action may be initiated by the university and sanctions imposed against any student found guilty of dishonesty, including academic cheating, academic plagiarism (submission of the work of others for academic credit without indicating the source), or knowingly furnishing false information to faculty.

DISABILITIES
If you have a documented disability, please make arrangements to meet with me as soon as possible. Please request that the counselor for students with disabilities send a letter verifying your disability.

SUPPORT SERVICES
There are numerous support services available to students.

Academic Learning Services, 68 PLC, 346-3226, http://als.uoregon.edu
Classes; Workshops; Writing Lab; Tutoring.

UO Counseling and Testing Center, Center Building, 346-3227

Other UO Campus Resources
Office of Academic Advising (http://advising.uoregon.edu/)
UO Library System (http://libweb.uoregon.edu/)
Computing Center (http://cc.uoregon.edu/)
Office of Student Life (http://darkwing.uoregon.edu/~stl/)
Health Center (http://darkwing.uoregon.edu/~uoshc/)
Disability Services (http://ds.uoregon.edu/)

COURSE SCHEDULE:

WEEK #1 INTRODUCTION: "DISCOVERY" OF THE "NEW WORLD"
M (4/2): Introductions
W (4/4): Lightfoot, “Culture Contact Studies: Redefining the Relationship between Prehistoric and Historical Archaeology.”
          Trigger, B. G., “Archaeology and the Ethnographic Present.”

WEEK #2 RESEARCHING AND WRITING ABOUT INDIGENOUS PEOPLES
          Wilson, “American Indian History or Non-Indian Perceptions of American Indian History.”
          Fixico, “Ethics and Responsibilities in Writing American Indian History.”

1 Descriptions and timelines are subject to change at the discretion of the Instructor.
DUE: Discussion Assignment #1

**WEEK #3 CULTURE CONTACT OR COLONIALISM?**

**M (4/16):** Silliman, “Culture Contact or Colonialism? Challenges in the Archaeology of Native North America.”
Salisbury, “The Indians’ Old World: Native Americans and the Coming of Europeans.”

*Richter, Facing East From Indian Country: A Native History of Early America, Prologue.
(Recommended: Wolf, Europe and the People without History, Chapter 1.

DUE: Discussion Assignment #2

**WEEK #4 CULTURAL TRANSFORMATIONS: LANDSCAPES, ANIMALS, AND MATERIAL CULTURE**

**M (4/23):** *Richter, Facing East From Indian Country: A Native History of Early America, Chapter 1.
Anderson, “Chickwallop and the Beast: Indian Responses to European Animals in Early New England.”


DUE: Final Paper Topic and Abstract

**WEEK #5 LETHAL EPIDEMICS**

**M (4/30):** *Midterm Exam Questions Distributed in Class

**W (5/2):** Merrell, “The Indians’ New World: The Catawba Experience.”

**WEEK #6 FUR TRADE**

**M (5/7):** **Midterm Due In-Class**
Film: Black Robe (Part I)

**W (5/9):** Film: Black Robe (Part II)
For Next Discussion Paper: Assess the film, Black Robe, as history. Write a response that evaluates the film’s ability to convey historical “truths.” What does the film teach us, and how do such lessons compare and contrast to the readings?

**WEEK #7 CULTURAL TRANSFORMATIONS: RELIGION AND RESISTANCE**

**M (5/14):** *Richter, Facing East From Indian Country: A Native History of Early America, Chapter 3.
Griffiths, “Introduction.”

**W (5/16):** Ronda, “‘We Are Well As We Are’: An Indian Critique of Seventeenth-Century Christian Missions.”
Murray, “Spreading the Word: Missionaries, Conversion and Circulation in the Northeast.”

DUE: Discussion Assignment 3

**WEEK #8 TRIBAL AND INDIGENOUS HISTORIES**
M (5/21): "Howe, “Keep Your Thoughts Above the Trees: Ideas on Developing and Presenting Tribal Histories.”


READING TBA

DUE: Final Project Title, Abstract, Outline, and Bibliography
WEEK #9 NATIVE VOICES IN A COLONIAL WORLD: ORAL TRADITIONS AND OTHER VOICES

M (5/28): NO CLASS
Echo-Hawk, “Ancient History in the New World: Integrating Oral Traditions and the Archaeological Record in Deep Time.”

DUE: Week 10 Responses and Legacies

WEIGHT #10 RESPONSES AND LEGACIES

*Wilson, “Grandmother to Granddaughter: Generations of Oral History in a Dakota Family.”
(Recommended: Atalay, “Indigenous Archaeology as Decolonizing Practice.”)

(Recommended: Lopez, The Rediscovery of North America.)

F (6/8): Final Projects Due (5:00 pm. Ethnic Studies Office, 201 McKenzie Hall.)

* Denotes reading from Textbooks