Seminar in Native American Ethnohistory
ES 407/507, CRN: 16344/16345, Fall 2014
TuTh 2:00-3:20, 240B McKenzie

The field of ethnohistory combines methodologies of anthropology and history to understand the ways in which culture and history inform and shape each other, the ways cultures change and persist through time. In this seminar, we will be reading, evaluating, analyzing, and critiquing texts in Native American ethnohistory, with an eye towards understanding both the stories being told and the craft of ethnohistory.

Course objectives:
• To read and critically analyze canonical and emerging works in the field of Native American ethnohistory
• To understand and compare significant episodes of indigenous peoples’ histories in North America and Hawaii, especially in interaction with colonizing forces, and especially in relation to cultural and political changes over time
• To gain an advanced understanding of the craft of ethnohistory

Texts:
There is a heavy reading load for this class. We will discuss strategies for reading quickly on the first day. You will have to keep up with the readings and comprehend them to be able to participate. I would suggest taking notes as you read and writing a brief summary or outline of each book when you have completed it. This 15-20 minute task will help you both analyze the book and retain its information so you haven’t wasted those long hours of reading!

Students will be expected to lead discussions on a rotating basis. That means you should prepare to talk for 15 minutes or so and prepare a list of questions for your classmates that bring out the provocative issues in each book. If you miss your discussion day, you will not have the opportunity to make it up (except under the most dire and documentable circumstances). Participation during every class is both critical to the success of the class and expected of every student. Since the reading load will be heavy, there will be no outside research requirement for undergraduates. Grading for undergraduates will be based on performance of discussion leadership duties, participation, and three short (4 page) reading analysis/response papers.

In addition to these responsibilities, graduate students will be expected to develop an original ethnohistorical research project over the course of the quarter or propose a reanalysis of a group of ethnohistories/ethnographies/histories related to a particular topic, group, or area and will write slightly longer (5 page) analysis/reaction papers.

Grading:

Undergraduates:
Analysis/reaction papers (4 pages each): 75% (25% each)
Discussion lead/participation: 25%

Graduate students:
Analysis/reaction papers (5 pages each): 45% (15% each)
Discussion lead/participation: 25%
Final paper (10 pages): 30%

Late policy: Assignments will receive a one-grade deduction for being late, and another grade deduction every week thereafter.

Attendance and participation are mandatory. Missing more than one class and/or failing to participate adequately in class discussions will result in grade deductions, up to and including failing the class.

Academic honesty is required at all points in your education. Acts of academic dishonesty will result in an F for the class and referral to the office of student conduct. Be particularly careful to avoid plagiarism by properly acknowledging all sources of information, including quotations, paraphrases, and ideas that are not your own. If you are unsure about what needs to be cited, err on the side of caution and/or speak to me about it. See http://www.libweb.uoregon.edu/guides/plagiarism/students/ for details.
For those of you with disabilities, please let me know what accommodations I can make that will help make this class equally accessible for you.

Schedule:

Sep 30: Introduction and background.
Oct 2: Richard White, *The Middle Ground* to page 141

Oct 7: White, 142-523
Oct 9: Ethnohistory conference: no class

Oct 14: Ned Blackhawk, *Violence Over the Land*, to p. 144
Oct 16: Blackhawk to 297.

**Paper 1 due** (White, Blackhawk, Witgen)

Oct 28: Tiya Miles, *Ties that Bind*, to page 128


Nov 13: Silva, 123-203. **Paper 2 due** (Miles, McMillen, Silva)

Nov 20: Jacoby, 143- 278.

Nov. 21: Tiya Miles, Peggy Pascoe Memorial Lecture

Nov 27: No class- Ancestors’ Day

Dec 2: Gray Whaley, *Oregon and the Collapse of Illahee* to p. 160

Graduate student paper due Wednesday December 10 by 1pm in my office.
So it’s your turn to lead discussion…

What should discussion leaders do?

• Your presentation should include
  o a summary of the major arguments of the book,
  o a framing of the major issues the book addresses,
  o how well the author addresses the major issues,
  o how this work influences our understanding of Indian history and cultures,
  o what the interesting things about the ethnohistorical moment under study are,
  o how the work could be improved,
  o what its theoretical shortcomings might be,
  o comparisons with other work,
  o sources used and how they influence the story being told,
  o whatever else you think is important to talk about!

• Prepare a list of 6-10 thematic questions designed to provoke conversation that we will work on after your presentation.

• Make an appointment to see me prior to your presentation to make sure everything is on track.

• We all look forward to your presentation and we’re rooting for you, so try not to be too nervous. Be just nervous enough to motivate yourself to prepare well!