History 941:
Indians and Empires

Spring 2006
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Course Description:
This course explores the recent proliferation of scholarship on Indian-imperial relations throughout North American colonial spheres from 1500 to 1900. It examines Indian responses to Spanish, Dutch, French, English, and lastly American and Canadian colonialisms and interrogates commonplace periodization, geographic, and conceptual approaches to North American history. It presupposes an advanced familiarity with American historiography and concludes with an examination of recent developments in American Indian political autonomy, contextualizing them within a larger assessment of Indian-imperial and Indian-state relations.

Course Organization:
Each session’s readings are thematically organized and connect to form a broad overview of the field. Issues of encounter, Native responses to contact, and the ensuing revolutions that remade indigenous and Euro-American societies alike are among the primary foci. Questions of Indian-white relations, US Indian policy, historical memory, orality, and representational authority are also considered.

Course Requirements:
Students are responsible for a series of assigned readings, common assignments, individual presentations, a bibliography, and either a final research paper or historiography review.

1) Readings and individual presentations:
Each week’s discussion revolves around a series of common texts. Following week three, there will be individual presentations drawn from the recommended readings (* below indicate presentation texts). Each presentation should offer supplemental historical and interpretive context for that week’s subject and should raise a series of questions about the week’s readings as a whole. Each presenter, in short, should draw thematic parallels and differences with the week’s common readings, should take no more than 15 minutes, prepare a 1200-1500 word book report summarizing the presentation’s substantive and interpretive contributions, as well as circulate via the class email list a series of discussion starting-points for that week’s session. Such proposed questions should be sent before 9pm the day before class. The presentation and book review will constitute 20% of the course grade.

2) Reaction pieces and seminar attendance/participation
For the first two (2) sessions, there will be reaction pieces due via email. Each reaction piece must address a series of questions (see below), offering a 750-1000 word response
circulated to the entire class via email before 9am the day of class (students must also deliver their responses to the instructor’s box by 9am in typed and double-spaced format).

Seminar discussion is critical to student learning and course success, and attendance is mandatory. Any conflicts must be brought to the instructor’s attention prior to any absence. Students who miss a seminar must prepare a book report similar in size and context to the individual presentations chosen from the presentation list. Seminar participation and the reaction pieces will constitute 30% of the final grade.

3) Bibliographies and final papers
Students have two options for their final projects. Students currently working on research projects relating to any aspect of American Indian history can submit evolving thesis chapters, article submissions, or other directed research projects as their final paper. These projects must receive prior consent, must include a detailed outline and bibliography, should be no longer than 8000 words (30-35 pages), and should be properly referenced. If working on a particularly focused chapter, article, or paper, a 500-word precise/abstract outlying the project’s central aims and scholarly contributions must also be included.

The other option is a final historiography paper no longer than 5000 words (18-24 pages) due during finals week. Each historiography paper should chart the changing interpretations/debates/critical issues at the core of a particular subfield of Indian history. Given the course’s organizing focus on regional and periodization schemes, in-depth analyses of a particular region and/or epoch might form suitable topics. Each student must identify a suitable topic with the instructor by Week 11.

All students must develop an extended bibliography based on their research or historiography topic. Each bibliography should include at a minimum: 30 secondary accounts of the subject (both articles as well as monographs) along with at least 10 clearly identified primary source collections, collected papers, volumes, indexes, and/or research guides related to the subject. These bibliographies should essentially map the secondary literature and identify potential avenues for research. They are to be handed in with the final papers. Final papers and bibliographies will constitute 50% of the course grade.

Conference Alert:
Students pursuing individual research projects or promising historiography reviews may consider submitting papers for the 7th Annual Committee on Institutional Cooperation (CIC) American Indian Studies Graduate Student Conference to be held at Indiana University, April 21-22nd. This nationally prominent conference is the centerpiece for the CIC/Big Ten’s American Indian Studies Consortium, the nation’s only graduate-focused, intercollegiate association for American Indian Studies run out of the D’Arcy McNickle Center for American Indian History at the Newberry Library in Chicago. Annual paper prizes will be awarded. For further information, please visit: http://www.indiana.edu/~aisri/index.shtml
Vans of UW-Madison participants have attended this conference in years past and may again this year.

Course Reading Materials:
All common reading texts have been ordered and are available at the Underground Textbook Exchange. A course reader of related articles and materials is also available at the Humanities Copy Center. The course readings and reader will be available on reserve at the College Library. (Internet sites www.abebooks.com and www.alibris.com offer used books at often substantially reduced prices).

Course Schedule:

1/23  Week One: Course Introduction and Organization


1/30  Week Two: “Let Us Begin at the Most Famous of Beginnings”: the Columbian Encounter, Conquest, and Exchange

Common Readings:

Selected Recommended Readings: (none assigned)
Demography:
Henry Dobyns, Their Numbers Became Thinned (1983)
Ann F. Ramenofsky, Vectors of Death: The Archaeology of European Contact (1987)
Russell Thornton, American Indian Holocaust and Survival: A Population History Since 1492 (1987)

Central Mexico:
Charles Gibson, The Aztecs Under Spanish Rule (1964)
William Taylor, Drinking, Homicide, and Rebellion in Colonial Mexican Villages (1979)

Literary, Cultural Encounters:
Greenblatt, ed., New World Encounters (1993)

First Assignment:
All four authors view the Columbian Encounter as foundational but view its ultimate ramifications differently. Mutually interrogate each author’s assessment of this “most famous of beginnings,” identifying common themes, assumptions, and arguments that tie these works together as well as differences.

2/6 **Week Three:** Gender, Hybridity, and Spanish Colonialism in the Southwest

Common Readings:
- Ramon A. Gutierrez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (1991)

Recommended Readings (none required):

Second Assignment:
(Part I) Without reading Gutierrez’s first chapter, please examine and explicate Gutierrez’s central arguments in 500 words, identifying how effectively he uses race and gender as categories of historical analysis?
(Part II) After reading the first chapter and the selections from the AICRJ, please revisit your assessments of Gutierrez’s book, analyzing how effective the AICRJ responses are challenging Gutierrez’s central claims?

2/13 **Week Four:** Contact and its Aftermath: the American South in the Age of Empire

Common Readings:

Recommended Readings:
2/20  **Week Five:** The Iroquois Confederacy in the Age of Colonization

Common Readings:
Daniel K. Richter, “War and Culture: The Iroquois Experience,” *William and Mary Quarterly* (1983), 528-559

Recommended Readings:
Bruce G. Trigger, *Natives and Newcomers: Canada’s “Heroic Age” Reconsidered* (1985)

2/27  **Week Six:** The Hinge of Fate: Indians and the Revolutions of Empire

Common Readings:
Fred Anderson, *Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766* (2001), xvii-41

Recommend Readings

Colonial New England:

**3/6 Week Seven:** The Imperial West: Continental Movements, Adaptations, and Economies

Common Readings:

Recommended Readings:
- Patricia Galloway, “‘So Many Little Republics’: British Negotiations With the Choctaw Confederacy, 1765,” *Ethnohistory* 41 (1994), 512-537
- Pekka Hamalainen, “The Western Comanche Trade Center: Rethinking the Plains Indian Trade System,” *Western Historical Quarterly* 29 (1998), 485-513
- Pekka Hamalainen, “The Rise and Fall of Plains Indian Horse Cultures,” *Journal of American History* 90 (2003), 833-862

**3/20 Week Eight:** Reservation Histories in Comparative Focus

Common Readings:
Frederick E. Hoxie, *Parading Through History: the Making of the Crow Nation in America*, 1805-1935 (1995), 1-168, 344-375; and either Chapter 6, 7, 8, 9, or 10

**Recommended Readings:**


**3/27 Week Nine:** The Postcolonial and Transnational Turn: Resituating Power and Colonialism in North American Histories, A British Columbian Case-Study

**Common Readings:**

*Paige Raibmon, Authentic Indians: Episodes of Encounter from the Late-Nineteenth-Century Northwest Coast* (2005), 1-134, 198-208

**Recommended Readings:**

*Ana Maria Alonso, Thread of Blood: Colonialism, Revolution, and Gender on Mexico’s Northern Frontier* (1995)
*Cynthia Radding, Wandering Peoples: Colonialism, Ethnic Spaces, and Ecological Frontiers in Northwestern Mexico, 1700-1850* (1997), xv-207

**4/3 Week Ten:** Indigenous Histories in the American Pacific

**Common Readings:**


**Recommended Readings:**
*Gananath Obeyesekere, The Apotheosis of Captain Cook: European Mythmaking in the Pacific (1997; rev. ed)
*M. Sahlins, How “Natives” Think About Captain Cook, For Example (1995)

4/10 Week Eleven: “Indian History” Meet “Federal Indian Policy”: American Indian Historiography and the Particularities of U.S. Indian Law and Policy
(Individual Meetings with Instructors to Finalize Final Paper Topics)

Common Readings:

Recommended Readings:
Blue Clark, Lone Wolf V. Hitchcock: Treaty Rights and Indian Law at the End of the Nineteenth Century (1994)
Craig H. Miner, The Corporation and the Indian: Tribal Sovereignty and Industrial Civilization in Indian Territory, 1865-1907 (1976)
Francis Paul Prucha, American Indian Policy in Crisis: Christian Reformers and the Indian, 1865-1900 (1975)
K. Tsianina Lomawaima, They Called it Prairie Light: The Story of the Chilocco Indian School (1994)

4/17 Week Twelve: The Rise of Modern Indian Nations
(This session will meet in Ingraham 340 after the noon presentation by Professor Jessica Cattelino, University of Chicago, in Social Sciences. Professors Cattelino and Larry Nesper from Madison’s Anthropology Department have been invited to attend our seminar afterwards.)

Common Readings:
Recommended Readings:
Steven Cornell, The Return of the Native: American Indian Political Resurgence (1988)

4/24 Week Thirteen: The Contested Nature of American Indian History and Identity

Common Readings:
Sherman Alexie, “Every Little Hurricane;” and “A Drug Called Tradition,” from The Lone Ranger and Tonto Fistfight in Heaven, 1-23
Circe Sturm, Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma (2002), 1-26, 201-212

Recommended Readings:
Gerald Vizenor, Manifest Manners: Postindian Warriors of Survivance (1994)
James Clifford and George E. Marcus, eds., Writing Culture: The Poetics and Politics of Ethnography (1986)
Louis Owens, Other Destinies: Understanding the American Indian Novel (1992)

5/1 Week Fourteen: No Seminar. Individual Research and Writing.

5/8 Final Papers Due by 4pm, Box 5020 Humanities