1. OVERVIEW. "Indians and Empires" examines the various ways in which the Native inhabitants of North America contended with European colonialism between contact and the mid-nineteenth century (principally in eastern North America). Organized chronologically, thematically, and geographically around common readings, the course examines both the international relations between various Indian polities and European powers and the internal social changes effected by this interaction. Students will receive an introduction to ethnohistorical methodology but should be familiar early American historiography.

2. EXPECTATIONS / REQUIREMENTS.
   a. Students must attend all meetings of the seminar and participate actively in discussion. Participation will be evaluated for quality and consistency.
   b. Students will submit weekly reviews of common, core texts (indicated on the schedule by an asterisk) no later than noon the day before each seminar meeting. These reviews will not exceed eight hundred words and will conform to the guidelines provided below. No common reviews are required for weeks 1 and 12 or the weeks in which students submit their longer reviews of "additional readings" (see below).
   c. Students will submit two 4-5 page reviews of works listed as “additional readings” on the schedule. These reviews are due at noon the day prior to the respective class meeting, and students will present their review to their classmates at this session. No two students may review the same book; nor will students review books that they have already read. Students should prioritize their preferences prior to our first class meeting, at which I will reconcile your wishes with the needs of the course. These reviews should also conform to the guidelines below but more substantially engage the relevant historiography.
   d. Students will submit a 10-12 page seminar paper by the beginning of the week 13 class meeting. Students may elect to either write a historiographical essay on an issue of their choosing or an original piece of scholarship based on research in a primary document collection.

3. BOOK REVIEW GUIDELINES. All reviews should be critical, analytical, and thoughtful. Assess the book as a work of individual scholarship and locate it in the larger body of literature. Consider and address at least three published, scholarly reviews in your own. At a minimum, reviews should provide:
   a. Information on the author and his or her qualifications.
   b. A brief, general description of the organization and contents of the book.
d. Your critical evaluation of how successful the author is in achieving his or her goals and in persuading you of the thesis. The emphasis in each review should be on critical reading and evaluation. No book is perfect and none is worthless. The objective is to discern the strengths and weaknesses in the books you read and to place them in the context of the kinds of literature being done in the field and approaches to the various topics.

4. COURSE SCHEDULE.

<table>
<thead>
<tr>
<th>Week 1, 27 January</th>
<th>Intro to Ethnohistory and Southwest</th>
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**Common Readings:**


<table>
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<th>Week 2, 3 February</th>
<th>Southeast</th>
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**Common Readings:**


**Additional Readings:**


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**Week 3, 10 February**

**Northeast**

**Common Readings:**


**Additional Readings:**


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**Week 4, 17 February**

**Common Readings:**


**Additional Readings:**


<table>
<thead>
<tr>
<th>Week 5, 24 February</th>
<th>Pays d’en haut &amp; the Mississippi</th>
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Common Readings:


Additional Readings:


### Week 6, 2 March

**Trade and Economics**

**Common Readings:**


**Additional Readings:**


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<th>Week 7, 9 March</th>
<th>Alliance and War</th>
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**Common Readings:**


**Additional Readings:**


**Week 8, 16 March**

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<th>Religion and Resistance</th>
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**Common Readings:**


**Additional Readings:**


Week 9, 30 March  Confronting the Americans

Common Readings:

Onuf, Peter S. "'We Shall All Be Americans': Thomas Jefferson and the Indians." Indiana Magazine of History 95, no. 2 (1999): 103-141.


Additional Readings:


Week 10, 6 April  Missions, Education, and “Civilization”

Common Readings:


Additional Readings:


Week 11, 13 April  
Law, Politics, and Transformation

Common Readings:


Additional Readings:


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<th>Week 12, 20 April</th>
<th>Women &amp; Gender</th>
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### Common Readings:


### Additional Readings:


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<tr>
<th>Week 13, 27 April</th>
<th>Removal</th>
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PAPERS DUE (no weekly review)

**Common Readings:**


**Additional Readings:**


Week 14, 4 May

Common Readings:


Additional Readings:


Week 15, 11 May

Common Readings: