

History 600  
Spring, 2001  
W 8:50-10:50, 5245 Humanities  
Office hours: W 11-1  
Class email: east-woods@lists.students.wisc.edu

Charles L. Cohen  
4115 Humanities  
Tel: 263-1956, -1800 (Dept.)  
Email: clcohen@facstaff.wisc.edu

<http://history.wisc.edu/clc/cohen.html>

## **AMERINDIANS AND EUROPEANS IN THE COLONIAL EASTERN WOODLANDS**

The encounter between Amerindians and European settlers comprises one of the most problematic issues in American history. So you were expecting maybe something uncomplicated?

The following books are required reading and may be purchased at Canterbury Booksellers, 315 W. Gorham Street:

Colin Calloway, *The American Revolution in Indian Country*  
Colin Calloway, *New Worlds for All*  
James Merrell, *Into the American Woods*  
Gary Nash, *Red, White, and Black*, 4<sup>th</sup> ed.  
Ian Steele, *Betrayals*

A packet of required materials entitled:

*Walks in the Woods: A Reader for History 600*

is available at the Humanities Copy Center, 1650 Humanities Building. All additional assignments for weeks 2-11 come from this packet. The College Library in H.C. White Hall has placed all of the readings on three-hour reserve. Readings for week 1 have been placed on electronic reserve at the College Library, and can be accessed at <http://www.library.wisc.edu/libraries/College/circreserve/ereserves/dept.htm>.

### **Automatic Honors**

History 600 confers Honors Credits automatically; students in the Honors Program should consult with the instructor.

### **Written Assignments**

The major written assignments consist of one 5-page paper and one 15-page research paper. There are also five brief minor assignments. All papers must be typed and double-spaced; the minor assignments are due in class on the day indicated, and the major assignments are due at 5:00 on the indicated Friday. Page 5 below lists the paper topics and due dates. There is no final exam.

### **Rewrite Policy**

You may rewrite any written assignment except the research paper, which is due too close to the end of the semester to permit second versions. To begin the rewrite process, you must talk with me about such

details as the new due date and the kinds of changes to be made. You must inform me of your decision to rewrite by the end of the next class session after I return the original version. You will ordinarily receive one week to rewrite, but I am flexible about negotiating extensions for good cause. The old draft (plus any separate sheet of comments) *must* accompany the new version. Rewriting cannot lower your grade (nor can changing your mind about handing in a revised paper), but it does not by itself guarantee a higher one; you must *substantially rework the essay*, following my comments and initiating your own improvements too.

## Grading

The 5-page paper counts for 25% of the final grade, class participation 25%, and the final paper 50%. Class participation will be evaluated on a combination of attendance and quality of discussion (which is not identical to quantity). The minor assignments will be ungraded, but failure to turn them in will lower your class participation grade.

## Email

Everyone in the class must have a personal email account. To contact me *alone*, use: clcohen@facstaff.wisc.edu. To contact everyone in the class (including me), use: eastwoods@lists.students.wisc.edu

## Date

## Assignment for Class Discussion

### I. INTRODUCTION

Jan. 24      **Reading:** James Axtell, "Imagining the Other: First Encounters in North America"; Chekilli, "Origin of the Creek Confederacy"; James Adair, *History of the American Indians*, 274; William Simmons, *Spirit of the New England Tribes*, 65-72; Roger Williams, *Key to the Language of America*, 140-45, 159-70

### II. OVERVIEWS

#### 1. Chronological

31      **Reading:** Gary Nash, *Red, White and Black*  
**Minor Assignment: #1**

#### 2. Thematic

Feb. 7      **Reading:** Colin Calloway, *New Worlds for All*  
**Minor Assignment: #2**

### III. PATTERNS OF INTERACTION

#### 1. Contacts

14      **Reading:** David Weber, *The Spanish Frontier in America*, 30-59; John and Jeannette Varner, *The Florida of the Inca*, 263-309; James Axtell, "The Rise

**Date** **Assignment for Class Discussion**

and Fall of the Powhatan Empire”; David Freeman Hawke, ed., *Captain John Smith’s History of Virginia*, 78-99; Neal Salisbury, *Manitou and Providence*, 203-35

**2. Exchange**

Feb. 21 **Reading:** Denys Delâge, *Bitter Feast*, 78-162; James Merrell, *The Indians’ New World*, 49-91; Christopher Miller and George Hammel, “A New Perspective on Indian-White Contact: Cultural Symbols and Colonial Trade”; William Byrd, “History of the Dividing Line,” 270-311

**3. Missions**

28 **Reading:** James Axtell, *The Invasion Within*, 71-127; Fr. Jean de Brébeuf, “Relation of What Occurred in the Country of the Hurons in the Year 1636,” 35-115 (odd pages) ; Richard Cogley, *John Eliot’s Mission to the Indians Before King Philip’s War*, 105-39; Henry Bowden and James Ronda, eds., *John Eliot’s Indian Dialogues*, 63-81; Jerald Milanich, “Franciscan Missions and Native Peoples in Spanish Florida”

**4. Living Together and Apart**

March 7 **Reading:** James Axtell, “The White Indians of Colonial America”; James Seaver, *Narrative of the Life of Mrs. Mary Jemison*, 66-89; Daniel Mandell, *Behind the Frontier*, 48-79; Samson Occom, “Short Narrative of my Life”; Amy Bushnell, “Ruling ‘The Republic of Indians’ in Seventeenth-Century Florida”  
**5-Page Paper - Due Friday, March 9**

14 Spring Break (take a walk in the woods)

IV. EIGHTEENTH-CENTURY TENSIONS

21 **Reading:** James Merrell, *Into the American Woods*, 19-156; Donald Kent, ed., *Pennsylvania and Delaware Treaties*, vol. 1: 1629-1737, 51-82  
**Minor Assignment: #3**

28 **Reading:** James Merrell, *Into the American Woods*, 157-315; Conrad Weiser, “Journal of a Tour to the Ohio”; George Croghan, “Letters and Journals,” 53-81

April 4 **Reading:** Ian Steele, *Betrayals*; “Diary and Journal of Seth Metcalf”; William S. Ewing, ed., *An Eyewitness Account by James Furnis of the Surrender of Fort William Henry, August 1757*; Edward P. Hamilton, ed., *Adventure in the*



## Paper Topics

In writing this essay, you should draw on any and all material from the readings and class discussions, making specific statements firmly rooted in the evidence, using quotations whenever applicable, and evaluating the arguments of all "authorities" (including me!). You may choose another topic if the suggested ones bore, fatigue or disorient you, but you must consult with me **before** so proceeding.

### 5-PAGE PAPER

**Due March 9.** The relationship between Eastern Woodland native peoples and European colonists 1500-1800 has been characterized primarily as one of hostility. Critique this perspective in light of the evidence presented in both the primary and secondary sources we have read.

### 15-PAGE RESEARCH PAPER

**Due May 10.** You may write on any aspect of the history of Amerindian-European settler relations in the Eastern Woodlands, 1500-1800. The topics need not be "large"—you do not have time to undertake a major project—but the paper must prominently utilize *primary sources*. You should start developing your topic during the first two months of the course, and must hand in a brief proposal on April 11. Each student will be responsible for giving a 5-minute presentation about his/her research on either April 25 or May 1, with the rest of the class providing feedback.

## Minor Assignments

- #1 Summarizing an argument - Due Jan. 31.** In one sentence NOT EXCEEDING 50 words (the 51st word and its successors face a terrible fate), summarize what you consider to be Nash's central argument. *Make two copies* of your summary, one *with* your name (for me) and the other without (for another student).
- #2 Editing - Due Feb. 7.** Put your name on the anonymous analysis you received and in the margins evaluate both its writing and content.
- #3 Analyzing a source - Due March 21.** In one or two sentences NOT EXCEEDING 75 words (do not let the increased word limit seduce you into loquacity), set out William Penn's policy toward native peoples as revealed in his letters and the treaty negotiations.
- #4 Evaluating the use of evidence - Due April 4.** In one or two sentences NOT EXCEEDING 75 words (yadda, yadda, yadda), critique Steele's description of the massacre in light of the contemporary descriptions of it that you have read.
- #5 A modest research proposal - Due April 11.** In a paragraph NOT EXCEEDING 125 words, sketch out the topic of your research paper and note at least one significant primary source you expect to use.

# A PROCLAMATION

## Regarding Late Papers

Whereas it may come to pass that one or more individuals, whether through dilatoriness, dereliction, irresponsibility, or chutzpah, may seek respite and surcease from escritorial demands through procrastination, delay, and downright evasion;

And whereas this unhappy happenstance contributes mightily to malfeasance on the part of parties of the second part (i.e., students, the instructed, you) and irascibility on the part of us (i.e., me);

Be it therefore known, understood, apprehended, and comprehended:

That all assignments must reach us, or be tendered to the Department Receptionist, on or by the exact hour announced in class, and that failure to comply with this wholesome and most generous regulation shall result in the assignment forfeiting one half letter grade for each day for which it is tardy (i.e., an "A" shall become an "AB"), "one day" being defined as a 24-hour period commencing at the announced hour on which the assignment is due; and that the aforementioned reduction in grade shall continue for each succeeding day of delay until either the assignment shall be remitted or its value shrunk unto nothingness. And let all acknowledge that the responsibility for our receiving papers deposited surreptitio (i.e., in my mailbox or under my door), whether timely or belated, resides with the aforementioned second-part parties (i.e., you again), hence onus for the miscarriage of such items falls upon the writer's head (i.e., until I clutch your scribbles to my breast, I assume you have not turned them in, all protestations to the contrary notwithstanding).

Be it nevertheless affirmed:

That the greater part of justice residing in mercy, it may behoove us, acting entirely through our gracious prerogative, to award an extension in meritorious cases, such sufferances being granted only upon consultation with us, in which case a negotiated due date shall be proclaimed; it being perfectly well understood that failure to observe this new deadline shall result in the immediate and irreversible failure of the assignment (i.e., an "F"), its value being accounted as a null set and less than that of a vile mote. And be it further noted that routine disruptions to routine (i.e., lack of sleep occasioned by pink badgers dancing on the ceiling) do not conduce to mercy, but that severe dislocations brought on by Acts of God (exceedingly traumatic events to the body and/or soul, such as having the earth swallow one up on the way to delivering the assignment) perpetrated either on oneself or on one's loving kindred, do.

And we wish to trumpet forth:

That our purpose in declaiming said proclamation, is not essentially to terminate the wanton flouting of didactic intentions, but to encourage our beloved students to consult with us, and apprehend us of their difficulties aforehand (i.e., talk to me, baby), so that the cruel axe of the executioner fall not upon their Grade Point Average and smite it with a vengeance.

To which proclamation, we do affix our seal:

