This graduate seminar provides an introduction to Native American historiography, emphasizing particularly its methodological and theoretical challenges. By discovering how Native American historians have grappled with these exciting but sometimes daunting challenges, we will confront issues that all historians must face in their own research – most notably the complex relationship among author, subject, and sources.

We will concentrate on recent scholarship, and we will read works that vary in their content geographically across what is now the United States and chronologically from the 16th to the 20th centuries. The readings will lead to discussions of, for example, how historians have gone about researching peoples who left relatively few written traces, how Native American history contributes to and complicates discussions of race, gender, and politics in American history, and how Native American historical perspectives intersect and influence academic historical practice.

TECHNOLOGY
To complete the work for this course, you will need to have regular access to the Internet. Every week you will read and submit materials on our course Blackboard page, which you access by logging in to MyMason.gmu.edu using the same userID and password as for your GMU email and then clicking on the “Courses” tab. I also expect you to check your GMU email at least once every twenty-four hours. In addition, you will use the online bibliographic management program Zotero to complete the Research Proposal assignment (see below). To download Zotero go to http://www.zotero.org/. Also check the support page there for instructions on using the program.

READINGS
This course is completely discussion-based, and its success depends on well-prepared and actively engaged students. It is absolutely essential that you come to class every week ready to discuss the reading – that is, it is far less important that you read every single word and remember every detail of the assigned books and articles than that you bring to class interesting questions and insights raised by them. You need to read carefully enough to participate in a serious intellectual conversation and to think about how these readings contribute to the central questions of the course. You are also responsible for reading the “Discussion Catalyst” papers written by your classmates most weeks (see below).

The reading schedule is below. You can find more details (including the list of books and .pdf versions of assigned articles) on Blackboard.

In addition, if you do not yet own Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, I suggest you use this course as an excuse to purchase it. You'll use this book's 7th edition for the Research Proposal assignment (see below). Citations in all your written work should follow Turabian's “Notes-Bibliography” style.
COURSE REQUIREMENTS

Participation  (35% of course grade)
Regular attendance and active participation in class every week is required. If you have to miss class (or might be late one day), you should let me know well in advance – and that should happen no more than once during the semester.

You will earn your Participation Grade through both general participation in class discussions and informal writing in and out of class.

General Participation: Different people make different kinds of contributions to a discussion. Some of us are more talkative or assertive than others; sometimes just one, short, thoughtful comment can move a discussion to a deeper level. In figuring your participation grade, I will take into account the quality and thoughtfulness – and to a lesser degree the quantity -- of your contributions to class discussions. I will evaluate General Participation on how engaged you are in the discussions, how well you listen to other members of the class and respond to what they say, and so on. Attendance will also be a factor – after all, it’s hard for your mind to be present when your body is not.

The Reading Journal is a weekly, short, informal reflection on each week’s assigned reading. Each entry should be approximately 300-500 words and should address primarily what you find most interesting and important – or perhaps controversial, questionable, or confusing – about the reading. Also think about how these readings relate to larger questions and themes of the course. Do NOT summarize, but really reflect on the readings.

The Journal helps me prepare for the week’s discussion, and they are a good opportunity for you to communicate with me about what you are getting out of the reading. They are also a way for me to give you credit for keeping up with the class. To get credit (or a "check"), it simply must be clear that you did indeed do the reading and have given it some serious thought. Particularly thoughtful entries will get marked with a “check plus”. Four check-plusses guarantee an “A” for this part of the Participation grade. Ten checks guarantee at least a “B.” More than one zero, however, earns a “C” or below.

Submit your Journal entries by 9:00am on the day for which the reading is assigned. They are due every week except January 23 and when you are doing the “Discussion Catalyst” (see below). I will not accept late Journal entries.

In-Class Writing: Occasionally, and randomly, I will ask you to do some informal writing in class. Sometimes I will do this as a way to get a discussion going or move it forward, sometimes as a way to wrap up a discussion. If you are in class and turn in the writing, you will get credit for it. If you miss more than one in-class writing, you will earn a C for this part of your Participation Grade. In-Class Writing cannot be made-up.
Discussion Catalyst  (30%)
Twice during the semester you (together with around three of your classmates) will be the “catalyst” for our discussion. You will accomplish this by providing background and questions on the assigned reading both in writing before the class meeting and also orally in class:

1. You will send to Blackboard by Sunday morning a short paper that includes a) a one paragraph summary of the argument(s) presented in the readings and a one paragraph discussion of methodology used; b) a list of discussion questions; c) a bibliography of approximately five related scholarly monographs and/or peer-reviewed articles. Altogether these Discussion Catalyst papers should be two -- or at most three -- double-spaced pages plus the bibliography.

2. In class, together with the other students who have signed up for the week, you will have fifteen minutes to provide the following background on the reading: a) biographical information on the author(s), that is, where they went to graduate school and with whom they worked there, previous publications, research interests, current and former positions, etc. b) how the assigned readings have been received, including a brief summary of important reviews; c) what seems to you to be the most important scholarly/historiographic contribution of this reading, especially in relation to larger themes of the course and including some discussion of the related works listed in your bibliographies.

Museum Reflection  (5%)
Sometime before the last week of class, visit the National Museum of the American Indian on the National Mall in Washington, DC, and write a one or two page response to your visit, discussing how the museum’s exhibits intersect with themes and questions of the course. You may also want to reflect on, for example, the relationship between academic and public/applied history or the relationship between museums and education. You should read the pieces on the NMAI, assigned for April 30, before writing this piece. Also, before you go, take a quick look at the “Pre-Visit Guide for Teachers” and perhaps some of the other teacher guides at:
http://www.nmai.si.edu/subpage.cfm?subpage=education&second=pub

Research Proposal  (30%)
You will write a research proposal for an imagined History 711 research paper in Native American history. The proposal must include a research question, an explanation of why it would be a scholarly contribution, discussion of the proposed methodology and of primary sources to be examined, and discussion of the historiographic context for the research, including a review of relevant literature. It will also include a bibliography of primary sources and of approximately seven monographs and/or peer-reviewed articles. At least one of these monographs must come from a list I will give you. The proposal should demonstrate that it would be both a worthwhile and a “doable” project – that is, that it would indeed make a scholarly contribution and that you could accomplish it in one semester while a graduate student at GMU. The Proposal should be approximately 1400-2300 words (around 6-9 pages).

So that you can receive help as you work on the Research Proposal, you will turn in three ungraded “steps” over the course of the semester. Although I will not grade them, if you fail to
turn in any of them I will mark down your grade on the project as follows: if you miss one of these steps, I will deduct one half-grade; if you miss two, I will deduct a full grade; if you miss all three, you will receive a failing grade on this assignment.

I will provide more detailed instructions on these steps and how to turn them in:

February 11: Tentative research question, with a short explanation of why it is interesting and important;
February 25: Revised research question and draft bibliography of secondary sources;
March 24: Revised research question with some discussion of methodology and historiography and an annotated bibliography (using Zotero) of both secondary and primary sources.

ADVICE:
A discussion-based course like this one requires the active and thoughtful participation of everyone. My best advice is to be proactive – stay in touch with me, ask questions, use the syllabus, bring imaginative questions to the material, respect each other, and don't be shy. And, of course, don't miss class or arrive late.

History 615, like all graduate-level courses, does demand a great deal of work and thought. I hope you will find it both intellectually challenging and stimulating. It should not, however, be overwhelming. If at any point in the semester you start to feel overwhelmed, please come talk to me. I can help you develop practical strategies for handling the reading and writing load and for contributing to and getting the most out of class discussions.

Please note: I reserve the right to make changes to the schedule and assignments in what I deem to be the best interests of the class. I will not, however, make changes that add to the work load.
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<tr>
<th>DATE</th>
<th>TOPIC and READING</th>
<th>ASSIGNMENT DUE</th>
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| January 23 | Introducing the course and each other  
  - Preface and Introduction in Calloway, *First Peoples*, 4th ed  
  - Fixico, "Ethics and Responsibilities" |                |
| January 30 | Historiography: Indians in the Academy  
  - Blackhawk, "Look How Far We’ve Come"  
  - Shoemaker, Introduction to *Clearing a Path*  
  - Angela Cavender Wilson, “American Indian History or Non-Indian Perceptions”  
  - Rountree, Preface and Introduction to *Pocahontas, Powhatan, Opechancanough* AND “Pocahontas”  
  - Gleach, “Controlled Speculation and Constructed Myths”  
  - Shoemaker, “Categories” in *Clearing a Path* | Remember Journal! |
| February 6 | Historiography, cont: The Politics and History of Scholarship  
  - Chapter 1 of *First Peoples*  
  - Thomas, *Skull Wars* |                |
| Sat, Feb 11| RP Step 1 due                                                                     |                |
| February 13| Methods: The Example of Colonial Religious Sources  
  - Chap 2-3, *First Peoples*;  
  - *The Jesuit Relations* (selections)  
  - *Sovereignty and Goodness of God* (selections) |                |
| February 20| Ethnohistory, Kinship, and Gender  
  - Chap 4-5, *First Peoples*  
  - DeMallie, “Kinship: The Foundation for Native American Society”  
  - Perdue, *Cherokee Women*  
  - O’Brien, “Divorced from the Land”  
  - Sleeper-Smith, “Furs and Female Kin Networks” | DC |
| Sat, Feb 25| RP Step 2 due                                                                     |                |
| February 27| Indians in American History: Race, Slavery and Freedom  
  - Shoemaker, “How Indians Got to be Red”  
  - Snyder, “Conquered Enemies, Adopted Kin, and Owned People”  
  - Miles, *Ties That Bind* | DC |
| March 5    | Indians in American History: Rewriting the US History Survey  
  - Barr, “Beyond the Atlantic World”  
  - Richter, *Before the Revolution* | DC |
March 12        SPRING BREAK

March 19        Concepts: Middle Grounds, Borderlands and the American West  DC
               o Selections from WMQ Forum on The Middle Ground
               o Selections from Special Section in JAH on Borderlands
               o Hämäläinen, Comanche Empire

Sat, Mar 24     RP Step 3 due

March 26        Beyond the “Vanishing Indian” and Into the 20th Century…
               o Chap 6-7, First Peoples
               o Calloway, Our Hearts Fell (selections)
               o O’Brien, “Vanishing Indians’ in Nineteenth-Century New England”
               o Hoxie, Talking Back (selections)

April 2        …as Real Indians and Modern Americans  DC
               o Raibmon, Authentic Indians
               o Deloria, selections

April 9        Workers  DC
               o Chapter 8, First Peoples
               o O’Neill, Working the Navajo Way

April 16       Activists  DC
               o Chapter 9, First Peoples
               o Smith, Hippies, Indians
               o View Spirit of Crazy Horse

April 23       Entrepreneurs  DC
               o Harmon, Rich Indians

April 30       and Historians  Research Prop
               o Chap 10, First Peoples  Due
               o View: In Whose Honor
               o NMAI articles
               o “We Have a Story to Tell” at
                 http://www.nmai.si.edu/education/files/chesapeake.pdf