

Native Americans and the World: Trans-oceanic Histories of Indigenous Peoples
HIST 6365: Fall 2016

Instructor(s): Dr. Paul Conrad

My Contact Info:

E-mail: paul.conrad@uta.edu

Cell: (801) 645-2304

Office Location: University Hall 322

Email Address: paul.conrad@uta.edu

Faculty Profile: <https://www.uta.edu/profiles/paul%20conrad>

Office Hours: 5-7PM on Thursdays or by appointment. I have an open door policy. If I am in my office please feel free to stop in and say hello.

Time and Place of Class Meetings: Thursdays in University Hall 08, 7PM-9:00PM

Description of Course Content: In this course we will examine new perspectives and new ways of thinking about both "Native American" and "Transatlantic" histories. The relationship between Native Americans and the "Atlantic World" has generated significant scholarly attention. Scholars have argued for a "Red Atlantic," questioned whether there was any such thing, or even critiqued Atlantic history as unacceptably prone to marginalizing Native histories. More than ever before, however, new scholarship on Indigenous peoples' engagement with global processes, including through mobility into and across the Atlantic and Pacific, is likely to push this debate in new directions. This research seminar will expose students to the latest scholarship in the field. Over the course of the semester, students will prepare a conference paper on a topic related to the theme of trans-oceanic histories of Indigenous peoples.

Student Learning Outcomes:

- Students will gain familiarity with different scholarly approaches to Native American history, including tribal, continental, and especially: transnational, trans-Atlantic, or trans-oceanic.
- Students will be able to articulate key means through which Native Americans engaged with trans-Atlantic or trans-oceanic histories over time, especially between the sixteenth and twentieth centuries.
- Students will build their skills in research and writing by preparing a conference paper based on original research and analysis.
- Students will build their public speaking and presentation skills by delivering and receiving feedback on their conference paper at the end of the semester.

Required Books and Other Course Materials:

Jace Weaver, *The Red Atlantic: American Indigenes and the Making of the Modern World 1000-1927*

Nancy Van Deusen, *Global Indios: The Indigenous Struggle for Justice in Sixteenth-Century Spain*

Camilla Townsend, *Pocahontas and the Powhatan Dilemma*

Andrew Lipman, *Saltwater Frontier: Indians and the Contest for the American Coast*

Joshua Reid, *The Sea is My Country: The Maritime World of the Makahs*

Nancy Shoemaker, *Native American Whalers and the World*

Linda Scarangella McNenly, *Native Performers in Wild West Shows: From Buffalo Bill to Euro Disney*

Other articles and readings will be accessed electronically on the Course Blackboard page, as noted on the syllabus.

Assignments

Conference Paper Project (78%)

Your principle assignment this semester will be to prepare an 8-10 page conference paper related to the theme of the course that includes analysis of primary sources. This assignment will be completed in stages that mimic the actual process of proposing, preparing, revising, and delivering a conference paper.

I am asking that your chosen topic relate to one of the “research clusters” listed below. I have chosen these themes in the interest of increasing the possibility that primary sources for your topic will be accessible and also to generate overlap in topics between students to facilitate collaboration and discussion.

Research Clusters:

- Law and the Labor of Indigenous People
 - How was the labor of Indigenous people regulated legally in different colonial contexts? What do we learn about Native American history and/or the history of different colonial powers by studying laws related to labor, servitude, and slavery?
- Globalization and Cultural Appropriation
 - When, where, and why have Native American histories, cultures, or peoples become popular for non-Natives?
- Transnational Indigenous Rights Activism
 - How have Native peoples mobilized across language, culture, and geographic boundaries to seek redress for land loss, discrimination, and other grievances? How has what it means to be “Indian” or “indigenous” changed in a globalized world?
- Native American Literature and the World
 - How have Native American authors engaged with transoceanic histories or travel in their fiction or non-fiction?

This project will be completed in the following stages:

1. Draft of 300-word paper abstract (5%) [Posted to Blackboard on 9/22 by 7PM]
 - a. This abstract will describe your individual topic, potential argument, and the potential significance of your research.
2. Panel proposal (10%) [Posted to Blackboard on 9/29 by 10PM]
 - a. This proposal will be completed with classmates in your research cluster. It will require you to each prepare a 1 pg. CV, revise your individual paper abstracts based on feedback, and create a paragraph-length description of the topic of your panel together. You should follow the requirements of UT-Arlington’s 2016 Graduate Student Conference on Transatlantic History, including relating your panel to that conference’s theme. [See the CFP on Blackboard]. Your grade will be based on the quality of the panel proposal as a whole.
3. Full draft of conference paper and feedback on fellow panelists’ writing (20%) [Drafts due to panels and to me by midnight on 11/17; Feedback due to panels with me cc’d by midnight on 11/23]
4. Presentation of conference papers (10%)
 - a. You will present your conference papers to the class on either 12/1 or 12/8. We will figure out the exact schedule in advance. Your grade on the presentation will be based on the following: was your pace effective, did you make eye contact with audience, did you field any questions about your work effectively.
5. Final 8-10 pg. conference paper (33%) [Due on day of presentation]
 - a. The final paper will be graded for the quality of the writing and research as well as the degree of revision from the rough draft.

Reading Worksheets (22%)

We will have 7 seminar meetings where we will discuss historical monographs and scholarly historical articles. To aid you in preparing for discussion, you will complete typed reading response worksheets for each assigned monograph and article using a template available on Blackboard. These will be graded on a 2, 1, 0 scale: (2 points=satisfactory, 1= needs improvement, 0=unsatisfactory). You will turn in a hardcopy of the worksheets at the end of each relevant class. There are exceptions to this requirement: For the Jace Weaver book, you will only need to fill out one worksheet due on September 1st, though we will be reading his book in stages over the course of the semester. Also, you are not required to submit worksheets for any readings related to writing or conference presentation strategies.

Course Schedule

Dates	Topics	Readings and Deadlines
August 25	Course Introduction	
Sept 1	Theorizing Native American and Atlantic History	Articles on Blackboard: Paul Cohen, "Was There an Amerindian Atlantic?", Juliana Barr, "Beyond the Atlantic," James Sidbury and Jorge Canizares, "Mapping Ethnogenesis," and associated short response from Claudio Saunt, "Indians' Old World," Jace Weaver, <i>The Red Atlantic</i> , p. vii-34; Preliminary Topic Brainstorming Session
Sept 8	Native Americans and Trans-Atlantic Slavery	Nancy Van Deusen, <i>Global Indios</i> ; Selection from Andres Resendez, <i>The Other Slavery</i> , "The Spanish Campaign; Optional reading: Weaver, <i>The Red Atlantic</i> , p. 35-85 Panel selection today
Sept 15	Native Americans and Trans-Atlantic Diplomacy	Camilla Townsend, <i>Pocahontas and the Powhatan Dilemma</i> ; Weaver, <i>The Red Atlantic</i> , p. 136-188
Sept 22	Where was the "frontier"? Rethinking the location of Native-European Encounters	Andrew Lipman, <i>Saltwater Frontier</i> ; Pekka Hamalainen, "Politics of Grass" [Blackboard] 250-300 word paper abstracts to be posted to Blackboard before 7PM

Sept. 29	Abstract and Panel Proposal Workday, No Regular Class Meeting	Note: Final Panel proposals must be posted to Blackboard before 10PM.
October 6	Panel proposal ranking and feedback day in class	Bring completed review sheets [Available on Blackboard] for each panel proposal with you to class with notes for discussion
Oct 13	Native Tribal Histories and the Ocean	Joshua Reid, <i>The Sea is My Country</i>
Oct 20	Native Labor and the Ocean	Nancy Shoemaker, <i>Native American Whalemen and the World</i> ; Weaver, <i>The Red Atlantic</i> , 86-135
Oct 27	American Indian Cultures and the World	Linda McNerly, <i>Native Performers in Wild West Shows</i> ; Weaver, <i>The Red Atlantic</i> , 189-278
Nov. 3	No Regular Class Meeting: Individual Meetings with me to Discuss Project Progress	Meeting times will be arranged in class on 10/27
Nov. 10	In-class discussion of Conference Paper Presentation Do's and Don'ts	"Preparing a Conference Paper and Presentation" Readings on Blackboard
Nov. 17	No Regular Class Meeting: Work on Drafting Conference Papers. Drafts due to me and group members via e-mail by midnight on 11/17; feedback due by midnight on 11/23	"How to provide useful feedback on a peer's writing" Reading on Blackboard
Dec. 1	Presentations: Panels 1 and 2	Final Papers Due
Dec. 8	Presentations: Panels 3 and 4	Final Papers Due

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Paul Conrad.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. **For non-emergencies, contact the UTA PD at 817-272-3381.**

Attendance: At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will be taking attendance. Since this is a small seminar-based course, your engagement is vital to the success of everyone's learning experience over the course of the semester.

Grading: Please see the description of major assignments above for a breakdown of how course grade will be calculated. No late assignments will be accepted, except for in the event of an emergency in which

arrangements are negotiated with the instructor. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which

remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In *Quick Hits* sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.