

HI2G9-15 Indigenous North America

22/23

Department

History

Level

Undergraduate Level 2

Module leader

Tim Lockley

Credit value

15

Module duration

2 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module will explore the experience of indigenous people from c.1600 to the present within the limits of the modern-day United States.

Module aims

The module will start c.1600 and focus on key themes such as initial encounters with Europeans (in a variety of locations); involvement in proxy wars (particularly concentrating on the French and Indian War and the Revolutionary War); responses to land appropriation (including the 'Trail of Tears' and the conflicts of the later 19thC); the fight for civil rights in the 20thC (e.g. the American Indian Movement) and modern-day issues facing indigenous communities (such as continued economic and political marginalisation, alcoholism, and lack of representation).

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

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the Revolutionary War); responses to land appropriation (including the 'Trail of Tears' and the conflicts of the later 19thC); the fight for civil rights in the 20thC (e.g. the American Indian Movement) and modern-day issues facing indigenous communities in the United States (such as continued economic and political marginalisation, alcoholism, and lack of representation).

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a detailed knowledge of the course of Indigenous North American history and culture.
- Communicate ideas and findings, adapting to a range of situations, audiences and degrees of complexity.
- Generate ideas through the analysis of a broad range of primary source material
- Analyse and evaluate the contributions made by existing scholarship about the relationship between European settlers and indigenous people
- Act with limited supervision and direction within defined guidelines, accepting responsibility for achieving deadlines.
- To gain interpersonal and communication skills through the delivery of a presentation

Indicative reading list

K.Kupperman, *Settling with the Indians: The meeting of English and Indian Cultures in America 1580-1640*

Roxanne Dunbar-Ortiz, *An indigenous history of the United States*

Roger Carpenter, 'Times are altered with us': American Indians from contact to the New Republic.

John Lutz, *Myth and memory: stories of indigenous-European contact*

William Anderson, *Cherokee Removal: Before and After*

Paul Chaat Smith, *Everything you know about Indians is wrong*

Sherry Smith, *Hippies, Indians, and the fight for red power*

Stephen Cornell, *The return of the native: American Indian political resurgence*

James Axtell, *The European and the Indian*

H F Dobyns, *Their numbers became thinned: Native American population dynamics in eastern North America*

James Merrel, *The Indians' New World*

James Axtell, *After Columbus*

Helen Rountree, *The Powhatan Indians of Virginia*

Colin Galloway, *New Worlds for all: Indians, Europeans and the Remaking of Early America*

Colin Galloway (ed), *The World Turned Upside Down: Indian Voices from Early America*

Peter Mancall, *Deadly Medicine: Indians and Alcohol in Early America*

Kathleen J. Bragdon, *Native People of Southern New England, 1500-1650*

Karen Kupperman, *Indians and English: Facing off in Early America*

Greg O'Brien *Choctaws in the revolutionary age*

Daniel K. Richter, *Facing East from Indian country*

Theda Perdue, *Mixed Blood Indians: Racial Construction in Early South*

Alan Galloway, *Indian Slavery: The Rise of the English Empire in the American South, 1670-1717*

Richard White, *The Middle Ground: Indians, empires and republics in the Great Lakes region,*

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within the Humanities and Social Sciences, particularly History, Politics and Sociology. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts and different geopolitical areas. The assessment involves students working in groups which will allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Subject specific skills

see learning outcomes

Transferable skills

Work effectively with others in group tasks and in teams; Plan and manage time in projects; Develop strong analytical skills; Find, evaluate and use previous research at a level appropriate for a second year module. Use a range of tools and resources effectively in the preparation of course work. Use appropriate analytic methods to analyse research data on Indigenous America. Read academic papers effectively in the context of an intensive programme; Communicate clearly and effectively in discussions; Communicate ideas effectively in writing.

Study

Study time

Type	Required
Lectures	2 sessions of 1 hour (2%)
Seminars	4 sessions of 2 hours (8%)
Practical classes	3 sessions of 2 hours (6%)
Total	106 hours

Type	Required
Other activity	2 hours (2%)
Private study	88 hours (83%)
Total	106 hours

Private study description

History modules require students to undertake extensive independent research and reading to prepare for seminars and assessments. As a rough guide, students will be expected to read and prepare to comment on three substantial texts (articles or book chapters) for each seminar taking approximately 3 hours. Each assessment requires independent research, reading around 6-10 texts and writing and presenting the outcomes of this preparation in an essay, review, presentation or other related task.

Other activity description

Film Screening

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

Assessment group A

	Weighting	Study time	Eligible for self-certification
Assessment component			
Group Presentation 1	30%	11 hours	No
Analysis of historical map			
Reassessment component			
Essay			Yes (extension)
Analysis of historical map			

	Weighting	Study time	Eligible for self-certification
Assessment component			
Group Presentation 2 Analysis of primary source	30%	11 hours	No
Reassessment component			
Essay Analysis of primary source			Yes (extension)
Assessment component			
Group Presentation 3 Film Review	30%	11 hours	No
Reassessment component			
Essay Film Review			Yes (extension)
Assessment component			
Seminar Contribution Contribution in learning activities (face-to-face or digital)	10%	11 hours	No
Reassessment component			
1000 word reflection			Yes (extension)

Feedback on assessment

Written feedback provided via Tabula; optional oral feedback in office hours. Peer feedback on presentations.

Availability

There is currently no information about the courses for which this module is core or optional.