

WOH 4264: Global Indigenous-Imperial Encounters, 1500 to the present*

Professor Jenna Gibbs: DM 385B; jgibbs@fiu.edu. Office hours as listed, and by appointment.

COURSE DESCRIPTION: This course examines how indigenous peoples and imperial settlers interacted with each other across the globe from the fifteenth century to the present, encompassing case studies from North and South America, South Africa, New Zealand and Australia, and utilizing indigenous sources -- oral histories, memoirs, and art – as well as imperial primary sources, films, and secondary scholarly works. Students will be asked to study 15th- through 19th-century encounters between European imperial powers – Spanish, French, British, Dutch, Portuguese and American – and various indigenous peoples in the Americas (among them Timicua in Florida, the Botocudo in Brazil, the Iroquois, Mandan, and Cherokee peoples in mainland North America); the Khoi and San indigenous peoples of South Africa; the Maoris in New Zealand; and the Yarra, Wundjeri, and Mardujara in Australia. The course finishes with a comparative discussion of 20th- and 21st- century First Peoples and their issues. Throughout, students will be asked to analyze in different global contexts: imperial/indigenous encounters through missions, law, culture and governance; indigenous cultures' resistance and adaption over time; indigenous agency in protesting imperial policies; and how indigenous peoples and their histories are represented in art, museum exhibits, films, and historical scholarship.

*This is a Global Learning Discipline-Specific course that counts towards your Global Learning graduation requirement.

COURSE PREREQUISITES: at least one upper division history class

COURSE OBJECTIVES:

- a) Learn to critically analyze both imperial and indigenous primary sources, ranging from written texts, material objects, images, film depictions, oral histories, memoirs, art and museum displays.
- b) Improve critical analytical writing.
- c) Acquire familiarity with the historiography of comparative indigenous/imperial relations, including indigenous post-colonial academic revisions of imperial-indigenous history
- d) Learn about historical developments in European imperial settlement and indigenous responses.
- e) Learn to bring the study of past imperial/indigenous relations to bear on the present-day relationships of indigenous peoples within, e.g., the US, Australia, and New Zealand.

GLOBAL LEARNING OUTCOMES:

- a) Global Awareness: Students will demonstrate knowledge of the interconnectedness of the development of imperial systems that displaced indigenous peoples across the globe in the past and global First Peoples' responses and agency in the present.
- b) Global Perspective: Students will be able to construct a multi-perspective analysis based on evidence from both indigenous and imperial sources.
- c) Global Engagement: Students will develop and debate local, global, and/or intercultural issues of First Peoples, past and present. Students will debate possible social innovations to address issues of reparations, human rights, and law.

COURSE GRADING AND REQUIREMENTS:

A 100-94	B 86-84	C 76-74	D 66-64
A- 93-90	B- 83-80	C- 73-70	D- 63-60
B+ 89-87	C+ 79-77	D+ 69-67	F 59-0

Discussion and attendance: 20%. This course utilizes active learning strategies, including team-based and class-based discussion of materials and debates about how to apply knowledge of past indigenous-imperial encounters to innovative solutions in the present. There will also be pop quizzes. Attendance is mandatory and participation will be graded on a rubric for preparation, quality, quantity, and content.

Weekly blog responses: 20%. There is a required weekly blog on which students will be expected to comment thoughtfully on the assigned materials *in advance* of discussion sections, and respond to the comments of other members of the blog group to which they are assigned. These blogs (20 in total, each worth 1%) will be the departure point for class and team-based discussion and activities.

Group film responses: 20%. We will watch four films in this class, and students – working in teams – will produce responses to specific questions that we will then discuss as a class.

2 essays. 20%. Two analytical essays, of no more than 1200 words. Students will turn in a first draft of each essay one week prior to the final deadline and will peer review each other's drafts, **using the same grading rubric** that the professor will use to assess the final essay. The drafts/peer reviews are mandatory and worth 5% of each essay's grade; the second and final draft is worth the remaining 5%.

Final analytic essay: 20%. The final analytical paper, of no more than 2000 words, will require students to write comparatively about indigenous-imperial relationships in two of the global contexts we will study. Questions will be distributed and discussed in advance.

COURSE READINGS AND MATERIALS: Four required books are available on Amazon or in the bookstore. I will also put copies on reserve in Green Library. We will watch the films in class so you do not need to purchase or stream them. All other materials - secondary scholarly works and indigenous and imperial primary sources - will be posted on our Blackboard course website. The two books by the aboriginal author, Nugi Garimara, are memoirs of her and her mother's experiences of being forcibly removed from their families and culture as part of the Australian government's "civilization" policy. *The Forgotten Frontier* is a scholarly history of settler-indigenous relations in colonial South Africa, and the final book comprises primary documents of Cherokees' forced removal in 1830s US.

Required Books:

Doris Pilkington Garimara/Nugi Garimara, *Follow the Rabbit Proof Fence* (University of Queensland Press, reprint edition). ISBN 0 7022 3355 2

Doris Pilkington Garimara/ Nugi Garimara, *Under the Wintamarra Tree* (University of Queensland Press). ISBN 0 7022 3308 0

Nigel Penn, *The Forgotten Frontier: Colonist and Khoisan on the Cape's Northern Frontier in the 18th Century* (Ohio University Press). ISBN 0-8214 1682 0

Theda Perdue and Michael D. Green, editors, *The Cherokee Removal: A Brief History with Documents* ((Bedford/St. Martin's Press). ISBN 0 312 41599 0

Films:

Cabeza de Vaca

Black Robe

The Gods Must Be Crazy

Rabbit Proof Fence

Online sources: See the class schedule

COURSE POLICIES

Attendance and tardiness: You must attend every class session and arrive to class on time. There are no excused absences or assignments except in the case of hospitalization or a religious holiday, both of which require hard copy documentation. If you are not present when graded activities take place or graded materials are turned in, you will forfeit those percentage points.

Cell phones, recording devices, and laptops. While you will use technology to prepare for class, embodied human interaction also remains crucial and will be the mode of interaction in class. You must turn off and put away your cell phone and computers upon entering the classroom. Class notes and activities will require paper and pen, so please bring these to each class.

Online sources: You are responsible for printing out and bringing to class primary sources, and for coming into class having read and taken notes on the secondary sources.

Make-up assignments: There are no make-up assignments except in cases of documented illness, religious holiday, or an emergency. There is no grading curve, and there is no extra credit.

Academic misconduct and dishonesty: Students are responsible for adhering to academic honesty, respect for the law, and respect for people, as outlined in the Code of Academic Integrity outlined in the Student Handbook, and misconduct will make them subject to the Code of Academic Integrity's procedures and sanctions. Students committing academic dishonesty (cheating on tests, plagiarism, etc.) may be reported to university officials and will be dealt with severely.

Students with disabilities: will receive needed accommodations if registered with the Disability Resource Center, located in GC 190.

LECTURE AND DISCUSSION SCHEDULE

L/D = Lecture/Discussion. D= Discussion. F= Film. F/D = Film/Discussion. BB = materials are on Blackboard course website.

<u>Week #</u>	<u>Date</u>	<u>Topic</u>	<u>Reading</u>	<u>Class Activity</u>	<u>Assignments and due dates</u>
Week 1	Jan x	Introductions	none	Go over syllabus, blog & rubrics	
	Jan x	Imperial-Indigenous perspectives and sources	BB. Ch. 1, <i>Facing East from Indian Country</i> BB. Native American oral histories	L/D	Blog due before class
Week 2	Jan x	Research and Indian Peoples	BB. Ch. 2 & 3, <i>Decolonizing Methodologies</i>	L/D	Blog due before class
Pre-conquest and colonial America: Florida Indians and the Spanish	Jan x	Pre-conquest Florida Indians	BB. Ch. 1, <i>Florida Indians and the Invasion from Europe</i>	L/D	Blog due before class
Week 3	Jan x	Cabeza de Vaca film	BB. Cabeza de Vaca journal	F	Blog due before class First paper topic issued
	Jan x	Finish Cabeza de Vaca film	none	F/D	In-class group film response, 5%
Week 4 Pre-conquest and colonial America: Iroquois and the French	Feb x	Pre-conquest Iroquois	BB. Ch. 1 and 2, <i>The Ordeal of the Longhouse</i>	L/D	Blog due before class
	Feb x	Black Robe film	none	F/D	none
Week 5 End of pre-conquest and colonial	Feb x	Finish Black Robe	none	F/D	In-class group film response, 5%
	Feb x	Peer review of first paper drafts	none	D	FIRST PAPER DRAFTS DUE, 5%
Week 6 19 th C	Feb x	The Mandans and the Botocudo	BB Excerpts from Wied's	L/D	Blog due before class

Americas			journals		
19 th C Americas: Mandan and Botocudo	Feb x	Guest Lecture: Wied's Ethnography and critique of empire	none	L/D	Prepared questions for guest FIRST PAPER DUE (5%)
Week 7 19 th C America: Cherokees	Feb x	Cherokees, 1	Introduction & documents, <i>The Cherokee Removal</i>	L/D	Blog due before class
End of 19 th America	Feb x	Cherokees, 2	Documents from <i>The Cherokee Removal</i>	L/D	Blog due before class
Week 8 Beginning of 18 th /19 th C South Africa	March x	Pre-conquest Khoi San cultures	BB: Rock art images. <i>Forgotten Frontier</i> , 1-78	L/D	Blog due before class Second paper topic issued
	March x	The Dutch and Khoi San	<i>Forgotten Frontier</i> , 81-154	L/D	Blog due before class
SPRING BREAK 😊	March x to x	😊	😊	😊	😊
Week 9	March x	The British and Khoi San	<i>The Forgotten Frontier</i> , 157-217	L/D	Blog due before class
	March x	Missionaries & the Khoi San	<i>The Forgotten Frontier</i> , 221-287 Excerpt from Christian Latrobe's <i>Journey Into South Africa</i>	L/D	Blog due before class
Week 10	March x	The Gods Must be Crazy, film	none	F/D	none
	March x	The Gods Must Be Crazy	BB: chapter from <i>The Bushman Myth</i>	F/D	Group film responses (5%)
Week 11 End of 18 th /19 th South Africa	March x	Group peer review of papers	none	D	SECOND PAPER DRAFTS DUE, 5%
Beginning of 18 th /19 th C Australia:	March x	Pre-conquest Wundjeri and Yarra cultures	BB: Aboriginal art and oral histories	L/D	Blog due before class
Week 12	April x	Aboriginal-Settler conflict on the	BB: Letters From Victorian	L/D	SECOND PAPER DUE (5%)

		mainland	Settlers		Blog due before class
End of 18 th /19 th C Australia	April x	Tasmanian massacre and the Aboriginal Protectorate	BB: Documents from the Historical Records of Virginia	L/D	Blog due before class
Week 13 20 th and 21 st protests and realities	April x	Rabbit Proof Fence, film: The “stolen generations”	Doris Pilkington/Nugi Garimara, <i>Follow the Rabbit Proof Fence</i>	F/D	Blog due before class Group response to film, 5%
	April x	Rabbit Proof Fence, film	Doris Pilkington/Nugi Garimara, <i>Under the Wintamarra Tree</i>	F/D	Blog due before class
Week 14	April x	The American Indian Movement	BB: Excerpt from Vine De Loria’s <i>Custer Died For Your Sins</i> .	L/D	Blog due before class
	April x	Curating the Khoi San: the Miscast Exhibition	BB: links to the exhibition and readings about it	L/D	Blog due before class
Week 15	April x	Protests and Reparations: Aboriginal Lives Matter (Australia) and the New Zealand example	BB: The United Nations Declaration of Indigenous Peoples’ Rights.	L/D	Group creation of possible social innovations/solutions Students will find and bring to class ne newspaper article on an issue facing a contemporary indigenous group.
	April x	Thinking Comparatively: Review of final essay questions	BB: Ch. 1, <i>Settler Sovereignty</i> (US/AU)	D	Blog due before class
Week 16: EXAM WEEK	April x to x				Final essay due April XX, 20%