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# Topics in US History: Native Texas

Dr. Seiter | HIST 5397 | Tu 6:00-8:45pm | CAS 00104 | Graduate-level Course

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**Email:** TSeiter@UTTyler.edu | **Office:** CAS 130 | **Hours:** Tu 3-6pm and by appointment

This course surveys significant themes in Native American history from the Paleolithic to the present, with an emphasis on first peoples in what is now known as Texas. Students will explore topics such as Indigenous dominance, first encounters, ethnogenesis, and genocide. At the end of the semester, students will see how Native American history continues to shape our state and nation and will identify areas where the field still needs significant improvement. Additionally, students will complete an array of assignments that will help bolster their CV, and provide a base of lesson plans to use in their own classrooms. Finally, students will create their own unique histories on otherwise unknown Native historical actors.

## Learning Outcomes

Students will:

- 1) Understand and reflect on the various iterations of Native Texas.
- 2) Think critically about a complex array of subjects related to Indigenous life.
- 3) Take part in original historical research.
- 4) Improve their writing styles, especially in regard to popular facing pieces of history.
- 5) Become practiced in developing high-quality lesson plans in short periods of time.
- 6) Be able to teach a high-quality class on Native Texas.
- 7) Become fully aware of what professional historians do for a living.

# Assignments

## Popular Facing Article or Lesson Plan - 50%

- Write a one-page maximum, public-facing article on a topic related to the week's readings and submit it for publication, or create a classroom-ready lesson plan that includes lecture notes and a high-quality PowerPoint presentation.

## Grading Scale

A: > 89.5

B: 79.5 - 89.4

C: 69.5 - 79.4

D: 59.5 - 69.4

F: 59.4 or below

## Discussion Leader - 10%

- Lead class discussion on the week's readings. This includes making a 20-30 minute presentation on the readings in addition to preparing thought-provoking and historiographically relevant questions.

## Texas Native American Mapping Project - 10%

- Help create a more accurate set of maps on the territories of Texas's Native peoples. We will publish these maps online at the end of the semester.

## Spanish Texas Reacting to the Past Role Playing Game - 10%

- Assist in the creation of a new Reacting to the Past-style roleplaying game that focuses on eighteenth-century Texas. We will submit this for review to Barnard College at the end of the semester.

## Handbook of Texas Encyclopedia Entry - 10%

- Write a Native-centered *Handbook of Texas* encyclopedia entry that will be published online.

## How Do We Improve Native Texas History? - 10%

- In our final week, we will read the two most widely used general histories of Native peoples in Texas. Your task is to critically evaluate these works and identify ways in which the field of Native American history in Texas could be improved.

# Class Policies

**AI:** UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty

and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In rare cases, generative AI may be used with prior instructor permission and appropriate attribution. If permission is not obtained and AI usage is detected, then the assignment will receive a zero, and the student will be reported to the UT Tyler Honor Council. The student who cheated may also receive an immediate "F" for the course.

**Attendance:** I keep attendance. If you have three unexcused absences, you will receive a 20 point penalty on your final grade. If you have four, then the penalty will increase to 30 points. Students who accrue five unexcused absences will fail the course, no exceptions.

**Late Work:** All assignments received late (without an excused absence) will receive a 10-point deduction from the total grade for every 24-hour period they are late, beginning at the due date/time. Assignments received more than five days late (without communication with the professor) will receive a grade of "zero."

## Readings & Schedule

All of the required readings are freely available on Canvas.

<u>Date</u>	<u>Day of Week</u>	<u>Topic</u>	<u>Theme</u>	<u>Readings/Due Dates</u>
1/13	Tuesday	[Syllabus Day]	Preparations and Expectations	
1/16	Friday	<i>Homework Due</i>	Preparations and Expectations	<i>Personal Website Creation, CV Creation, and Discussion Leader Sign-up</i>
<b>Week 2</b>				
1/20	Tuesday	Paulette Steeves, <i>Indigenous Paleolithic</i> ; Buttermilk Creek Complex; The Gault Site; The Wilson-Leonard Site; the Levi Rock Shelter; and White Sands National Park	Texas's Earliest Peoples	
1/23	Friday	<i>Homework Due</i>	Texas's Earliest Peoples	<i>Popular Facing Article or Lesson Plan</i>

Week 3				
1/27	Tuesday	Dan Worrall, <i>A Prehistory of Houston and Southeast Texas: Landscape and Culture</i>  Robert Ricklis, <i>The Karankawa Indians of Texas: An Ecological Study of Cultural Tradition and Change</i>	Texas Gulf Coast Peoples	
1/30	Friday	Homework Due	Texas Gulf Coast Peoples	Popular Facing Article or Lesson Plan
Week 4				
2/3	Tuesday	Jeffrey S. Girard, <i>The Caddos and Their Ancestors: Archaeology and the Native People of Northwest Louisiana</i>	East Texas Peoples	
2/6	Friday	Homework Due	East Texas Peoples	Popular Facing Article or Lesson Plan
Week 5				
2/10	Tuesday	William C. Foster, <i>Historic Native Peoples of Texas</i>	West and Central Texas Peoples	Texas Native Mapping Project
2/13	Friday	Homework Due	West and Central Texas Peoples	Popular Facing Article or Lesson Plan
Week 6				
2/17	Tuesday	Juliana Barr, <i>Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands</i>	Native Dominance	Texas Native Mapping Project
2/20	Friday	Homework Due	Native Dominance	Popular Facing Article or Lesson Plan
Week 7				
2/24	Tuesday	Tim Seiter, <i>Wrangling Pelicans: Military Life in Spanish Texas</i>	Reality in Spanish Texas	Spanish Texas Roleplaying Game
2/27	Friday	Homework Due	Reality in Spanish Texas	Popular Facing Article or Lesson Plan
Week 8				
3/3	Tuesday	Gary Clayton Anderson, <i>Indian Southwest, 1580-1830: Ethnogenesis and Reinvention</i>	Ethnogenesis	Spanish Texas Roleplaying Game
3/6	Friday	Special Project Pitch Due	Ethnogenesis	Popular Facing Article or Lesson Plan
Week 9				

3/10	Tuesday	[No Class]	Rest & Relaxation	
3/13	Friday	[No Class]	Rest & Relaxation	<i>Spring Break</i>
<b>Week 10</b>				
3/17	Tuesday	Pekka Hämäläinen, <i>The Comanche Empire</i>  <i>History and Theory</i> Book Forum on Hämäläinen's, <i>The Comanche Empire</i>	An Empire?	<i>Handbook of Texas Article</i>
3/20	Friday	<i>Homework Due</i>	An Empire?	<i>Popular Facing Article or Lesson Plan</i>
<b>Week 11</b>				
3/24	Tuesday	Kelly Himmel, <i>The Conquest of the Karankawas and the Tonkawas, 1821-1859</i>	Faltering Power	<i>Handbook of Texas Article</i>
3/27	Friday	<i>Homework Due</i>	Faltering Power	<i>Popular Facing Article or Lesson Plan</i>
<b>Week 12</b>				
3/31	Tuesday	Gary Clayton Anderson, <i>The Conquest of Texas</i>  Response to "The Native Peoples of the American West: Genocide or Ethnic Cleansing?"	Genocide	<i>Texas Native Mapping Project</i>
4/3	Friday	<i>Homework Due</i>	Genocide	<i>Popular Facing Article or Lesson Plan</i>
<b>Week 13</b>				
4/7	Tuesday	Smith, <i>The Caddos, the Wichitas, and the United States, 1846-1901</i>	Texas Natives and the United States	<i>Texas Native Mapping Project</i>
4/10	Friday	<i>Homework Due</i>	Texas Natives and the United States	<i>Popular Facing Article or Lesson Plan</i>
<b>Week 14</b>				
4/14	Tuesday	Adrian Chavana, "Reclaiming Tribal Identity in the Land of the Spirit Waters: The Tāp Pīlam Coahuiltecan Nation"  Stephen Harrigan, "The Karankawa Want You to Know They're Not Extinct"	Revitalization	

4/17	Friday	<i>Homework Due</i>	Revitalization	<i>Popular Facing Article or Lesson Plan</i>
<b>Week 15</b>				
		William W. Newcomb, <i>The Indians of Texas: From Prehistoric to Modern Times</i>		
4/21	Tuesday	David La Vere, <i>The Texas Indians</i>	Assessing Native Texas History	
4/24	Friday	<i>Homework Due</i>	Assessing Native Texas History	<i>How Do We Improve Native American History in Texas?</i>

*The class schedule is subject to change throughout the semester.*

## Other Syllabus Statements

**Academic Honesty (and Dishonesty):** Violations of the UT Tyler Honor Code will be acted upon in accordance with the policies and procedures outlined in the Student Handbook. Any act of academic dishonesty (plagiarism or cheating) will result in an immediate grade of zero on the assignment and be reported to the UT Tyler Honor Council. The student who cheated may also receive an immediate "F" for the course.

**Disability Accommodations:** Students who need academic accommodations for a disability must first register with the UT Tyler Office of Student Accessibility and Resources (SAR). Students can visit <https://www.uttyler.edu/academics/success-services/disability-services/> to begin the process. Please note that accommodations are not retroactive, but rather require advance notice in order to implement.

**Sexual Harassment:** All forms of sexual harassment, including sexual assault, dating violence, domestic violence and stalking, are violations of UT Tyler's Title IX Sexual Harassment Policy and may also violate Texas law. Students who wish to file a complaint or to receive more information about the grievance process may contact Blake Bumbard, UT Tyler's Title IX Coordinator, at [bbumbard@uttyler.edu](mailto:bbumbard@uttyler.edu) or 903.565.5760. Please note that faculty and staff are mandatory reporters. If students notify faculty or staff of sexual harassment, they must report it to the Title IX Coordinator.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

**Medical-Related Absences:** To ensure academic continuity and avoid any course penalties, students should follow procedures described by their instructors in order to be provided with appropriate modifications to assignments, deadlines, and exams.

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments that were missed as a result of their participation. However, it is the responsibility of the student to make arrangements for make-up work with the instructor prior to any missed scheduled examinations or other missed assignments.

**Mental Health Resources: On-Call and Ongoing Counseling Services:** Throughout the academic year, students may encounter different stressors or go through life experiences that impact their mental health and academic performance. Students who are in distress or have concerns about their mental health can schedule a same-day or next-day appointment to speak with a counselor by calling Counseling Services. Counselors are available at any time, day or night for students in crisis at this number: 903.566.7254.

Additionally, for any kind of crisis, you can reach the National Suicide Prevention Lifeline/Crisis Text Line by calling or texting 988. You can also reach Trans Lifeline at 877.565.8860.