

## HIST 4376-001 – NATIVE AMERICAN HISTORY

### Course Description

The goal of this course is to enhance students' understanding of American Indian relations with the people and government of the United States from the American Revolution to the present day. We will examine the processes by which American Indians lost their autonomy to the United States between the 17th and 19th centuries and won much of it back again in the 20th century. At various points, the course will also explore the Indians' internal debates and struggles, treating them as real people with real conflicts and ambitions, rather than as bloodthirsty savages or saintly victims of popular culture. In addition, students will be exposed to Indians' perspectives on familiar historical events, such as the American Revolution, the Civil War, the New Deal, and the 1960s Counterculture Movement.

### Course Objectives: Students will:

- Know and be able to identify certain people, places and events significant to Native American history.
- Analyze past trends and movements and form educated opinions on historical issues and events.
- Evaluate the similarities and disparities between Native American communities during the course of U.S. development.
- Demonstrate their understanding of course material through paper assignments and exams.

### Required Books

- Calloway, Colin. *First Peoples: A Documentary Survey of American Indian History* (2004)
- Mancall, Peter. *Deadly Medicine: Indians and Alcohol in Early America* (1997)
- Thomas, David. *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity* (2000)

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number.

### Students with Disabilities

"If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services offices so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 111. The telephone number is 566-7079 (TDD 565-5579)."

### Attendance – Class Room Policies

Attendance is optional, but strongly encouraged. Instruction will consist of lectures and class discussions. Frequently, students will be asked to discuss course topics and readings. Participation is required and comprises **10%** of your Final Course Grade. Frequent tardiness, absences, or discipline problems (including cellular phone interruptions) may adversely affect a student's final grade. Any student who is disruptive in class will be asked to

leave and may receive further disciplinary action from the university administration. I encourage you to record the names and telephone numbers of two other students in the class, in case you are absent and need information. Students who anticipate being absent from class due to religious observance should inform the instructor by the second-class meeting.

## Grades

### *Assignment Breakdown*

- 10% Classroom Participation
- 15% First Exam, (ID/Key Term Section) –
- 15% Second Exam, (ID/Key Term Section) –
- 15% Final Exam, (ID/Key Term Section and Essay Section)
- 10% Book Review #1
- 10% Book Review #2
- 10% Article Review
- 15% Research Paper

### *Overall Percentages*

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = below 60%

## Academic Honesty

No forms of cheating will be tolerated. You are expected to know the definition of plagiarism. No form of collaboration is allowed in the preparation of the assigned papers. Students should not share underlined or annotated books, notes or rough and final drafts. Papers not totally prepared or written by the student should not be submitted. The penalty for violating these rules is an “F” in the course. For additional information see “A Student Guide to Conduct and Discipline at the University of Texas at Tyler” (<http://www.uttyler.edu/mainsite/conduct.html>).

## Exams

Three exams, each comprising **15%** of the final grade, will be given in this course. Exams will consist of 1 essay and 2 identification/short answer essay questions derived from assigned readings and lectures. No make-up exams will be given, regardless of excuse. Those students who can provide legitimate documentation (as determined by instructor and university officials) explaining the reasons for their absence may take a **comprehensive** Final Exam, incorporating material covered on the missed exam(s) and comprising between 30% or 45% of the student’s final grade, depending on the situation. Students should contact the instructor as soon as possible if an exam is missed.

## Book Reviews

Throughout the course of the semester, students will write and submit **2** Book Reviews, each comprising **10%** of their final course grade. Book Reviews should give the reader a brief, clear idea of the nature, content, and purpose of the book and indicate its major contributions to the literature on the subject (new ideas, revision of old ideas, new evidence). Reviewers should both describe the work's key features **and** offer a sophisticated analysis of its strengths and weaknesses. Reviews should also include a discussion of how well the author has succeeded in his or her purpose, covered the subject as a whole, used available resources, organized material, and expressed the narrative. Critical evaluation may be either favorable or unfavorable but do not allow sympathy or difference of opinion to keep the review from being a fair and straightforward assessment. For additional information see [Book Review Guidelines - Writing Tutorial Services - Indiana University, Bloomington](http://www.indiana.edu/~wts/wts/bookreview.html) (<http://www.indiana.edu/~wts/wts/bookreview.html>).

### Assigned Book

### Date Due

- *Deadly Medicine...*

- *Skull Wars...*

All Book Reviews should be typewritten or computer-printed in a 12 pt. font, double-spaced and have standard margins (one inch on all sides). Each must be between **700** and **800** words in length. All will be graded on the student's understanding and presentation of content, clarity, spelling, grammar, and organization (See attached "Grading Guide for Written Assignments").

## Article Review

Students also will write **1** Article Review that comprises **10%** of their final course grade. For this assignment, you should consult one of the following journals (in paper or electronic format) and select an article dealing with Native American history: *American Indian Quarterly*, *American Indian Culture and Research Journal*, *American Historical Review*, *Hispanic American Historical Review*, *Journal of American History*, *Journal of Modern History*, *The Americas*, *Ethnohistory*, *Colonial Latin American Historical Review*, *Journal of Inter-American Affairs*, *Journal of Latin American Studies*, *Journal of Social History*, *Journal of Southern History*, *Latin American Perspectives*, *Latin American Research Review*. After reading the chosen article, students should evaluate it the same way that they would review a book, using the guidelines listed above. Article Reviews should be typewritten or computer-printed in a 12 pt. font, double-spaced and have standard margins (one inch on all sides). Each must be between **700** and **800** words in length. **A copy of the article reviewed must be attached to the paper submitted for grading and must be approved by the instructor prior to the day of submission. Failure to do either will result in a 25-point reduction in the assignment's grade.** All will be graded on the student's understanding and presentation of content, clarity, spelling, grammar, and organization (See attached "Grading Guide for Written Assignments"). Article Reviews are due on **Nov. 20**.

## Research Papers

Students will write and submit **1** Research Paper that comprises **15%** of their Final Course grade. You must make an appointment with the instructor as soon as possible (**before September 27**) to determine a topic and discuss the sources (8 primary/secondary works minimum, only 1 internet source allowed) you will use to complete the assignment (**Failure to do so will result in a 25-point reduction in the assignment's grade.**). Research Papers are due on

All papers should be typewritten or computer-printed in a 12 pt. font, double-spaced, have standard margins (one inch on all sides), and include a separate cover page. Each Research Paper must be between **3000** and **3300** words in length. All will be graded on the student's understanding and presentation of content, clarity, spelling, grammar, and organization (See attached "Grading Guide for Written Assignments").

Keep in mind that any quotation or ideas from the readings that you include in your papers must be cited (See previous section on Academic Honesty). Students should consult the link titled [Reading, Writing, and Researching for History: A Guide for College Students](http://academic.bowdoin.edu/WritingGuides/) (<http://academic.bowdoin.edu/WritingGuides/>) located on the instructor's course web page for information concerning the proper format for this paper.

**Late assignments will be penalized one letter grade per class period.** (Stapled, paper copies only. Electronic versions of assignments will not be accepted for any reason.)

**\*Important\* STUDENTS SHOULD RETAIN ALL GRADED/RETURNED EXAMS AND PAPERS UNTIL THEY RECEIVE THEIR FINAL COURSE GRADE!**

### Lecture Topics

\* Subject to change.

\* All readings from Calloway, *First Peoples*

Labor Day – No Classes

Thanksgiving Holidays – No Classes

Last day to withdraw from a course with an automatic "W"

- Introduction

- Natives and Colonists (Introduction, Chapters 1-3)

- Origins of U.S. Indian Policy – Conquest and "Civilization" (199-205)

- Native Revitalization Movements and the War of 1812 (205-209)

- Indian Removal (209-221, 240-249)

- Forging Relationships in the Trans-Mississippi West (225-239, 250-267)

- Indian Territory and the U.S. Civil War
- Policies and Pacification in the West (267-273, 294-313, 327-334)
- Peoples and Pacification in the West (273-279, 285-293, 314-326)
- Native Revitalization Movements and Wounded Knee I (279-284)
- “Civilization” Policy Revisited (335-354, 367-396)
- Embracing Indians – Changing Attitudes in the Early 20<sup>th</sup> Century U.S. (354-366, 397-404, 426-437, 456-463)
- The Native American Counter-Culture Movement and Wounded Knee II (404-425, 438-455)
- Native American and the U.S. Today (Chapter 8)

**\*FINAL EXAM –**

### **Grading Guide for Written Assignments**

The following numbers will be used in the grading of written assignments to signify errors and provide explanations for deducted points.

1. Spelling errors
- 2. Unidentifiable or confusing thesis.**
3. Poor sentence structure (Confusing or unclear; run-on or incomplete sentence).
4. Unidentifiable or poor transition from point to point.
5. Lack of or poor use of evidence to support your arguments.
6. Missing or inadequate citations of others’ words or ideas.
7. Incorrect information.

8. Incorrect use of grammar, punctuation, or capitalization.
9. Poor word choice.
- 10. Failure to address topic or answer question sufficiently.**
11. Unsupported generalizations.
12. Poor organization.
13. Excessively long direct quotations.
14. Incorrect verb tense.
15. No subject-verb agreement
- 16. Fails to meet required paper length/word requirement.**
17. Missing word.
18. Inconsistent use of terms.
19. Irrelevant information.
20. Repetitive Information.
- 21. Other**