

Native American History

HIST 4376-001

Summer I

Monday through Friday, 9:00-10:40 AM

CAS 212

3 Credit Hours

Dr. Colin Snider

BUS 267

csnider@uttyler.edu [preferred contact]

Office Hours:

M-W, 10:45-11:45 AM

Or by appointment

A study of the native peoples, cultures, and societies of North America from comparative local and global perspectives.

Course Description

This course looks at the histories, societies, and cultures of native peoples of North and South America from a comparative perspective across millennia. We will explore in depth the experiences of native peoples across time and space, from pre-contact cultures and peoples to native lives under Spanish, French, and English colonialism, from struggles against nation states in the nineteenth century to transnational movements of the twenty-first century, from Alaska to the Rio Grande and beyond. The course will provide a comparative understanding of the indigenous peoples of North America to simultaneously explore the cultural diversity of the Americas' original inhabitants even while understanding the ways indigenous peoples have shaped and been shaped by historical processes. By focusing on the First Peoples of the Americas through primary sources and other materials, this course will provide an understanding of historical change from indigenous viewpoints and perspectives.

Course Objectives

The class is designed to introduce students to oft-overlooked histories of peoples in North America – indigenous peoples. A focus on indigenous cultures and societies in the Americas will thus simultaneously introduce students to new topics and aspects of history in the Americas, even while also challenging dominant narratives that have focused on historical processes from the viewpoint of European colonizers and their descendants. Given this original focus and lens, this course is designed:

- To understand the heterogeneity of indigenous societies throughout North America, and to be able to trace both differences and similarities in indigenous struggles and issues throughout the hemisphere.
- To introduce students to the origin of the term “Indian,” its use and mis-use through history, and how the term is tied to processes of subjugation and

political struggle under both colonial and national systems of domination.

- To challenge students' understandings of more traditional historical narratives and to consider more complex ideas pertinent to the social and political matrix of indigenous lives, including agency, culture, and power.

In this process, in the course of the semester students should be able to gain the abilities:

- To be able to compare and contrast varying indigenous cultures and societies in North America throughout the pre-Contact period.
- To be able to compare and contrast the wide range of indigenous experiences under Spanish, French, and English colonization between the sixteenth and eighteenth centuries.
- To examine the effects of the modern nation states on indigenous cultures and societies in the nineteenth and twentieth centuries.

More generally, from a methodological perspective, this course is designed:

- To help students develop and refine their ability to closely read and analyze primary sources.
- To help students develop and refine their ability to critically analyze and synthesize secondary sources.
- To help students understand how to work with non-written sources, including (but not limited to) artwork, ceramics, textiles, oral testimonies, and other cultural artifacts.

Texts and Readings

This course relies on primary sources to help students understand Native perspectives and experiences as the people lived it. These sources also allow students to consider how history is produced, who produces it, and how it is used and interpreted. All required readings will be available on Canvas. However, students who are interested may also consult the following textbook.

Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States*. Reprint Edition. Boston: Beacon Press, 2015. **(Recommended)**
(ISBN 978-0807057834)

Course Requirements

Learning is a process that takes place over days, weeks, months, and years in a variety of ways. One of the most rewarding parts of the learning process is the student's direct engagement with learning via classroom interactions and discussions. It is imperative that you participate in your own educational experience; to choose not to do so is to undertake the more tedious parts of learning without enjoying its rewarding parts.

Therefore, student attendance *and participation* are required. We will periodically engage in broad conversation on documents to understand and analyze historical processes and lived experiences of indigenous peoples throughout the hemisphere.

Given the centrality of lecture materials to the development of knowledge, and of the importance of reading, analyzing, and discussing primary sources, attendance and participation will make up a full ten percent (15%) of students' final grades. If it becomes clear that students are not doing the assigned readings, quizzes will become a regular feature of the course.

To understand the diversity of indigenous peoples' pasts, it is essential to read a wide range of primary sources. This course has no textbook; it will instead rely on a variety of primary source readings. As a result, students are expected to read an average of anywhere from 75-150 pages a week. Discussions sections between students and the professor will be a weekly feature of the course. These primary readings and discussions will provide students an opportunity to experience and think about history the way historians in any number of fields do, something that is essential for all budding historians. These readings and discussions will both give the students a chance to directly think about historical processes and the historical record on their own terms, as well as helping them to develop their analytical skills. **In the event students do not do *all* of the readings for an assigned week, the professor reserves the right to assign pop quizzes.**

Writing is an essential part of historical study and analysis, and of the liberal arts tradition of education more generally; as a result, students will conduct a final research project and presentation. Students will pick one of the Native American groups of US History, and they will conduct research on that people's history, culture, society, and current status. In doing research, students **must include at least five primary sources** featuring voices of that people, in addition to other primary and secondary sources. While internet research is acceptable, students are prohibited from using Wikipedia or other encyclopedia-like online sources. This paper should be 3000-3500 words long, and it will be due in the last week of class. Students who meet with library Sarah Norrell (snorrell@uttyler.edu) to find sources and get assistance will receive additional points on the paper's final grade. This paper will be worth 30% of the student's final grade.

Additionally, students will present on their research topic in the last week of class. These presentations should be 10-15 minutes in length and include visual materials. This presentation will be worth 15% of the final grade.

Finally, students will also be given two exams through the course of the semester, in the form of a midterm exam and a final exam. Each exam will be worth another 20% of the final grade. In the event a student misses the first exam for an emergency, it is **the professor's prerogative** whether or not to permit the unexcused student to take a make-up exam. Make-up exams will be given at 8AM on **the final Monday** of the semester; there will be **no exceptions** to this date and time.

Grades

As outlined above, the grades will be determined in the following manner (with a standard grading scale: A [90-100], B [80-89], C [70-79], D [60-69], and F [<60]):

Paper Assignment	30%
Paper Presentation	15%
Mid-Term Exam:	20%
Final Exam:	20%
<u>Attendance & Participation:</u>	<u>15%</u>
TOTAL:	100%

Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and if a student has more than **two** unexcused absences, they will receive a 0 on Attendance & Participation (which is worth 15% of the final grade). There will be **no exceptions** to this policy. It is the professor's prerogative to determine whether or not an absence can be excused, and **all excused** absences must be properly documented. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), an absence may be excused and an assignment possibly made up. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide documentation in order for an absence to be excused, and it remains the professor's prerogative to determine what is or is not an excusable absence.

Students also must put forth every effort to submit their assignments on time. Each day an assignment is late will result in a reduction of one-letter grade from the assignment. Assignments more than one week late will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative. If a student misses the midterm exam, they will make it up in person on the last Monday of the semester (July 1). There will be **no** makeup exam for the final exam.

Syllabus Notice

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes, and no major changes to assignments/weights will occur.

Classroom Etiquette

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you do

not want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues. Students who are habitually tardy will be counted as absent for the day and will have their tardiness factored into their attendance and participation grade.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.
- **Be civil:** Given the importance of discussion to the class, and the heterogeneity of views of people, be civil in conversation. Disagreement will be tolerated, but it should be rooted in evidence and interpretation of evidence, and not on extraneous factors. All are welcome to express their ideas in class, and none should feel excluded or shut down in conversations and discussions. If students turn towards aggression, hostility, or antagonism, the professor reserves the right to remove them from the class and/or factor their behavior in their final attendance and participation grade.
- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to

the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities.

If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

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. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the

building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Course Outline

Week 1 - Introduction: Names, Origins, and Other Debates

Readings: Native American Origin Stories [Available on Canvas]

Monday, June 3 - Introduction - "Native American," "Indigenous," or "Indian"?

Tuesday, June 4 - Origins - But According to Whom? Debates and the Historical Record

Wednesday, June 5 - The Native Peoples and Cultures of North America

Thursday, June 6 - Early Decades of Contact: 1520s-1600s

Friday, June 7 - Native Understandings of the World and Beyond

In-Class Discussion of Primary Sources

Week 2 - Colonial Native America, 1600s-1800

Readings: Native Voices from 1600-1820s [Available on Canvas]

Monday, June 10 - **NO CLASS - RESEARCH DAY**

Tuesday, June 11 - Indigenous Encounters with French & English Colonization

Wednesday, June 12 - From Colonialism to "Independence" for Native Americans

Thursday, June 13 - Natives in the Early Nation

Friday, June 14 - Native America, 1812-1859

In-Class Discussion of Primary Sources

Midterm Exam Open from Friday (June 14) at noon until Sunday (June 16) at noon)

Week 3 - Native America and the Nation, 1800-1920s

Readings: Native Voices from 1820s-1920s [Available on Canvas]

Monday, June 17 - **NO CLASS - RESEARCH DAY**

Tuesday, June 18 - Transformations amidst Migrations: Natives and Westward Expansion

Wednesday, June 19 - "Nits Make Lice": Indigenous Peoples and Genocide in the Nineteenth Century

Thursday, June 20 - "Once I Moved About Like the Wind": Survival in the Face of National Extermination Efforts

Friday, June 21 - "Talking Back to Civilization": Indigenous Voices in the Twentieth Century

In-Class Discussion of Primary Sources

Week 4 - Native America in the 20th and 21st Centuries

Readings: Native Voices in the 20th Century [Available on Canvas]

Monday, June 24 - **NO CLASS - WRITING DAY**

Tuesday, June 25 - New Deals, Old Deals - Transformations of the Twentieth Century

Wednesday, June 26 - New Power in the Age of Civil Rights - Indigenous Organizing and Mobilization in the 1950s-1960s

Thursday, June 27 - "You Are on Indian Land" - Indigenous Organization and Mobilization in the 1960s-2000s

Friday, June 28 – Transformations in Indigenous Societies in the Late Twentieth Century

In-Class Discussion of Primary Sources

Week 5 – Native American Societies Past and Present

Monday, July 1 – **NO CLASS - WRITING DAY**

Paper due by 6:00 PM on Monday, July 1

Tuesday, July 2 – Presentations

Wednesday, July 3 – Presentations

Thursday, July 4 – **NO CLASS (Holiday)**

Friday, July 5 – **NO CLASS (Final exam online)**