



**HISTORY 264.01E: A NATION DIVIDED
AMERICAN INDIAN HISTORY
COURSE SYLLABUS: SPRING 2020**



American Indian Movement Takeover of the Bureau of Indian Affairs Building
Washington, D.C., November 1972

Instructor: Professor John Howard Smith

Class Location/Time: Ferguson Social Sciences 312 / Mon., Wed., & Fri., 1:00-1:50 p.m.

Office Location: Ferguson Social Sciences 117

Office Hours: Mon., Wed., & Fri., 3:00-5:00 p.m., or by appointment

University Email Address: John.Smith@tamuc.edu

COURSE INFORMATION

Course Prerequisites/Co-requisites: None

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

- Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History*, 6th ed.
 Boston: Bedford/St. Martin's, 2019 ISBN13: 978-1-319-10492-4 **FP**
 John G. Neihardt, *Black Elk Speaks*, 3rd ed. Lincoln: University of Nebraska Press, 2000.
 ISBN13 978-0-8032-8385-5

Various items posted to D2L/Brightspace's "Webliography" and "Doc Sharing"

*Regarding the textbooks: Students are responsible for procuring the course textbooks **before the first class meeting**. Those who are unable to do so should not approach the Instructor to ask for any special consideration. Also, the correct editions of the textbooks must be acquired, as the readings quizzes are based upon the editions actually being used, and the use of older editions or different books may—and in many cases will—result in an inability to answer quiz questions properly and contribute adequately to class discussions.*

Course Description:

The purpose of this University Studies course is to draw students into a deeper investigation of particular themes in United States history relating to division and conflict, and how Americans have variously surmounted—or just as often failed to surmount—obstacles which separate people from one another. The purpose of this course is to present a survey of American Indian history from the Pre-Columbian period to the present, highlighting the processes by which Europeans and Euro-Americans dispossessed the various Indian nations of their land and identities, as well as the Indians' efforts to adapt to rapidly changing circumstances and reclaim identity. The dynamics of contact, conquest, interrelationship, accommodation, assimilation, and resistance is ongoing, and will be examined from both Indian and non-Indian perspectives (though far greater weight is given to the former).

Student Learning Outcomes:

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or artistic works.
2. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
3. Students will understand and practice academic honesty.
4. Students will demonstrate an understanding of societal and/or civic issues.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Attendance & Participation: (100 pts., 30% of course grade)

Student Learning Outcomes nos. 1, 2, & 3:

Participation in class discussions is intended to allow students to discuss substantively issues pertaining to the topics at hand, and will serve to inform the Instructor about how well students are absorbing course content. Facility in oral communication will thus be developed through these activities. Regular attendance to class is mandatory, and students intending to perform well in this aspect of the course must come to each class meeting prepared to discuss the day's subjects and ask pertinent questions about the material. Routine absences and/or distractive behavior will negatively impact the participation grade.

Readings Quizzes: (100 pts., 40% of course grade)

Student Learning Outcomes nos. 1, 2, 3, & 4:

The readings quizzes are designed to test students' comprehension of the readings for each particular day a quiz is administered, testing the depth of their knowledge of the topic(s) at hand and their analytical skills. Administration will be random, and each quiz will take up no more than 10 minutes of class time at the beginning of each class period. Grading will be on a 0-10 point scale for each quiz.

Research Paper: (100 pts., 30% of course grade)

Student Learning Outcomes nos. 1, 2, 3, & 4:

The research paper is designed to usher students into a deeper exploration of aspects of American Indian history through the use of the course texts and the consultation of outside sources in the form of scholarly books and articles (see below). Students will gain basic instruction in the art of researching and writing academic essays.

Students will undertake their projects based upon a two-part blind selection process, in which they will draw the name of a tribe, followed by a time period (1600-1800, 1800-1900, or 1900-Present). Students will then conduct research on the general history of the tribe they've selected, with particular attention paid to the time period selected, and write a paper that features a survey of that tribal history and concentrates upon the selected time period, with a focus on a major challenge faced by that tribe and how that challenge was met and resolved (positively or negatively).

The paper must conform to the following physical parameters:

- Processed using MS Word or WordPerfect in 12 pt. Times New Roman font
- 1-inch margins all around, and double-spaced text
- 8-10 pages in length (*not* including the bibliography)
- All sources must be cited using in-text (parenthetical) citation
- There must be a bibliography of works cited at the end of the paper
- All pages must be numbered

Failure to meet most or all of the above requirements will result in an automatic F for the assignment. Failure to do the assignment at all will result in an F for the course.

Concerning Turnitin

All students will be required to submit the final draft of their paper to a D2L/Brightspace dropbox, which will automatically run it through Turnitin (www.turnitin.com), a web-based plagiarism detection program. It scours the Worldwide Web and its database of all submissions (over 135 million so far) for evidence of "lifted" material indicative of plagiarism. It generates a report that notes the percentage of material that appears in other places, and highlights all examples along with the sources from which they came. I do not employ this service based on a prior assumption of guilt or nefariousness on the student's part, but rather as an aid to students learning how to avoid committing overt and incidental plagiarism, and students are asked to trust me to know how to use this service wisely and without prejudice. Please see Turnitin's FAQ page for answers to how the service works, after which you may consult with me for further information and assurances.

Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Attendance & Participation (100 pts.)	30%
Research Paper (100 pts.)	30%
Readings Quizzes (10 pts. each)	40%

TECHNOLOGY REQUIREMENTS

To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

Current anti-virus software must be installed and kept up to date.

Run a browser check through the Pearson Learning Studio Technical Requirements website. [Browser Check http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse](http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse).

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software, if you do not already have them:

- [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
- [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
- [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
- [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical](https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical).

ACCESS AND NAVIGATION

This course will be facilitated using D2L/Brightspace, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Office hours are given at the top of this syllabus, and are posted outside of my door. Arrangements can be made if a student cannot meet with me during regular office hours for consultations. Email is the most reliable method of reaching me outside of my office. Expect a reply within 36 hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). You are neither required nor expected to come up with original ideas about, or new interpretations of, American history. It is more important for students to understand why events unfolded in the ways they did, and what other scholars have said and written about them, so use proper citation in papers where appropriate (see paper assignment above). **However, anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.**

Likewise, **no element of the course grade is negotiable or optional**, meaning that failure to take the exams or to submit the research paper in the absence of compelling, documented circumstances **will result in automatic failure of the course**. *The instructor's evaluative judgment of tests and examinations is final, and will not be subject to revision except in cases of mathematical error.*

Class Decorum

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in an inappropriate manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

Note: Failure to comply with any of the Instructor's policies will result in immediate deregistration from the course.

"Campus Carry" Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. **Pursuant to Penal Code 46.035 and Texas A&M University-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.** For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. **Pursuant to Penal Code 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses.** Report violations to the University Police Department at 903-886-5868 or 9-1-1.

University Specific Procedures:*ADA Statement*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment

that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Jan. 13-17: Introductions

Jan. 13: Course Introduction

Jan. 15: Approaching American Indian History

FP, Introduction: "American Indians in American History"

Donald L. Fixico, "Ethics and Responsibilities in Writing American Indian History" (handout)

Jan. 17: Precontact Societies

FP, chap. 1 (pp. 14-43; documents pp. 44-55)

Jan. 20-24: Old Worlds vs. New Worlds

Jan. 20: MLK Day (No Class)

Jan. 22: Spanish and French Incursions

FP, chap. 2 (pp. 66-85; documents pp. 107-122)

Jan. 24: English Colonization

FP, chap. 2 (remainder; documents pp. 103-106)

Jan. 27-31: *Black Robe*

Jan. 27: Part I

Jan. 29: Part II

Jan. 31: Part III

Feb. 3-7: Indians in Colonial Worlds, 1680-1763

Feb. 3: "A Strange Likeness"
FP, chap. 3 (pp. 130-144)

Feb. 5: Wars for Empire and Survival
FP, chap. 3 (remainder)

Feb. 7: Document Analysis—Abenaki Treaty of 1727 (pp. 169-173)

Feb. 10-14: Wars and Revolutions

Feb. 10: The American Revolution in Indian Country
FP, chap. 4 (pp. 192-205)

Feb. 12: Struggle for Land and Power
FP, chap. 4 (remainder)

Feb. 14: Document Analysis—Treaty of Greenville, 1795 (handout)

Feb. 17-21: Removal from the East and Displacement in the West

Feb. 17: Into the West
FP, chap. 5 (pp. 246-258)

Feb. 19: Removal
FP, chap. 5 (remainder)

Feb. 21: Document Analysis—*Cherokee Nation v. State of Georgia*, *Worcester v. Georgia*, and "John Ross to Richard Taylor, John Baldrige, Sleeping Rabbit, Sicketowee, and Wahachee" (pp. 286-292)

Feb. 24-28: How the West was Lost, 1840-1890

Feb. 24: Erosion and Displacement
FP, chap. 6 (pp. 304-313)

Feb. 26: The "Indian Wars"
FP, chap. 6 (remainder)

Feb. 28: Document Analysis—Treaty of Fort Laramie, 1868 (pp. 336-347)

Mar. 2-6: Black Elk Speaks

Mar. 2: Part I (chaps. 1-10)

Mar. 4: Part II (chaps. 11-19)

Mar. 6: Part III (chaps. 20-26)

Mar. 9-13: Spring Break

Mar. 16-20: “Kill the Indian and Save the Man”

Mar. 16: Life on the Reservations
FP, chap. 7 (pp. 370-383)

Mar. 18: Education for Extinction
FP, chap. 7 (remainder)

Mar. 20: Document Analysis—“Two Sioux School Experiences” (pp. 414-424)

Mar. 23-27: From the Indian New Deal to “Red Power”

Mar. 23: The Indian Reorganization Act
FP, chap. 8 (pp. 436-447)

Mar. 25: Termination and Relocation
FP, chap. 8 (remainder)

Mar. 27: Document Analysis—Mary Crow Dog, “A Woman’s View from Wounded Knee” (pp. 486-489)

Mar. 30-Apr. 3: *Incident at Oglala*

Mar. 30: Background
 Peter Matthiessen, *In the Spirit of Crazy Horse*, chap. 6 (handout)

Apr. 1: Part I

Apr. 3: Part II

Apr. 6-10: Self-Determination and Sovereignty, 1975-2010

Apr. 6: Reclamation
FP, chap. 9 (pp. 500-515)

Apr. 8: Land and Sovereignty
FP, chap. 9 (remainder)

Apr. 10: Document Analysis—Vine Deloria, Jr., *The Popularity of Being Indian* (pp. 546-552)

Apr. 13-17: Dream Catchers

Apr. 13: Debating Identity
FP, chap. 10 (pp. 566-578)

Apr. 15: No Class Meeting

Apr. 17: Steps Forward and Backward
FP, chap. 10 (remainder)

Apr. 20-24: *Reel Injun*

Apr. 20: Part I

Apr. 22: Part II

Apr. 24: Paper-Writing Seminar and Course Evaluations

Apr. 27-May 1: Voluntary Paper Consultations

Research Paper Due May 7