



EAST TEXAS A&M
UNIVERSITY

**HISTORY 597.01E/1SE: AMERICAN INDIAN HISTORY
COURSE SYLLABUS: FALL 2025**



Indians at Fort Marion, c. 1875
Donald C. and Elizabeth M. Dickinson Research Center
Arthur and Shifra Silberman Native American Art Collection
National Cowboy and Western Heritage Museum, Oklahoma City, OK

Instructor: Professor John Howard Smith

Class Location/Time: Sowers Education South 135 / Tuesdays, 7:20-10:00 p.m.

Office Location: Ferguson Social Sciences 117

Office Hours: Monday-Friday, 8:00—9:00 a.m., or by appointment

University Email Address: John.Smith@etamu.edu

COURSE INFORMATION

Course Prerequisite/Co-requisite: None

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

- Colin G. Calloway, *First Peoples: A Documentary History of American Indian History*, 7th ed. Boston: Bedford/St. Martin's, 2024. ISBN13: 978-1-319-24457-6
- Joel W. Martin, *The Land Looks after Us: A History of Native American Religion*. New York: Oxford University Press, 2001. ISBN10 0-19-514586-0
- Colin G. Calloway, *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*. Cambridge: Cambridge University Press, 1995. ISBN13 978-0521475693
- Theda Perdue and Michael D. Green, *The Cherokee Nation and the Trail of Tears*. New York: Penguin Books, 2007. ISBN13 9780143113676
- John G. Neihardt, *Black Elk Speaks*. Lincoln: University of Nebraska Press, 2000. ISBN10 0-8032-8385-7
- Charles Wilkinson, *Blood Struggle: The Rise of Modern Indian Nations*. New York: W. W. Norton Co., 2005. ISBN13 978-0-393-32850-9
- Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America*. Cambridge, Mass.: Harvard University Press, 2001. ISBN10 0-614-01117-1
- David Wallace Adams, *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*. Lawrence: University of Kansas Press, 1995. ISBN13 978-070060838-6

Supplemental Reading:

Selected journal articles accessed from JSTOR (Gee Library Databases).

Course Description:

The purpose of this course is to present a survey of American Indian history from the pre-European contact 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. 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). The means by which Indians have preserved their identities and cultures is the keynote to the course, rather than emphasizing the many tragic aspects of their histories.

Student Learning Outcome:

Students will demonstrate the ways in which historians have transformed the writing of American Indian history from a chronicle emphasizing tragedy into one emphasizing resilience and triumph.

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.

Participation: (100 pts., 70% of course grade)

Student Learning Outcome: Students will demonstrate the ways in which historians have transformed the writing of American Indian history from a chronicle emphasizing tragedy into one emphasizing resilience and triumph.

Participation in class discussions is intended to allow students to talk about issues pertaining to the topics at hand concerning various aspects of American Indian history, and will serve to inform the Instructor about how well students are absorbing course content. They will also allow students to further develop and refine skills in scholarly debating, as they will be required to answer questions posed by the Instructor and by their classmates in coherent and insightful ways.

Position Papers: (3 @ 100 pts. each, 30% of course grade)

Student Learning Outcome: Students will demonstrate the ways in which historians have transformed the writing of American Indian history from a chronicle emphasizing tragedy into one emphasizing resilience and triumph.

The position papers are 5-7-page analytical essays to be written on topics chosen by the student pertaining to issues addressed by the readings and discussions up to each paper's due date. In other words, paper #1 will deal with some aspect(s) of Indian history and culture from pre-Columbian contact through the early national period of U.S. history, and so on.

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 and Participation (100 pts.)	70%
Position Papers (3 @ 100 pts. each)	30%

TECHNOLOGY REQUIREMENTS

As this course is web-enhanced through D2L/Brightspace, students are asked to follow these links for information about course enhancements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

ACCESS AND NAVIGATION

This course will be facilitated using D2L/Brightspace, the Learning Management System used by East Texas A&M University. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. If you are having technical difficulty with any part of D2L/Brightspace, please contact D2L/Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

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.

Consistent and reliable access to the Internet is a fundamental requirement for this course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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.

Please refrain from using smartphones during class. Food is not permitted in the classroom, though beverages are permitted. Noncompliance will result in deductions from the attendance grade.

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

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

“Campus Carry” Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M University 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 East Texas A&M campuses.** Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Statement on Texas Senate Bill 17

Texas Senate Bill 17, the recent law that prohibits certain diversity, equity, and inclusion programs at public colleges and universities in Texas, **does not** affect academic course instruction, including the content, teaching, or discussion in a course at public colleges and universities in Texas. SB 17 does not alter existing expectations and academic freedom for teaching and related classroom discussion, including regarding diversity, equity, and inclusion topics.

Statement on the Uses of Artificial Intelligence

East Texas A&M University acknowledges that there can be legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words. **However, use of such tools cannot take the place of original composition on academic writing assignments, and therefore is discouraged by the Instructor in this course.** Any discovered and confirmed use of such software constitutes an instance of academic dishonesty, and will result in the same penalties that attend cases of plagiarism (see above). Students are fully responsible for the content of any assignment they submit, including cases in which A.I. was used, and especially in cases where the A.I. software plagiarized another text and/or misattributed or otherwise misrepresented primary and/or secondary source materials.

University Specific Procedures:

East Texas A&M will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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**East Texas A&M University****Waters 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*).

Mental Health Services

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.



<http://telusproduction.com/app/5108.html>

COURSE OUTLINE / CALENDAR

Aug. 26 Introductions

Donald L. Fixico, "Ethics and Responsibilities in Writing American Indian History," *American Indian Quarterly* 20 (1996), 29-39

Sept. 2 Pre-Columbian North America

Calloway, *First Peoples*—Introduction and chap. 1 (all documents appending)

Richter, *Facing East*—"Prologue" and chap. 1

Martin, *The Land Looks After Us*—Preface and chap. 1

Bradley and Stanford, "The North Atlantic Ice-Edge Corridor: A Possible Paleolithic Route to the New World," *World Archaeology* 36 (Dec. 2004), 459-478

Sept. 9 Invasion, Conquest, Adaptation and Accommodation in Colonial North America, Part I

Calloway, *First Peoples*—chap. 2 (all documents appending)

Richter, *Facing East*—chaps. 2-4

Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of the Europeans," *William and Mary Quarterly*, 3rd Ser., 53 (1996), 435-458

David S. Jones, "Virgin Soils Revisited," *William and Mary Quarterly*, 3rd Ser., 60 (2003), 703-742

Virginia DeJohn Anderson, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England," *William and Mary Quarterly*, 3rd Ser., 51 (1994), 601-624

Sept. 16 Invasion, Conquest, Adaptation and Accommodation in Colonial North America, Part II

Calloway, *First Peoples*—chaps. 3 (all documents appending)-4 (pp. 198-203)

Richter, *Facing East*—chaps. 5-6 (to p. 216)

James Axtell, "The White Indians of Colonial America," *William and Mary Quarterly*, 3rd Ser., 32 (1975), 55-88

Jane T. Merritt, "Dreaming of the Savior's Blood: Moravians and the Indian Great Awakening in Pennsylvania," *William and Mary Quarterly*, 3rd Ser., 54 (1997), 723-746

Timothy J. Shannon, "Dressing for Success on the Mohawk Frontier: Hendrick, William Johnson, and the Indian Fashion," *William and Mary Quarterly*, 3rd Ser., 53 (1996), 13-42

Sept. 23 The American Revolution in Indian Country

Calloway, *First Peoples*—chaps. 4 (remainder and all documents appending)

Richter, *Facing East*—chap. 6 (remainder) and "Epilogue"

Martin, *The Land Looks After Us*—chap. 2

Calloway, *The American Revolution in Indian Country* (entire)

Sept. 30 Indian Removal

Calloway, *First Peoples*—chap. 5 (all documents appending)

Martin, *The Land Looks After Us*—chap. 3

Perdue and Green, *The Cherokee Nation and the Trail of Tears* (entire)

Position Paper #1 Due

Oct. 7 How the West Was Lost

- Calloway, *First Peoples*—chap. 6 (all documents appending)
 Martin, *The Land Looks After Us*—chap. 4 (to middle of p. 95)
 Kingsley M. Bray, “Crazy Horse and the End of the Great Sioux War,” *Nebraska History* 79 (Fall 1998), 94-115
 L. G. Moses, “‘The Father Tells Me So!’ Wovoka: The Ghost Dance Prophet,” *American Indian Quarterly* 9 (1985), 335-351

Oct. 14 Black Elk Speaks

- Neihardt, *Black Elk Speaks* (entire)

Oct. 21 Detribalization and Assimilationism

- Calloway, *First Peoples*—chap. 7 (all documents appending)
 Martin, *The Land Looks After Us*—chap. 4 (remainder)
 David Rich Lewis, “Reservation Leadership and the Progressive-Traditional Dichotomy: William Wash and the Northern Utes, 1865-1928,” *Ethnohistory* 38 (1991), 124-140
 Carol Devens, “‘If We Get the Girls, We Get the Race’: Missionary Education of Native American Girls,” *Journal of World History* 3 (1992), 219-237

Oct. 28 “Kill the Indian and Save the Man”

- Adams, *Education for Extinction* (entire)
 Robert A. Trennert, “Educating Indian Girls at Nonreservation Boarding Schools, 1878-1920,” *Western Historical Quarterly* 13 (1982), 271-290
 Thomas G. Andrews, “Turning the Tables on Assimilation: Oglala Lakotas and the Pine Ridge Day Schools, 1889-1920s,” *Western Historical Quarterly* 33 (2002), 407-430

Nov. 4 The Bureau of Indian Affairs and Termination

- Calloway, *First Peoples*—chap. 8 (pp. 442-463, 476-489)
 Wilkinson, *Blood Struggle*—Introduction, chaps. 1-5
 Wilcomb E. Washburn, “A Fifty-Year Perspective on the Indian Reorganization Act,” *American Anthropologist*, New Ser., 86 (1984), 279-289
 Larry W. Burt, “Roots of the Native American Urban Experience: Relocation Policy in the 1950s,” *American Indian Quarterly* 10 (1986), 85-99
 Nancy Shoemaker, “Urban Indians and Ethnic Choices: American Indian Organizations in Minneapolis, 1920-1950,” *Western Historical Quarterly* 19 (1988), 431-447

Position Paper #2 Due**Nov. 11 The “Red Power” Movement**

- Calloway, *First Peoples*—chap. 8 (remainder and documents on pp. 490-495)
 Wilkinson, *Blood Struggle*—chaps. 6-8
 Dean J. Kotlowski, “Alcatraz, Wounded Knee, and Beyond: The Nixon and Ford Administrations Respond to Native American Protest,” *Pacific Historical Review* 72 (2003), 201-227

Nov. 18 Free Leonard Peltier?

- Joseph Ezzo, “The Leonard Peltier Case: An Argument in Support of Executive Clemency Based on Norms of International Human Rights,” *American Indian Law Review* 38 (2013-14), 35-99
 Film—*Incident at Oglala: The Leonard Peltier Story*

Nov. 25 Thanksgiving Break

Dec. 2 Dream Catchers, Part I

Calloway, *First Peoples*—chap. 9 (all documents appending)

Wilkinson, *Blood Struggle*—chaps. 9-12

Martin, *The Land Looks After Us*—chap. 5

Joane Nagel, "American Ethnic Renewal: Politics and the Resurgence of Identity," *American Sociological Review* 60 (1995), 947-965

Marcia Yablon, "Property Rights and Sacred Sites: Federal Regulatory Responses to American Indian Religious Claims on Public Land," *Yale Law Journal* 7 (2004), 1623-1662

Dec. 9 Dream Catchers, Part II

Calloway, *First Peoples*—chap. 10 (all documents appending)

Wilkinson, *Blood Struggle*—chaps. 13-14, "Coda"

Michael Yellow Bird, "What We Want to Be Called: Indigenous Peoples' Perspectives on Racial and Ethnic Identity Labels," *American Indian Quarterly* 23 (1999), 1-21

Hilary N. Weaver, "Indigenous Identity: What Is It, and Who Really Has It?" *American Indian Quarterly* 25 (2001), 240-255

Position Paper #3 Due

Paper Parameters

All papers must be composed using Microsoft Word—**do not use Google Docs.**

Text must be in 12 pt. Times New Roman font (10 pt. for footnotes).

Margins must be one inch on top and bottom, left and right, with full justification of text.

Documentation must take the form of **footnotes** (no parenthetical citations or endnotes).

Bibliography must begin on a separate page, not on the same page as the end of the text.

Consult the Style Guide, "Wade Mecum," for detailed information about how a proper history paper should look and what it should contain. A copy will be posted to D2L alongside the course syllabus.