



**HISTORY 264.01E: A NATION DIVIDED  
AMERICAN INDIAN HISTORY  
COURSE SYLLABUS: SPRING 2014**



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

**Instructor:** Associate Professor John H. Smith  
**Class Location/Time:** Ferguson Social Sciences 150 / Tues. & Thurs. 9:30-10:45 a.m.  
**Office Location:** Ferguson Social Sciences 117  
**Office Hours:** Wednesdays, 10:00 a.m.-12:00 p.m., 1:00-4:00 p.m., or by appointment  
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<b>COURSE INFORMATION</b>
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**Course Prerequisites/Co-requisites: None**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbooks Required:*

- Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History*, 4<sup>th</sup> ed.  
 Boston: Bedford/St. Martin's, 2012 ISBN13: 978-0-312-65632-0 **FP**  
 John G. Neihardt, *Black Elk Speaks*, 3<sup>rd</sup> ed. Lincoln: University of Nebraska Press, 2000.  
 ISBN13 978-0-8032-8385-5

Various items posted to eCollege'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 form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

<b>COURSE REQUIREMENTS</b>
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**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., 25% 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.

Readings Quizzes: (100 pts., 25% of course grade)

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

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, with a running average maintained through the semester that will be adjusted to a score from 0-100 at the end of the semester.

Final Exam: (100 pts., 25% of course grade)

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

The Final Exam, to be administered via eCollege, will be an open-book examination wherein students will be required to write substantive analytical essays in response to a series of questions within a two-hour time period. Students will be required to utilize their absorption of the course content, supplemented by their use of the course texts as evidentiary support, in order to compose fulsome responses to questions that test their understanding of the course content.

Research Paper: (100 pts., 25% of course grade)

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

The research paper is designed to usher a group of 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 groups will be required to submit the final draft of their paper to an eCollege dropbox, which will automatically run it through Turnitin ([www.turnitin.com](http://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

Participation (100 pts.)	25%
Research Paper (100 pts.)	25%
Readings Quizzes (10 pts. each)	25%
Final Exam (100 pts.)	25%

## TECHNOLOGY REQUIREMENTS

As this course is conducted through eCollege, students will require the following hardware and software:

*Our campus is optimized to work in a Microsoft Windows environment. Windows XP or newer, and Internet Explorer 6.0 or newer is best.*

*Internet access/connection—high speed preferred (not dial-up).*

*Word Processor (preferably Microsoft Word 1997-2003 or newer).*

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.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](mailto: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 24 to 36 hours. Students may also be able to reach me by phone during office hours. In the event that a student leaves a voicemail, do not leave a callback number, but rather send an email or wait to see me during office hours.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **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.**

## 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](mailto: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*).

<b>COURSE OUTLINE / CALENDAR</b>
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#### **Jan. 14-16: Introductions**

Jan. 14: Course Introduction

Jan. 16: Approaching American Indian History

*FP*, Introduction: "American Indians in American History"

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

#### **Jan. 21-23: Pre-Columbian North America**

Jan. 21: Precontact Societies from California to Texas

*FP*, chap. 1 (pp. 14-30; documents pp. 40-49)

Jan. 23: The Eastern Woodlands

*FP*, chap. 1 (remainder; documents pp. 40-64)

#### **Jan. 28-30: Old Worlds vs. New Worlds**

Jan. 21: Spanish and French Incursions

*FP*, chap. 2 (pp. 78-102; documents pp. 112-133)

Jan. 23: English Colonization

*FP*, chap. 2 (remainder; documents pp. 133-136)

**Feb. 4-6: *Black Robe***

Feb. 4: Part I

Feb. 6: Part II

**Feb. 11-13: Indians in Colonial Worlds, 1680-1763**

Feb. 11: "A Strange Likeness"

*FP*, chap. 3 (pp. 152-169; documents pp. 187-192)

Feb. 13: Wars for Empire and Survival

*FP*, chap. 3 (remainder; documents pp. 193-198)**Feb. 18-20: Wars and Revolutions**

Feb. 18: The American Revolution in Indian Country

*FP*, chap. 4 (pp. 218-232; documents pp. 249-254)

Feb. 20: Struggle for Land and Power

*FP*, chap. 4 (remainder; documents pp. 254-262)**Feb. 25-27: Removal from the East and Displacement in the West**

Feb. 25: Into the West

*FP*, chap. 5 (pp. 274-285; documents pp. 299-304)

Feb. 27: Removal

*FP*, chap. 5 (remainder; documents pp. 304-319)**Mar. 4-6: How the West was Lost, 1840-1890**

Mar. 4: Erosion and Displacement

*FP*, chap. 6 (pp. 332-346; documents pp. 359-369)

Mar. 6: The "Indian Wars"

*FP*, chap. 6 (remainder; documents pp. 369-396)**MAR. 10-14: SPRING BREAK****Mar. 18-20: Black Elk Speaks**

Mar. 18: Part I (chaps. 1-16)

Mar. 20: Part II (chaps. 17-26)

**Mar. 25-27: "Kill the Indian and Save the Man"**

Mar. 25: Life on the Reservations

*FP*, chap. 7 (pp. 412-425; documents pp. 448-456)

Mar. 27: Education for Extinction

*FP*, chap. 7 (remainder; documents pp. 457-469)

**Apr. 1-3: From the Indian New Deal to “Red Power”**

Apr. 1: The Indian Reorganization Act  
*FP*, chap. 8 (pp. 484-494; documents pp. 510-520)

Apr. 3: Termination and Relocation  
*FP*, chap. 8 (remainder; documents pp. 520-532)

**Apr. 8-10: *Incident at Oglala***

Apr. 8: Part I  
*FP*, chap. 9 (pp. 546-553; documents pp. 572-575)

Apr. 10: Part II

**Apr. 15-17: Self-Determination and Sovereignty, 1975-2010**

Apr. 15: Reclamation  
*FP*, chap. 9 (pp. 553-560)

Apr. 17: Land and Sovereignty  
*FP*, chap. 9 (remainder; documents pp. 576-603)

**Apr. 22-24: Dream Catchers**

Apr. 22: Debating Identity  
*FP*, chap. 10 (pp. 618-648; documents pp. 665-680)

Apr. 24: English Colonization  
*FP*, chap. 10 (remainder; documents pp. 680-689)

**Apr. 29: Paper Workshop**

**May 5-9: Final Exam (on eCollege)**

**\*Research Paper Due May 8**