HISTORY 597.01: AMERICAN INDIAN HISTORY
COURSE SYLLABUS: SUMMER II 2016

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:  Associate Professor John Howard Smith
Class Location/Time: Ferguson Social Sciences 150 / Tuesdays & Thursdays, 1:00-4:50 p.m.
Office Location:  Ferguson Social Sciences 117
Office Hours: Tuesdays & Thursdays, 9:00 a.m.-12:00 p.m., or by appointment
Office Phone:  903-886-5219
Office Fax:  903-468-3230
University Email Address:  John.Smith@tamuc.edu
COURSE INFORMATION

Course Prerequisite/Co-requisite: None

Materials – Textbooks, Readings, Supplementary Readings:
Textbooks Required:

Supplemental Reading:
Selected journal articles downloadable from the course's eCollege site.

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., 40% 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, 60% 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 to be written on topics chosen by the student pertaining to issues addressed by the readings, lectures, 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:

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>0-59</td>
<td>F</td>
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| Attendance and Participation (100 pts.) | 40% |
| Position Papers (100 pts.) | 60% |

TECHNOLOGY REQUIREMENTS

As this course is web-enhanced 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@tamu-commerce.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 48 hours, and replies will only be sent to students’ LeoMail accounts. **Do not email me from your personal email account.** Students may also be able to reach me by phone during office hours, and at other times do not leave a callback number as I do not return students’ phone calls.

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). **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.**

*The instructor's evaluative judgment of student work 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. Disruptive behavior will not be tolerated. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in a disruptive 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@tamu-commerce.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

July 12 Introductions

July 14 Pre-Columbian North America / Conquest and Colonization
  Calloway, First Peoples—Introduction and chaps. 1-2 (all documents appending each chapter)
  Richter, Facing East—“Prologue” and chaps. 1-3
  Martin, The Land Looks After Us—Preface and chap. 1

July 19 Adaptation and Accommodation
  Calloway, First Peoples—chap. 3 (all documents appending) & chap. 4 (pp. 200-205)
  Richter, Facing East—chaps. 4-6 (to p. 216)
  Martin, The Land Looks After Us—chap. 2 (to middle of p. 53)

July 21 The American Revolution in Indian Country and Beyond
  Calloway, First Peoples—chaps. 4 (remainder, & all documents appending) & chap. 5 (all documents appending)
  Richter, Facing East—chap. 6 (remainder) and “Epilogue”
  Martin, The Land Looks After Us—chap. 2 (remainder)
  Position Paper #1 Due

July 26 How the West was Lost
  Calloway, First Peoples—chap. 6 (all documents appending)
  Martin, The Land Looks After Us—chaps. 3-4 (to middle of p. 98)
  Neihardt, Black Elk Speaks (entire)

July 28 Detribalization and Assimilationism
  Calloway, First Peoples—chap. 7 (all documents appending)
  Martin, The Land Looks After Us—chap. 4 (remainder)
Aug. 2  The Bureau of Indian Affairs and Termination
Calloway, *First Peoples*—chap. 8 (pp. 444-465, documents on pp. 471-484)

**Position Paper #2 Due**

Aug. 4  The “Red Power” Movement
Calloway, *First Peoples*—chap. 8 (remainder and documents on pp. 487-490) & chap. 9 (pp. 502-509, document on pp. 535-538)
Wilkinson, *Blood Struggle*—chaps. 6-8
Film—*Incident at Oglala: The Leonard Peltier Story* (in class)

Aug. 9  Dream Catchers, Part I
Calloway, *First Peoples*—chap. 9 (remainder, documents on pp. 539-546)
Wilkinson, *Blood Struggle*—chaps. 9-12
Martin, *The Land Looks After Us*—chap. 5

Aug. 11  Dream Catchers, Part II
Calloway, *First Peoples*—chap. 10 (all documents appending)
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

**Position Paper #3 Due Aug. 12**

**Paper Parameters**

All papers must be composed using Microsoft Word (any version published since 1997). 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.
Disable the “extra space between paragraphs of same type” function.
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. The guide is downloadable from the “Doc Sharing” section of the course’s eCollege site.*