

## **AMERICAN INDIAN HISTORY (HIST 3367) - SPRING 2012**

MWF 9-9:50am, UH 07

**Instructor:** Dr. Kimberly Breuer

**Office:** UH 324

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**Office Hours:** MW 11:15-11:45 and 2-2:30; F 11-12

**COURSE DESCRIPTION:** The history of North American (modern Canada, the United States and Mexico) Indians from pre-history to the late 20th century, with particular focus on the period of initial European contact and the colonial period.

**CLASS PREREQUISITES:** No special requirements or prerequisites

### **REQUIRED MATERIALS:**

- Richter, *Facing East from Indian Country*
- Hamalainen, *The Comanche Empire*
- Powers-Beck, *The American Indian Integration of Baseball*
- Smith and Warrior, *Like A Hurricane*

### **Choose ONE of the following:**

- Merrell, *The Lancaster Treaty of 1744*
- Perdue and Green, *The Cherokee Removal*
- Calloway, *Our Hearts Fell to the Ground*
- Hoxie, *Talking Back to Civilization*

NOTE: You may wait until after the first day of the class to purchase books.

**CLASS FORMAT:** This is a blended course, meaning that some elements of this class are online in Blackboard. This course utilizes primary sources, film, classroom discussion and active/team based learning in addition to traditional lectures. I prefer a lively classroom where students feel free to ask questions and express their ideas and opinions, however, I ask that students maintain proper classroom etiquette. Students should come to class fully prepared.

**STUDENT LEARNING OUTCOMES** (Course Objectives): Upon completion of this course, students will be able to:

- identify key events, peoples, individuals, terms, periodizations and chronology of the history of North American Indians.
- demonstrate awareness of the basic geography associated with North American Indians.
- develop analytical skills by scrutinizing primary source documents
- develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events and explaining how the manipulation of the past can provide insights into later periods.

- synthesize diverse historical information on broad themes of American Indian history and present this information in coherent, well-articulated and well-substantiated discussions, essays and other written work

### **ASSIGNMENTS, ASSESSMENTS AND GRADING**

Your grade for this course will be based upon 400 quality points. Your semester grade is based upon testing (25%); assignments and projects (55%); and participation (20%)

**Grade Scale:** A =400-360; B = 320-359; C = 280-319; D = 240-279; F = 239 and below

NOTE: Students have one week from the posting of an assignment/exam/discussion grade to challenge the grade or bring up any concerns. All grades are considered final after this period passes and will not be revisited.

### **QUIZZES**

There are 4 short answer/multiple choice quizzes, one for each unit in the course, which cover assigned readings, other course materials and the basic geography associated with the unit. They assess how well you are learning the course content, or the basic “facts.” Quizzes are taken online in Blackboard and are timed and open book/note. Each quiz is worth up to 25 points each, or 6.25% of your semester grade.

### **PARTICIPATION**

**Discussion Preps:** Each student will be responsible for 3 discussion preps for our Friday classroom discussions. Each prep is worth up to 20 points each, or 5% of your semester grade.

**Class Participation:** Up to 20 points are available for class participation (or 5% of your semester grade). This grade is based upon classroom participation in Friday discussions, other appropriate classroom interactions and attendance (I will take random attendance from time to time - after three unexcused absences on these random days, I will begin to deduct points). Note that I WILL deduct participation points for students who text, surf the web or otherwise disrupt the class through inappropriate classroom behavior. I will give students a formal warning and a chance to change the offending behavior before I begin to deduct points.

### **DOCUMENT READER ASSIGNMENTS (All students do these assignments)**

**Group Project:** Students will participate in a group project based upon the document reader they chose. The group will make a 20-30 minute classroom presentation on the topic of their reader, introducing the rest of the class to the materials. This project is worth 60 points (15% of your semester grade). Only students who fully participate with their group will receive credit.

**Document Worksheet:** This short worksheet will teach students how to read and analyze the primary source documents contained within their reader. Worth up to 40 points (10% of your semester grade).

## **CRITICAL THINKING ASSIGNMENTS**

Students will choose either Option A or Option B

### **Option A - Reviews and Essays**

Students will choose 3 of the following (you must have one of each, you cannot do all three the same). Each is worth up to 40 points, or 10% of your semester grade.

Reviews: Choose a film or a book from the list provided in Blackboard to review. You will answer questions in a worksheet format once you have watched/read it. (This will be a 2-3 page worksheet)

Essays: You will write a 2-3 essay based upon one of the four required books for this course. The essay prompt will be provided at the beginning of the unit where the book is utilized.

**-OR-**

### **Option B - Research Paper**

You will write an 8 page original research paper based upon both primary and secondary sources on a topic of your choice approved by your instructor. You will be required to turn in a proposal (worth up to 10 points), provide a preliminary bibliography (worth up to 20 points), turn in a rough draft (worth up to 30 points) and a final draft (worth up to 60 points). These items will be due on the same due dates as Option A above.

**Full information on each of these assignments is available in the course module.**

**Calculating Your Grade:** I will not calculate interim class grades for students. To determine where you stand in the class at any given time use the following calculation: Divide the number of quality points you have earned by the total number of quality points available to that point and multiply by 100% to get your interim percentage semester grade. (Note: Blackboard uses "fuzzy math" in calculating the "out of" points, however your "earned points" are calculated correctly). Final grades in this course are awarded upon simple addition of earned quality points according to the aforementioned scale.

**CLASS OUTLINE AND READING ASSIGNMENTS:** - Can be found in the online Course Module.

**CLASS CALENDAR:** Can be found in the online Course Module

### **CLASS POLICIES AND INFORMATION - The Fine Print**

**A Respectful Learning Environment:** It is the goal of the Department of History and the College of Liberal Arts to create and maintain a respectful learning environment. The official policy concerning communications within this course is stated below:

"When contacting your instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course,

your communication with fellow students and faculty should be the utmost professional. When communicating with your peers and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct."

**Participation Policy:** Regular participation is required and comprises 20% of the semester grade.

**Drop Policy:** See your advisor and discuss with me your class status before you decide to drop this course. The last day to drop is in the Blackboard course calendar.

**E-Mail Policy:** The University email address is the official means of communication with students. *I require all students to check their UTA email account frequently.*

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Academic Dishonesty:** It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. I take scholastic dishonesty very seriously – if the excerpt below is unclear, see me. I consider copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. I do not give credit for plagiarized assignments or cheating on exams and I will refer plagiarism to the Office of Student Judicial Affairs.

"Scholastic dishonesty includes but is 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." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**BOTTOM LINE:** If you feel that you are falling behind, need help in writing or have any other difficulty with this course, please see/contact me right away and I will attempt to help you myself or direct you to available resources. Don't just flounder along, seek aid while there is still time to get a higher grade.