

HIST 3367: American Indian History
Fall 2015

Instructor(s): Dr. Paul Conrad

My Contact and Office Info: The best way to reach me is via e-mail, in my office, or via my cellphone.

E-mail: paul.conrad@uta.edu

Office Location: University Hall 322

Phone: 801-645-2304

Email Address: paul.conrad@uta.edu

Faculty Profile: <https://www.uta.edu/profiles/paul%20conrad>

Office Hours: 2-3PM Tuesday/Thursdays, 5:30-7PM Tuesdays, or by Appointment

Time and Place of Class Meetings: LS 424, Tu/Th 12:30PM-1:50PM

Description of Course Content: This course provides an introduction to Native American history in North America and the Caribbean. We will begin broadly, by considering the varied societies Native peoples built before Europeans arrived and the challenges that the arrival of Europeans posed to them. Later, we will focus on the relationship between the United States and Native Americans, especially as it has been understood by Native Americans themselves in their struggles for land, sovereignty, and identity.

Student Learning Outcomes:

Students will draw upon evidence from readings and their own research to advance informed arguments about key themes in Native American history in class discussions and on written assignments. Particular themes students will be able to analyze include: the diversity of Native groups in North America and the Caribbean, the influence of colonization on Native peoples, Native understandings of land, power, and politics, the historical relationship between Native peoples and the United States, and Native struggles for sovereignty and cultural identity.

Students will build understanding of the relationship between history and current events by pursuing a final project analyzing the historical context of one issue of concern to a Native community (or communities) in the present-day.

Required Books and Other Course Materials:

Albert L. Hurtado and Peter Iverson, *Major Problems in American Indian History 3rd Edition* (Cengage Learning, 2015).

John G. Neihardt, *Black Elk Speaks: The Complete Edition* (Bison Books, Reprint Edition, 2014)

Louise Erdrich, *The Round House* (Harper Perennial, Reprint Paperback Edition, 2013)

Other articles and readings will be accessed electronically on the Course Blackboard page, as noted on the syllabus.

Descriptions of major assignments and examinations:

(10%) Primary sources are the foundation of historical analysis. These can be written documents, maps, film footage, artifacts, archaeological evidence—anything that provides evidence of what was going on in a past moment in time. Working in groups of about three, you will investigate the context of a primary source relevant to the weekly theme of the class and sign up to lead a discussion of it. Your presentation will answer the following questions: How was the source/document/testimony originally recorded—where does the version found in the textbook come from? What do we know about the author? Who was the

original audience? What larger historical themes does the source relate to or help to illustrate? What questions does it raise for you that aren't answered by the document/source itself?

After providing the class with this context and analysis, you should then be prepared to raise a couple of questions for the class to discuss together. You may select any assigned primary source from the *Major Problems in American Indian History* book. You may also choose your own source if you like, you will just need to clear it with me in advance. I will model the first presentation to give you an example of what I am looking for.

(25%) Short Assignments and Reading Responses. I will be giving you regular, short assignments to be completed outside of class. These may involve you doing some online research or writing a short response essay to a question posed about the readings, for example. No late work will be accepted.

(30%) There will be two mid-term exams in this class. These exams will include multiple choice and short answer-style questions. They will also each include one essay question.

(35%) Final Project. Your final project for the course will be to research the history of an important issue, challenge, or success story in a contemporary American Indian community. Federal recognition, Citizenship requirements, language revitalization, environmental justice concerns, land disputes, water rights, Indian child welfare issues, health care, questions of criminal jurisdiction, international relations and border issues, the appropriation of Native cultural symbols....there are infinite possibilities. Your goal is to explain the historical background essential to understanding your chosen issue. You have two options for how to present what you've learned:

1. An essay of at least 10 full pages, double-spaced, 12-point font, 1" margins. Citations should be done in one standard style with which you are familiar (Chicago, MLA, APA, etc). In addition to the essay, you will present your findings to the class in an engaging, well-crafted 5-minute presentation.
2. A well-crafted short film (of approximately 10 minutes), which you will screen to the class followed by a question and answer time.

With either option, you are free to work in pairs. Each of you will be expected to contribute equally to the project and will be required to complete a self-evaluation explaining your contribution. If you prefer, you are free to work on your own.

Whichever option you choose, your analysis must draw upon both primary and secondary sources, including sources offering Native perspectives. The combined number of sources must exceed six, but the general rule you should follow is the more the better.

Option #1 will be completed in four parts.

Topic proposal and preliminary bibliography (5%) (Due 10/22)
Rough Draft (5%) (Due 11/20 via e-mail)
Presentation to Class (10%) (During last three class periods)
Final Draft of Essay (15%) (Due 12/17 by 5PM)

Option #2 will be completed in four parts.

Topic proposal and preliminary bibliography/discussion of sources (5%) (Due 10/22)
Meeting with me to show progress made and discuss plans (5%) (Week of 11/17)
Screening of film to class and discussion (5%) (12/8)
Final Draft of Film (20%) (12/8 during class)

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I allow students to attend class at their own discretion. Students should note that with the exception of

documentable emergencies or prior arrangements, I do not accept short assignments or reading responses late or via e-mail. For this reason, absences are likely to affect a student's grade.

Grading: Please see the description of major assignments above for a breakdown of how course grade will be calculated. No late assignments will be accepted, except for in the event of an emergency in which arrangements are negotiated with the instructor. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below. Student grades will also be available on Blackboard.

Make-up Exams: Make-up exams will be granted only in the event of a verifiable emergency. It is the responsibility of the student to reach out to the instructor in a timely manner to make arrangements.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In **Quick Hits** sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Librarian to Contact: Andy Herzog (History Subject Librarian): amherzog@uta.edu

Course Schedule

Note: Regular short assignments and reading responses will be posted on the Course Blackboard page at least two weeks in advance. Please consult Blackboard regularly, which is also where I will keep grades.

Dates	Topics	Readings, Exams, and Major Deadlines
8/27	Course Introduction	
9/1, 9/3	Approaches to American Indian History, Mapping the Native Worlds of North America	For Tuesday: Selection from Vine Deloria, <i>Custer Died For Your Sins</i> and Chrystos, "On Anthropology" [Blackboard]; For Thursday: Juliana Barr "Borders and Borderlands" [Blackboard] <i>Optional Reading:</i> Major Problems in American Indian History (MP), Ch 1.
9/8, 9/10	Pre-Colonial Native American History	MP, 24-41 for Tuesday; MP 41-60 for Thursday
9/15, 9/17	The Significance of 1492	MP, Ch. 3, 61-93, PS Group #1 Presentation; "What role did Disease Play in Native Depopulation" Readings [Blackboard] for Thursday
9/22, 9/24	17 th Century Encounters in the West and Why They Still Matter	MP Ch. 4, 96-131, PS Group #2; Film Viewing and discussion on Thursday, "The Last Conquistador"
9/29, 10/1	17 th Century Encounters in the East and Why They Matter	MP Ch. 5, 134-164, PS Group #3, "After the Mayflower" Film Viewing and Discussion on Thursday
10/6, 10/8	War and Survival in the 18 th Century	MP Ch. 6, 167-201, PS Group #4; Midterm #1 on Thursday <i>Optional Reading:</i> MP Ch 7, 204-240
10/13, 10/15	Slavery, Expansion, and Removal	For Tuesday: Tiya Miles "Uncle Tom was an Indian" [Blackboard], MP 243-279, PS Group #5; Start Reading <i>Black Elk Speaks</i>
10/20, 10/22	Settler Colonialism and "Indian Wars"	Continue Reading <i>Black Elk Speaks</i> ; MP 283-316, PS Group #6; Topic Proposal and Bibliography Due on Thursday, "Geronimo" Film Viewing and Discussion
10/27, 10/29	The Reservation Era and Allotment	Finish Reading <i>Black Elk Speaks</i> for discussion on Tuesday; MP 319-358, PS Group #7 for Thursday

11/3, 11/5	Indian Education and Federal Indian Policy in the Early 20 th Century	MP 361-398, PS Group #8
11/10, 11/12	The Indian New Deal	MP 401-442, PS Group #9; Midterm #2 on Thursday
11/17, 11/19	Research and Writing Week, No Regular Class, Mandatory Meetings with Me	Rough Draft due via E-mail by 5PM on 11/20, Start Reading <i>The Round House</i>
11/24	World War II, Termination and the Rise of Red Power	Continue Reading <i>The Round House</i> , also read MP 445-483, PS Group #10
12/1, 12/3	Legal Jurisdiction and Tribal Sovereignty; Discussion of <i>The Round House</i> ; Final Presentations Begin	Finish reading <i>The Round House</i> by Tuesday for discussion; read MP 486-523
12/8	Final Presentations, Contin.	<i>Optional Reading</i> : MP 527-564 Film Option: Final Draft Due
Final Exam Period	Thursday, Dec. 17 th by 5PM	Essay Option: Final Draft Due

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Paul Conrad.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. **For non-emergencies, contact the UTA PD at 817-272-3381.**