

HIST 3367: American Indian History
Fall 2017

Instructor(s): Dr. Paul Conrad

My Contact and Office Info:

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Office Hours: MWF 12:00PM-2:00PM, or by Appointment

Time and Place of Class Meetings: MWF 10:00AM-10:50AM, UH 25

Description of Course Content: This course provides an introduction to the history of the original inhabitants of North America and their descendants. We will begin broadly, by considering the varied societies Native Americans built before Europeans arrived and the challenges that the arrival of Europeans posed to them. Later, we will focus on Native Americans' relationship with the United States and their struggles for land, sovereignty, and identity. Throughout the semester, we will use the stories of particular American Indians' lives as a lens through which to consider broader issues.

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, the influence of colonization on Native peoples, the historical relationship between Native peoples and the United States, and Native struggles for sovereignty, survival, and cultural identity.

Required Books and Other Course Materials:

Camilla Townsend, Pocahontas and the Powhatan Dilemma (Hill and Wang; First edition, 2005)

Bud Shapard, Chief Loco: Apache Peacemaker (University of Oklahoma Press; First Edition, 2010)

Paul R. McKenzie-Jones, Clyde Warrior: Tradition, Community, and Red Power (University of Oklahoma Press, 2015)

Note: Other readings will be accessed on the Course Blackboard page, as noted below.

Descriptions of major assignments and examinations:

(40%) In-class midterm exams. Two in-class exams will take place on October 16th and December 11th. They will include a multiple choice or short answer section, and a short essay. A study guide will be distributed at least one week in advance of each exam, and we will hold an in-class review session. Each exam will be worth 20% of your course grade.

(40%) Final Project. Your major assignment for the semester will require you to research the biography of an American Indian person of your own choosing, who lived anytime between 1500 and the present-day. You are welcome to choose someone still living; you may not choose one of the three historical figures we will be reading about: Pocahontas, Chief Loco, or Clyde Warrior. While establishing the

facts of the person's life will be a part of your research, your most important task will be to develop a larger argument explaining what you think your chosen figure's life story tells us about broader themes in American Indian history or U.S.-American Indian relations.

You have two options for how to present your research in terms of format.

- 1) An essay of at least 8 full pages, double-spaced, 12 point font, 1.25" or less margins, cited in one consistent style with which you are familiar (Chicago, MLA, APA, etc).
- 2) A well-crafted film of approximately 10 minutes, narrated by you, drawing upon historical photographs, documents, film footage, interviews, etc., for your visual material. If you choose this option you will be required to screen the film to the class, and present me with a bibliography of the sources you used to create it. With approval from me, you may also choose to work in groups of up to three on your film project.

Whichever option you choose, your sources must include the following:

Secondary sources: At least four academic books or academic journal articles.

Primary sources: At least four primary sources of any type (firsthand accounts from the time-period you are studying)

Option #1 will be completed in four parts.

Topic proposal and preliminary bibliography (5%) (Due 10/6)

Meeting with me to show progress made and discuss plans (5%) (Week of 10/23)

Rough Draft (Optional but encouraged) (Anytime before 11/24 via e-mail)

Final Draft of Essay (30%) (Due in class on 12/4)

Option #2 will be completed in four parts.

Topic proposal and preliminary bibliography (5%) (Due 10/6)

Meeting with me to show progress made and discuss plans (5%) (Week of 10/23)

Screening of film to class and discussion (5%) (12/4)

Final Draft of Film (25%) (12/4 during class)

Attendance (10%) I take attendance in this course and count it towards your final grade as follows.

Full credit: Up to three absences

Subtract 1 point for each additional absence

Participation (10%) I encourage participation and preparation for class by counting it towards your final grade as follows.

Full credit: Shares point of view regularly in class and asks questions; demonstrates engagement with assigned readings

8-9 points: Often shares his/her point of view and asks questions, but may not always demonstrate knowledge of or engagement with assigned readings

6-7 point: Sometimes shares point of view in discussion or asks questions, but noticeably silent or disengaged at other times, not always prepared or aware of content from assigned readings

5 or less: Chronic lack of engagement or preparation noted.

For both attendance and participation grades, I will provide you with three progress reports over the course of the semester so you know how you are doing. You are always welcome to ask me as well.

Extra Credit Opportunity

Attend an event related to American Indian history or culture on campus or in the community. Write a 1-2 page, double-spaced reflection on what you observed and learned, tying it into themes discussed in class if possible for up to 2 points extra credit towards your final grade. You may complete up to 3 event

reports (6 points maximum towards final grade). Please include a photo of yourself at the event, or some other documentation that shows you were present. Events will be announced regularly in class and on Blackboard.

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://web.uta.edu/ao/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.

Course Schedule

Note: This schedule provides an overview of weekly readings, deadlines, and topics. More specific details, included specific readings assignments for each class period will be posted on the Course Blackboard page.

Week of	Topics	Readings, Exams, and Major Deadlines
8/25	Course Introduction: What do you know about American Indians?	
8/28	Myth vs. reality in American Indian History; Approaches to American Indian History	All Readings <u>on Blackboard</u> : Selection from Vine Deloria, <i>Custer Died For Your Sins</i> (Mon); “Vanishing and New Indians” Readings (Wed), Selection from Basso, <i>Wisdom Sits in Places</i> (Fri)
9/6	No Class on Monday 9/4 (Labor Day) Pre-Colonial Native American History	Readings <u>on Blackboard</u> : American Indian Origins Reading [Blackboard] and Salisbury, “The Indians’ Old World,” (Wed); Selection from Daniel Richter, <i>Facing East</i> (Fri)
9/11	The Significance of 1492: Pocahontas and Her World	Townsend, Preface-Chapter 3
9/18	Pocahontas and the Powhatan Dilemma	Townsend, Chapter 4-6
9/25	Pocahontas and Native-English Encounters in Context	Townsend, Chapter 7-9
10/2	Counterpoints: Native American relations with the Spanish and French	Readings <u>on Blackboard</u> : “The Fur trade” Readings (Mon), “The Missions” Reading (Wed), “The Slave Trade” Reading (Friday) Project Proposals due on Friday, 10/6
10/9	Native Wars for Independence	Readings <u>on Blackboard</u> : Pueblo Revolt Readings (Mon); Pontiac’s Rebellion Film Screening (Wed); Review for Midterm #1 and discussion of final project proposals on Friday

10/16	The United States and Native Americans in the 19 th Century	Midterm #1 on Monday, 10/16; Signup for meetings with me next week; Shapard, Preface-Ch 2
10/23	Chief Loco and the Apache Dilemma	Shapard, Chs 3-9; Required meetings with me this week
10/30	Chief Loco and the Reservation System	Shapard, Chs 10-17
11/6	Experiencing Forced Removal	Shapard, Chs. 18-23
11/13	Organizing for Sovereignty	Jones, Prologue-Ch 2
11/20	American Indian Rights in the Civil Rights Era	Jones, Chs 3-5
11/27	American Indian Rights Today	Jones, Chapter 6-Epilogue
12/4	Film Screening on Monday; Review for Midterm #2 on Wednesday Note: Midterm #2 on Monday, December 11th, 8-10:30AM in our regular classroom	

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.**