

## AMERICAN INDIAN HISTORY (HIST 3367-001) – FALL 2013

MWF 10-10:50am, UH 14

**Instructor:** Dr. Kimberly Breuer

**Office:** UH 324

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**Phone:** Faculty in the History department do not have office phones

**Faculty Profile:** <https://www.uta.edu/mentis/public/#profile/profile/edit/id/1514/category/1>

**Office Hours:** Will be posted in Blackboard

**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:**

- Nichols, *American Indians in US History*
- Snyder, *Slavery in Indian Country*
- Calloway, *The Shawnee and the War for America*
- Hamalainen, *The Comanche Empire*
- Smith and Warrior, *Like A Hurricane*

**CLASS FORMAT:** This is a **blended course**, meaning that some elements of this class are online in Blackboard. ***Students will typically attend class only 2 class meetings per week. The other day is devoted to preparing for class with the assigned online materials.*** This course utilizes primary sources, film, classroom discussion, active/team based learning and mini-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

**FACULTY EXPECTATIONS:** I expect that students will:

- not cheat, plagiarize, collude or commit other acts of academic dishonesty
- participate fully by attending class regularly and being prepared for discussions and other assignments. Being prepared means doing your reading assignment or other class prep *before* the class session
- do college level work in all written assignments. You will receive specific and detailed instructions for all assessments within this course, follow them. Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, utilize the services of the Writing Center)
- turn in work on time
- show respect to your instructor and your fellow students in all interactions
- ask for help when needed

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

Your grade for this course will be based upon 1000 quality points. Your semester grade is based upon testing (30%); projects (30%); and Team Based Learning (TBL) exercises (40%)

**Grade Scale:** A =900-1000; B = 800-899; C = 700-799; D = 600-699; F = 599 and below

### **TESTS (30% of semester grade)**

There are three unit tests in this course. The tests consist of short answer and basic geography questions and an essay. Each test is worth up to 100 points (or 10% of your semester grade each).

### **PROJECTS (30% of semester grade)**

There are two projects in this course, an **Encounters Project** and a **Biography Project**. Each project will require a bit of research beyond the assigned materials to complete the assignment. Students will be able to choose their own topic within the parameters of the assignment. Each project consists of a proposal, a research worksheet, and a 3-page essay. Each project is worth up to 150 points each.

### **TEAM-BASED LEARNING EXERCISES (40% of semester grade)**

This class utilizes Team-Based Learning (TBL). In team-based learning, students are assigned to a team which will participate in **in-class assignments** throughout the semester (no work is done outside of class except for assigned class prep).

**RATs:** There will be weekly **Readiness Assessment Tests (RATs)** in this course on the first meeting day of the week (unless otherwise announced in class and in the Blackboard module). The RATs consist of two parts. The iRAT, or individual readiness assessment test, is a 5 question multiple choice quiz given at the beginning of class and worth 5 points. Students will then take the same quiz with their team – the tRAT, or team readiness assessment test is worth up to 20

points. If you are late to class and miss the iRAT, you may still participate in the tRAT, but you will not be able to make up the iRAT. The two scores are added together for the RAT (worth up to 25 points). There are 15 RATs in the course and the three lowest grades will be dropped. RATs are worth up to 300 points for the semester, or 30% of your grade.

**Application Exercises:** There will be at least twelve of these exercises (perhaps more) throughout the course worth up to 10 points each. You will work with your team to complete the exercise in class. The 10 highest grades will count toward your semester grade (up to 100 points or 10% of your semester grade).

**OTHER REQUIREMENTS:** This is a blended course utilizing a flipped classroom. Students will be given one class period per week to devote to preparing for class. Course materials will be provided through Blackboard and students will be responsible for covering these materials outside of class and be prepared to discuss and utilize these materials in their Team Based Learning Exercises.

**EXPECTATIONS FOR OUT-OF-CLASS STUDY:** A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. outside of class. Since this is a flipped and blended course, I use the following correlation: students should expect to spend 9-12 hours per week on this course both in and out of the classroom.

**COURSE SCHEDULE:** A weekly interactive schedule, including readings and other materials, can be found in the Blackboard module for this course.

The course is divided into three, 5-week units. Due to the flipped nature of this course and the fact that the course will organically respond to student interests, a daily schedule of topics is not available. Below is a general, but not exhaustive, description of what is covered in each unit.

- **Unit I:** A general introduction to the subject and the definition of “Indian.” Origins of North American Indians. Environmental determinism and cultural areas. Major polities in North America prior to the European invasion. Reactions to the European invasion to 1700.
- **Unit II:** Covers the period from 1700-1840. The role of Indians in an imperial world and the formation of the United States. Indian relations with the US government to 1840, including Indian Removal. The growth of the Comanche Empire and the greater Southwest. Siouan Expansion. Indians and Westward exploration
- **Unit III:** The closing of the frontier from the Indian perspective. The various western Indian Wars. US government policies including reservations. Progressive era reforms and Indian advocacy groups. The New Deal for American Indians. Government policies at mid-20<sup>th</sup> century. Urban Indians. The Indian rights movement. Casinos. Modern tribal governance.

Weekly Team Based Learning Exercise dates are discussed above and will also be announced in class and through Blackboard. The dates for the major assignments are as follows:

- Unit tests will be held at the end of Weeks 5 and 10 and during Finals Week. The tests will be taken online through Blackboard.
- The final due dates for the two projects will be negotiated in class, but will likely be due during Weeks 7 and 14.

***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. –Kimberly Breuer***

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### **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."

**Attendance Policy:** Regular classroom participation is required and comprises 40% of the semester grade. I expect students to come to class fully prepared to participate. ***If a student habitually shows up unprepared for team work, I reserve the right to give them a 0 on that exercise.***

**Make-Up Policy:** I will allow make-ups of missed tests and projects only for documented university recognized excuses. If you know you are going to miss a due date contact me BEFORE the assignment is due and I will work with you.

Since I drop the lowest grades for the Team Based Learning Exercises, I do not offer makeups and will simply drop the 0. I will consider extenuating documented circumstances if you miss more than the number of assignments dropped (for example, military duty, hospitalization, etc.)

**Drop Policy:** I urge you to consult with me before dropping this course, you might be doing better than you think.

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/>).

**E-Mail Policy:** 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>.

***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 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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course 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.

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:** 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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources)

**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. The basement of University Hall has exits to the outside in the middle of the building on the south side and on the east end of the building. 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 handicapped individuals.

**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.