HIST 5363: Native American History  
Fall 2015

Instructor(s): Dr. Paul Conrad

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Office Hours: 2-3PM Tuesday/Thursdays, 5:30-7PM Tuesdays, or by Appointment. I have an open door policy. If I am in my office please feel free to stop by.

Time and Place of Class Meetings: University Hall 08, 7PM-9:30PM

Description of Course Content: This course provides an introduction to the field of Native American history and important questions and debates within it. There are a number of different approaches a class like this could take—we could focus on comparing the history of Indigenous peoples in North America to selected other places around the globe; we could examine different approaches to Native American history by focusing on specific tribal histories; or we could focus on a specific region, such as the North American West. While we will discuss such possibilities, the major approach of this class will be to consider the historical relationship between Indigenous peoples and the United States. In this vein, we will focus on both historical and historiographical questions, such as: To what extent have historians of the United States included Native Americans in national histories and why? How are understandings of major events or themes in U.S. history changed when explored from the vantage point of American Indian history? How have Indigenous communities grappled with the United States in their efforts to maintain cultural identities and political sovereignty over time? Throughout the semester, we will consider scholarly monographs by Native and non-Native authors that shed light on these questions, and also the perspectives and voices of Native historical actors through primary source documents and literature.

Student Learning Outcomes:

Students will draw upon readings and their own research to articulate informed arguments addressing the relationship between American Indian and U.S. history in class discussions and on written assignments.

Students will gain a deeper understanding of a specific theme in Native-U.S. relations by pursuing a secondary-source based final project that investigates a question of their own choosing.

Required Books and Other Course Materials:


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

**Descriptions of major assignments and examinations:**

**Primary Source Analysis and Discussion (20%)**
At each of our regular class meetings starting Sept. 22nd, we will end class by discussing primary sources related to the topic of discussion that week drawn from Peter Nabakov’s *Native American Testimony*. I will have you sign up for a time during our first class meeting. Working alone or in pairs, you will then select several primary sources from the Nabakov book that relate to the theme of your chosen week and inform me of your selection at least two weeks in advance. You will prepare a three page typed analysis of your primary sources that focuses on connecting them to the larger theme of the week. You will present this analysis to the class and then be in charge of leading an approximately 15 minute discussion. Your presentation and discussion will be worth 10%; the written analysis 10%.

**Other Short Assignments (40%)**

Book Analysis (Due Sept. 15) (10%)
You are to locate one recent monograph in early American history (pre-1850). You are free to use books you have read for other courses. After reading the assigned essay by James Merrell, you are to analyze your chosen book in light of Merrell’s criticisms of the way that early American historians have written about Indians. In an approximately 3-page essay, you should address the following questions: In what ways does the author’s use of terminology, images, and maps influence their portrayal of Native groups? To what extent does your chosen book support Merrell’s thesis? Explain. Please see me if you are having any trouble selecting a book to analyze. Please note that you do not need to read the book in its entirety, but rather skim passages of it for the purposes of addressing the questions at hand. Please bring your chosen book with you to class.

Map Analysis (Due Sept. 29) (10%)
You are to locate an American history textbook designed for either high school or college courses. [Feel free to see me if you need to borrow one]. Reviewing the enclosed maps related to early America (pre-1850), you are to write a 3-page essay analyzing the way in which these maps portray Native peoples and their territories.

Columbus Assignment (Due Oct. 13) (10%)
You are to locate and review at least three sources (newspaper articles, literature/poetry, videos, interviews, etc.) that shed light on the reactions of Native people to Columbus and the celebration of Columbus Day. What do you make of these reactions? How would you suggest recognizing Columbus Day, or would you get rid of the holiday altogether? Explain in a 3-page essay.

Cultural Appropriation Assignment (Due Nov. 3) (10%)
You are to find at least four examples of the use of images of Indians or American Indian cultural themes by businesses or organizations to promote or sell their products or events. You are to come to class with an approximately 3-page analysis of the ways in which images of Native cultures are employed in your selected examples and what you make of their use. Why is the use of Native cultural symbols and themes so ubiquitous and how and why does their use become problematic?

**Final Paper or Project (40%)**

Option 1: Essay
If you choose this option, you will first formulate a question that addresses the role of American Indians in a major theme in U.S. history (Example: To what extent does the history of American Indian rights activism parallel that of other groups active during the Civil Rights era?). Drawing upon at least six sources beyond the
course readings—at least four of which must be historical monographs—you are to craft an approximately 15-page essay presenting a clear argument in response to your chosen question.

Components:
Topic Proposal and Bibliography (Due Nov. 17th) 5%
Rough Draft (Optional) (Anytime between Nov. 17th and Dec. 8th)
Final Draft Essay (Dec. 15th) (30%)
In-Class Presentation of Findings (Dec. 15th) (5%)

Option 2: Teaching-related Project
Choose any major event or theme in American history. You are to create a set of lesson plans describing a one-week (five class period) unit designed for elementary, middle school, or high school students that addresses American Indians as central actors in the respective theme. Your description of the unit should include learning objectives, a description of each day's activities, readings, and assignments, copies of any primary sources to be utilized, and a list of suggested readings for the course instructor. The format in which you prepare these lesson plans is up to you—paper copies, a website, or something else entirely is fine (feel free to be creative, but just be sure to clear it with me in advance).

Components:
Topic Proposal and Bibliography (Due Nov. 17th) 5%
Rough Draft (Optional) (Anytime between Nov. 17th and Dec. 8th)
Final Draft of Project (Dec. 15th) (30%)
In-Class Presentation of Proposed Unit (Dec. 15th) (5%)

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 will be taking attendance. Any more than two absences over the course of the semester will affect the student’s course 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.

Make-up Exams: [Optional.] 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://www.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](http://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](http://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](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](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: Beginning Sept. 22nd, you will also have a primary source reading assignment from the Nabakov book selected by your classmate(s) presenting that week. These primary source reading assignments will be announced on Blackboard and in class at least one week in advance.

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<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings and Deadlines</th>
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<tbody>
<tr>
<td>Sept 1</td>
<td>Course Introduction</td>
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<tr>
<td>Sept 22</td>
<td>Towards Native-centered histories of Early America</td>
<td>Witgen, <em>An Infinity of Nations</em>; Selection from Richter, <em>Facing East</em> [Blackboard]; Primary Source Reading and Discussion Group #1</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assigned Reading</td>
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<td>Oct 13</td>
<td>Indians and the American Revolution</td>
<td>Kathleen Duval, <em>Independence Lost</em>; Columbus Assignment Due; Primary Source Reading and Discussion Group #4</td>
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<td>Oct 20</td>
<td>Intersections between Native American and African American histories</td>
<td>Tiya Miles, “Uncle Tom Was an Indian: Tracing the Red in Black Slavery” [Blackboard]; Schermerhorn, “Indian Removal, Finance, and Slavery” Reading [Blackboard]; Primary Source Reading and Discussion Group #5</td>
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<tr>
<td>Oct 27</td>
<td>U.S. Expansion and Genocide</td>
<td>“Ethnic Cleansing, Genocide, and American Indian History” Readings [Blackboard]; Primary Source Reading and Discussion Group #6</td>
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<tr>
<td>Nov. 3</td>
<td>Law, Recognition, and Indian Identity in the South</td>
<td>Lowery, <em>Lumbee Indians in the Jim Crow South</em>; Cultural Appropriation Assignment Due; Primary Source Reading and Discussion Group #7</td>
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<td>Nov. 10</td>
<td>Research Week, No Regular Class Meeting</td>
<td>Work on Final Project</td>
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<tr>
<td>Nov. 17</td>
<td>Individual Meetings, No Regular Class Meeting</td>
<td>Topic Proposal Due</td>
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<td>Nov. 24</td>
<td>U.S. Law, Native Economies and the Environment</td>
<td>Weisiger, <em>Dreaming of Sheep in Navajo Country</em>; Primary Source Reading and Discussion Group #8</td>
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<tr>
<td>Dec. 1</td>
<td>World War II and the Struggle for Self-Determination</td>
<td>Vine Deloria, <em>Custer Died For Your Sins</em>; Primary Source Reading and Discussion Group #9</td>
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<tr>
<td>Dec. 8</td>
<td>The Struggle for Self-Determination, contin.</td>
<td>Erdrich, <em>The Round House</em>; “Indian Sovereignty Today” Readings [Blackboard]; Primary Source Reading and Discussion Group #10</td>
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<tr>
<td>Dec. 15</td>
<td>Final Paper/Project due</td>
<td>In-Class Presentations</td>
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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.