

GS 1181.F33: Culture and Conflict: The American Indian Wars

Faculty/Instructor Information

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Office Hours: By appointment or simply drop by the office. I am usually in from around 6:30 AM to 5:00 PM. These will vary, but students are always welcome.

COURSE DESCRIPTION/OVERVIEW

This course examines, analyzes, and interprets conflict and culture associated with Euro-Americans and Native Americans. It is a broad survey of relations from first contact between Europeans and indigenous peoples of the “New World” to the tragedy of Wounded Knee in 1890. Inherent to the course will be the differing perceptions and goals of the Indians and “the whites” from their initial contact with each other to the end of the Indian Wars. These wars are thus placed within a broader context than simply one of military operations, as they are also assessed as cultures in conflict.

Thesis and Scope: This course covers the period of inter-action between the “Indians” (indigenous peoples), and Europeans and “Americans” from the 17th to 19th centuries. The instructor will provide the necessary context and background for each course topic. Student centered seminars will discuss and analyze primary sources and depictions of cultural conflict in film. Inherent in most of the course will be an underlying assessment of the approach to the Indian wars of the U.S. Army. It will end with a concluding seminar analyzing the 19th century military heritage of the country as portrayed in the nation’s popular culture.

Course Technology

Students should be familiar with the use of Microsoft Office Word and PowerPoint (or other acceptable presentation) software and have access to Angelo State University Blackboard.

Class Meeting Times

Class Meeting Times: M-W 1200-1250

Location: HHS 106

Technical Support

The Technology Service Center (TSC) may be contacted by calling (325) 942-2911, 1-866-942-2911; or by email at helpdesk@angelo.edu

Course Objectives

Core Student Learning Outcomes

The objectives of this course are for you to develop applicable knowledge concerning:

- Critical Thinking: Gather, analyze, and evaluate information relevant to Native American and European culture
- Communication Skills: Develop and express ideas related to Native American and European culture through effective written and oral communication.
- Personal Responsibility: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.
- Social Responsibility: Demonstrate the ability to engage effectively in the campus community.

Course Objectives:

Develop skill in expressing oneself orally or in writing

Find and use resources for answering questions or solving problems

Analyze and critically evaluate ideas, arguments, and points of view

Develop and apply critical thinking skills to historically based cultural scenarios

Enhance social and individual responsibility through enhanced understanding of culture and conflict

Method of Assessing Learning Outcomes

Core student learning outcomes will be assessed through course assignments.

Course Requirements

Two summaries (Book review and movie review)

Information Literacy (embedded in Blackboard)

Participation in a university or college-wide event

Required Materials

- George Bird Grinnell, When Buffalo Ran download from <http://www.gutenberg.org/files/15189/15189-h/15189-h.htm>
- Black Robe <https://www.youtube.com/watch?v=Wri27cruXKE>
- Email/Internet/Computers: You have access to these as ASU students. Activate your email account and be sure to check your email frequently to receive notices/information from professors regarding your courses.
- Blackboard Account: This tool is a learning management system used to track all courses. Professors will update grades, assignments, and post information to assist you in your classes. Be sure you know how to navigate Blackboard.
- Handouts

Grading Policies

Students will write two short papers. The first paper analyzes an assigned book. The second is a film analysis.

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|-------------------|--------------------------|-----------|-----|
| Paper One | Movie Review | 2-3 pages | 30% |
| Paper Two | Book Review | 2-3 pages | 30% |
| Online Discussion | Leadership | | 10% |
| Participation | Contribution to learning | | 30% |

Course Policies

Academic Honesty and Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

It is the professor's intention to be as fair and impartial as is humanly possible. Therefore, all students will be asked to adhere to the same set of guidelines and rules UNLESS there are disabilities or documented extenuating circumstances that have been discussed with the professor and the Student Life Office. Please make sure you inform the professor as soon as any situation arises. Do **NOT** wait until the problem is compounded by poor class performance, poor attendance, etc.

Academic integrity is expected. This includes, but is not limited to, any form of cheating, plagiarism, unauthorized sharing of work, or unauthorized possession of course materials. The professor assumes that all students can be trusted. Please do not violate this trust. Violation of academic integrity will result in a failing grade for the course.

Courtesy and Respect

Courtesy and Respect are essential ingredients to this course. We respect each other's opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, race (ethnicity), religion, etc.; violations of these rules will result in immediate dismissal from the course.

Accommodations for Disability

As stated in the Angelo State University Operating Policy and Procedure (OP 10.15 Providing Accommodations for Students with Disabilities), the Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126; (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Attendance

Do to the brevity of the course; attendance is essential to achieve the student learning outcomes.

Religious Holy Day Observance

As stated in the Angelo State University Operating Policy and Procedure (OP 10.19 Student Absence for Observance of Religious Holy Day), a student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Course Drop

To view information about how to drop this course or to calculate important dates relevant to dropping this course, you can visit http://www.angelo.edu/services/registrar_office/course_drop_provisions.php.

Incomplete as a Course Grade

As stated in the Angelo State University Operating Policy and Procedure (OP 10.11 Grading Procedures), the grade “I” is given when the student is unable to complete the course because of illness or personal misfortune. An “I” that is not removed before the end of the next long semester automatically becomes an F. A graduate student will be allowed one year to remove a grade of “I” before it automatically becomes an “F.” To graduate from ASU, a student must complete all I’s.

Grade Appeal Process

As stated in the Angelo State University Operating Policy and Procedure (OP 10.03 Student Grade Grievances), a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to discuss the matter with the instructor first. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see Operating Procedure 10.03 at: <http://www.angelo.edu/content/files/14196-op-1003-grade-grievance>.

Academic Support Services

- ASU Tutor Center (www.angelo.edu/dept/tutoring)
- Writing Center (www.angelo.edu/dept/writing_center)
- Math Lab (www.angelo.edu/dept/mathematics/lab_hours)
- Supplemental Instruction (www.angelo.edu/dept/si)
- Upswing 24/7 online tutoring (<https://angelo.upswing.io/>)

The ASU Tutor Center, Writing Center, Math Lab and SI also offer online tutoring.

Course Schedule

The more detailed your schedule, the better for first-year students. I recommend you take some time during the first day of class explaining due dates and teaching students to read the calendar. The Course Schedule should include critical dates for assignments and exams.

Meeting 1 Course Introduction/Overview/Expectations

<https://youtu.be/B9SptdjpJBQ> (8/26)

- Meeting 2 The American Indian Wars: Cultures in Conflict
READ: Handouts: “A Strange New World: The European’s First Encounters with American Indians” (8/28)
- Meeting 3 First Contact Discussion Continued (9/4)
- Meeting 4 Watch Black Robe (9/9)
- Meeting 5 Black Robe/discussion (9/11)
SUBMIT: Film analysis assignment
- Meeting 6 Guest Speaker – Fort Concho (9/16)
- Meeting 7 Library tour (9/18) Meet at library at scheduled class time.
- Meeting 8 Indian Wars of the Early Republic
The Creek War (9/23)
- Meeting 9 Blackboard Leadership Exercise – no scheduled class (9/25)
- Meeting 10 Cherokee Removal exercise – Handout (9/30)
- Meeting 11 Cherokee removal continued (10/2)
- Meeting 12 Indian Wars in the Southwest: The Pre-and-Post Civil War Years (10/7)
- Meeting 13 The Forgotten Indian Wars of the Far West (10/9)
Sitting Bull
- Meeting 14 Native American Education (10/14)
READ: When Buffalo Ran (download) SUBMIT: Book Analysis assignment
- Meeting 15 The Indian Wars in American Popular Culture (10/16)
- Meeting 16 TBD

The course calendar is subject to change based on the flow of the course.

GUIDELINES FOR WRITING AN EFFECTIVE SUMMARY

1. Read or watch the selection **carefully** to identify the **author's purpose**. **Distinguish between important ideas and less important ideas**. You must understand the reading **perfectly** in order to do this. **Look up unfamiliar words**.
2. Re-read the selection.
 - Divide it into **sections**. (paragraphs or other obvious divisions the author may have used)
 - Identify **important** information in each section by making a note of it on notebook paper. This would include the thesis, main ideas of body paragraphs, and major details.
 - Write the definitions of unfamiliar words in the margins as well.
 - **When you write your notes, do not use the same words the author used in the essay.**
 - **Avoid including minor ideas or details.**
3. Write **a sentence** for the thesis, each main idea, and for the major details in the entire selection.
4. Write a "discovery draft" (rough draft) of your summary.
 - Write the author's purpose or main subject (thesis), the title of the reading, and the author's name in an opening sentence for the summary.
 - Add sentences for each of the main ideas and major details in the reading's sections. Avoid trying to summarize every single paragraph in the selection. The ideas in short paragraphs can be combined with longer paragraphs.
 - Follow the same order in your summary as is in the original selection.
5. Revise your draft for content, including accuracy and completeness.
 - Maintain the same order as in the reading.
 - Eliminate repetition and less important information.
 - Disregard minor details.
 - **End the summary** with the same idea the reading ends with, but use **different** words. (That is, add an ending sentence that restates the author's ending, but **do not use the exact same words** the author used.)
 - Consider the **length** of the summary. (1/4 to 1/3 the length of the original reading)
6. Revise your draft to eliminate errors in grammar, mechanics, etc.
 - Insert transitional words and phrases where needed.
 - Check for style. Your summary should reflect the style of the reading's author.
 - Combine sentences for a smooth, logical flow of ideas. Avoid a series of short, choppy sentences. Eliminate repetition. (transitions: in addition, also, then, next, later, therefore)
 - **Revise for grammatical correctness, punctuation and spelling.**
7. Create a final draft of your summary. **Use Times New Roman, size 12, font. Double-space the entire paper.**

Summary of "The America I Love" by Elie Wiesel

Elie Wiesel explains his deep feelings for America in his essay, "The America I Love." The day he became a citizen of the United States of America was the day he changed from an unwanted Jew to a proud and thankful man. Since then, he has been honored to be a part of a country where most people still want to help others and have a happy life. People still try to help the less fortunate. He learned his

lesson in 1945 when he first met American soldiers as they freed the people in Buchenwald concentration camp. The soldiers were overcome with the unspeakable conditions they witnessed, and they cried because of the injustice of it all while the former prisoners felt that, finally, some part of humanity actually cared about them.

Name _____

Summary 1 Rubric

| | Excellent | Satisfactory | Needs Improvement |
|---|--|---|--|
| Critical Reading _____ / 10 | The article demonstrates clear evidence of thorough critical reading. The thesis is clearly identified, main ideas are highlighted, and there are numerous marginal notes. | The article demonstrates evidence of critical reading. The thesis is identified, some main ideas are highlighted, and there are adequate marginal notes. | The article demonstrates little or no evidence of critical reading. There are very few, if any, main ideas highlighted and marginal notes. |
| Quality of Ideas / Content _____ / 40 | The writer begins the summary by paraphrasing the article's main idea. The writer then clearly states the main ideas in the order in which they appear in the article and includes transitions so the summary flows smoothly. The writer does not include his/her opinion, and he/she maintains a formal tone appropriate for an academic audience. After reading the summary, the reader has a clear understanding of what the original article is about. | The writer includes most of the main ideas from the original article; however, some major details may be left out. The summary may also be lacking transitions. After reading the summary, the reader has a fairly clear understanding of what the original article is about. | The writer leaves out several main ideas from the original article, and the summary lacks transitions. After reading the summary, the reader does not have a clear understanding of what the original article is about. |
| Grammar / Mechanics / Sentence Structure _____ / 15 | There are few, if any, errors in grammar, spelling, punctuation, and capitalization. The writer also avoids using X words, first-person pronouns (I/me), and second-person pronouns (you). The writer's sentences clearly express ideas, and the | There are a few errors in grammar, spelling, punctuation, and capitalization in the summaries, but they are not significant enough to be distracting for the audience. The writer may also use a few X words. Most of the | There are numerous errors in grammar, spelling, punctuation, and capitalization in the summaries, and they are distracting for the audience, making it difficult to understand the writer's ideas. The writer may also use |

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| | audience has no difficulty grasping the writer's meaning. | sentences are clearly stated, and the audience can, with little difficulty navigate the summary. | several X words. Also, there are numerous sentences that are unclear and awkwardly arranged. |
| MLA Format _____/5 | The writer follows the correct guidelines for MLA format (heading, title, font, spacing) | There are minor errors in MLA format. | There are significant errors in MLA format. |

Total: _____



| FOLLOWING THE RULES IN HIGH SCHOOL | CHOOSING RESPONSIBLY IN COLLEGE |
|---|---|
| <p>Guiding principle: You will usually be told what to do and corrected if your behavior is out of line.</p> | <p>Guiding principle: You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.</p> |
| <p>High school is mandatory and usually free.</p> | <p>College is voluntary and expensive.</p> |
| <p>Your time is structured by others.</p> | <p>You manage your own time.</p> |
| <p>You need permission to participate in extracurricular activities</p> | <p>You must decide whether to participate in co-curricular activities.</p> |
| <p>You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.</p> | <p>You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.</p> |
| <p>Each day you proceed from one class directly to another, spending 6 hours each day--30 hours a week--in class.</p> | <p>You often have hours between classes; class times vary throughout the day and evening and you spend only 12 to 16 hours each week in class</p> |

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| Most of your classes are arranged for you. | You arrange your own schedule in consultation with your adviser. Schedules tend to look lighter than they really are. |
| You are not responsible for knowing what it takes to graduate. | Graduation requirements are complex, and differ from year to year. You are expected to know those that apply to you. |
| GOING TO HIGH SCHOOL CLASSES | SUCCEEDING IN COLLEGE CLASSES |
| Guiding principle: You will usually be told in class what you need to learn from assigned readings. | Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so. |
| The school year is 36 weeks long; some classes extend over both semesters and some don't. | The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams. |
| Classes generally have no more than 35 students. | Classes may number 100 students or more. |
| You may study outside class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation. | You need to study at least 2 to 3 hours outside of class for each hour in class. |
| You seldom need to read anything more than once, and sometimes listening in class is enough. | You need to review class notes and text material regularly. |
| You are expected to read short assignments that are then discussed, and often re-taught, in class. | You are assigned substantial amounts of reading and writing which may not be directly addressed in class. |
| HIGH SCHOOL TEACHERS | COLLEGE PROFESSORS |
| Guiding principle: High school is a teaching environment in which you acquire facts and skills. | Guiding principle: College is a learning environment in which you take responsibility for thinking through and applying what you have learned. |
| Teachers check your completed homework. | Professors may not always check completed homework, but they will assume you can perform the same tasks on tests. |
| Teachers remind you of your incomplete work. | Professors may not remind you of incomplete work. |
| Teachers approach you if they believe you need assistance. | Professors are usually open and helpful, but most expect you to initiate contact if you need assistance. |

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| Teachers are often available for conversation before, during, or after class. | Professors expect and want you to attend their scheduled office hours. |
| Teachers have been trained in teaching methods to assist in imparting knowledge to students. | Professors have been trained as experts in their particular areas of research. |
| Teachers provide you with information you missed when you were absent. | Professors expect you to get from classmates any notes from classes you missed. |
| Teachers present material to help you understand the material in the textbook. | Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings. |
| Teachers often write information on the board to be copied in your notes. | Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must. |
| Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process. | Professors expect you to think about and synthesize seemingly unrelated topics. |
| Teachers often take time to remind you of assignments and due dates. | Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded. |
| Teachers carefully monitor class attendance. | Professors may not formally take roll, but they are still likely to know whether or not you attended. |
| TESTS IN HIGH SCHOOL | TESTS IN COLLEGE |
| Guiding principle: Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve. | Guiding principle: Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems. |
| Testing is frequent and covers small amounts of material. | Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester. |

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| Makeup tests are often available. | Makeup tests are seldom an option; if they are, you need to request them. |
| Teachers frequently rearrange test dates to avoid conflict with school events. | Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities. |
| Teachers frequently conduct review sessions, pointing out the most important concepts. | Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions. |
| GRADES IN HIGH SCHOOL | GRADES IN COLLEGE |
| Guiding principle: Effort counts. Courses are usually structured to reward a "good-faith effort." | Guiding principle: Results count. Though "good-faith effort" is important in regard to the professor's willingness to help you achieve good results, it will not substitute for results in the grading process. |
| Grades are given for most assigned work. | Grades may not be provided for all assigned work. |
| Consistently good homework grades may raise your overall grade when test grades are low. | Grades on tests and major papers usually provide most of the course grade. |
| Extra credit projects are often available to help you raise your grade. | Extra credit projects cannot, generally speaking, be used to raise a grade in a college course. |
| Initial test grades, especially when they are low, may not have an adverse effect on your final grade. | Watch out for your first tests. These are usually "wake-up calls" to let you know what is expected--but they also may account for a substantial part of your course grade. You may be shocked when you get your grades. |
| You may graduate as long as you have passed all required courses with a grade of D or higher. | You may graduate only if your average in classes meets the departmental standard--typically a 2.0 or C. |

HOW TO MAKE THE TRANSITION TO COLLEGE

- Take control of your own education: think of yourself as a scholar.
- Get to know your professors; they are your single greatest resource.
- Be assertive. Create your own support systems, and seek help when you realize you may need it.
- Take advantage of Supplemental Instruction, the Math Lab, Writing Center, and Tutor Center.
- Take control of your time. Plan ahead to satisfy academic obligations and make room for everything else.
- Stretch yourself: enroll in at least one course that **really** challenges you.

- Make thoughtful decisions: don't take a course just to satisfy a requirement and don't drop any course too quickly.
- Think beyond the moment: set goals for the semester, the year, your college career

(Source: SMU Altshuler Learning Enhancement Center,

<http://www.smu.edu/Provost/ALEC/NeatStuffforNewStudents/HowIsCollegeDifferentfromHighSchool>)