Course Objectives
The purpose of this class is to introduce students to the history of American Indian peoples. It will cover the period from the arrival of people to the Americas through the contemporary issues that Indian people face today.

Required Texts


Assignments and Grades
Your final grade for this class will be based on two tests (Take Home Midterm: 100 Points, Final 200 points) and 2 short papers based on the Calloway and White books (100 points each). The tests will be essay. All assignments must be uploaded to TurnItIn.

Grading Scale: 500-450: A
449-400: B
399-350: C
349-300: D
299 and below: F
Final Exam: Due Tuesday, November 24th by 5:00pm on TurnItIn

Makeup of Exams
Missed exams must be made up within two class periods following the test. You must arrange a time to make up the exam with the instructor.

Plagiarism
Cheating of any sort will not be tolerated, and cheaters will automatically fail this class and be reported to the administration.

The Learning Environment
Please be courteous to your classmates and refrain from talking during lectures. Also, turn cellphones off, and please don’t answer your phone in class. Please arrive on time, and if you are late, then quietly enter without causing a disturbance. Students who are disruptive will also not be allowed to go on the trip.

Students with Disabilities
Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their implementation. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Instructor reserves the right to change or alter the syllabus as necessary.

Helpful Links

Advising: https://www.angelo.edu/dept/advising/ Be sure to set up an advising appointment when advising for Spring begins.

Counseling Services: https://www.angelo.edu/services/counseling/index.php
Confidential Counseling is provided to all students free of charge.

Student Handbook: https://www.angelo.edu/student-handbook/ Outlines the policies students need to know

Title IX: https://www.angelo.edu/services/title-ix/ The University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

www.angelo.edu/incident-form

Mayer Administration Building, Room 210
325-942-2022 michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

**Tutoring Center:** https://www.angelo.edu/dept/freshman-college/academic-tutoring.php

**Religious Holidays.** Students may miss a day of class to observe a religious holiday, provided they inform the instructor in advance that they will be missing class.

**Questions?**
Please feel free to contact me at jason.pierce@angelo.edu or meet with me after class.
**Tentative Class Schedule.**

**Week 1 (Aug 17-21)**
- Before Contact: Arrival and Creation Stories.
- The Spanish, the Aztecs, and the Columbian Exchange.

**Week 2 (Aug 24-28)**
- The French and the Indians
- Jamestown, King Philip’s War, and the English

**Week 3 (31-Sept. 4)**
- The French and Indian War
- Pontiac’s Rebellion

**Week 4 (Sept. 7-11)**
- The American Revolution and Indian Peoples

**Week 5 (Sept. 14-18)**
- Indians and War of 1812 and Removal
- Exam 1: Due Sunday Sept. 14th by 11:59pm

**Week 6 (Sept. 21-25)**
- Rise of the Horse cultures
- Louisiana Purchase and Lewis and Clark

**Week 7 (Sept. 28-Oct. 2)**
- The Tragedy of California
- The Oregon Trail: Environmental degradation and Conflict.

**Week 8 (Oct. 5-9)**
- The 1860s: Gold, the Railroad and the Beginning of the End.
- War on the Southern Plains
- Calloway Book Assignment due Sunday October 4th at 11:59 pm

**Week 9 (Oct. 12-16)**
- Custer, Crazy Horse, and Sitting Bull
- Last wars: Nez Perce and Apache

**Week 10 (Oct 19-23)**
- The Reservation System
- Wounded Knee
- Dawes Act and Boarding Schools

**Week 11 (Oct. 26-30)**
- The Friends of the Indians
John Collier. Hero or villain?
Indians and American Culture

Week 12 (Nov. 2-6)
Indians and World War II
Termination Policy
White book assignment due Sunday, Nov. 1 at 11:59pm

Week 13 (Nov. 9-13)
Indian Civil Rights
Second Wounded Knee

Week 14 (Nov. 16-20)
Indians today

Week 15 Finals
Final Due by 5:00pm on Tuesday, Nov. 24th at 5:00pm

Appendix: Scoring Rubric for Essays
Rubric for Assessment of Core U.S. History Essays for Achieving Desired Student Learning Outcomes

Component 1: Historical Thesis/Argumentation
1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.
2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.
3 Points: There is a clearly developed historical argument.

Component 2: Supporting Historical Evidence
1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.
2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.
3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.

Component 3: Clarity/Quality of Composition
1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for
example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.

3 Points: The written work follows the basic requirements of clear/quality composition.

**Component 4: Organization of Essay**
1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.

2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.

3 Points: The student has written a well organized, coherent, and logically flowing paper.

**Component 5: Historical Sense**
1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.