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
None

Assignments and Grades
Your final grade for this class will be based on two tests (Take Home Midterm: 100 Points, Final 200 points) and 1 research paper on a topic of your choosing (200 points). 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

Midterm Exam: Due Sunday, October 3rd at 11:59pm
Research Paper: November 1st at 11:59pm
Final Exam: Due Tuesday, November 24th by 5:00pm on TurnItIn

Research Paper
Research papers can be a mix of primary and secondary sources on a topic of the student’s choosing. Papers must include proper footnotes or endnotes in the Chicago Manual of Style format. Papers must be a minimum of 7-10 pages.

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/](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](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/](https://www.angelo.edu/student-handbook/)  
Outlines the policies students need to know

**Title IX:** [https://www.angelo.edu/services/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:
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

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.
Exam 1: Due Sunday, Oct. 3rd at 11:59pm

Week 8 (Oct. 5-9)
The 1860s: Gold, the Railroad and the Beginning of the End.
War on the Southern Plains

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
- Research paper 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. 24 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.