

HISTORY 4325: Indians of North America
 Angelo State University
 Course Syllabus, Fall 2021
 Time: MWF, 11:00-11:50 am
 Location: A233

Instructor: Dr. Jonathan Graham
 Office Hours: MWF, 10-11am, and via
 Blackboard Collaborate Ultra
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*"A person who won't read has no advantage over
 one who can't read." —Mark Twain*

*"Things ain't what they used to be and never were."
 —Will Rogers*

Course Objective: This course is designed to provide an overview of the history of indigenous peoples in North America from the beginning of the Holocene to the present. To do so, the course will pull from a variety of disciplines and sources, including but not limited to history, archaeology, and anthropology. The goal is to give students an introduction to the political, social, cultural, economic, and environmental factors that have contoured Native American societies and lifeways, and the resulting impacts they had on the formation of colonies and nation-states after 1492. As an upper-level course, moreover, students will continue to refine their writing and critical thinking skills by composing essays that provide a clear, coherent, and well-supported synthesis of the relevant materials and utilize proper styles of writing and format.

Required Texts:

There is no single textbook for the course. Instead, articles, excerpts, and other materials will be made available on Blackboard. Most of the material will come from online repositories that are available via RAMCAT. Texts, or links to them, will be placed in the Content folder of the Blackboard course page, organized by week.

Cremony, John Carey. *Life Among the Apaches*. San Francisco: A. Roman & Company, 1868 (Available on Google Books, [link](#).)

Book report. For the final writing assignment, students will read and report on one of the books listed below:

Demos, John. *The Unredeemed Captive: A Family Story from Early America*. Alfred Knopf, [1994; later editions also fine]. (Course reserve in library, and purchase online)

Hämäläinen, Pekka. *The Comanche Empire*. New Haven, CT: Yale University Press, 2008. (full text available on RAMCAT).

Madley, Benjamin. *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873*. New Haven, CT: Yale University Press, 2016. (full text available on RAMCAT)

Grading Rubric

Primary Source Essays (x2)	20%
Book Report	20%
Midterm	20%
Presentation/Final	20%
Class Participation/Attendance	20%

Grade	Percentage
A	90% or above
B	80-89%
C	70-79%
D	60-69%
F	below 60%

Course Requirements:

Reading

Students will read the assigned texts provided in the weekly reading folders in the Content folder of Blackboard, in addition to the sources required for the essays, as outlined below.

Attendance and in-class conduct. One-fifth of your final grade will derive from participation and attendance. Participation is essential, as a warm body in a chair alone does not attendance make; punctuality and presence of mind are also required. Several policies will be employed to facilitate informed engagement and minimize distractions:

- Please refrain from talking outside of group discussion.
- Turn off cell phones, and do not answer them while in class.
- LAPTOPS ARE NOT PERMITTED—writing is far superior for memory retention, and laptops are proven distractions.
- Please do not photograph Powerpoint slides. Once again, note-taking with pen and paper is far better than stopping to snap a picture of bullet points; you'll also miss important information from the lecture. THE POWERPOINTS, MOREOVER, ARE INTENDED AS LEARNING AIDS/OUTLINES; WHAT IS ON THE EXAMS IS NOT LIMITED TO THE INFORMATION GIVEN IN THE SLIDES.

Due to the format of the course, which will periodically include group discussion, your preparation, especially the reading *and digestion* of the material ***prior to arriving***, will be of particular importance. Failing to do so will not only be difficult to hide, it can seriously impact your participation grade. *In short, read.* The variety of topics covered in a single week should make for interesting reading and discussion, and I am interested in hearing your *informed* opinion on them in class.

Written Assignments There are three written assignments due at various points throughout the semester: two short essays on primary sources (3-5 pages), and a longer book report (5-7 pages). Each is addressed in turn below. These are formal essays requiring the use of academic prose and proper formatting. A handout addressing these issues will be made available on Blackboard. More details about each assignment will be addressed in class. As to submission, ***all papers will be***

submitted to a Turnitin link on Blackboard and submitted to me in paper format by the due date.

Primary source essay 1. Students will analyze a handful of Native American folktales provided by the instructor and then write a short essay on their significance and content.

Primary source essay 2. The second essay will examine topics presented in passages of Cremony's *Life Among the Apaches* (see the required texts section on page 1).

Book review. The third written assignment will be a 5-7 page (double-spaced) report on one of the books listed in the "Book report" subsection under the required texts section of this syllabus.

Midterm A midterm, consisting of an essay written in class, will be administered in Week 7, and account for 20% of the final grade.

Final/Presentation Students will prepare a presentation on a subject approved by the instructor that will be presented on during the final regular week of class. The presentation, which can address any approved theme, will demonstrate student research and serve as the final examination.

Excused and Unexcused Absences. Attendance is mandatory. Though each student is allowed three unexcused absences before points are taken from their participation grade, it is in your best interest to keep them at a minimum; much will be covered in a week's worth of classes. Excused absences as defined in the Student Handbook, however, will not count toward the maximum allowable absences.

Make-Up Exam Policy In order to take a make-up examination, which will differ significantly from that given to the rest of the class, students must have a *documented* reason for missing the exam. Barring extreme circumstances, you will receive a zero if you do not notify me within two days of the reason for not taking the test, or submitting a paper, at the scheduled time. It is always advisable to contact the professor as soon as possible—preferably in advance—if circumstances prevent you from taking the exam at the provided time.

Academic honesty Simply put, do your own work and don't cheat. Not only does cheating blemish your character and integrity, you *will* be found out and disciplined accordingly, in compliance with the ASU Student Handbook's Academic Honor Code (www.angelo.edu). Plagiarism or copying answers will result in automatic failure of the class and a required report to the administration. To be clear, plagiarism is a form of *intellectual theft*, ranging from lifting a phrase from a sentence and not attributing it to the original author, to full copying and pasting of someone else's paper, article, or other work. As such, be forewarned that I am absolutely intolerant of plagiarism, equipped with an array of tools to detect it, and will not suffer any student's attempt to pass off another person's thoughts and ideas as their own. Professors, moreover, are aware of black-market essay sales; if you found it on Google, we can too. Fortunately, virtually all such essays and websites are documented in plagiarism databases available to us, and Turnitin immediately flags essays

with phrases or sentences that are nearly identical or verbatim with other texts. Though the great majority of students will never have to confront the dilemma and moral quandary of deciding whether or not to plagiarize, for those who are tempted, know that the risk is not worth the reward.

Persons with disabilities. Persons with disabilities who require certain accommodations must contact the Student Life Office located in the UC, room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

Email and Office Hour Policy I will be available for virtual and physical office hours on Blackboard Collaborate Ultra from 10 to 11am on Mondays, Wednesdays, and Fridays, and open for a meeting during most of the rest of the week anytime between 8am and 5pm when arranged in advance. As to email correspondence, I will respond to you as promptly as possible *between 8am and 5pm*. Emails received outside of that time (after 5pm or on the weekend) will be answered the following workday.

Title IX at Angelo State University: Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, 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:

Online: www.angelo.edu/incident-form

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

E-Mail: 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.

Texas Higher Education Coordinating Board Exemplary Educational Objectives for the SOCIAL AND BEHAVIORAL SCIENCES (History 1301, 1302)

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity

- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To understand the evolution and current role of the U.S. in the world.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the construction of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To identify and understand differences and commonalities within diverse cultures.

Rubric for Assessing Core U.S. History Essays for achieving desired student learning outcomes:

Component 1: Thesis/Argumentation

	Points	Criterion
1		There is no thesis, there are multiple theses, or what there is of an argument is not developed
2		There is the outline of a thesis or argument, but requires further elaboration.
3		There is a clearly developed argument

Component 2: Supporting Evidence

	Points	Criterion
1		There are no specific textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable—primary source.
2		There are few textual examples given, but more specific evidence and citation is needed to develop the paper fully.

- 3 There is ample textual evidence used where appropriate to bolster thesis

Component 3: Clarity/Quality of Composition

- 1 There is no indication that the student has command of the basic requirements of clear/quality composition. Three basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.
- 2 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 The written work follows the basic requirements of clear/quality composition

Component 4: Organization of Paper

- 1 The student cobbled together incoherent or rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader
- 2 The student partially succeeded in composing essay. More improvement in order and logic of flow is needed
- 3 The student has written a well-organized, coherent, and logically-flowing paper.

Component 5: Historical Sense

- 1 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 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.
- 3 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.

Semester Schedule

- Week 1** **“Killing the White Man’s Indian”**
8/23-8/27 M—Orientation
W—Unpacking popular images of Native Americans
F—Inventing “Indians”: Theories of Native American origins, old and new
- Week 2** **From arrival to horticulture: the Paleolithic and Archaic Periods**
8/30-9/3 M—Arrival, Spread, and Development: Various Lines of Evidence of the settlement of the Americas and its timing
W—Geology, environment, and the realm of the possible
F—The end of the Archaic and the dawn of the Neolithic: emerging sedentism, farming, and pottery
- Week 3** **Changing technologies, farming regimes, and social arrangements**
9/6-9/10 M—***No class; Labor Day***
W—Maize: its evolution, spread, and importance
F— The Farmer/Language Dispersal Hypothesis and the Neolithic Demographic Transition: Mesoamerica, the Southwest, and the Woodlands/Mississippian cultures
- Week 4** **Native American groups on the eve of the European advent: a survey**
9/13-9/17 M—Mexico, the Southwest, and Texas
W— The rest of the US, and Canada
F—A numbers game: the debate over indigenous population before 1492
- Week 5** **“Conquest,” the Columbian Exchange, and their ripple effects**
9/20-9/24 M—Mesoamerica and the Gran Chichimeca: labor, silver, tribute, and land
W—English and French colonies
F—Dynamics beyond the frontier: new diseases, animals, peoples, and alliances
Essay #1 due Friday, September 24, by the beginning of class
- Week 6** **Each in his own manner: the colonial models of France, England, and Spain and their consequences regarding Native American policy**
9/27-10/1 M—*Sujetos de la Corona*: indigenous rights and the missionization of *indios* in the Viceroyalty of New Spain.
W—A Hillside City and Praying Towns in a land of farms and smoke: New England and the Middle and Southern colonies.
F—The “Middle Ground”—Jesuits, fur trappers, and métis in the Great Lakes region

- Week 7**
10/4-10/8 **The Early to Middle Colonial period**
M—Trouble in *tierra adentro*: the Popé Revolt, Jumanos, and the roots of the Comanche Empire.
W—War and Peace: From Powhattan and King Philip to the Four Mohawk Kings
F—***Midterm***
- Week 8**
10/11-10/15 **The Late Colonial period**
M—Between two fires: indigenous groups in the Great Lakes region and the Southeast before and after the Seven Years' War.
W—Spain and its "*bárbaros*" on the northern frontier: trade, missionization, and grand strategy
F—An overview of indigenous relations in the late colonial period
- Week 9**
10/18-10/22 **New Nations, New Challenges**
M—Indigenous participation in Mexico's Wars of Independence
W—Pan-Indian Movements, British intrigues, and the War of 1812
F—Counterpoint: the Red River Métis of western Canada, and the "Five Civilized Tribes"
Essay #2, due Friday, October 22, by the beginning of class.
- Week 10**
10/25-10/29 **The early 19th century**
M—Governmental policy regarding indigenous groups in the US, Canada, and Mexico: a comparison.
W—Land grabs and Indian expulsions east of the Mississippi: The Trail of Tears
F—Fear and Loathing in Mexico: indigenous unrest and nation-building during the Early Republican period
- Week 11**
11/1-11/5 **Expansion, resistance, and accommodation in the US West after 1850**
M—Settlement and conflict after the Fort Laramie Treaty
W—The Northern Plains, Great Basin, and California
F—The Southern Plains, Texas, and the Southwest
- Week 12**
11/8-11/12 **"I will fight no more": the end of the Indian Wars**
M—Promises made and broken on the reservation
W—The Ghost Dance, Wounded Knee, and calls for reforms
F—Mexico's "Indian problem": from the Yaqui Wars to the Revolution.
- Week 13**
11/15-11/19 **From the Dawes Severalty Act to WWII**
M—"the Indian" in popular culture; New Deal projects
W—Revalorizing the "*raza de bronce*" in post-Revolution Mexico
F—Native American participation in WWII
Book report due by the beginning of class on Friday, November 19

Week 14 Indigenous Affairs after 1945

11/22-11/26 M—Reforming the Indian/*indio*: Boardinghouse schools in Canada and the US; *indigenista* programs in Mexico

W—Indigenous Rights Movements, 1960s-present: a continental perspective

Thanksgiving Week; no class on Friday

Last day to drop, November 22

Week 15

11/29-12/3 Current Affairs; the future of reservations and native sovereignty in Canada, the US, and Mexico

Presentations, Wednesday 12/1, and Friday 12/3