

University of North Texas at Dallas
Spring 2015
SYLLABUS

HIST 3330D-090: History of American Indians 3Hrs			
Department of	Social Sciences	Division of	Liberal Arts and Life Sciences
Instructor Name:	<i>Dr. Matthew Babcock</i>		
Office Location:	<i>DAL 2 220</i>		
Office Phone:	<i>972-338-1554</i>		
Email Address:	Matthew.Babcock@untdallas.edu		
Office Hours:	MW 1:00pm-2:00pm, TR 11:30am-12:30pm, TR 2:30pm-3:30pm, and by appointment.		
Virtual Office Hours:	NA		
Classroom Location:	<i>DAL2 212</i>		
Class Meeting Days & Times:	TR 10:00am-11:20am		
Course Catalog Description:	Surveys the history of American Indians in North America from pre-Columbian times to the present.		
Prerequisites:	NA		
Co-requisites:	NA		
Required Texts:	<p>(1) <i>First Peoples: A Documentary Survey of American Indian History</i>, 4th Edition. By Colin G. Calloway. (Bedford/St. Martin's: 2012) ISBN: 031265362X.</p> <p>(2) <i>1491: New Revelations of the Americas Before Columbus</i>. By Charles C. Mann (Vintage Books: 2006) ISBN: 1400032059.</p> <p>(3) <i>The Middle Five: Indian Schoolboys of the Omaha Tribe</i>. By Francis LaFlesche (Nebraska: 1978) ISBN: 9780803279018.</p> <p>(4) <i>Ojibwa Warrior: Dennis Banks and the Rise of the American Indian Movement</i>. By Dennis Banks (Oklahoma: 2005) ISBN: 9780806136912</p>		
Recommended Text and References:	NA		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.untdallas.edu/library UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: untdallas@bookstr.com		
Course Goals or Overview:			
	<p>This course surveys the history of American Indians in North America from pre-Columbian times to the present. It proceeds from the premise that all cultures, regardless of how different their social organization, religion, or economic understanding have value. The primary goals are to make students aware of the longevity and continuity of human history in North America, to explore the numerous ways that Native peoples have shaped North American history, and to study that history from the perspective of Indian people in order for students to learn that there are multiple versions of "what really happened." The classes will consist of lectures that complement the assigned textbook chapters and discussions of primary documents and additional readings. To facilitate interactive learning about American Indian cultures during this period, we will also examine photographs, maps, works of art, and films from different eras.</p>		
Course Learning Objectives/Outcomes: At the end of this course, the student will:			
1	Demonstrate an understanding of the key social, economic, and political developments in American Indian History from pre-Columbian times to the present.		
2	Be able to write an analytical essay with a thesis statement drawing on historical evidence from this course.		

3	Be able to write a research paper drawing on primary and secondary historical sources.
4	Be able to interpret historical monographs, essays, and documents and reflect on them orally and in writing.
5	Be able to apply these skills in daily life as an active citizen in a democratic society.
General Education Core Curriculum Learning Objectives/Outcomes: The UNT Dallas graduate will:	
1	Think critically and creatively, learning to apply different systems of analysis.
2	Engage with a variety of others in thoughtful and well-crafted written, oral, and visual communication.
3	Demonstrate social responsibility via intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4	Understand and evaluate personal responsibility by examining ethical issues and considering alternative actions.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated orally in class and in writing via e-mail.

TIMELINE

TOPICS

<u>Week 1</u>	
January 20	Introduction Calloway, 1-12
January 22	Lecture: Native North America before 1492 Calloway, 14-39 Mann, 3-67
	Film: <i>Apocalypto</i> (2006)
<u>Week 2</u>	
January 26	Discussion: Pre-Contact Calloway, 40-71 Mann, 68-106
January 28	Research Paper and Resources for American Indian History Mann, 107-148
<u>Week 3</u>	
February 3	Map Quiz Mann, 151-192
February 5	Lecture: European Contacts and Collisions Calloway, 78-111 Mann, 193-270
	Film: <i>Black Robe</i> (1991)
<u>Week 4</u>	
February 10	Discussion: Mutual Impressions Calloway, 112-142 Mann, 273-349
February 12	Research Paper Topic Due Lecture: Indians in Colonial America Calloway, 152-180 Mann, 350-385
<u>Week 5</u>	
February 17	Response Paper #1 Due Discussion: 1491

- February 19 Lecture: Indians and the American Revolution
Calloway, 218-232
- Week 6
February 24 Discussion: Indians in Colonial and Revolutionary America
Calloway, 187-207, 249-254
- February 26 Research Paper Thesis Statement Due**
Lecture: Evolving U.S. Indian Policy
Calloway, 232-248, 274-298
- Week 7
March 3 Discussion: Indian Diplomacy
Calloway, 254-266, 320-324
- Film: *Views of a Vanishing Frontier* (1988)
- March 5 Discussion: The Cherokee Removal
Calloway, 307-314
- Film: *We Shall Remain*, Episode 3: *Trail of Tears* (2009)
- Week 8
March 10 No Class—Review for Exam
- March 12 Mid-Term Exam**
- Week 9
March 17, 19 No Class—Spring Break
- Week 10
March 24 Lecture: Indian Strategies for Survival
Calloway, 332-358
- March 26 Discussion: War and Diplomacy
Calloway, 359-396
- Film: *We Shall Remain*: Episode 4, *Geronimo* (2009)
- Week 11
March 31 Annotated Bibliography Due
Lecture: Detribalization and Allotment
Calloway, 412-425
- April 2 Discussion: Reservations and Allotment
Calloway, 448-456, 470-475
LaFlesche, Ch. 1-8
- Week 12
April 7 Lecture: Indian Education
Calloway, 425-447
LaFlesche, Ch. 9-16
- April 9 Response Paper #2 Due**
Discussion: The Middle Five
- Week 13
April 14 Lecture: The Indian New Deal and World War II
Calloway, 484-494
Banks, Ch. 1-5
- April 16 Discussion: The Indian Reorganization Act and World War II images
Calloway, 510-520, 533-539
Banks, Ch. 6-10

Week 14

April 21

First Draft of Research Paper Due
Lecture: Termination and Urbanization
Calloway, 495-505
Banks, 11-15

April 23

Discussion: Indians in the Cities
Calloway, 520-526, 604-609
Banks, 16-20

Week 15

April 28

Lecture: Indian Activism
Calloway, 505-509, 546-571
Banks, Ch. 21-26

April 30

Response Paper #3 Due
Discussion: Ojibwa Warrior

Week 16

May 5

Lecture: Contemporary Issues
Calloway, 618-664

May 7

Discussion: Leadership and Mascots
Calloway, 589-603, 665-695

Film: *In Whose Honor?* (1996)

Fri, May 8

Final Draft of Research Paper due by 5pm

Week 17

Th., May 14

Final Exam: 10:00am-12:00pm

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Attendance – Faithful class attendance is crucial since lectures and discussions complement the readings, rather than duplicate them. After the fourth missed class, each additional unexcused absence will result in a three-point grade reduction from your final numerical grade in the course.

Participation – Participation is an important component of this class. Lectures are interactive and approximately fifteen minutes of each class will be set aside for discussion of documents, maps, paintings, and film clips. I encourage you to participate both by answering my questions and by asking me your own. The quality of your comments is more important than the quantity.

Assignments – Written assignments constitute fifty percent of your overall grade in the course. To improve the quality of class discussion, you will write three 2-page response papers on the Mann, La Flesche, and Banks books. A 10-page research paper on a topic of your choice related to American Indian history is due by the end of the exam period. Papers should be typed, double-spaced, and include footnotes and an annotated bibliography describing the content and utility of the sources you consulted for your paper. **The research must include primary and secondary printed sources, not simply on-line materials.**

Map Quiz – For the context of this course it is important to learn the names and locations of American Indian language and culture groups in North America. To that end, a map quiz will test your knowledge of the locations of some of the major tribal groups at the time of first European contact.

Exams – Two equally weighted exams will consist of two essay questions that will ask you to support an argument with evidence from your readings and class notes. The final exam will be given during finals week but is not cumulative. You will receive a review sheet with potential essay questions prior to each exam.

Grading Matrix:

Instrument	Total
Attendance	10%
Participation	10%
Map Quiz	5%
Mid-Term Exam	15%
Final Exam	15%
3 Response Papers	15%
Annotated Bibliography	5%
Research Paper	25%
Total:	100%

Grade Determination:

A = 90-100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 0-59

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or contact Jamaica Chapple at 972-338-1775 or Jamaica.Chapple@untdallas.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Written assignments should be submitted at the beginning of class on the assigned due date. Late papers will be penalized and will receive a one-third letter grade reduction for each day they are late. So if you turn in an A paper two days late, you would receive a B+.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). In such a case the student should still make every effort to communicate with the instructor by phone or e-mail prior to the exam and take the make-up exam within a week of the originally scheduled date.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.untDallas.edu/finaid/forms/policies/integrity> for complete provisions of this code. In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website <http://www.untDallas.edu/>. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies**Electronics:**

Cell phones and other hand-held electronic devices are not permitted in this class.

Laptops:

Laptops are only permitted with instructor approval and should be used solely for course-related activities. Anyone found surfing the internet during class will lose future computer privileges.

Food and Drink

Food is not permitted in this class, but you may bring a non-alcoholic drink.