

HIST 3570: AMERICAN INDIAN HISTORY
Spring 2015, T & Th 11:00-12:15

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Course Description

This course surveys American Indian history in what is now the United States from pre-Columbian times up to the present. In reading the required textbook, during in-class activities such as lectures and small-group discussions, and in the two research projects that lead to group presentations, we will focus on these recurring themes: the great diversity of Native North America, change and continuity over time, and the impact of history on the present. The course objective is not for students to accumulate a lot of “facts” but for students to develop skills such as the ability to do sound historical research, think critically, and be able to articulate ideas and information when writing and speaking.

Textbook (available for purchase at the UConn Co-op)

Calloway, Colin G., *First Peoples: A Documentary Survey of American Indian History*, 4th ed. Boston: Bedford/St. Martin's, 2012. Please bring the textbook to class on document discussion days as marked on the syllabus.

Note that you will need to do a lot of independent reading for the research projects, and so this textbook is not the only reading for the course.

Assignments & Grading

Reading Quizzes	25%
Research Project #1	20%
Research Project #2	20%
Final Exam	20%
Class Participation	<u>15%</u>
	100%

READING QUIZZES

On days marked “Quiz” on the class schedule, we will begin with a 15-minute quiz on the reading assigned for that day. The question for Quiz 1 is on the class schedule. For the other quizzes, you are to identify two or three of the most important issues raised in the assigned reading for that day and explain their importance to American Indian

history with specific examples. Quiz responses will be graded foremost on how well they demonstrate that you did the entirety of the reading, documents included, and thought about the significance of the events discussed. Be sure to use specific examples from the reading since vague and general answers will not provide proof that you did the reading. There will be nine quizzes overall, but in the final calculation of the grade, the three lowest grades will be dropped. No make-up quizzes will be given, so be sure to attend class on at least six quiz days.

RESEARCH PROJECT #1

This research project will involve each student independently in researching the history of a particular tribe up to the mid-nineteenth century (circa 1850). Students will be organized into teams grouped into regional categories called “culture areas.”

The research project has several components, the most important of which is the quality and quantity of research each student conducts. Students will submit a bibliography listing at least six sources, which must consist of both scholarly books and journal articles. The books must be available in the UConn library system through HOMER (the library catalog) and the articles must have been published in scholarly journals and found in journal databases such as JSTOR and Project Muse. Encyclopedias (such as Wikipedia) and internet websites are NOT acceptable sources for Project #1. You may use primary sources (documents produced in the time period you are studying), but your most useful sources will probably be secondary works written by scholars who are specialists in the history of your assigned tribe based on their own historical, anthropological, or archaeological research. Because you will be graded on the quality of the sources you have located, be sure to identify who the most reliable and informative authorities are on your assigned tribe’s history. If you have trouble finding books or articles on your assigned tribe, then look for books and articles on the region/culture area.

A second component of the research project is that students will come together in teams to prepare class presentations. Time will be set aside in class for team meetings, and so you are not expected to meet outside of class to prepare the presentations. Your purpose in the presentation is to historicize the culture areas concept by identifying one landmark event or development that led to a dramatic change in the Native history of that region before the mid-nineteenth century. The final presentations will be 15-20 minutes long with five minutes for questions from the audience. Every member of the group should have a speaking role in the presentation.

You will turn in your bibliography on the day the planning of the presentation starts and will resubmit it, with revisions or additions, on the final presentation day. The grade for the research project will be based on the substance, relevance, and accuracy of information you personally collected through your research, as evident on the bibliography and during team discussions; and the creative insights, thoughtful

analysis, and level of participatory energy you bring to the team's planning and the presentation itself. Absences on planning days or a lack of engagement in or preparation for team discussions can seriously impinge on this grade.

RESEARCH PROJECT #2

I will reassign students to a new team to research the history of a current issue. Possible team topics are tribal sovereignty, environmental issues, economic development (such as casinos), tribal federal acknowledgment, tribal membership, NAGPRA (Native American Graves Protection and Repatriation Act), sacred sites, and mascots.

Teams will prepare a presentation under the same guidelines as for Research Project #1 but will draw from a greater variety of sources. In each individual's minimum of six sources listed on the bibliography, you must include at least one scholarly book, one scholarly article, one newspaper article, and a tribal website. As with Research Project #1, your objective with the bibliography is to identify the most authoritative sources of information and not take information randomly from websites, in which the identity, purpose, and credibility of the author is not transparent nor authoritative. Encyclopedias are NOT acceptable sources of information for your research because their information is derivative from some other source. Find those reliable sources yourself and do not accept as true and incontestable everything you read.

Your purpose in the presentation will be to familiarize the rest of the class with the historical background of this current issue. As a team, you should develop a thesis (main point/argument) that strives to explain the historical factors behind a fundamental problem, contradiction, or disagreement that predominates in contemporary discussions of this issue. Note that you should not take sides in a debate by judging who is right and who is wrong, what is good or what is bad. Your purpose is to explain this issue and illuminate the multiple viewpoints Native people have expressed in debates on this issue.

FINAL EXAM

The final exam, held in our regular classroom during our scheduled exam period, will consist of two essay questions. You will receive a list of possible questions beforehand, from which I will pick two on the day of the exam. These essays will be graded on how thoroughly they cover the course material (readings, class lectures and discussions, student presentations, films) for the entire semester, their insightfulness, and how persuasive and accurate the specific examples are.

CLASS PARTICIPATION

Your participation in planning meetings and the two presentations count toward Research Project #1 and #2 grades, but all other contributions to class discussion affect your class participation grade and are based on the quantity and quality of

contributions and preparation for class. Absences, arriving late, or leaving early will obviously affect your ability to participate in class discussions.

Policies

- Do not leave the classroom when in session unless it's an emergency. Even when we are working informally in groups, it is inappropriate to leave the room since absences and interruptions interfere with the group's or the class's ability to complete the task at hand.
- No use of electronic equipment in class, unless with explicit instructor permission. Please turn off cell phones before class starts.
- Do not submit assignments as email attachments unless with explicit instructor permission. Assignments that are to be graded must be turned in on paper.
- C means satisfactory completion of course requirements. B's are for good work (demonstrating special effort, insight, creativity, thoroughness, clarity, etc.). A's are rewards for outstanding work, above and beyond course expectations.
- To be fair to those students who turn their work in on time, late assignments will be marked down a notch: B to B-, C+ to C, for example); more if the assignment is past due by more than one week.
- All written assignments must be done independently. Academic dishonesty, whether cheating or plagiarism, is a serious offense and will result in automatic failure of the assignment and perhaps further penalty depending on the gravity of the situation. See the section on "Academic Integrity" in *The Student Code*.
- I can show your assignments (anonymously) to others as models unless you tell me in writing (by email, e.g.) that you do not wish your work shared.

Class Schedule

Note: You are expected to know about changes to this schedule announced in class or posted on huskyct.

WK 1

T 1/20 Introduction
Th 1/22 Film: *Bones of Contention*

WK 2

T 1/27 Pre-Columbian North America
Culture Areas Concept & Tribe Assignments
READ/QUIZ 1: Calloway, ch. 1.
Quiz Question: Compare the impact of the environment on cultural differences in three regions of pre-Columbian North America.
Discussion Document: Great Law of Peace, 58-64
Th 1/29 Pre-Columbian North America, cont'd.

WK 3

T 2/3

European Colonization

READ/QUIZ 2: Calloway, ch. 2

Discussion Document: Brébeuf, "Mission to the Hurons," 126-130

Th 2/5

Exchange -- Environments, Trade, Culture, People

WK 4

T 2/10

War & Diplomacy

READ/QUIZ 3: Calloway, ch. 3

Discussion Documents: Canasatego speech, 188-191; Mary Jemison
Narrative, 195-198

Th 2/12

Land & Treaties

WK 5

T 2/17

Looking Ahead to Presentations (Thinking about Culture Areas)

Th 2/19

Impact of 1776

READ/QUIZ 4: Calloway, ch. 4

Discussion Documents: Western Indians' *Message*, 259-262; Picture
Essay on Northwest Coast**WK 6**

T 2/24

Indian Removal

READ/QUIZ 5: Calloway, ch. 5

Discussion Documents: Supreme Court Decisions, 311-315

Th 2/26

Map Workshop

BRING TO CLASS: Calloway Textbook

WK 7

T 3/3

Presentation Planning (laptops allowed)

DUE: Bibliographies

Th 3/5

Presentation Planning (laptops allowed)

WK 8

T 3/10

PRESENTATIONS

Th 3/12

PRESENTATIONS

DUE: Presenters' Final Bibliographies

SPRING BREAK

WK 9

- T 3/24 From Fort Laramie to Wounded Knee
QUIZ 6: Calloway, ch. 6
Discussion Documents: 1868 council and Ft. Laramie treaty, 376-384;
Picture Essay, 397-402
- Th 3/26 Film: *Geronimo and the Apache Resistance*

WK 10

- T 3/31 U.S. Assimilation Policies
READ/QUIZ 7: Calloway, ch. 7
Discussion Documents: Boarding School Memories, 460-469
- Th 4/2 Native America at the Turn of the Century
Looking Ahead to Presentations
BRING TO CLASS: Calloway

WK 11

- T 4/7 From New Deal to Red Power
READ/QUIZ 8: Calloway, ch. 8 plus pp. 546-553, 572-575
Discussion Documents: Urban Indians, 521-526; Alcatraz protest
statement, 532; Mary Crow Dog memoir, 573-575
- Th 4/9 Wounded Knee Occupation

WK 12

- T 4/14 Current Issues
READ/QUIZ: Calloway, pp. 553-571, 576-end of ch. 9, all of ch. 10
- Th 4/16 Presentation Planning (laptops allowed)
DUE: Bibliography

WK 13

- T 4/21 Presentation Planning (laptops allowed)
- Th 4/23 PRESENTATIONS

WK 14

- T 4/28 PRESENTATIONS
DUE: Presenters' Final Bibliographies
- Th 4/30 Preparing for Final Exam

FINAL EXAM: Blue-book essay exam in our regularly scheduled classroom