

HIST 3570: AMERICAN INDIAN HISTORY
Spring 2017, MW 4:40-5:55

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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. It focuses on three themes: the diversity of Native America, change and continuity over time, and the impact of history on the present.

Readings: All assigned readings are available on huskyct, so there are no books to buy.

Assignments & Grading

Quizzes	20%
Carlisle School Research Project (3-5 page paper)	20%
Current Issues Research Project (bibliography & group presentation)	20%
Final Exam	20%
Class Participation	<u>20%</u>
	100%

QUIZZES: Each of the six reading quizzes has a packet of readings posted on huskyct consisting of two or more articles and/or book excerpts totaling 30-75 pages of reading per quiz. In 1-2 paragraphs, you will compare two perspectives, such as the experiences and views of two individuals. Use specific examples from throughout the reading packet. The lowest quiz grade will be dropped before calculation of the final grade.

CARLISLE SCHOOL RESEARCH PROJECT: On the website of the Carlisle Indian School Digital Resource Center (<http://carlisleindian.dickinson.edu/>), pick one or more of the "Student Files" as a focal point, or case study, for interpreting the boarding school experience. Write a three-five page paper (double-spaced) analyzing student records to reveal the perspective of this Indian student or students. A bibliography at the end of the paper should identify the Student File or Files you used. Your paper will be graded on (1) how thoroughly, thoughtfully, and carefully you utilized the primary sources on this website, (2) clarity and insightfulness of the thesis (i.e., main point, argument, interpretation), (3) persuasiveness of the specific examples supporting the thesis, and (4) writing quality: Is the paper easy to follow and understand? Error-free?

CURRENT ISSUES RESEARCH PROJECT: Divided into six teams, students will research a current issues such as tribal sovereignty, the environment, economic development, casinos, federal acknowledgment, tribal membership, NAGPRA (Native American Graves Protection and Repatriation Act), sacred sites, or sports mascots.

The most important component of the research project is the quality and quantity of research each student conducts. Students will submit a bibliography listing at least six sources, consisting of at least one scholarly book, one scholarly journal article (such as in journal databases JSTOR or Project Muse), one newspaper article, and a tribal website. 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 are not transparent nor authoritative. Encyclopedias, such as wikipedia, and textbooks are NOT acceptable sources of information because that information derives from another source. Find the most reliable sources yourself and do not accept as true everything you read. An additional handout will provide further instructions and research tips.

The second component of the research project is a 15-20 minute team presentation with five minutes for questions from the audience. 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. Every team member must have a speaking role in the presentation.

You will turn in your bibliography on the first day of the planning week. You will then 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 will have a major impact on this grade.

Your purpose in the presentation is to familiarize the rest of the class with the historical background of this current issue. As a team, 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 about this issue.

FINAL EXAM: The final exam, held in our regular classroom during our scheduled exam period, will consist of (1) three short-answer questions, and (2) an essay question, for which you will receive a list of possible questions on the last day of class. The exam

covers material from lectures, readings, films, handouts, and student presentations from throughout the semester. I will bring blue books; you just bring pens or pencils.

CLASS PARTICIPATION: Your participation in planning for the Current Issues Research Project counts toward that grade. 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, and leaving early obviously affect your ability to participate. Use of phones or other electronic equipment without instructor permission, not giving full attention to classmates during the presentations, and walking in and out of the classroom during class are disruptive behaviors that will seriously impinge on calculation of the class participation grade.

Policies

- Do not leave the classroom when in session unless it's an emergency. Even when we are work informally in groups, please do not leave the room since absences and interruptions interfere with other students' ability to complete tasks 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 email me the first week of the semester 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. If class is cancelled because of snow or some other emergency situation, you do have an assignment: watch the film *Bones of Contention*, which can be streamed through the UConn Libraries website. In any case (in good or bad weather), a 2-3 page (double-spaced) response to this film may be submitted on or before the last day of class for **extra credit**.

WK 1

W 1/18 Introduction

WK 2

M 1/23 Origins
W 1/25 Pre-Columbian America: Moundbuilders, Ancient Pueblo Peoples, & Iroquois (Haudenosaunee) Confederacy

WK 3

M 1/30 Exchange: Environments, People, Trade, Cultures
W 2/1 Exchange, cont'd.
QUIZ #1: Reading Packet #1 (Pocahontas vs. Squanto)

WK 4

M 2/6 Pequot War & King Philip's War
W 2/8 Religion
QUIZ #2: Reading Packet #2 (Samson Occom vs. William Apess)

WK 5

M 2/13 1776: Before and After
QUIZ #3: Reading Packet #3 (Molly Brant vs. Joseph Brant)
W 2/15 Land & Treaties

WK 6

M 2/20 Cherokee "Civilization" and Removal
QUIZ 4: Reading Packet #4 (Elias Boudinot vs. John Ross)
W 2/22 From Fort Laramie to Wounded Knee

WK 7

M 2/27 FILM: *Geronimo and the Apache Resistance*
W 3/1 Prepping for Carlisle Indian School Paper
QUIZ #5: Reading Packet #5 (two scholars' views)

WK 8

M 3/6 Assimilation Era: Law & Land Allotment
W 3/8 Turn of the 20th Century: Salvage Anthropology, World Fairs, Wild West Shows, Tourism, Political Activism, etc.

SPRING BREAK**WK 9**

M 3/20 Assimilation Era: Boarding Schools
DUE: Carlisle Indian School Paper
W 3/22 Looking Ahead to Current Issues Research Project (laptops allowed)

WK 10

M 3/27 From the Indian New Deal to Red Power
W 3/29 Alcatraz, AIM, & Wounded Knee II
QUIZ #6: Reading Packet #6 (a participant vs. scholars)

WK 11

M 4/3 FILM: Wounded Knee II from *We Shall Remain*
W 4/5 Tribal Governance in the 21st Century

WK 12

M 4/10 PRESENTATION PLANNING (laptops allowed)
Due: Draft Bibliography
W 4/12 PRESENTATION PLANNING (laptops allowed)

WK 13

M 4/17 PRESENTATIONS
W 4/19 PRESENTATIONS
Due: Final Bibliography

WK 14

M 4/24 Wrapping up Current Issues
W 4/26 SET Course Evaluations
Preparing for Final Exam

FINAL EXAM