

# History & 219

## North American Indian History

### Course Syllabus

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### I. Course Description

This course offers an overview of Native-American history, culture, politics and the interactions of Native-Americans and the peoples who arrived after them. The course places an emphasis on political and social events and persons critical to the history of Native-Americans and the larger culture. The course also places an on-going emphasis on the history of Native Americans in the Pacific Northwest and the Olympic Peninsula. 5 lecture hours. *Prerequisites: READ 090 or placement in READ 120; ENGL 095 or placement in ENGL 101; or instructor permission. Completion of or concurrent enrollment in ENGL 101 recommended.*

### II. Course Objectives/Outcomes

The objectives of this course are to improve students' proficiency in both understanding course content and perfecting skills through mastery in the five areas covered by the Grays Harbor College "Desired Student Abilities."

A. Disciplinary Learning

Knowledge of content in prerequisite or transfer courses, as well as preparation for a career.

B. Literacy

Skills in reading, writing, speaking, listening, and quantifying, as well as awareness and appreciation of learning styles and lifelong learning options.

C. Critical Thinking

Competency in analysis, synthesis, problem solving, decision making, creative exploration, and formulating an aesthetic response.

D. Social and Personal Responsibility

Awareness of and responsiveness to diversity and commonality among cultures, multiplicity of perspectives, ethical behaviors, and health and wellness issues.

#### E. Using Resources

Skills in accessing and evaluating information resources including campus resources, awareness of the role of information resources in making sound decisions, and command of the skills required to use appropriate technologies effectively.

The letters cited after the individual outcomes listed below, and elsewhere in the syllabus, refer to the abilities A through E listed above.

**Regarding Course Content**, students will have as objectives or outcomes the understanding of:

- \*the relevance of historical study [A, B, C, D, E]
- \*the "WHY" of history [A, B, C, D, E]
- \*the meaning of the past on the present [A, B, C, D, E]
- \*the possibilities of creating a better future by understanding the past [A, B, C, D]
- \*the relationships between and among the various peoples who have and do inhabit the United States [A, B, C, D, E]
- \*the race, class and gender diversity in United States history [A, B, C, D, E]

**Regarding the skills gained in the course**, students will have as goals the improvement of their ability to:

- \*adopt and maintain an open mind about new issues and ideas [A, B, C, D]
- \*read texts for comprehension of meaning, analysis, and evaluation [A, B, C, D]
- \*read and think critically about texts and arguments [A, B, C, D]
- \*effectively communicate knowledge and perspectives in writing [A, B, C]
- \*support arguments with evidence [A, B, C, E]
- \*use of information resources in building opinions and arguments [A, B, C, D, E]
- \*identify and use an expanded vocabulary [A, B, C]
- \*apply knowledge of material in written and oral presentations [A, B, C, D]
- \*work together in groups [A, B, C, D]
- \*discuss texts and concepts in small and large groups [A, B, C, D]
- \*effectively evaluate self [B, C, D, E]
- \*take charge of one's own learning [A, B, C, D, E]
- \*use technology [B, C, E]

### III. Texts and Documents

Texts:

Colin G. Galloway, *First Peoples*

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Documents (available on-line):

- The Declaration of Independence
- The Articles of Confederation
- The Constitution Of The United States (with Amendments)

#### **IV. Organization of the Course**

The course will be divided into weekly topical units. Within each unit students can expect to take part in an in-depth analysis of the topics presented. The analysis will be based on reading relevant texts and documents, viewing videos, engaging in discussions and weekly seminars.

#### **V. Methods Of Instruction**

This course will make use of a variety of instructional techniques and classroom activities, which will include:

- \*regular assigned reading
- \*seminar
- \*instructor-led lecture/discussion based on reading assignments
- \*videos

#### **VI. Rules and Responsibilities**

A. Student/instructor generated responsibility list for students [B, C, D]

- No Plagiarism
- Attend class and be on time
- Listen
- Have knowledge of your work
- Ask questions
- Respect others
- Participate
- Come prepared
- Maintain a positive attitude
- Remain calm
- Keep an open mind
- Turn off cell phones
- complete work on time
- Turn in work on time
- Take notes when necessary
- Take charge of your own education
- Don't pack up early

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Don't interrupt others  
 Complete the reading  
 Bring materials to class

B. Student/instructor generated responsibility list for the instructor [B, C, ]

Keep class focused  
 Maintain a positive attitude  
 Remain calm  
 Maintain relevance of material  
 Present class material in a clear, logical and insightful way  
 Attend class  
 Be prepared  
 Be available at scheduled times  
 Keep up with assignments and graded work  
 Respect others  
 Keep an open mind  
 Maintain a productive class environment  
 Make expectations clear

## **VII. Assessment and Grading**

**Students will earn points for the course in the following ways:**

40 Questions Developed From Reading For Tuesday Lecture/Discussion [four questions due every week beginning with week 2] [A, B, C, D]

40 Questions Developed From Reading for Wednesday Lecture/Discussion [four questions due every week beginning with week 2] [A, B, C, D]

40 Questions Developed From Reading for Thursday Seminar [four questions due every week beginning with week 2] [A, B, C, D]

6 Periodical Articles [A, B, C, D E]

2 Argumentative Essays [A, B, C, D]

2 Draft Thesis Paragraphs [A, B, C, D]

2 Scheduled Appointments with the Instructor [D]

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## 1 Self-Evaluation Essay/Final Exam [A, B, C, D]

**Note:** Assigned work is due at the beginning of the class period for which it is assigned. No late work will be accepted.

### Points:

- 40 Questions for Tuesday lecture/discussion @ 2 points each, 80 points
- 40 Questions for Wednesday lecture/discussion @ 2 points each, 80 points
- 40 Questions for Thursday seminars @ 2 points each, 80 points
- 6 Periodical Articles @ 10 points each, 60
- 2 Argumentative Essays @ 80 points each, 160
- 2 Draft Thesis Paragraphs @ 20 points each, 40 points
- 2 Scheduled appointments with instructor @ 10 points each, 20 points
- 1 Final Exam @ 140 points

**Total Points Available**      660

**Note:** All work submitted by students in this course is to be original. This means that plagiarism (turning in someone else's words or ideas as if they were you own) is unacceptable in all its forms. For written work, be sure to include your name, the course name, the date, and the assignment.

### Questions

Questions should be framed in such a way that they could be the basis for an extended discussion and so that they help the class understand some component of the reading. The assignment does not call for you to provide an answer to your questions. Don't try to write trick questions and be sure to use the concepts and ideas that prompted the question in the first place - - don't hide the meaning. For instance, don't write a question like this: "What happened \_\_\_\_\_ on September 11th that changed life for the people of what \_\_\_\_\_ country?). The intent of the assignment is to mine the text for meaning, for the WHY of history. Be sure to remember that writing questions is one way that you can organize evidence for your argumentative essays. If an emergency or schedule conflict should occur once or twice during the term, students may turn in questions for Tuesday or Wednesday early or email questions. Questions for Thursday will not be accepted if students do not attend seminar. Questions, like all work for the course, should be typed (computered), double-spaced, at least 12 point font. Please put your name, the course number (Indian History) the day of the week (Monday, Tuesday, etc.) and the week of the term (2-10) in the upper right-hand corner of your paper. Bring two sets of questions with you to class - - one to turn in at the beginning of class when questions are due and one to keep for discussion.

Questions will not be counted for points:

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- \*if the question calls for a one-word response (don't tack a why onto a one word answer)
- \*if the question is a fill-in-the-blank
- \*if the question asks for a definition
- \*if the question calls for the name of a person
- \*if the question can not be answered from the assigned reading
- \*if the question does not have a corresponding citation using Chicago Style format.

### **Periodical Articles**

Students will find, read, copy and bring to class a periodical article dealing with some aspect of Indian history, preferably an article dealing with some aspect of the current week's course material. Students will turn their articles in at the end of class.

Periodical articles will not be counted for points:

- \*if the student does not attend class
- \*if the source of the document is not clearly identified
- \*if the student can not clearly present the main thesis/argument/point of the document.

### **Argumentative Essays**

Each argumentative essay must be typed (computered), double-spaced, with 12 point font and 1" margins. In addition to content, essays will be assessed for grammar, punctuation, and spelling. Essays will be due on Friday of weeks 6 and 11.

## First Essay Prompt:

Agree with or refute the following statement:

The best words to use to describe the historical period under study are triumph and tragedy.

## Second Essay Prompt:

Agree with or refute the following statement:

The best words to use to describe the historical period under study are triumph and tragedy.

### **Draft Thesis Paragraphs**

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On the Friday prior to the due date of the essay, students will turn in for assessment a draft of the thesis for the essay. Each student will make an appointment with the instructor for Friday of weeks 5 and 9 to discuss the thesis paragraph.

**Self Evaluation Essay/Final Exam**

The final is a self-evaluation essay. Students will use the Grays Harbor College Desired Student Abilities, the course objective/outcomes defined in the syllabus and the student-generated Student Responsibilities List as tools for self-evaluation. Students will complete the essay outside of class and turn it in at the time scheduled for the final during finals week.

## North American Indian History History & 219 Reading and Assignment Schedule

**NOTE: With the exception of Week 1, all reading assigned for discussion on Tuesday and Wednesday is to be completed by the Tuesday on which it is assigned. Thus, the reading from the texts for Week 2 needs to be completed by Tuesday of Week 2. Documents assigned for Thursday seminar must be read before coming to seminar. Be sure to bring the appropriate texts to class for discussion and seminar.**

Generally, our week will adhere to the following pattern:

- Monday - video/film
- Tuesday - lecture/discussion
- Wednesday - lecture/discussion
- Thursday - seminar
- Friday - periodical article discussion

### Week 1

\* Carefully read the class syllabus and other handouts. Come prepared on Tuesday to discuss the handouts and bring your lists of student and instructor responsibilities.

\*Read for Thursday seminar, [handout] Introduction and Chapter 2, *Lies My Teacher Told Me*. Bring questions with citations.

\*Read for Friday seminar, [handout] George Novack, "The Conquest of the Indians." Bring questions with citations.

\* Find a copy of the following documents. **Read them** and bring them with you to the

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appropriate class meetings.

Constitution of The United States of America( read by week 5)

The Declaration of Independence (read by week 5)

\* **Start reading for next week.**

## Week 2

\* Read for Tuesday

*First Peoples*, Introduction and Chapter 1, pp. 12 - 30

\* Read for Wednesday

Handout

\* Learning Objectives:

Theories of Indian origins in North America

Various stages in Indian cultural heterogeneity

The meaning of family for Indians

What Indian's economy looked like

The role of religion among Indians

Indian political systems

\* Read for Thursday's seminar:

*First Peoples*, Chapter 1, pp. 33-62

Friday:

Periodical Articles

## Week 3

\* Read for Tuesday

*First Peoples*, chapter 2, pp. 63 - 92

\* Read for Wednesday

Handout: "Columbus, the Indians, and Human Progress", in Howard Zinn, *A Peoples History of the United States*

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- \* Learning Objectives
  - The variety among Indian cultures
  - The effects of Christianity on Indian cultures
  - The effects of Spanish conquest in the Americas
  - The effects of French colonialism
  - The role of the fur trade in French/Indian relations
  - Indian reaction to European domination

- \* Read for Thursday seminar
  - First Peoples*, Chapter 2, 96-136
- Friday: No Class - - Faculty Prep Day

## Week 4

- \* Read for Tuesday lecture/discussion:
  - Handout
- \* Read for Wednesday lecture/discussion:
  - Handout:
- \* Learning Objectives
  - The characteristics of English settlement in North America
  - The development of New England Indian policies
  - The meaning of “Allotment” and its significance to the Indian experience
  - Early Indian revolts
  - Quaker policy toward Indians
  - The effects of Imperial wars on Indians
  - The legacy of European empires on Indians
  - Some cultural differences between Christians and Indians
- \* Read for Thursday's seminar:
  - Handout: “Captive Nations,” in Wayne Moquin, ed., *Great Documents in American Indian History*.
- Friday: Periodical Article

## Week 5

**Note: Make an appointment to review/discuss the draft thesis paragraph.**

\* Read for Tuesday

*First Peoples*, Chapter 3, pp. 137-162

\* Read for Wednesday

The Declaration of Independence

The Constitution of the United States

\* Learning Objectives

The effects of the American Revolution on Indians

The development of an “American” Indian policy

The place of Indians in the Declaration of Independence

The place of Indians in the Constitution of the United States

The effect of the concept “Private Property” on Indians

The “Americanization” of Indians

The place of Tecumseh in Indian history

The development of the ideology of “dispossession”

“Indian Removal”

\* Read for Thursday's seminar:

*First Peoples*, chapter 3, 164-198

Friday - Individual Appointments With The Instructor

## Week 6

\* Read for Tuesday

*First Peoples*, chapter 4, pp. 199-223

\* Read for Wednesday

Handout

\*Learning Objectives

Development of U. S. Indian Policy

The “Jacksonian Indian Policy”

The Indian Removal Act

The set-aside known as “Indian Territory”

Indian strategies to maintain their land

Indian resistance

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The process of removal  
 The transformation of Indian Territory by Indians

- \* Read for Thursday's seminar:  
*First Peoples*, chapter 4, pp. 225-258

Friday: Periodical Article

## **First Essay Due**

### **Week 7**

- \* Read for Tuesday  
*First Peoples*, chapter 5, pp. 259-283
- \* Read for Wednesday  
 Handout
- \* Learning Objectives
  - How the civil War affected Indians
  - The effects of the militarization of the West
  - Continued Indian resistance
  - The various approaches to American conquest of Indians
  - The process of developing a “new” Indian Policy 1846-1860
  - The process of invading the West
- \* Read for Thursday's seminar:  
*First Peoples*, chapter 5, pp. 285-325

Friday: Periodical Article

### **Week 8**

**Monday: No Class - - Veterans Day**

- \* Read for Tuesday  
*First Peoples*, chapter 6, pp. 335-365

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\*Read for Wednesday  
Handout

\*Learning Objectives

The “Nadir” for Indians  
 The meaning of “Americanization” for Indians  
 The goals of Reservation policy  
 The role of the federal government in reservations  
 “Educational” transformation of Indians  
 “Religious” transformation of Indians  
 The process of “concentration” of tribes  
 Reservations from the Indian perspective  
 Capitalism and detribalization  
 Indian Resistance  
     Group responses  
     Individual responses  
 Indian religious revival and the Ghost Dance

\* Read for Thursday seminar:  
*First Peoples*, chapter 6, pp. 367-396

Friday: Periodical Article

## Week 9

**Note the altered schedule - - No class on Thursday and Friday**

\* Read for Monday lecture/discussion:  
*First Peoples*, chapter 7, pp. 397-415

\*Learning Objectives

The “Friends of the Indian”  
 The meaning of “allotment in severalty”  
 The General Allotment Act, or Dawes Act  
 Indian resistance  
 The effects of allotment for the Indian estate  
 Termination

\* Read for Tuesday  
Handout

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- \* Read for Wednesday seminar:  
     *First Peoples*, chapter 7, pp. 417-455

## Week 10

**Note: Draft thesis paragraphs are due this week. Make an appointment with the instructor to review/discuss the thesis paragraph.**

- \* Read for Tuesday lecture/discussion:  
     *First Peoples*, chapter 8, 464-509
- \* Read for Wednesday lecture/discussion:  
     Handout
- \* Learning Objectives
  - The rise of Indian militancy after World War II
  - The legacy of Wounded Knee
  - Self-determination or Subordination?
  - What poverty means for Native Americans
- \*Read for Thursday seminar:  
     *First Peoples*, chapter 8, 510-548

Friday: Individual Appoints With The Instructor

## Week 11

- \* Read for Tuesday  
     Handout
- \* Read for Wednesday  
     Handout
- \* Read for Thursday's seminar:  
     Handout

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Friday: Periodical Article

**Second Essay Due**

**Week 12**

**Finals Week**