# University of North Texas at Dallas
## Spring 2015
### SYLLABUS

<table>
<thead>
<tr>
<th>HIST 3330D-090: History of American Indians</th>
<th>3Hrs</th>
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**Department of**: Social Sciences  
**Division of**: Liberal Arts and Life Sciences

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Dr. Matthew Babcock</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>DAL 2 220</td>
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<tr>
<td>Office Phone:</td>
<td>972-338-1554</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Matthew.Babcock@untdallas.edu">Matthew.Babcock@untdallas.edu</a></td>
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**Office Hours**: MW 1:00pm-2:00pm, TR 11:30am-12:30pm, TR 2:30pm-3:30pm, and by appointment.  
**Virtual Office Hours**: NA

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<tr>
<th>Classroom Location:</th>
<th>DAL 2 212</th>
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<tr>
<td>Class Meeting Days &amp; Times:</td>
<td>TR 10:00am-11:20am</td>
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**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**:  

**Recommended Text and References**: NA

**Access to Learning Resources**:  
- UNT Dallas Library:  
  - phone: (972) 780-3625;  
  - web: [http://www.untdallas.edu/library](http://www.untdallas.edu/library)  
- UNT Dallas Bookstore:  
  - phone: (972) 780-3652;  
  - e-mail: [untdallas@bookstr.com](mailto:untdallas@bookstr.com)

**Course Goals or Overview**:  
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.

**Course Learning Objectives/Outcomes**:  
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.
| Week 1 | January 20 | Introduction  
| Calloway, 1-12 |
| January 22 | Lecture: Native North America before 1492  
| Calloway, 14-39  
| Mann, 3-67 |
| Film: *Apocalypto* (2006) |
| Week 2 | January 26 | Discussion: Pre-Contact  
| Calloway, 40-71  
| Mann, 68-106 |
| January 28 | Research Paper and Resources for American Indian History  
| Mann, 107-148 |
| Week 3 | February 3 | Map Quiz  
| Mann, 151-192 |
| February 5 | Lecture: European Contacts and Collisions  
| Calloway, 78-111  
| Mann, 193-270 |
| Film: *Black Robe* (1991) |
| Week 4 | 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 |
| Week 5 | 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
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<th>Week 14</th>
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<tr>
<td><strong>April 21</strong></td>
<td><strong>First Draft of Research Paper Due</strong>&lt;br&gt;Lecture: Termination and Urbanization&lt;br&gt;Calloway, 495-505&lt;br&gt;Banks, 11-15</td>
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<td>April 23</td>
<td>Discussion: Indians in the Cities&lt;br&gt;Calloway, 520-526, 604-609&lt;br&gt;Banks, 16-20</td>
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<td>Week 15</td>
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<td><strong>April 28</strong></td>
<td>Lecture: Indian Activism&lt;br&gt;Calloway, 505-509, 546-571&lt;br&gt;Banks, Ch. 21-26</td>
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<td>April 30</td>
<td><strong>Response Paper #3 Due</strong>&lt;br&gt;Discussion: Ojibwa Warrior</td>
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<td>Week 16</td>
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<td><strong>May 5</strong></td>
<td>Lecture: Contemporary Issues&lt;br&gt;Calloway, 618-664</td>
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<td>May 7</td>
<td>Discussion: Leadership and Mascots&lt;br&gt;Calloway, 589-603, 665-695</td>
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<td>Film: <em>In Whose Honor?</em> (1996)</td>
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<td>Fri, May 8</td>
<td><strong>Final Draft of Research Paper due by 5pm</strong></td>
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<td>Week 17</td>
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<tr>
<td><strong>Th., May 14</strong></td>
<td><strong>Final Exam: 10:00am-12:00pm</strong></td>
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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:**

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<tr>
<th>Instrument</th>
<th>Total</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Map Quiz</td>
<td>5%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>15%</td>
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<td>Final Exam</td>
<td>15%</td>
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<tr>
<td>3 Response Papers</td>
<td>15%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>5%</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
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<tr>
<td><strong>Total:</strong></td>
<td>100%</td>
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**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.