

American Indian History

History 2340

Fall, 2009

Instructor:

Jim Seelye, MA

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Class Meets:

Tuesday & Thursday 5:45-7:00pm

RH 1541

Office Hours:

Tucker Hall 0150

Monday & Tuesday 2:00-4:00pm

And by appointment

“When the student is ready, the teacher will appear.”

- Chinese Proverb

“Every piece of historical writing has a theoretical basis on which evidence is selected, filtered, and understood.”

- Anna Green and Kathleen Troup, The Houses of History, (1999), vii.

“In other words, research is not an innocent distant academic exercise but an activity that has something at stake and that occurs in a set of political and social conditions.”

- Linda Tuhiwai Smith, Decolonizing Methodologies: Research and Indigenous Peoples (1999), 5.

“Any written history inevitably reflects the thought of the author in his time and cultural setting.”

- Charles A. Beard, “Written History as an Act of Faith,” American Historical Review, January 1934.

“Human populations construct their cultures in interaction with one another, and not in isolation.”

- Eric Wolf, Europe and the People Without History

“For every time we make others part of a ‘reality’ that we alone invent, denying their creativity by usurping the right to create, we use those people and their way of life and make them subservient to ourselves.”

- Roy Wagner, The Invention of Culture

Course Description

From the University Catalogue:

An introduction to Indian-White relations from pre-Columbian times to present. Emphasizes tribes of the United States, Mexico and Canada. U.S. multicultural course.

Expanded Edition:

This course is a survey of the history of American Indians from pre-contact through the present. We will study Indians before contact; the interactions between Europeans and Indians; Indian religions; Indian economics; interactions between Indians and the United States; Removal; Acculturation; and Indian Revitalization and other modern movements.

Course Objectives

- Teach you a general understanding of American Indians before contact.
- Teach you the ways American Indians and Europeans interacted with each other, and created a middle ground of coexistence.
- Teach you the benefits and consequences of contact.
- Teach you how American Indians fared under colonial governments and the United States government.
- Teach you how American Indians resisted and persevered throughout hundreds of years of American history.
- Teach you the tools of the historian, including the skills of analysis, synthesis, and interpretation.
- Teach you how to use primary sources to answer questions, as well as the issues of primary sources.
- Teach you that history is not simply a collection of names and dates. History is the study of human experience. Studying history allows us to connect with people who lived before us, and to learn from them.
- Teach you to critically read secondary historical literature.
- Teach you the methodology of comparing different accounts, both primary and secondary, of the same events.
- Teach you how events in the past are connected to their lives today.
- Teach you how much there really is to learn from history.
- Teach you why it is important to study history.
- Teach you how historians create history.

Course Methodologies

Reading:

Reading is of the utmost importance in this course. Assigned readings directly correspond to class participation, which counts as part of your evaluation in this course.

Writing:

There is a fair amount of writing in this class. In addition to assigned papers, there will be numerous writing exercises geared towards me being able to evaluate your comprehension of the material *before* you get graded on it. For example, to prepare for exams, I may ask you to write practice identifications that you will get credit for completing, but not graded for accuracy.

Discussion:

There is a discussion component each time we meet. Our class is an open forum to exchange ideas about what we read and what we discuss, and you are expected to contribute. Furthermore, discussing course materials with your classmates is an excellent way to gain new insights and ideas about what we are learning.

Lecture:

Lectures form a component of each meeting. These presentations draw together the discussion and reading and point out directions for further study.

Course Requirements

Attendance and Participation:

I feel that we are all adults, and as such, free to choose whether we come to class or not. That being said, there is a direct correlation between true, mindful attendance and better results in terms of final grades and the overall amount of material learned. Attendance is mandatory and recorded. This course meets twice per week; therefore, every unexcused, undocumented absence beyond two will result in a five-percent deduction from your final grade.

Reading:

Reading assignments are outlined later in this syllabus. It is crucial that you complete assigned readings **before** you come to class. In those cases where an assigned reading comes from a source which is not one of the required texts, I will hand them out in class beforehand.

Exams:

There will be one exam given during finals week. It is an essay-style exam.

Map Quiz: There will be one map quiz.

Pop Quizzes:

Over the course of the semester, you will be given five pop (unannounced) quizzes over the assigned reading for that class. The lowest one will be dropped. If you are absent during a class period in which a pop quiz is given, that one will be the one dropped.

Writing Assignments:

This class has many different types of writing assignments. These include:

- Primary Source Exercises (5)
- In-Class Writing
- Movie Review
- Image Critique

Group Presentation:

We will divide one of the assigned readings, *Prophets of the Great Spirit*, up amongst the members of the class, who will be assigned to groups. The group will be responsible for presenting the material to the class. More information on this project is forthcoming.

Optional One-Minute Paper:

At the end of each class, there is the option of completing a one-minute paper. On a half sheet of paper, answer the following two questions: What was one thing I learned today? What question is still left in my mind? ½ bonus point will be added to your final grade for each one-minute paper completed during the course.

WebCt:

This course is supplemented by WebCt. I will show you how to log-on. Course documents and grades will be available.

Evaluation

Grading Standards:

The following criteria will be used in evaluating your written work for this course:

“A” Range: Outstanding quality; only minor problems with content or presentation of ideas.

“B” Range: High quality; some problems with content or presentation of ideas.

“C” Range: Acceptable quality; substantial problems with content or presentation of ideas.

“D” and “F” Range: Below acceptable; failure to address key questions or serious problems with presentation of ideas.

Late Work:

Late work is not accepted. Many professors state this and still accept late work; I do not. Type or computer-print all materials unless other directions are given. *Failure to type or*

computer print material, unless other directions are given, will result in the assignment receiving a grade of zero. In addition, assignments which are longer than one page *must be stapled*. Given the problems one can have with computers, students are advised to get materials keyboarded and printed well ahead of deadlines. Crashed hard drives, backed up or out of ink printers, lost or "eaten" CDs, dead batteries, slow E-mail delivery, etc., will not be acceptable excuses for missing work. Remember: save early and often, back-up regularly, complete computer maintenance activities (anti-virus scans, Windows updates and security, defragmentation, and disk cleaning) often. In the event the University cancels classes due to the weather or other contingencies, the due date will be the same time the next day the University is open and class is regularly scheduled to meet unless another option is specified in the project assignment handout or via e-mail. Each project will be assigned a day to several days in advance of its due date unless it is an in-class project. In-class projects may be assigned the class period they are due with no advance notice.

Grading Scale:

A: 100-93	B: 86-83	C: 76-73	D: 66-63
A-: 92-90	B-: 82-80	C-: 72-70	D-: 62-60
B+: 89-87	C+: 79-77	D+: 69-67	F: 59 and below

I do not grade on the “curve”. However, if the highest grade in the class is unusually low, I will adjust the whole scale accordingly.

- Final Exam:** 100 points possible
- Map Quiz:** 25 points possible
- Movie Review:** 100 points possible
- Image Critique:** 75 points possible
- Primary Source Exercises:** 5 x 25 points each = 125 points possible
- Pop Quizzes:** 4 x 25 points each = 100 points possible
- Group Presentation:** 50 points possible
- Total Points Possible for Course = 575

Academic Integrity

I expect the work you submit to be your own. The theft of intellectual property, the use of ideas without attribution, and any other form of cheating is **plagiarism**, which is considered a serious breach of integrity by me and by the historical profession as a whole. It absolutely will not be tolerated in any of my courses. We will have a discussion of plagiarism on the first day of class. If you remain unsure about what plagiarism is, I expect you to talk with me about it. I will not accept ignorance as an excuse in this matter. I expect you to familiarize yourself with the University’s “Policy Statement on Academic Dishonesty,” which is located in the catalog. The American Historical Association’s statement on plagiarism is available on-line at: <http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>

Accessibility

I encourage students with disabilities to register with the Office of Accessibility, Rocket Hall Room 1820 (419-530-4981) to ensure that the proper support services are made available to you. Also, please feel free to discuss your learning and classroom concerns with me, including those not those which are not visible. Any information shared with the Office of Accessibility and with me will be kept confidential. Finally, your success in this course is of the utmost importance to me. Discuss any concerns you may have about your experience in this course or anything you have going on in your life which may make it more difficult to learn. I am willing to do anything which is reasonable to help you learn and have an enjoyable experience in any of my courses.

My Philosophy of Teaching

Course Goals:

- Introduce students to the tools and methodology of history
- Teach you how to use history to learn the skills of critical questioning, analysis, synthesis, and interpretation
- Show you how the events of the past are directly related to our lives today
- Teach you how to read scholarly works efficiently and critically, and how to identify and describe theses, themes, and evidence, and how the authors choose their evidence and means of presentation
- Teach you how to use documents to tell the stories of history, and learn the pros and cons of documents
- Show you how history is *the* story of human experience

Civil Discourse and Classroom Decorum

- Cell phones are to be in the **OFF** (O-F-F) position, *not* vibrate or “silent”, but OFF. If you have a special circumstance which may require keeping your phone on during class, you must clear it with me first (i.e. family emergency, expectant father, etc.)
- Unless you have a documented reason for doing so, no tape recorders are allowed in class.
- iPods and Mp3 players are not to be used at any time during class.
- Please try to arrive on time, and stay for the entire session. Also, do not pack up to leave five minutes before the end of class.
- If you have the need to leave the room during class, please feel free to do so, but try to be discreet.
- Eating and drinking are allowed in class. However, please refrain from eating or drinking noisy or smelly items.

- I expect our time together to be enjoyable and of great learning potential. Differences of opinions are welcomed, appreciated, and expected. Everyone is to keep an open mind. While you may disagree or take apart a person's *opinion*, we are not permitted to take apart or criticize a *person*.
- I will respond to any questions and listen to any concerns. Please refrain from publicly raising private questions or concerns which are not relevant to the whole group. Please bring these issues to me privately.
- I will grade materials fairly and objectively, and will return them as quickly as possible. I expect your work to be turned in on time, and be in a finished, polished state, unless the nature of the assignment allows it to be in a "draft" stage.
- If you have questions about my evaluation of your work, please discuss them with me before consulting someone else.
- I hold myself to rigorous standards of hard work and integrity in my work; I expect you to do the same.

The Syllabus:

- I view the syllabus as a contract between you and me. I will not change it unless first consulting with the class and getting your approval, and I will never change it in a way which makes more work.
- If you have questions about the syllabus, or something is unclear, please let me know.

Tips for Success:

- As stated before, there is a fair amount of writing in this class. The University of Toledo has a Writing Center, and I urge you to visit them early in the course if you feel parts of your writing needs refinement. In addition, become your own best editor.
- True, alert, and mindful attendance.
- Active learning, which is more than simply breathing.
- Learning from other students, when they ask questions, offer answers and comments which handsomely adds to class discussions.
- YOU DESERVE NOT TO SUFFER SILENTLY! ASK QUESTIONS!
- A little R.E.S.P.E.C.T. – for yourself and others.
- A sense of humor (trust me on this one; more later).
- Office hours: use them.
- Time commitment: make it.
- Studying and discussing course topics with your colleagues: do it.

Miscellaneous Assumptions and Expectations

- We own and use a stapler and a dictionary.
- We use spell checkers and grammar checkers and sometimes these tools don't understand our intent.
- We understand that attendance means paying attention, arriving on time, and not leaving early. Doing otherwise is the same as being absent.
- We practice professional behaviors.
- We will allocate time, money and energy to learning this material. Why cheat ourselves by doing otherwise?
- If we want to know, we can ask. As long as we can accept "no," we can ask anything.
- We can do anything we want as long as we can gracefully accept the consequences.
- Grades are based on performance not effort. Inadequate effort leads to poor performance.
- We attend to this course based on our own priorities. These priorities may cause us to fail to meet our hopes for ourselves in this class. We will learn from these situations.
- Jim bases his opinion of a student and any recommendations he makes for a student primarily on her/his class performance, behavior and attitude.
- If we do not read course materials (text, assignments, tests, quizzes) thoroughly we will make costly mistakes.
- Excellence is achievable; perfection may not be.
- Tests, quizzes, and projects will not be graded and returned as quickly as you and Jim would like.
- Average isn't good enough.
- Detailed syllabi help students make decisions and allow the professor to work with course content instead of course management issues since course expectations are stated.

Required Reading

The following texts are available for purchase at the bookstore and from a variety of online vendors, like Amazon and Alibris:

In order of usage:

Mary Crow Dog, *Lakota Woman*

Robert Berkhofer, *The White Man's Indian*

Alfred Cave, *Prophets of the Great Spirit*

Peter Iverson, *We are Still Here: American Indians in the Twentieth Century*

Vine Deloria, *Custer Died for Your Sins*

Optional:

Waldman, *Atlas of the North American Indian*

Additional readings will be distributed in class.

Course Schedule – Subject to Change and Variations

Please Note: It is the student's responsibility to know the last day to add, drop, or withdraw from classes. Also note: Incompletes will only be given in the most extraordinary circumstances.

In the past, I have found that schedules for most courses, and this course in particular, change frequently. Since I do not want to give out numerous "revised" schedules over the course of the semester, I will provide an outline of topics in order to be discussed, along with key dates. Other due dates will be announced as the semester progresses, which makes attendance that much more important.

1. Course Introduction
2. Stereotypes of Indians in American History
3. The Role of the Politics of Production
4. Statistical Summary of Indians in 21st Century America
5. Discussion of Lakota Woman
6. Indians before Contact
7. First Contact
8. Discussion of *The White Man's Indian*
9. Indians and the Spanish
10. Indians and the French
11. Indians and the British
12. Group Presentations on *Prophets of the Great Spirit*

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| <ul style="list-style-type: none"> 13. Indians and the American Government – Early Days 14. Indian Removal 15. Reservations 16. Indians, the United States, and the West 17. The Battle of Little Bighorn 18. The Boarding School Experience 19. Indians at the turn of the 20th Century | <ul style="list-style-type: none"> 20. Discussion of <i>We are Still Here</i> 21. The Indian New Deal 22. Wounded Knee II and the American Indian Movement 23. Discussion of <i>Custer Died for your Sins</i> 24. Contemporary Indian Life and Issues |
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Key Dates:

Image Critique: Due **Thursday, October 1**
 Fall Break: **Tuesday, October 6 – No Class ☺**
 Movie Review: Due **Tuesday, November 24**
 Thanksgiving Break: **Thursday, November 26 – No Class ☺**

Final Exam: Tuesday, December 15th, 5:00-7:00pm

Course Agreement – HIST2340 Fall 2009

By signing this document, I agree that I have thoroughly read and understood all of the course requirements. I understand what it means to be a serious student, and I understand what is expected of me. In addition, I understand all course policies, including, but not limited to, attendance, quality of work expected, and the late work policy. I also agree that I will ask Jim timely questions in the event they come up, and will not wait until the last minute.

Name

Date

Jim Seelye, MA
Instructor – HIST2340