

H 264: American Indian History

Course/Instructor Information

Course schedule: T/Th 5:30-6:45, Clark Hall 104

Instructor: Dr. Boulware

Office and hours: Woodburn G3; T/Th 2:00-4:00, and by appointment

Email: Tyler.Boulware@mail.wvu.edu

Co-Instructor: Isaac Emrick; iemrick@mix.wvu.edu

Emrick office and hours: Woodburn G14; T/Th 3:00-5:00

Course Description

American Indian History examines pertinent themes, issues, and events relative to Native Americans from precontact to the recent past. Native Americans were (and are) resilient and adaptive peoples who countered massive invasions by maintaining and modifying tribal identities, traditions, communities, spiritualities, and connections to the physical environment. This course employs a multidisciplinary approach. Indeed, the only way to understand native peoples and their past is to embrace multiple perspectives. We will therefore rely on the words and wisdom of historians, anthropologists, archaeologists, and, of course, Native Americans.

Required Readings

Albert L. Hurtado, Peter Iverson, Thomas G. Paterson, eds., *Major Problems in American Indian History: Documents and Essays*, 2nd Edition (2000).

Alice Kehoe, *North American Indians*, 3rd Edition (2005).

*Supplementary readings will also be assigned throughout the semester.

Course Requirements

Attendance/Discussion/Quizzes (20%): Attendance will be taken randomly – usually at least once a week in the form of “exercises” that stem from our readings. Excessive tardiness and absences (more than four combined) will negatively impact this portion of your grade. Many of our class meetings will also include discussion. Those classes for which I have assigned a chapter from Hurtado, ed., *Major Problems in American Indian History* will include more discussion than other class sessions, so be prepared to engage the primary documents and secondary essays at length. Quizzes will be administered throughout the semester. The format is short essay and/or multiple choice. Students who miss class will not be allowed to make-up quizzes.

Short Papers (30%): These one-page, single-spaced papers are based on the Hurtado text. Guidelines are toward the back of the syllabus.

Film Essay (10%): This two-page, double spaced essay is based on our in-class film, *Last of the Mohicans*. Guidelines are toward the back of the syllabus.

Exams (40%): The mid-term and final exams will consist of multiple choice and/or essays. The final exam is not cumulative. Make-up tests are intended for students with a written medical excuse.

Academic Honesty

There are two primary methods of cheating. The first is to copy answers from a classmate. The second method is plagiarism. This entails the appropriation of ideas already available in print or on the Internet, which are not your own and that are not properly cited. Cheating in any form will not be tolerated and will be prosecuted according to established university procedures as stated in *The Mountie*. For further information, please refer to www.arc.wvu.edu/rights.html

Class Schedule

Week 1: Introducing and Interpreting American Indian History

T 8/25: syllabus review and introductions

Th 8/27: **Kehoe**, ch. 1, “America’s Earliest Humans;” **Hurtado**, preface, ch. 1, “Interpreting the Indian Past” (Emrick)

Questions to consider (Hurtado): What is each author’s central argument (thesis)? What are the key ideas that support the central argument? What are your own conclusions about the issues being discussed?

Week 2: Precontact Native America (Emrick)

T 9/1: **Kehoe**, ch. 2, “The Rise of the Mexican Nations”

Th 9/3: **Hurtado**, ch. 2, “Indian History Before Columbus”

Essay #1 Due: Discuss native traditions about their origins and attachment to place. How did indigenous peoples view their world as they conceived of it before the arrival of Europeans?

Week 3: Early Encounters

T 9/8: Explorers, Fishermen, & Conquistadors

Th 9/10: **Hurtado**, ch. 3, “Indians and Europeans Meet”

Questions to Consider: Describe European and Indian motivations, needs, and expectations at first contact. How would you characterize these initial encounters between native and newcomer?

Week 4: The Spanish Borderlands (Emrick)

T 9/15: **Kehoe**, ch. 3, “The Greater Southwest”

Th 9/17: **Hurtado**, ch. 4, “The Southern Borderlands”

Essay #2 Due: How did Pueblo Indians explain the causes of the revolt? In what ways did Pueblo and Spanish religious beliefs and practices influence this uprising?

Week 5: Southeastern Indians

T 9/22: **Kehoe**, ch. 4, “The Southeast”

Th 9/24: **NO CLASS** (conference)

Week 6: Southeastern Indians (Emrick)

T 9/29: Film: *Tribes of the Southeast*

Th 10/1: **NO CLASS** (WVU v. COLORADO)

Week 7: The Northeast (Emrick)

T 10/6: **Kehoe**, ch. 5, “The Northeast”

Th 10/8: **Hurtado**, ch. 5, “The Northern Borderlands”

Essay #3 Due: Describe religious, cultural, and economic exchanges in the Northern Borderlands. What can you discern about native life in this region?

Week 8: Mid-Term

T 10/13: optional mid-term review

Th 10/15: **Mid-Term Exam**

Week 9: The Seven Years’ War

T 10/20: FILM: *Last of the Mohicans*

Th 10/22: FILM: *Last of the Mohicans*

Week 10: The American Revolution and the New American Empire

T 10/27: **Hurtado**, ch. 6, “New Nations, New Boundaries: American Revolution in Indian Country”

Essay #4 Due: How do the documents portray Indian-American relations during the Revolution? What did the Revolutionary War and subsequent peace treaties mean to native peoples?

Th 10/29: **Hurtado**, ch. 7, “Domestic Dependent Nations: Tribes in the New Republic”

Essay #4 Due: How did the federal government assert its primacy in Indian affairs? How did Native Americans respond?

NOTE: Read both Hurtado chapters (6&7) for Week 10, but only write one of the above essays.

Week 11: Removal (Emrick)

T 11/3 Film: *Trail of Tears: Cherokee Legacy*

Th 11/5 Film: *Trail of Tears: Cherokee Legacy*

Film Essay Due on *Last of the Mohicans*

Week 12: The Great Plains

T 11/10: **Kehoe**, ch. 6, “The Prairie-Plains”

Th 11/12: **Kehoe**, ch. 7, “The Intermontane West and California;” **Hurtado**, ch. 8, “The Trans-Mississippi West Before 1860”

Essay #5 Due: In what ways did trade both help and hinder the Comanches in their efforts to resist foreign intrusions? How were conditions in California radically different from those on the Plains for Indian peoples?

Week 13: The Civil War and Native Americans (Emrick)

T 11/17: **Hurtado**, ch. 9, “Indian Perspectives on the Civil War”

Questions to Consider: Why did many Native Americans decide to fight in the Civil War? What consequences did the war have for Indians?

Th 11/19: FILM: *Indian Warriors: The Untold Story of the Civil War*

Week 14: **NO CLASS (THANKSGIVING BREAK)**

Week 15: How the West was Lost (Emrick)

T 12/1: Western Expansion and Native Responses

Take home final exam questions will be handed out

Th 12/3: **Hurtado**, ch. 10, “Resistance and Transition, 1865-1886”

Essay #6 Due: How did Native Americans respond to land and cultural pressures from the United States?

Week 16: Final Exam

T 12/8: optional final exam review

Th 12/10: Take home **final exam due** in Boulware’s office by 5:30 pm

GUIDELINES FOR SHORT PAPERS

Papers are due at the beginning of class on the assigned date. All papers should be typed, single-spaced, stapled, and one page in length (standard font and margins). **No late OR emailed papers will be accepted.** You will have a total of six short papers assigned throughout the semester. I will select your five best for grading purposes.

Each short paper should be structured in the following manner: The first paragraph should use all (or nearly all) the primary source documents in the Hurtado text to answer the questions listed above in the class schedule section of the syllabus. The second paragraph should deal exclusively with the secondary essays in the Hurtado text. You should identify each author’s central argument (thesis) and discuss the key ideas that support the central argument.

Short papers will receive a grade of + 3 or – based on the following criteria:

1. clarity of writing (grammar, essay organization, etc.)
2. use of sources to defend your answers (number and quality of evidence)
3. development of answers; sophistication of response

[Note: I am not interested in your opinions. I am interested in your arguments and the defense of these arguments using **evidence** from the documents and essays.]

GUIDELINES FOR FILM ESSAY

The highly romanticized film *Last of the Mohicans* offers a vivid and sometimes accurate portrayal of the Seven Years’ War in North America. The film depicts intense imperial rivalries between France and England, subtle tensions between the British and their colonists, and the seemingly complicated cultures and loyalties of Native American peoples. Your task is to first examine how the movie portrays **one** of the above three themes. You are then to locate one article on JSTOR (WVU database) that deals with one of these themes during the time of the Seven Years’ War. What is the author’s argument? How does the author support his/her assertions? In what ways does the article support or contradict what is portrayed in the film? This two-page paper must be typed and double-spaced with 12-point font and standard 1-inch margins. Late papers will be penalized one letter grade for each day late. Emailed papers will not be accepted.