

History 264: American Indian History

Instructor: Isaac Emrick
Email: E-Campus Mail
MWF 2:30 pm - 3:20 pm
G4 Woodburn Hall

Spring 2010
Office Hours: MWF 12:30pm to 2:30 pm
G14 Woodburn Hall
(304) 293-2421 x 5231

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.

OBJECTIVES

- Understand the diversity of geography and cultures in indigenous North America.
- Observe documents and use them to describe the development of North America Indian communities.
- Gain experience with primary sources and their analysis in historical research.
- Understand the effects of inter-group and cross-cultural contacts through time.

REQUIRED TEXTS

- Colin Calloway, *First Peoples: A Documentary Survey of American Indian History*, 3rd Ed. (2010).
- Alice Kehoe, *North American Indians*, 3rd Ed. (2005).
- There will be additional materials on E-Campus: <http://ecampus.wvu.edu>.

COURSE REQUIREMENTS

Reading Quizzes (100pts) There will be 10 reading quizzes on E-Campus. These quizzes will become available at 8:00 am a week before they are due and will close at class-time (2:30pm) on the day it is due. You will have 30 minutes to complete each quiz. There will be **no** make-ups.

Exams (300pts) There will be three exams. The exams are not cumulative. Each exam will be worth 100 points. Exams will consist of multiple choice, maps, identifications, and essay questions. The tests are NOT open book. Blue books must be NEW large sized (8.5" by 11").

Attendance and Class Participation (100pts) Lecture material, classroom videos, and other visual materials go beyond the text and required readings, so it is imperative that you attend class. Attendance will be recorded at every class. You only have three absences during the semester. Students must be present for all exams. Any unexcused absences over three will deduct one point from your final participation grade. Please notify me if you are unable to attend class. Absences because of University sanctioned events, i.e. sporting or band events, will not count against you.

Film Essays (100pts): These three-page, double spaced essays are based on our in-class films, *Last of the Mohicans* and *Bury My Heart at Wounded Knee*. The full directions for each are posted on E-Campus. You must write a detailed answer to BOTH of the questions. Your response should draw from the lectures, the readings and at least 2 other sources (see directions for more details). The essays must be submitted in E-Campus directly and as an attachment. They should be formatted in 12pt font, double spaced with 1" margins and should be approximately 1000 words. Papers will lose a letter grade for every day after the due date.

Study Guides 3 Map and 3 Exam study guides are posted as PDFs in the Study Guide Folder. These are not graded but will prepare you for the three exams and assist in answering questions on the discussion boards.

CLASS COMMUNICATION

Please log into the class site daily, even if there is not anything due that day. I frequently send out announcements in regards to class assignments. Sometimes, I send out information that clarifies or answers questions that students send that I think might be helpful for everyone to know. Also, be sure to check your email. All email must come through E-Campus email, NOT Mix. I will check my email each weekday evening. Thus, you can expect a response to your questions after noon. Please send me any questions that you have as soon as possible. I will frequently send additional information and instructions to the class, either as announcements or emails.

CELL PHONES

A general guideline is to show respect to the class. Please turn off all electronic devices during class. This specifically means no texting or talking on cell phones during class. There is nothing more distracting than the click of cell phone keys as students text during class or a phone ringing in mid-thought. You will be asked to leave if your cell phone becomes a disruption.

WEATHER CANCELATIONS

If bad weather forces me to cancel class there are few things to keep in mind. Even if class is canceled, for whatever reason, the due dates set out on the syllabus are still valid as all assignments are to be turned in on E-Campus. This is also true for quizzes. If I or the University cancel class, I will post all my lecture notes and Power Points on E-Campus and will create a message board for discussing the materials so we do not get too far behind. I will post class cancelations as soon as is possible on E-Campus so please check the site regularly.

E-CAMPUS

Understanding E-Campus will be extremely important to your success in this class. This syllabus will always be available on E-Campus, therefore you should always be aware of what is on the syllabus. You should check E-Campus daily for updates on class questions and ALL email correspondence. E-Campus is NOT the same as your mix account. Grades will be posted on E-Campus when possible and appropriate. Please email me if you have any further questions about E-Campus. Through E-Campus, you will be able to view study guides, podcasts, maps, worksheets, and additional documents. You will need to utilize all the available resources on E-Campus to study for the exams and papers.

ACADEMIC INTEGRITY

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

DISABILITY

Those students with disabilities or other special needs should contact me and the Office of Disability Services during the **first two weeks of class**. The Office of Disability Services (G-30 Mountainlair, 304-293-6700) assists in ensuring equal access for students with disabilities by documenting disabilities and providing or arranging reasonable accommodations. Their website is located at <http://www.wvu.edu/~socjust/disability/index.htm>.

FAIRNESS

WVU is committed to social justice. I concur with this commitment and will strive to maintain a positive learning environment based on open communication and mutual respect and non-discrimination. I will appreciate and consider suggestions on extending and enhancing such an environment.

CLASS SCHEDULE

<i>FP = First Peoples, NAI =North American Indians, EC=ECampus, RQ = Reading Quiz</i>		
<i>Monday</i>	<i>Wednesday</i>	<i>Friday</i>
August 23 Introduction to Class and Syllabus	August 25 Introducing American Indian History <i>FP: 1-11</i>	August 27 RQ1 Interpreting American Indian History <i>EC: Fixico-White</i>
August 30 Precontact: Peopling <i>NAI: 1-18; FP: 37-46</i>	September 1 Precontact: Rise of Complex Societies <i>NAI: 19-74</i>	September 3 RQ2 Precontact: Protohistoric
September 6 Labor Day, No Class	September 8 A Brief European Context Early Encounters: Portugal and Spain <i>EC: Seed</i>	September 10 RQ3 Spanish Borderlands: Caribbean, Aztec, Maya, Inca <i>NAI: 74-91</i>
September 13 Discn: Imperial Contests: Aztec v. Spain <i>FP: 76-91, 116-118</i>	September 15 Study Session Spanish Borderlands: Southwest <i>NAI: 93-147</i>	September 17 Exam1
September 20 Northeastern Indians and Early Europons <i>NAI: 206-264; FP: 92-107, 119-134</i>	September 22 The Fur Trade <i>FP: 154-161</i>	September 24 RQ4 No Class
September 27 Southeastern Indians <i>NAI: 148-205</i>	September 29 Early Encounters: Spain, France, English <i>FP: 108-116</i>	October 1 RQ5 Trades: Slavery, Deer and Corn
October 4 The Rise of Tribes in the East	October 6 Discn: Red Race <i>EC: Shoemaker</i>	October 8 (Mid Semester) RQ6 Seven Years' War <i>FP: 162-174</i>
October 11 <i>Last of the Mohicans</i>	October 13 (ASE) <i>Last of the Mohicans</i>	October 15 (ASE) <i>Last of the Mohicans</i>
October 18 Trans-Appalachian Indians	October 20 American Revolution <i>FP: 175-180</i>	October 22 Essay 1, RQ7 Early Relations with the US <i>FP: 218-222, 254-275</i>
October 25 <i>We Shall Remain: Trail of Tears</i> <i>FP: 222-243</i>	October 27 Study Session Discn: Tribal Divisions: 5 Civil Tribes <i>EC: Kelman</i>	October 29 Exam 2
November 1 Great Plains <i>NAI: 265-331</i>	November 3 The Westward Expansion: Oklahoma <i>FP: 290-316</i>	November 5 RQ8 Ecological Implications and Responses
November 8 Civil War: <i>Indian Warriors</i> <i>EC: Nichols</i>	November 10 Discn: 19 th Century Racial Identity <i>EC: Gammon</i>	November 12 RQ9 Ghost Dances and Pan-Indianism <i>EC: Kracht</i>
November 15 California and the Northwest Indians <i>NAI: 336-396</i>	November 17 Revisiting the West Coast <i>NAI: 402-445</i>	November 19 RQ10 Further West: Gold! <i>EC: White</i>
November 22 Thanksgiving, No Class	November 24 Thanksgiving, No Class	November 26 Thanksgiving, No Class
November 29 <i>Bury My Heart at Wounded Knee</i>	December 1 <i>Bury My Heart at Wounded Knee</i>	December 3 <i>Bury My Heart at Wounded Knee</i>
December 6 Dawes and the Federal-turn <i>FP: 372-403</i>	December 8 Study Session Discn: Federalism and Tribalism <i>EC: Dawes Act, Berthrong</i>	December 10 Essay2 Exam 3