

## History 264: American Indian History

Instructor: Isaac Emrick  
Email: E-Campus Mail

Section 7D1 Summer II 2011  
West Virginia University

### 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

- R. Davis Edmunds, Frederick E. Hoxie, and Neal Salisbury. *The People: A History of Native America*. Wadsworth, Cengage Learning (2007), ISBN: 9780669244953.
- There will be additional materials on E-Campus: <http://ecampus.wvu.edu>.
- Google Earth, download at <http://www.google.com/intl/en/earth/index.html>.

### COURSE REQUIREMENTS

Reading Quizzes (100pts) There are 6 multiple choice/true-false reading quizzes on E-Campus based on the weekly readings in *The People*. These quizzes will become available Thursdays at 8:00 am the week before they are due and will close at midnight on the day it is due. For example: RQ1-2 opens June 27 at 8am and remains open till June 30 at 11:59pm. You will have 2 attempts of 30 minutes each to complete each quiz. The highest score is sent to the grade book. There will be **NO** make-ups.

Discussion Boards (120pts) We will be discussing podcasts and other topics on the class discussion boards. Please read the hand out on the discussion board in the Additional Resources folder. You must put up an initial post and at least one response to another student's post to receive full credit for each discussion board topic. If you only post an initial response to the question or topic, you will only receive 80 percent of the points. If we have a discussion board, please make sure that you have read the week's reading assignments and documents and viewed the podcasts so that you will be ready to post your initial response to the discussion board on days marked "DB" on the class schedule. DBs are due by midnight on the day it is due.

Projects (100pts) There are two unit projects each worth 50 points. Project 1 is due July 1 by midnight. Project 2 is due by July 22 by midnight. Specific instructions are posted on ECampus Assignments.

Essays (100pts) There are 2 essays each worth 50 points. Paper 1 is due July 8 by midnight. Paper 2 is due by July 29 by midnight. Specific instructions are posted on ECampus Assignments. No late papers will be accepted. By all means, students may turn in papers early but any paper not turned in by midnight will result in a zero on the assignment.

Exams (200pts) There will be two exams, Exam 1 (Chp. 1-6) on July 15 and Exam 2 (Chp. 7-13) on August 5. 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. The exams are like the quizzes as you will post your text answers into text boxes embedded within the exam page. I strongly urge

you to compose and save your answers in a word-processor (Word or Word Perfect) and then copy-paste the answer into the text box. Exams will become available at 8:00 am on the day they are due and will remain open till midnight of that day. You have 1 session of 3 hours. If you are unable to turn in an exam for a legitimate reason please email me BEFORE midnight when the exam is due. Even if I do not email you back immediately, I will have a record of the problem. A student who misses an exam without an excuse will receive a zero.

Study Guides 2 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.

### **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

**Key:** TP: *The People*, ECR: ECampus Reading **DB: Discussion Board**, **RQ1: Reading Quiz** (Red means due this day by **midnight**.)

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1: <i>Pre-Contact History, Mesoamerica and Spanish Imperialism, 30,000 BC –AD1600</i></b>				
<b>27 June:</b> 1 <sup>st</sup> class TP 1 ECR 1 Intro Assignment	<b>28 June</b> TP 1 Weblinks	<b>29 June</b> TP 2 ECR 2 DB 1-2	<b>30 June</b> TP 2 RQ1-2	<b>1 July</b> Project 1
<b>Week 2: <i>Early Collaboration and Resistance in Eastern North America, AD 1600-1720</i></b>				
<b>4 July</b> No Class	<b>5 July</b> TP 3 ECR 3 Weblinks	<b>6 July</b> TP 4 ECR 4 DB 3-4	<b>7 July</b> TP 4 RQ3-4	<b>8 July</b> Paper 1
<b>Week 3: <i>Reasons for War and Government: An Indigenous view of Imperial Warfare, 1716-1821</i></b>				
<b>11 July</b> TP 5 ECR 5	<b>12 July</b> TP 5	<b>13 July</b> TP 6 ECR 6 DB5-6	<b>14 July</b> TP 6 RQ5-6	<b>15 July</b> Exam 1: 1-6
<b>Week 4: <i>Storm Clouds Pushing West: From the Republic to Removal, 1795-1845</i></b>				
<b>18 July</b> TP 7 ECR 7	<b>19 July</b> TP 7 Weblinks	<b>20 July</b> TP 8 ECR 8 DB 7-9	<b>21 July</b> TP 9 ECR 9 RQ7-9	<b>22 July</b> Project 2
<b>Week 5: <i>Resisting Exclusion from Removal to the Civil War, 1845-1868</i></b>				
<b>25 July</b> TP 10 ECR 10	<b>26 July</b> TP 10 Weblinks	<b>27 July</b> TP 11 ECR 11 DB 10-11	<b>28 July</b> TP 11 RQ10-11	<b>29 July</b> Paper 2
<b>Week 6: <i>“Kill the Indian, Save the Man”:</i> The Rise of Federal Indian Policies, 1867-1900</b>				
<b>1 August</b> TP 12 ECR 12	<b>2 August</b> TP 12 Weblinks	<b>3 August</b> TP 13 ECR 13 DB 12-13	<b>4 August</b> TP 13 RQ12-13	<b>5 August:</b> Last day class Exam 2: 7-13