

NATIVE AMERICAN HISTORY

HIST 4485-02, Spring 2019, Pafford 107, Tu Th 9:30-10:45 AM

Dr. Gary Van Valen

Office: TLC 3206

Office hours: Tu Th 11:00 AM-12:00 noon, 2:00-3:00 PM, or by appointment

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Course Description and Objectives

The subject of this course is the history of the indigenous people of the current territory of the United States, commonly known as Native Americans or American Indians. Speaking perhaps 500 different languages at European contact, they never defined themselves as a single people, but their experience with European and United States colonization created a certain commonality to their historical experience. In this class, we will learn about and discuss various issues in American indigenous history from the 1500s to the present. The principal theme we will be studying is how American Indians have survived, adapted to, and participated in European-dominated societies in the United States.

The objectives of this course include:

Seeing beyond old myths of Native Americans as savages or innocent children of nature, and beyond the triumphal narrative of European conquest, to comprehend something of the struggles and achievements of subaltern, colonized people.

Acquiring an understanding of other cultures' perspectives on history, in order to be better equipped to participate responsibly in an increasingly diverse and globalized world.

Learning Outcomes

Students who apply themselves in this class will be able to:

- Demonstrate content knowledge of Native American history
- Analyze primary and secondary sources on Native American history for their historical content and interpretations; demonstrate ability to research and analyze Native American history according to historical methods
- Demonstrate writing skills on Native American history that reflect persuasive historical arguments based on evidence and proper citation

These learning outcomes support the Department of History undergraduate learning outcomes.

Course Requirements:

Reading, attendance, and completing the required written work and tests are absolutely essential. I reserve the right to make changes to this syllabus. It is your responsibility to attend class so that you may be aware of any changes. Written work will be based on assigned readings

Grading

10% Paper based on Suzanne Crawford, *Native American Religious Traditions*

10% Paper based on David Weber, ed., *What Caused the Pueblo Revolt of 1680?* and associated primary sources

10% Paper based on Colin G. Calloway, *The World Turned Upside Down*

10% Paper based on Theda Purdue, *The Cherokee Removal*

10% Paper based on John G. Neihardt, *Black Elk Speaks*, and associated articles

10% Paper based on Frederick E. Hoxie, *Talking Back to Civilization*

10% Review of Katherine M.B. Osburn. *Choctaw Resurgence in Mississippi*

15% Midterm Exam

15% Final Exam

Academic Honesty

You are expected to be familiar with and abide by the university's policies on academic honesty. As a West Georgia student, you have pledged not to lie, cheat, steal, or commit plagiarism. It is equally wrong to give aid as it is to receive it. When copying word for word from another source, you must use quotation marks and cite your source. When paraphrasing material or borrowing another author's ideas, you must also cite your source. Assignments are to be done independently. Two or more students cannot hand in variations of the same paper, even if they study together. You are not allowed to submit your own work from a previous course without the prior instructor's and my permission.

Special Accommodations

If you are on record with the university's Accessibility Services as having special academic or physical needs requiring accommodations, please let me know as soon as possible. We need to discuss your accommodations before they can be implemented.

If you believe you are eligible for accommodations but have not formally contacted Accessibility Services, please call (678) 839-6428 or drop by the Counseling Center at 123 Row Hall. Please also check their webpage at <https://www.westga.edu/accessibility/>.

Policy on Electronic Devices and Communication

Cell phones and pagers must be turned off prior to entering the classroom. Laptops are to be used only for taking notes. The use of any electronic device during a quiz or exam is strictly prohibited. Any use of such devices during a quiz or exam will be considered a breach of academic honesty. To protect your privacy, all electronic communication with me must be conducted through your West Georgia e-mail (there is also a CourseDen e-mail, but I would prefer that you use the normal work e-mail listed on the first page). You should be aware that all e-mail is potentially insecure, and it is preferable to discuss grades in person.

Required Books:

- Suzanne Crawford. *Native American Religious Traditions*. Pearson Prentice Hall, 2007. ISBN 9780131834835
- David Weber, ed. *What Caused the Pueblo Revolt of 1680?* Bedford/St. Martin's, 1999. ISBN 9780312191740
- John G. Neihardt. *Black Elk Speaks*. University of Nebraska Press, 2004. ISBN 9780803283855
- Theda Purdue. *The Cherokee Removal: A Brief History with Documents*. Bedford/St. Martin's, 2016 (3rd edition). ISBN 9781319049027
- Colin G. Calloway. *The World Turned Upside Down: Indian Voices from Early America*. Bedford/St. Martin's, 2016 (2nd edition). ISBN 9781319052409
- Frederick E. Hoxie. *Talking Back to Civilization: Indian Voices from the Progressive Era*. Bedford/St. Martin's, 2001. ISBN 9780312103859
- Katherine M.B. Osburn. *Choctaw Resurgence in Mississippi*. University of Nebraska Press, 2014. ISBN 9780803273870

University-Wide Policies

Please refer to the following document for additional information on university-wide policies that apply to this class:

<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>

Course Schedule:

DATE TOPIC

Week 1

Jan. 8 Introduction & begin film *Reel Injun*

Jan. 10 End film *Reel Injun*

Week 2

Jan. 15 Native views of their origins

Jan. 17 Scientific views of their origins; the Asian connection

Week 3

Jan. 22 Culture and precontact history: the East

Jan. 24 NO CLASS

Paper due: Suzanne Crawford, *Native American Religious Traditions*

Week 4

Jan. 29 Culture and precontact history: the East

Jan. 31 Culture and precontact history: the West

Week 5

Feb. 5 Culture and precontact history: the West

Feb. 7 Early Colonial History to 1700: the Southwest

Paper due: David Weber, ed., *What Caused the Pueblo Revolt of 1680?* and associated primary sources

Week 6

Feb. 12 NO CLASS

Feb. 14 Early Colonial History to 1700: the Northeast coast

Week 7

Feb. 19 Early Colonial History to 1700: the Northeast coast

Feb. 21 Early Colonial History to 1700: the Southeast

Week 8

Feb. 26 Early Colonial History to 1700: the Northern interior

Feb. 28 The East and European Imperialism, 1700-1775

Paper due: Colin G. Calloway, *The World Turned Upside Down: Indian Voices from Early America*

Week 9

Mar. 5 Revolutionary War era

Mar. 7 Early US policies, 1780s-1820s

Week 10

Mar. 12 **MIDTERM EXAM**

Mar. 14 Indian removal, 1830s

Week 11

Mar. 19-21 NO CLASS (Spring Break)

Week 12

Mar. 26 Indian removal, 1830s, cont.

Paper due: Theda Perdue, *The Cherokee Removal*

Mar. 28 Plains Culture after 1700

Week 13

Apr. 2 The West, 1700-1840s

Apr. 4 The West, 1700-1840s; The effect of western settlement, 1840s-1850s

Week 14

Apr. 9 Civil War era and Indian Reconstruction

Paper due: John G. Neihardt, *Black Elk Speaks*

Apr. 11 Conquest and assimilation policies, 1860s-1880s

Week 15

Apr. 16 Assimilation policies, 1880s-1920s

Apr. 18 Assimilation policies, 1880s-1920s

Paper due: Frederick E. Hoxie, *Talking Back to Civilization*

Week 16

Apr. 23 The Indian New Deal and Termination

Apr. 25 Recent decades, Indian Activism, and Self-determination

FINALS

May 2 **FINAL EXAM** 8:00-10:00 AM