

The University of Wisconsin-Waukesha
HISTORY 277: INDIANS IN AMERICAN HISTORY
FALL SEMESTER 2007

Instructor: Dr. Jonathan Kasparek
Office: Northview 013
Phone: 521-5438
Email: jonathan.kasparek@uwc.edu

Office Hours: Mon & Wed: 11-12
Tue & Thu: 9-10
or by appointment

Course Description: This United States history course examines the history of Native American peoples from prehistory through the twentieth century. We will discuss the causes and effects of cross-cultural contact between Europeans and Native Americans during the age of exploration, the role of Native Nations in the expanding American Republic, and cultural survival and adaptations.

Course Objectives: College is not just about getting a degree in order to get a better job. Going to college means getting a liberal-arts education. What is the purpose of a liberal-arts education? First, a liberal-arts education provides students the opportunity to know more about the world and its peoples. It teaches us to understand other people and cultures, to understand how the physical world works, and to be compassionate human beings. Second, a liberal-arts education develops those skills expected of an educated person: the ability to communicate effectively and the ability to think critically. History always has been at the heart of the liberal arts education. For this course, I have goals supporting both parts of a liberal-arts education.

Students who successfully complete History 277 will be able to:

“Knowledge Goals”

- Discuss how Native American societies were affected by European colonization of North America and how Native American societies affected European colonists.
- Explain how Native American societies have changed—or remained the same—between contact and the present
- Describe the chronology of major events that marked the interaction between the United States and sovereign tribes.

“Skill Goals”

- analyze a variety of primary sources, recognizing perspective and bias.
- explain the causes and effects of historical events.
- explain how societies, institutions, and ideas change over time.
- evaluate historical interpretation by identifying argument and supporting evidence.

Requirements (how we will meet these objectives): Attendance and participation in class **is required**; students must complete each day’s reading and assignment before class meets. I realize that life is often unpredictable and emergencies do arise, so two “free” absences over the course of the semester will not affect your grade. Missing additional classes will result in a lower participation grade. If you know that you cannot attend class on a particular day, contact me in advance. Participation in class counts for **one-third** of your final grade, so be sure to come to class prepared and ready to discuss.

Reading and reflection of written material **is required**. There are five required books for this course:

First Peoples: A Documentary Survey of American Indian History by Colin Calloway
Pocahontas and the Powhatan Dilemma by Camilla Townsend
Black Hawk: The Battle for the Heart of America by Kerry Trask
Pretty Shield: Medicine Woman of the Crows by Frank B. Linderman
Buried Indians: Digging up the Past in a Midwestern Town by Laurie Hovell. McMillin

Additionally, students should equip themselves with

a good college dictionary to look up unfamiliar terms
a notebook and writing instrument
a folder to keep assignments and notes
a stapler

Written Work: Students will write four short papers (3-4 pages) responding to the readings. Papers are due on the dates indicated below. Specific paper topics will be posted on D2L

I will deduct points for any work turned in late: 5 points if the work is late one class day, 10 points if it is late two or more days.

Your final grade will be based on the number of points you accumulate during the semester:

| | |
|------------------------------|-------------------|
| Attendance and Participation | 200 points |
| Papers (4 @ 100 points) | 400 points |
| TOTAL | 600 points |

Please remember my role is not to penalize you for not already possessing exceptional critical-thinking and writing skills but to help you develop them; improvement by students having difficulty early in the course will be taken into account when I post final grades.

Points will convert to letter grades in the standard manner:

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

I encourage you to meet with me during my office hours to discuss your progress in the course or ask questions you may have about the readings or class material. If you cannot make it to my scheduled hours, I am also willing to make appointments. I am generally on campus mornings and early afternoons. Email is the easiest way to contact me, but do not expect an instantaneous response; I check email daily, but I am not glued to my computer. In a pinch, call me at home before 9 P.M. at (262) 896-9364.

Course Schedule

Week 1: Introduction

9/5: Introduction to the Course

Week 2: Studying Native American History

9/10: American Indians in American History

Reading: Calloway, Introduction

9/12: The Ethics of Native American History

Reading: "Ethics and Responsibilities in Writing American Indian History" (D2L)

Week 3: Pre-Columbian North America

9/17: American History before Columbus

Reading: Calloway, Chapter One

9/19: Myth, History, and Ownership Native American History

Reading: "A Navajo Emergence Story" (Calloway 36-43)

Week 4: The Invasions of America

9/24: American Indians confront the Spanish and French

Reading: Calloway, Chapter Two (to page 84)

"A Narrative of the De Soto Invasion" (Calloway 96-105)

"An Indian Explanation of the Pueblo Revolt" (Calloway 106-108)

"Jesuits in New France" (Calloway 109-120)

9/26: American Indians confront the English

Reading: Calloway, Chapter Two (to end)

"Two Views of King Philip" (Calloway 121-130)

Week 5: Powhatan and Jamestown

10/1: The Powhatans

Reading: Townsend, Chapters 1-4

10/3: The Virginia Conflict

Reading: Townsend, Chapters 5-9

Week 6: Indians in Colonial and Revolutionary America

10/8: Indians in Colonial Societies

Reading: Calloway, Chapter 3 (to page 155)

First Paper Due

10/10: The American Revolution and Native Societies

Reading: Calloway, Chapter 3 (to end)

“The Revolution Comes to the Cherokees” (Calloway 172-180)

Week 7: American Indians and the New Nation

10/15: Treaty-making and Land Cessions

Reading: Calloway, chapter 4 (to page 209)

“The Treaty of Fort Finney with the Shawnees” (Calloway 181-192)

10/17: Removal

Reading: Calloway, chapter 4 (to end)

“Foundations of Federal Indian Law...Native Response” (Calloway 240-249)

Week 8: Black Hawk

10/22: The Sauk and the Upper Mississippi Valley

Reading: Trask, chapters 1-6

10/24: The Black Hawk War

Reading: Trask, chapter 7-12

Week 9: Defending the West

10/29: The Indian West before 1830

Reading: Calloway, Chapter 5 (to page 264)

Second Paper Due

10/31: Invaders from the East

Reading: Calloway, Chapter 5 (to page 285)

Week 10: How the West Was Lost

11/5: Indian Treaties and Indian Wars

Reading: “The Treaty of Fort Laramie....Black Hills” (Calloway 294-313)

“Chief Joseph’s Plea for Freedom” (Calloway 314-327)

“The Battle of Little Big Horn in Myth and History” (Calloway 327-334)

11/7: In-class video: American Indians in western films

Week 11: Men, Women, and Cultural Preservation

11/12: Cultural Imperialism and Cultural Survival

Reading: Linderman, chapters 1-9

11/14: Memoir and Reality

Reading: Linderman, chapters 10-19

Week 12: “Kill the Indian, and Save the Man”

11/19: The Reservation System

Reading: Calloway, Chapter 6 (to page 344)

Third Paper Due

11/21: Boarding Schools and Education

Reading: Calloway, Chapter 6 (to end)

“An Indian View of the Indian Bureau” (Calloway 374-376)

“Sioux School Experiences” (Calloway 377-390)

Week 13: From Indian New Deal to Self-Determination

11/26: American Indians in the Early Twentieth Century

Reading: Calloway, Chapter 7

11/28: The American Indian Movement

Reading: “Two Views of the Indian Reorganization Act” (Calloway 426-437)

“Documents of Indian Militancy” (Calloway 447-455)

Week 14: American Indians in Modern Society

12/3: Buried Indians

Reading: McMillin, Parts I and II

12/5: Resurrected Indians

Reading: McMillin, Parts III and IV

Week 15: Nations Within A Nation: Indian Country Today

12/10: Identity and Sovereignty

Reading: Calloway, Chapter 8

12/12: “We are still here”

Reading: “President Nixon...Self Determination” (Calloway 510-519)

“Tribal Colleges” (Calloway 520-526)

“Two Indian Leaders” (Calloway 527-538)

“Mascots and Playing Indian” (Calloway 538-442)

The Final Paper is due by 10:00 on Thursday, December 20.

My Expectations: I expect students to take this course—and their college careers—seriously. Students must complete the reading and written work on time; plan on spending at least two hours of studying outside of class for every hour of class time.

Students must be on time and must stay focused. Students who exhibit disruptive behavior (talking, sleeping, doing other work) will be asked to leave.

A college education is a privilege enjoyed by only a tiny percentage of the world's population. Do not waste your time or my time by failing to work hard and make the most of this opportunity. While you are enrolled in college, your classes are your full-time job. Do not let other employment become a distraction—invest in your own future by focusing on college now.

If you are unwilling to fulfill these requirements, drop this course immediately.

Academic Honesty Policy: College learning is often a collaborative experience, and I encourage students to meet together and discuss readings and assignments. Nonetheless, you are expected to turn in your own written work. In other words, plagiarism will not be tolerated. Plagiarism is the act of taking somebody else's words or ideas and presenting them as your own. It includes copying exams, purchasing term papers from the internet or from an individual, cutting-and-pasting sentences or paragraphs from another source without quotation marks or citation, or incorporating material from another source without attribution. For complete information on the University of Wisconsin System's Academic Honesty Policy, see *Student Rights and Responsibilities* handbook, available in the Student Services Office.

UW Colleges Assessment Policy: A UW Colleges-wide assessment program has been put into place to enhance the quality and effectiveness of the curriculum, programs and services of the institution. The following areas of proficiency will be assessed because they are of primary importance in the education of our students: Analytical Skills, Quantitative Skills, Communication Skills, and the Aesthetic Engagement. The History Department has also determined a number of core proficiencies for students enrolled in selected survey classes. For more information, go to www.uwc.edu/resources/assess.

As part of the UW-Colleges-wide assessment program, students in some history classes will be assessed on analytical skills, specifically, the ability to “analyze and evaluate arguments.” Concurrently, the History Department will be evaluating students' ability to understand chronology and historical causation.

Religious Accommodation: It is the policy of the University of Wisconsin System that “students' sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements.” Students should inform me with in the first two weeks of the semester of any date or dates in which they need to be excused for class.

Students With Disabilities: Students with documented disabilities have the right to request information and the necessary accommodations from the university. If you have a disability, contact Judith Becker in the Office of Student Services to develop an accommodation plan. I will make every effort to accommodate students who work with the Student Services Office.

UW-Waukesha Honors Program: This course is available for honors credit for qualified students. Students who accumulate 12 credits of honors courses may be eligible for an Associates of Arts and Sciences Degree with Honors. For more information and eligibility for the UWW honors program, see <http://waukesha.uwc.edu/academics/honors.html>. All students taking honors credits in history will participate in a monthly reading seminar while pursuing their own special interests with their instructor.