

**University of North Texas at Dallas**  
**Fall 2017**  
**SYLLABUS**

<b>HIST 3330-001: History of American Indians 3 HRS</b>	
<b>Department of</b>	<b>History &amp; Political Science</b>
<b>School of</b>	<b>Liberal Arts &amp; Sciences</b>
<b>Instructor Name:</b>	<i>Dr. Matthew Babcock</i>
<b>Office Location:</b>	<i>DAL 2 220</i>
<b>Office Phone:</b>	<i>972-338-1554</i>
<b>Email Address:</b>	<a href="mailto:Matthew.Babcock@untdallas.edu">Matthew.Babcock@untdallas.edu</a>
<b>Office Hours:</b>	MW 11:30am-12:30pm & 2:30pm-3:30pm TR 1:00pm-2:00pm & 7:00pm-8:00pm, and by appointment.
<b>Course Format/Structure:</b>	Face to Face
<b>Classroom Location:</b>	<i>DAL 2 336</i>
<b>Class Meeting Days &amp; Times:</b>	TR 11:30am-12:50am
<b>Course Catalog Description:</b>	Surveys the History of American Indians in North America from pre-Columbian times to the present.
<b>Prerequisites:</b>	6 hours of HIST 2610, HIST 2620, HIST 4700
<b>Co-requisites:</b>	NA
<b>Required Texts:</b>	(1) <i>First Peoples: A Documentary Survey of American Indian History</i> , 5th Edition. By Colin G. Calloway. (Bedford/St. Martin's: 2016) ISBN: 9781319055059. (2) <i>The Middle Five: Indian Schoolboys of the Omaha Tribe</i> . By Francis LaFlesche (Nebraska: 1978) ISBN: 9780803279018. (3) <i>Ojibwa Warrior: Dennis Banks and the Rise of the American Indian Movement</i> . By Dennis Banks (Oklahoma: 2005) ISBN: 9780806136912.
<b>Recommended Text and References:</b>	Additional articles will be provided on Blackboard.
<b>Access to Learning Resources:</b>	UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: <a href="http://www.untdallas.edu/library">http://www.untdallas.edu/library</a> e-mail: <a href="mailto:Library@untdallas.edu">Library@untdallas.edu</a> UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: <a href="http://www.untdallas.edu/bookstore">http://www.untdallas.edu/bookstore</a> e-mail: <a href="mailto:untdallas@bkstr.com">untdallas@bkstr.com</a>
<b>Course Goals or Overview:</b>	
	This course surveys the history of American Indians in North America from pre-Columbian times to the present. It proceeds from the premise that all cultures, regardless of how different their social organization, religion, or economic understanding have value. The primary goals are to make students aware of the longevity and continuity of human history in North America, to explore the numerous ways that Native peoples have shaped North American history, and to study that history from the perspective of Indian people in order for students to learn that there are multiple versions of "what really happened." The classes will consist of lectures that complement the assigned textbook chapters and discussions of primary documents and additional readings. To facilitate interactive learning about American Indian cultures during this period, we will also examine photographs, maps, works of art, and films from different eras.
<b>Learning Objectives/Outcomes:</b> At the end of this course, students will be able to:	
1	Demonstrate critical thinking by understanding the key social, political, and economic developments in American Indian History from pre-Columbian times to the present.
2	Demonstrate critical thinking and written communication skills by writing an analytical essay and response paper with a thesis statement drawing on historical evidence from this course.

3	Demonstrate critical thinking and written communication skills by writing a research paper drawing on primary and secondary historical sources.
4	Demonstrate critical thinking and oral communication skills by interpreting historical monographs, essays, and documents and reflecting on them in class discussions.
5	Demonstrate critical thinking, personal and social responsibility by applying these skills in daily life as an active citizen in a democratic society.
<b>General Education Learning Objectives/Outcomes:</b> The UNT Dallas graduate will:	
1	Think critically and creatively, learning to apply different systems of analysis.
2	Engage with a variety of others in thoughtful and well-crafted written, oral, and visual communication.
3	Demonstrate social responsibility via intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4	Understand and evaluate personal responsibility by examining ethical issues and considering alternative actions.

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement.

### TIMELINE TOPICS (BB=Blackboard)

<u>Week 1</u>	
August 22	Introduction Calloway, 1-13
August 24	Lecture: Pre-Columbian Native America Calloway, Ch.1, 14-39
	Film: <i>Apocalypto</i> (2006)
<u>Week 2</u>	
August 29	Discussion: Pre-Contact Calloway, 40-68 BB: Mann, <i>1491</i> , Ch. 8
August 31	Research Paper and Resources for American Indian History
<u>Week 3</u>	
<b>September 5</b>	<b>Map Quiz</b>
September 7	Lecture: Contacts, Collisions, and Conquests Calloway, Ch. 2, 72-104
	Film: <i>Black Robe</i> (1991)
<u>Week 4</u>	
September 12	Discussion: Cooperation and Conflict Calloway, 105-131 BB: Mann, <i>1491</i> , Ch. 10
<b>September 14</b>	<b>Research Paper Topic Due</b> Lecture: Indians in Colonial America Calloway, Ch. 3, 138-172
<u>Week 5</u>	
<b>September 19</b>	<b>Response Paper #1 Due</b> Discussion: Indian-European relations Calloway, 173-193
September 21	Lecture: Revolutions in Indian Country Calloway, Ch. 4, 200-232

- Week 6  
September 26 Discussion: Indians in Revolutionary America  
Calloway, 233-248
- September 28 Research Paper Thesis Statement Due**  
Lecture: U.S. Indian Policy to 1840  
Calloway, Ch. 5, 254-281
- Week 7  
October 3 Discussion: Cherokee Removal  
Calloway, 282-298
- Film: *We Shall Remain*, Episode 3: *Trail of Tears* (2009)
- October 5 No Class—Review for Exam
- Week 8  
**October 10 Mid-Term Exam**
- October 12 Lecture: How the West was Lost  
Calloway, 310-335
- Week 9  
October 17 Discussion: Kiowa Winter Counts and Nez Perce  
Calloway, 336-371
- Film: *We Shall Remain*: Episode 4, *Geronimo* (2009)
- October 19 Annotated Bibliography Due**  
Lecture: Detribalization and Allotment  
Calloway, 378-391
- Week 10  
October 24 Discussion: Reservations, Allotment, and Ledger Art  
Calloway, 414-422, 433-438  
LaFlesche, Ch. 1-8
- October 26 Lecture: Indian Education  
Calloway, 391-413  
LaFlesche, Ch. 9-16
- Week 11  
**October 31 Response Paper #2 Due**  
Discussion: *The Middle Five*
- November 2 No Class—History Conference
- Week 12  
November 7 Lecture: The Indian New Deal and World War II  
Calloway, 444-455  
Banks, Ch. 1-5
- November 9 Discussion: The Indian Reorganization Act and World War II images  
Calloway, 471-481, 492-498  
Banks, Ch. 6-10
- Week 13  
**November 14 First Draft of Research Paper Due**  
Lecture: Termination and Relocation  
Calloway, 455-465  
Banks, Ch. 11-15
- November 16 Discussion: Indians in the Cities  
Calloway, 481-485, 561-566  
Banks, Ch. 16-20

<u>Week 14</u>	
November 21	Lecture: Indian Activism Calloway, 465-470, 502-534 Banks, Ch. 21-26
November 23	No Class—Thanksgiving
<u>Week 15</u>	
<b>November 28</b>	<b>Response Paper #3 Due</b> Discussion: <i>Ojibwa Warrior</i>
November 30	Lecture: Indian Country since 1973 Calloway, 572-617
<u>Week 16</u>	
December 5	Discussion: Leadership and Mascots Calloway, 547-560, 618-638
	Film: <i>In Whose Honor?</i> (1996)
December 7	No Class—Work on Research Paper
<b>Fri, Dec. 8</b>	<b>Final Draft of Research Paper due by 7pm</b>
<u>Week 17</u>	
<b>Th, Dec. 14</b>	<b>Final Exam: 5:00-7:00pm</b>

## **Course Evaluation Methods**

*This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.*

**Attendance** – Faithful class attendance is crucial since lectures complement the readings, rather than duplicate them. After the fourth missed class, each additional absence, whether excused or unexcused, will result in a five-point grade reduction from your final attendance grade in the course.

**Participation** – Participation is an important component of this class. Lectures are interactive and approximately fifteen minutes of each class will be set aside for discussion of documents, maps, paintings, and film clips. I encourage you to participate both by answering my questions and by asking me your own. The quality of your comments is more important than the quantity.

**Assignments** – Written assignments constitute fifty percent of your overall grade in the course. To improve the quality of class discussion, you will write three 2-page response papers: one on one of the first three Calloway chapters or Mann chapters, one on the La Flesche book, and one on the Banks book. A 10-page research paper on a topic of your choice related to American Indian history is due by the last day of the semester. Papers should be typed, double-spaced, and include footnotes and an annotated bibliography describing the content and utility of the sources you consulted for your paper.

**The research must include primary and secondary printed sources, not simply on-line materials.**

**Map Quiz** – For the context of this course it is important to learn the names and locations of American Indian language and culture groups in North America. To that end, a map quiz will test your knowledge of the locations of some of the major tribal groups at the time of first European contact.

**Exams** – Two equally weighted exams will consist of two essay questions that will ask you to support an argument with evidence from your readings and class notes. The final exam will be given during finals week but is not cumulative. You will receive a review sheet with potential essay questions prior to each exam.

### **Grading Matrix:**

<b>Instrument</b>	<b>Total</b>
Attendance	10%
Participation	10%
Map Quiz	5%
Mid-Term Exam	15%
Final Exam	15%
3 Response Papers	15%
Annotated Bibliography	5%
Research Paper	25%
<b>Total:</b>	<b>100%</b>

### **Grade Determination:**

A = 90-100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0-59

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance):**

*The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at [UNTDDisability@untDallas.edu](mailto:UNTDDisability@untDallas.edu) or at Founders Hall, room 204. (UNT D Policy 7.004)*

### **CoursEval Policy:**

*Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.*

### **Assignment Policy:**

*Written assignments should be submitted in hard copy or electronically by the beginning of class on the assigned due date. Late papers will be penalized and will receive a one-third letter grade reduction for each day they are late. So if you turn in an A paper two days late, you would receive a B+.*

### **Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). In such a case the student should still make every effort to communicate with the instructor by phone or e-mail prior to the exam and take the make-up exam within a week of the originally scheduled date.*

### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at*

*[http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf)  
Refer to the Student Code of Student Rights, Responsibilities and Conduct at*

[http://www.untDallas.edu/sites/default/files/page\\_level2/hds0041/pdf/7\\_001\\_student\\_code\\_of\\_conduct\\_may\\_2014.pdf](http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf) Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy."

**Please note that I take your signing of this statement very seriously, and the minimum grade penalty for violating the Code of Academic Integrity in this course will be a zero on that assignment, quiz, or exam.**

**Bad Weather Policy:**

*Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>*

**Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>*

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)*

**Optional Policies**

**Electronics:**

*Cell phones and other hand-held electronic devices are not permitted in this class.*

**Laptops:**

*Laptops are only permitted with instructor approval and should be used solely for course-related activities. Anyone found surfing the internet during class will lose future computer privileges.*

**Food and Drink**

*Food is not permitted in this class, but you may bring a non-alcoholic drink.*