

SYLLABUS

# American Indian History

-1840 to the Present-

HIS 322  
Fall 2022

MHRA 1204  
TR 5:00-6:15 p.m.  
Stuart Marshall [shmarsha@uncg.edu](mailto:shmarsha@uncg.edu)  
Office Hours: MHRA 2108, TR 3:30-5p.m.

**Course Description:** Explores the history of American Indians in the area now encompassed by the United States from 1840 to the present.

Field: Wider World  
Markers: GHP

Course Student Learning Outcomes (SLOs):

1. Evaluate the challenges to American Indian sovereignty after 1840 and the strategies tribal nations developed to endure. (SLO1)
2. Listen to voices from the past in primary sources and compare diverse perspectives from different indigenous cultures. (SLO2)
3. Assess how the persistence of American Indian peoples after 1840 shaped the United States and the world. (SLO3)

### **Grading Policy**

Tests: 30% (3 at 10% each)

Assignments: 40%

Primary Source Analysis: 30% (6 at 5% each)

Discussion Questions: 10% (10 at 1% each)

Papers: 20% (2 at 10% each)

Participation and Attendance: 10%

**Grading Scale:** 90-100 A; 80-89 B; 70-79 C; 60-69 D; 0-59 F.

### **Academic Integrity Policy**

By submitting an assignment, each student is acknowledging their understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL:

<https://osrr.uncg.edu/academic-integrity/>.

### **Accommodations/ADA Statement**

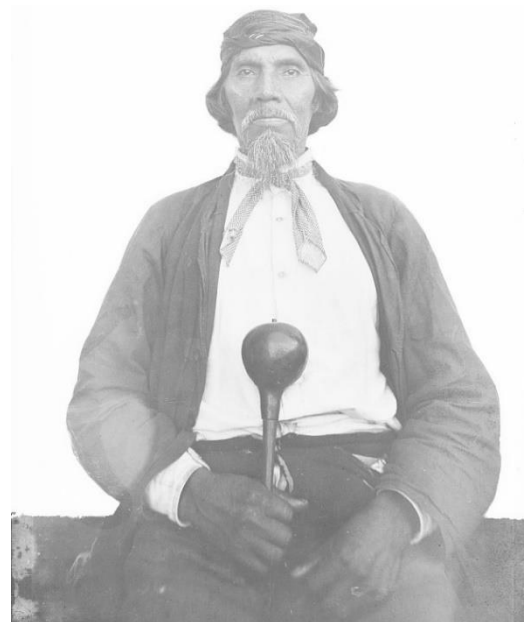
UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336)334-5440, [oars.uncg.edu](http://oars.uncg.edu).

### **Religious Obligations Statement**

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit:

<https://docs.google.com/spreadsheets/d/1r7fZEcKyXzUPG4ztGVynNrdQyKn527xV3i-ESX4043c/preview>

### **Attendance Policy for University Sponsored Events**



Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

### Required UNCG Syllabus Language for Fall 2022

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when ill.
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.
- Completing a [self-report](#) when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the [COVID-19](#) website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

### **REQUIRED BOOKS:**

Benjamin Madley,

*An American Genocide: The United States and the California Indian Catastrophe, 1846-1873* (Yale, 2016)

Joseph M. Marshall III,

*The Day the World Ended at Little Bighorn: A Lakota History* (Penguin, 2008)

David Treuer,

*The Heartbeat of Wounded Knee: Native America from 1890 to the Present* (Riverhead, 2019)

### **EXPECTATIONS:**

No phone use is permitted during class—no exceptions. Laptops may be used for notetaking only, but if you prefer this style of notetaking, you must sit on the front row. Video/audio recording is not permitted. Show respect to everyone in the classroom and come to class prepared to engage with me and your classmates. There is a zero-tolerance policy for plagiarism in this classroom.

Please contact me (email preferred) ASAP if you encounter any issues with class or are struggling with your grade. I am happy to help—but you must reach out to me and let me know. Keep me informed about any problems you may have or if you have any questions. Do not wait until it is too late—make sure you keep up with regular attendance and notetaking so that you are prepared for future assignments and tests. I want you to enjoy this course—let's make it a productive semester.

### **ASSIGNMENTS (40%)**

There are no makeup assignments or late work—you are expected to complete all assignments on time. Assignments will develop your skills in writing and in historical analysis. All assignments (with a few possible exceptions) will be in-class. There are no makeup assignments or late work. Your regular attendance is essential to keep up with the assignments. If you have a legitimate excused absence, I will exempt you from the assignment on your absence day, but you must let me know in advance if you cannot make it to class that day. Please contact me by email and stay in touch regarding illness, emergencies, etc. I cannot exempt more than three assignment absences. Keeping up with assignments will be essential preparation for your tests and essays.

### **PRIMARY SOURCE ANALYSIS (6 at 5% each)**

On dates listed below, in class you will read a short primary source (different from the assigned readings) and respond to a prompt. Your response should always refer to examples or details from course readings and lectures. The best responses will both show your understanding of the historical context and demonstrate your skills in analyzing sources. You may refer to certain phrases or words for emphasis but keep your quotations of the document to a minimum. Focus instead on connecting this source to its wider context. These will be graded on a 10-point scale. Please read the full rubric (found in “Files” on Canvas) and refer to it when you receive assignment grades.  
(SLO1, SLO2)

### **DISCUSSION QUESTIONS (10 at 1% each)**

On dates listed below (marked “DQ #1” etc.), students must come to class with a discussion question for the class based on the readings. Students may turn in a sheet of paper with their question or send an email in advance. The question must be turned in before class begins. Ask a question that will lead to good discussion with your classmates—not one that can be answered quickly or one that is not relevant. Consider a question that could cause debate or ask your classmates to reflect on how a part of the reading changed their thinking and why. More information will be given on what makes a good question and what does not.  
(SLO1, SLO2, SLO3)

### **PAPER (20% or 2 at 10% each):**

Papers will test your ability to demonstrate your knowledge and create original analysis. They will be based on a work (film or book) of your choice based on a pre-approved list—your preference, but first come, first served based on the list (each student will review a different work). Other options (not on the list) are possible but must be approved by me in advance—let me know ASAP if you would like to review something else. The work must revolve around American Indian history from 1840 through the present and must be relevant to topics we cover in class. You are expected to be prepared discuss and/or present your topic to your classmates. Paper requirements and rubrics will be posted in Canvas announcements.

#### **PAPER #1: FILM REVIEW due 10/6**

Paper #1 will be a film review based on a work of visual media (film or television series episode) chosen from a pre-approved list. Your paper must be **five pages minimum, 12 pt. font, double spaced, Times New Roman**. First, watch your film and take notes. Then, bring the film into dialogue with the topics covered in readings and lectures. How does it relate to our discussions of American Indian history? If it is based on history, what strengths and weaknesses does it have in portraying this history? If it is fictional, in what ways does it convey authenticity in its storytelling? Would you recommend this film to others for entertainment, and would you recommend it to others who might be interested in American Indian history?

#### **PAPER #2: BOOK REVIEW due 11/22**

Paper #2 will be a book review based on an academic monograph chosen from a pre-approved list. Your paper must be **three pages minimum, 12 pt. font, double spaced, Times New Roman**. Though shorter in length than Paper #1, this is expected to be of a higher quality. You will need to plan ahead to read your book in time to write the review. To create a professional quality book review, consider and evaluate the following: the strengths of the author’s writing, their use of sources, the book’s relevance to other works of history and topics of importance. Treat the book with high scrutiny, but keep your review balanced and acknowledge the author’s strengths. Would you recommend this book as a useful academic reference to others, and does it add anything to the conversation?  
(SLO1, SLO2, SLO3)

### **TESTS: (30% or 3 at 10% each):**

Tests will be on the material covered in lectures and readings. Note taking in class is essential. Tests will include a short answer section and essay section.  
(SLO1, SLO3)

**PARTICIPATION AND ATTENDANCE (10%):** Students are expected to come to class prepared to ask questions, discuss, and answer questions based on the readings. You are welcome to ask for clarification about the readings or issues addressed, and you are not expected to understand all material perfectly. You are expected, however, to keep up with the readings, be prepared to discuss them, and take detailed notes on class lectures. Regular and consistent attendance is

expected; unexcused absences will detract from your participation and attendance grade. More than five absences will result in the loss of one letter grade (not counting missed assignments). Please put your health first and follow all university guidelines about illness, testing, etc. –but make sure to keep me informed and let me know **in advance** if you are unable to make it to class.

**READINGS: Please read the following *in advance* of the class where they are listed.**

READINGS				CLASS TOPICS
Tues.	8/16	Course introduction/syllabus questions		
Thurs.	8/18	Primary Source #1	<i>American Genocide</i> Introduction	“Removal”?
Tues.	8/23	DQ #1	<i>American Genocide</i> Chapter 1	West
Thurs.	8/25		<i>American Genocide</i> Chapter 2	East
Tues.	8/30	DQ #2	<i>American Genocide</i> Chapter 3	Sovereignty
Thurs.	9/1	Primary Source #2	<i>American Genocide</i> Chapter 4	Citizenship
Tues.	9/6	DQ #3	<i>American Genocide</i> Chapter 5	Gold Rush
Thurs.	9/8		<i>American Genocide</i> Chapter 6	Western expansion
Tues.	9/13	DQ #4	<i>American Genocide</i> Chapter 7	War in the East
Thurs.	9/15	Primary Source #3	<i>American Genocide</i> Chapter 8	War in Indian Territory
Tues.	9/20	<b>TEST #1</b>		
Thurs.	9/22		<i>Little Bighorn</i> Introduction, Chapters 1-2	Dakota, Navajo, Apache
Tues.	9/27	DQ #5	<i>Little Bighorn</i> Chapters 3-4	Indians not taxed
Thurs.	9/29	Primary Source #4	<i>Little Bighorn</i> Chapters 5-6	Reconstruction and Reservation
Tues.	10/4	DQ #6	<i>Little Bighorn</i> Chapters 7-8	Peace Policy
Thurs.	10/6	<b>PAPER #1 DUE</b>	<i>Little Bighorn</i> Chapters 9-10	Assimilation
<b>Tues.</b>	<b>10/11</b>	<b><i>No class—enjoy your Fall Break</i></b>		
Thurs.	10/13		<i>Little Bighorn</i> Chapters 11-12	Dawes Act/Allotment
Tues.	10/18	DQ #7	<i>Little Bighorn</i> Chapters 13-14	Ghost Dance
Thurs.	10/20		<i>Little Bighorn</i> Chapters 15-16	“Frontier”
Tues.	10/25	DQ #8	<i>Little Bighorn</i> Chapters 17-18	Education
Thurs.	10/27	Primary Source #5	<i>Little Bighorn</i> Chapter 19, Epilogue, “A Story”	World War I-1924
Tues.	11/1	<b>TEST #2</b>		
Thurs.	11/3		<i>Wounded Knee</i> Prologue, Part 1	Indian New Deal
Tues.	11/8	DQ #9	<i>Wounded Knee</i> Part 2	WWII
Thurs.	11/10	Primary Source #6	<i>Wounded Knee</i> Part 3	Termination
Tues.	11/15	DQ #10	<i>Wounded Knee</i> Part 4	American Indian Movement
Thurs.	11/17		<i>Wounded Knee</i> Part 5	No DAPL to “Redskins”
Tues.	11/22	<b>PAPER # 2 DUE</b>	<i>Wounded Knee</i> Part 6, 7, Epilogue	Reclamation
Thurs.	11/24	<b><i>No class—enjoy your Thanksgiving Break</i></b>		
Tues.	11/29	<b>TEST #3</b>		