

HIS 322: American Indian History: 1840 to the Present

Spring 2020

MWF 9:00-9:50, Room: Bryan 104

Instructor: Arlen Hanson amhanso2@uncg.edu

Office: MHRA 2108 Office hours: MWF 10:00-11:00, or by appointment

History Department Facebook page:

<https://www.facebook.com/UNCGDepartmentofHistory/>

History Department Website: <https://his.uncg.edu/>

This syllabus is subject to change at the discretion of the instructor.

“The Master of Life has appointed this place for us to light our fires, and here we shall remain.”

~Tecumseh

“You don’t take over a continent in an easy way, and you don’t give up a continent without fighting hard. So there’s a long history that everyone understands that that’s what the fight is about, and that it’s going to be bloody and awful and violent and painful.”

~Philip J. Deloria

“Protect your spirit, because you are in the place where spirits get eaten.”

~John Trudell

Course Description:

This course explores the history of Native American peoples in the area now encompassed by the United States from 1840 to the present. As much as possible, this course will seek to assess the history of these Native peoples from their perspective and experience, and NOT through standard American historical narratives.

Student Learning Outcomes (SLO):

General Education Historical Perspectives (GHP) Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

General Education Global [non-Western] (GN) Perspectives Student Learning Outcomes.

1. Interpret or evaluate information on diverse cultures.
2. Describe interconnections among cultures, politics, and/or intellectual traditions of the world other than the dominant Euro-American ones.
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues

Required Readings:

Books: All are available at the UNCG bookstore.

Banks, Dennis, and Richard Erdoes. *Ojibwa Warrior: Dennis Banks and the Rise of the American Indian Movement*. Norman: University of Oklahoma Press, 2004.

Crow Dog, Mary, and Richard Erdoes. *Lakota Woman*. 1st HarperPerennial ed. New York, NY: HarperPerennial, 1991.

Jacoby, Karl. *Shadows at Dawn: An Apache Massacre and the Violence of History*. New York: Penguin Books, 2009.

Madley, Benjamin. *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873*. The Lamar Series in Western History. New Haven: Yale University Press, 2016.

Smith, Paul Chaat, and Robert Allen Warrior. *Like a Hurricane: The Indian Movement from Alcatraz to Wounded Knee*. New York, New York: New Press, 1996.

These books are **required**. You may purchase them at the UNCG bookstore or online at significant savings. See the course schedule below for **a recommended schedule of what you should read when**.

Articles and other readings:

In addition to the above books, I will also occasionally assign articles or short other readings. If I do this, I will post the reading to Canvas (as a PDF in the “Files” section) or send you a link (if the reading is online) at least a few days ahead of when you will need to have read it and we will discuss it in class.

Assignments/Grading:

There will be 135 points possible for the course, broken down as follows in 9 assignments and attendance:

1. *American Genocide* paper (1500-word minimum, **GHP SLOs 1, 2; GN SLOs 1, 3**): 15 points or approx. 10.5% of your grade.

DUE MONDAY, JANUARY 27

2.-4. Two discussion/reflection assignments on the book *Shadows at Dawn*, and one discussion/reflection assignment on the documentary film *Geronimo*. (**GHP SLOs 1, 2; GN SLOs 1, 3**; see further details about these assignments below.): 10 points each or approx. 7% of your grade for each.

SEE SCHEDULE BELOW FOR DUE DATES

5. “Trudell” documentary reflection paper (**GHP SLOs 1, 2; GN SLO 3**): 10 points or approx. 7% of your grade.

DUE FRIDAY, APRIL 3

6. “Big Paper Assignment.” (**GHP SLOs 1, 2; GN SLOs 1, 2, 3**) For this larger paper (2100 words minimum) of the semester, you will “put into conversation” with each other three books and one documentary:

Like a Hurricane (Smith and Warrior)

Ojibway Warrior (Banks)

Lakota Woman (Crow Dog)

“Wounded Knee” (Documentary)

25 points or approx. 18% of your grade.

DUE WEDNESDAY, APRIL 29

7. Primary document analysis assignment (**GHP SLOs 1, 2; GN SLO 1**; see further details about this assignment below): 10 points or approx. 7% of your grade.

DUE MONDAY, MARCH 23

8. Secondary Source/Information Literacy assignment (**GHP SLO 1**; see further details about this assignment below): 10 points or approx. 7% of your grade.

DUE WEDNESDAY, APRIL 15

9. Final Exam (**GHP SLOs 1, 2; GN SLOs 1, 2, 3**; non-cumulative, based on lectures, article readings, and documentary films): 15 points or approx. 10.5% of your grade.

DUE MONDAY, MAY 4

10. Attendance: 20 points or approx. 15% of your grade.

(Prompts for all assignments will be posted on Canvas and given as class handouts well in advance of due dates.)

Letter grades will be assigned as follows:

93-100 A

90-92 A-

87-89 B+

83-86 B
80-82 B-
77-79 C+
73-76 C
70-72 C-
67-69 D+
63-66 D
60-62 D-
<60 F

Papers:

NOTE: Papers must be double spaced, and in 12 point font with 1” margins. Papers will be submitted on Canvas through Turn-it-In, to check for plagiarism, AND submitted in hard copy in class (for my comments and feedback). Your papers must be submitted on Canvas by class time on the due date, AND you must bring a hard copy to class with you on the due date.

Discussions/Reflection pieces (GHP SLOs 1, 2; GN SLOs 1, 3):

The discussion/reflection pieces will give us an opportunity to delve a little deeper into certain events, issues, and people. You will have two of these assignments based upon the following book: Jacoby, Karl. *Shadows at Dawn : An Apache Massacre and the Violence of History*. New York: Penguin Books, 2009, and one discussion/reflection piece based upon the documentary film “Geronimo.”

Here’s how these assignments work:

You will write a brief reflection (minimum 300 words) on a section of a book, *Shadows at Dawn*, or on the “Geronimo” documentary—as per a prompt to be posted on Canvas—on three weeks of the course. These short reflections will be due on Thursdays by 5:00 PM on Canvas, and we will discuss the section of the book (or the film) and your reflections in class the next day—Friday—in each of the three weeks.

Discussion #1: Friday, February 7th (Canvas submission deadline: Thursday, February 6, 5:00 PM). Read pages 1-188 of *Shadows at Dawn*.

Discussion #2: Friday, February 21st (Canvas submission deadline: Thursday, February 20, 5:00 PM). You will have already viewed the “Geronimo” documentary in class.

Discussion #3: Friday, March 13th (Canvas submission deadline: Thursday, March 12, 5:00 PM). Read pages 189-278 of *Shadows at Dawn*.

To receive full credit for these assignments, you must do three things:

1. Complete the online assignment adequately as per the prompt given.
2. Bring a hardcopy of your Canvas submission to class the next day (Friday).
3. Be present for the discussion in class on Friday. (Any students needing to be absent these Fridays will need to contact me—preferably ahead of time—to make special arrangements with me for full completion of the assignment.)

Primary Document Analysis Assignment (GHP SLOs 1, 2; GN SLO 1):

The primary documents you will need for this assignment will all be posted in the “Files” section on Canvas, in a folder aptly named “Primary Documents.” On the first day of the semester, you will be assigned one of the four topics listed below:

Topic #1: Family Relations, Gender Roles, and a Warrior Society

Topic #2: Native Religious Expressions

Topic #3: Captive Nations: Native Responses

Topic #4: Famous Figures of Resistance: Chief Joseph, Geronimo, Sitting Bull, Red Cloud

For this assignment you need to identify a minimum of **FIVE** primary documents which you believe speak directly to the topic you have been assigned. After you have identified the documents you think you would use for your topic, you will write a paragraph (minimum 100 words) about each document, telling me why and how that document speaks to your topic. Then, when you have completed this explanation for each document, write 300 words telling me what your thesis and argument(s) would be if you were to write a paper for me using these documents.

DUE MONDAY, MARCH 23

Secondary Source/Information Literacy assignment (GHP SLO 1):

For this assignment, you will need to **select a minimum of five secondary sources** relevant to your topic in some combination of the following: either **2 books and 3 articles**, or **3 books and 2 articles**.

You will be given a handout and instructions on how to evaluate secondary sources for relevance, reliability, etc. There will be a worksheet with several questions for you to answer regarding the secondary sources you choose. I will evaluate/grade this assignment on the relevance of each secondary source to your topic, as well as how well/thoroughly you have completed the worksheet for each of them. **I strongly encourage you to schedule a meeting with me at least a couple of weeks ahead of the due date for this assignment to discuss your secondary source choices with me to make sure you are on the right track! If all possible, you should bring your chosen secondary sources with you to that meeting.**

DUE WEDNESDAY, APRIL 15

ONE FINAL WORD ABOUT YOUR ASSIGNMENTS: Late work will not be accepted without compelling reason and documentation furnished as proof of compelling reason.

Attendance:

Attendance is crucial to your success in this course. In addition to attendance comprising approximately 15% of your grade (as noted above), **attendance is crucial because questions for the final exam will be drawn from both readings and lectures, as well as from the several documentary films that we will watch in class. Attend class and take good notes.** If you must miss class for any reason it is your responsibility to ensure that you get notes of the missed class from one of your classmates. Also, if you will miss class for any reason, **you must notify the instructor via email as soon as possible, preferably well ahead of time, of the reason for your absence.** A limited number of absences *may* be excused with documentation provided by the student.

Plagiarism:

The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise." (See the University's [Academic Integrity Policies](#) for further information.) See also this helpful and informative video on [How to Avoid Plagiarism](#). All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

AN ADDITIONAL RESOURCE:

UNCG Writing Center

Location: 3211 MHRA

<https://writingcenter.uncg.edu/>

From the Writing Center website: "The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed."

Electronic Devices Policy:

Use of phones and tablets is strictly prohibited. Use of these devices will result in your being asked to leave the class and being counted as absent. Although I would prefer that you also do not use laptops in class, **laptops may be used for notetaking only.**

Electronic Communication:

Students are responsible for checking their UNCG iSpartan email on a regular basis. Email is the primary means in which the instructor will communicate with you about important information concerning the course, including any changes to the syllabus. Students are encouraged to utilize email to contact the instructor (amhanso2@uncg.edu). Please be aware that

an email response may not be immediate. Please allow for a 24-hour (48 hours on the weekend) response time. If you fail to receive an email response after 24 hours (48 on the weekend) please contact me again.

Canvas:

It is the responsibility of all students to ensure that they are able to logon to Canvas. If you are having issues accessing Canvas, please note that I am not a technician and cannot assist you in resolving these issues. If you are having difficulty logging into Canvas, first contact 6-Tech Online for assistance.

Reading and Due Date Schedule:

(Check regularly throughout the semester)

Monday, January 13: **You should begin reading immediately:**

Madley, Benjamin. *An American Genocide: The United States and the California Indian Catastrophe, 1846-1873*. The Lamar Series in Western History. New Haven: Yale University Press, 2016.

I recommend you have read this entire book by Friday, January 24 at the very latest, in order to leave time to write your paper, **DUE MONDAY, JANUARY 27**. That would be a **pace of approx. 30 pages daily including weekends**.

Assignment Prompt for Paper #1 on *American Genocide* will be posted on Canvas no later than 5:00 PM today.

Monday, January 20: NO CLASS. Martin Luther King Holiday.

Monday, January 27: **Paper #1 on *American Genocide* due on Canvas and hard copy in class, 9:00 AM.**

Wednesday, January 29: You should begin reading:

Jacoby, Karl. *Shadows at Dawn: An Apache Massacre and the Violence of History*. New York: Penguin Books, 2009.

You will need to have pages 1-188 of *Shadows at Dawn* read at the very latest by Thursday, February 6.

Monday, February 3: **Assignment Prompt for *Shadows at Dawn* Discussion/Reflection Piece #1 will be posted on Canvas no later than 5:00 PM today.**

Thursday, February 6: First *Shadows at Dawn* Discussion/Reflection Piece **due on Canvas by 5:00 PM.**

Friday, February 7: First *Shadows at Dawn* discussion.

Monday, February 10: **You should begin reading the remainder (to page 278) of *Shadows at Dawn* no later than today.**

In addition, you would be well advised to also start reading:

Smith, Paul Chaat, and Robert Allen Warrior. *Like a Hurricane: The Indian Movement from Alcatraz to Wounded Knee*. New York, New York: New Press, 1996.

You will put this book into conversation with each the two books below, and the “Wounded Knee” Documentary (See April 13 and 15 below) for your “Big Paper Assignment,” **DUE WEDNESDAY, APRIL 29:**

Banks, Dennis, and Richard Erdoes. *Ojibwa Warrior: Dennis Banks and the Rise of the American Indian Movement*. Norman: University of Oklahoma Press, 2004.

Crow Dog, Mary, and Richard Erdoes. *Lakota Woman*. 1st HarperPerennial ed. New York, NY: HarperPerennial, 1991.

It will be up to you to pace yourself accordingly on these books to make sure that you have read them in time to write your paper.

Wednesday, February 12: Viewing “Geronimo” documentary.

Friday, February 14: Viewing “Geronimo” documentary.

Monday, February 17:

Assignment Prompt for “Geronimo” Discussion/Reflection Piece will be posted on Canvas no later than 5:00 PM today.

Thursday, February 20: “Geronimo” Discussion/Reflection Piece **due on Canvas by 5:00 PM.**

Friday, February 21: “Geronimo” discussion.

Monday, March 9: **Assignment Prompt for *Shadows at Dawn* Discussion/Reflection Piece #2 will be posted on Canvas no later than 5:00 PM today.**

Thursday, March 12: Thursday, February 28: Second *Shadows at Dawn* Discussion/Reflection Piece **due on Canvas by 5:00 PM.**

Friday March 13: Second *Shadows at Dawn* discussion.

Note: You should probably have finished *Like a Hurricane* by today, and be moving on to *Ojibwa Warrior*.

Monday, March 23: **Primary document analysis assignment due on Canvas and hard copy in class, 9:00 AM.**

Wednesday, March 25: “Trudell” documentary.

Friday, March 27: “Trudell” documentary.

Assignment prompt for “Trudell” documentary reflection paper posted to Canvas no later than 5:00 PM today.

Note: You should probably have finished *Ojibwa Warrior* by today, and be moving on to *Lakota Woman*.

Friday, April 3: “Trudell” documentary reflection paper due on Canvas and hard copy in class, 9:00 AM.

Wednesday, April 8: Good Friday, no class.

Monday, April 13: “Wounded Knee” documentary.

Assignment Prompt for “Big Paper” will be posted on Canvas no later than 5:00 PM today.

Wednesday, April 15: “Wounded Knee” documentary.

Secondary Source/Information Literacy Assignment due hard copy in class, 9:00 AM.

Monday, April 27: You should be finishing *Lakota Woman*.

Wednesday, April 29: “Big paper” due on Canvas, 9:00 AM.

Monday, May 4: Final Exam due on Canvas, 11:00 AM.