

**HIST 3392**  
**American Indian History**  
**College of Humanities and Sciences**

Contact:

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Office Hours: Tue/Thurs: 11-12:15, 2-3:15, or by appointment

Class Time: ABIV #305 Tue/Thurs: 9:30-10:50am

**COURSE DESCRIPTION**

The history of Native America is long and complex, and far outspans the history of the nation states that have surrounded their societies. This course provides a sweeping survey of the indigenous peoples who inhabited and continue to populate North America, primarily focusing on those groups who reside in the present United States. The course will begin in the deep recesses of American Prehistory, examining human origins on this continent, and then explore the experiences of contact with Europeans, indigenous diplomacy with European colonial projects, and then delve into the winding, and sometimes scandalous history between Native Peoples and the United States. We will consider the experiences and consequences of American expansion, and study the ways in which Native Peoples learned to adapt to life as minority population in nation that has never comfortably established a place for the nations that live within it.

**COURSE OBJECTIVES:**

**Critical Thinking:** Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.

**Communication:** To include effective development, interpretation and expression of ideas through written, oral and visual communication. Communication skills will be addressed in this class through class participation, the reading and discussion of historical texts, attending lectures, and watching films. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.

**Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making. Personal responsibility will be addressed in this course as students articulate how to make sound ethical judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today.

**Social Responsibility:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus learn about their own social responsibilities in improving current American society.

## **CLASS DIRECTIVES**

Classes will follow a standard format:

A) lecture: Lectures and note taking will be integral, they will provide the necessary context to help guide reading the books. Lectures will be used to explain historical background, and further flesh-out specific events, people, and perspectives on history.

B) Discussion: Classes will have a discussion component where we will work to sort out current readings, and also contextualize the readings against cultural artifacts: including art and video evidence.

Since a full understanding of the course material will not be possible without class meetings, attendance is mandatory. Absences in excess of the university limit (2, or 3 hours class time) will negatively impact your grade. Excused absences must be properly documented, and multiple tardy arrivals (i.e., more than one) will be treated as unexcused absences.

Participation must strictly adhere to principles of civil discourse, respect, and courteousness. Civil disagreement is welcomed, and even encouraged. However, belligerence, threats, and insults will not be tolerated.

Your attendance counts as only a component of your participation grade. Participation will be graded for each class, and will be based on engagement, note-taking, and active, vocal, contribution to class discussion.

Deadlines are finite and non-negotiable. Late assignments will be penalized. Assignments that are over 48 hours late will not be accepted.

Any accommodation for any variety of special needs will most certainly be made. It is, however, the students' responsibility to inform the professor and make sure that any individual accommodation necessary has been certified with the university through the proper channels.

Laptops are allowed for the purpose of notetaking. Any abuse of this privilege will result in its revocation. All other data devices are strictly forbidden.

Food and drink are welcome in the course, so long as they are consumed in a courteous fashion. Obnoxiousness will result in revocation of this privilege.

### **ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. A copy of the University policy is available on the Sam Houston State University website. If you need clarification about what constitutes plagiarism, do not hesitate to ask or see me during office hours.

#### STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

#### STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

#### VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

#### EXAMS AND ASSIGNMENTS

All examinations will be based in two components. The first will be a short answer response, identifying key terms, places, organizations, and people. The second will be essay responses to thematic questions.

Study Guides will be provided prior to all examinations

#### Reflective Essay

Each essay should be driven by a strong central thesis.

Essays should be written in 12 point font, double spaced, one inch margins, and be 10 to 15 pages in length.

Proper citations, either in MLA or Turabian Format, must be provided, and materials and information used for the essay must be cited throughout.

Further information on the reflective essay will be provided in the course

## **GRADES**

All assignments and exams will be assessed according to the standard grading scale used by the College of Humanities and Sciences.

A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Final Grades in the course will be figured according to the following weights:

EXAM 1	20%
EXAM 2	25%
EXAM 3	25%
Reflective Essay	20%
Class Participation	10%

## **REQUIRED BOOKS**

(RECOMMENDED, BUT NOT REQUIRED)

Text Book: Colin Calloway, *First Peoples: A Documentary Survey of American Indian History (5th ed.)*

**ISBN-10:** 145769624X

**ISBN-13:** 978-1457696244

Assigned Books:

Daniel Richter, *Facing East from Indian Country: A Native History of Early America*

**ISBN-10:** 0674011171

**ISBN-13:** 978-0674011175

John G. Neihardt, *Black Elk Speaks*

**ISBN-10:** 1438425406

**ISBN-13:** 978-1438425405

Vine Deloria, Jr., *Custer Died for Your Sins*

**ISBN-10:** 0806121297

**ISBN-13:** 978-0806121291

## **COURSE SCHEDULE**

Please note that the course schedule is subject to change, if necessary. Any amendments to the schedule of courses will be announced and distributed with ample notice.

### **Unit I: Pre-Columbian History and Contact**

THUR 8/24: Course Introduction, Native Peoples in American History

TUE 8/29: Anthropology and Origins Stories: the Roots of Native America  
(Calloway; Introduction, and "Documents," pp. 40-49)

THUR 8/31: "Medieval America"

TUE 9/05: Regional Divergence: The Atlantic Seaboard and the St. Lawrence, Ohio, and Mississippi River Valleys

THUR 9/07: Regional Divergence: The Great Plains, The Great Basin, and the Pacific Coast

TUE 9/12: New Worlds for All: Contact, Exchange, and Revolution  
(Read Calloway, pp. 105-120)

THUR 9/14: Curiosity, Fear, Exploitation, and the Role of Violence in the Colonial World  
(Read Calloway, pp. 121-126, 173-177, and 182-185)

TUE 9/19: The Colonial World Continued

THUR 9/21: The Colonial World Continued

TUE 9/26: Book Discussion: Richter, *Facing East from Indian Country*

THUR 9/28: UNIT I EXAM  
(Calloway Chapters 1, 2, and 3)

### **Unit II: Contested Spaces in North America**

TUE 10/3: Native Americans and the World of 18<sup>th</sup> Century Revolutions  
(Read Calloway, 233-240)

THUR 10/5: Native Peoples and a New Republic  
**Deadline to finalize topics for reflective essay**

TUE 10/10: The Unseen Empire: Comancheria and Its Satellites

THUR 10/12: Removal and its Wars  
(Read Calloway, 286-298)

TUE 10/17: United States Expansion and its Wars  
(Read Calloway, 336-340)

THUR 10/19: Adaptation and the Price of Peace  
(Read Calloway, 356-366)

TUE 10/24: Resistance and New Frontiers: Forward from the Ghost Dance

THUR 10/26: Book Discussion: Neihardt, *Black Elk Speaks*

TUE 10/31: UNIT II EXAM  
(Calloway, Chapters 4-6)

### **Unit III: Modern Native American History**

THUR 11/02: The Dawes Act and the Boarding Schools  
(Read Calloway, 414-438)

TUE 11/07: From World War I to Citizenship

THUR 11/9: Native Americans' New Deal  
**Deadline to submit rough drafts for reflective essay**  
(Read Calloway, 471-480)

TUE 11/14: Red Power: The American Indian Movement  
(Read Calloway, 492-498)

THUR 11/16: Portrayals of Native Peoples in American Popular Culture  
(Read Calloway, 618-623)

TUE 11/21: The Challenges of Modern Governance: From Coal and Oil to Tribal Gaming

THUR 11/23: NO CLASS (THANKSGIVING BREAK)

TUE 11/28: "On the Rez:" Portraits of Native American Lives through Art and Literature  
**Reflective Essays Due in Class**

THUR 11/30: Book Discussion: Deloria, *Custer Died for Your Sins*

FINALS WEEK: UNIT III EXAM  
(Check finals schedule for date and time)  
(Calloway Chapters 7-10)