

Current Information:

I. A.) DEPARTMENT NAME: History

B.) COURSE NUMBER, and TITLE: AMH 3661: Native American History since 1806

C.) CREDIT HOURS: 3 D.) PREREQUISITES: 3 hours of history

E.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None

2. Writing Requirement: E2 E4 E6 None

3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer 2013 (year)

Or

1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT MATH REQUIREMENT

A.) Requested Classification E2 E4 E6

B.) Effective Date: Fall Spring Summer _____ (year)

Or

1-time Approval Fall Spring Summer _____ (year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

2.) Will a published rubric be used?

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to Evaluate [2,000/4,000/6,000] written words in assignments during the semester

Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: Juliana Barr

Phone 273-3364 Email jbarr@ufl.edu

College Contact:

College Name: _____

College Contact Name: _____

Phone _____ Email _____

University of Florida
Department of History

AMH 3661: Native American History since 1806

Turlington Hall 2328, T 11:45-1:40, TH 12:50-1:40

Dr. Juliana Barr
Keene-Flint Hall, # 021
(352) 273-3364
jbarr@ufl.edu

Office hours: Mondays 2-4pm, Wednesdays 10am-12noon, and by appointment

Course Content

In this course, we will examine the images and realities of North American Indian cultures and history from the early nineteenth century through the present day. During this period, Indian economies, cultures, social systems, and political organizations came under attack, either indirectly through the loss of land and resources or directly through the military reduction, reservation, and assimilationist policies of the U.S. government. In a course that spans almost two hundred years, thousands of miles, and millions of lives, we have to be selective in our topics. Thus, although we will move chronologically through these time periods, we will concentrate on some particular themes and topics:

- Native American responses to Anglo-American nation building & westward expansion
- Catastrophic decline of Indian populations over the 19th century & the complex survival strategies initiated by American Indians in the face of decimation
- Anglo-American attempts at religious & cultural conversion; Indian response & resistance
- Demographic & political revitalization of Indian peoples in the 20th century
- Movements for Native American control of natural & cultural resources

Required Readings

It is of great importance that you complete the assigned readings each week, otherwise you run the risk of falling behind, getting lost, and having to catch up. Also, in order to participate in discussion – which will represent 10% of your final grade in the course – you need to have the assigned readings complete by the time class meets. **The following FIVE BOOKS are required reading; they can be purchased online or at area bookstores:**

Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History* (4th edition)
J.J. Methvin, *Andele: The Mexican-Kiowa Captive: A Story of Real Life Among the Indians*
Bunny McBride, *Molly Spotted Elk: A Penobscot in Paris*
Leslie Marmon Silko, *Ceremony*
Paul Chaat Smith, *Everything You Know About Indians Is Wrong*

Grades and Assignments

Students will write **two essay exams** and **four email reader response essays** with grades as follows:

Exam 1 (Tuesday, February 28 th):	35%
Exam 2 (Friday, May 4 th):	35%
Reader Responses (due Jan. 23, Feb. 13, Mar. 26, & Apr. 16)	20%
Class Attendance and Participation:	10%

**Improvement made over the semester will be taken into consideration in assessing final grades.

EXAMS:

The essay exams will give you the opportunity to demonstrate your skills of synthesis – each exam will be evaluated for how clear, convincing, and logical is the interpretation, how well it pulls together the various course materials as evidence to make specific statements and arguments, and how well your interpretation is presented by clarity of prose. They will both be blue-book exams consisting of essay questions based on all lectures, discussions, and assigned readings for the period under review. No outside reading or research is necessary or desired. A study guide will be handed out one week prior to the exam.

EMAIL READER RESPONSE ESSAYS:

Reader responses will be short (500 words/2pp), “thought pieces” on the four assigned books (other than the Calloway textbook). You must submit **four** reader responses, one for each of the books, and they will be due January 23 (Methvin), February 13 (McBride), March 26 (Silko), and April 16 (Chaat Smith).

Reflections should be e-mailed to me by midnight on the Monday before class.

The purpose of these e-mail essays is to stimulate thinking about the issues, questions, and problems raised by the readings and class discussions. In writing your reader responses, you may explore, mull over, ruminate upon, or raise questions about the readings and develop or clarify your own ideas. If you want, you can “speak back” to the readings, disagree with points made by the authors, make connections between these readings and strands of analysis in other course materials, etc. The responses should be expressive and exploratory, and, as such, will not be penalized for being disorganized, tentative, or fragmentary as you “think out loud” on paper.

For the most part, you will be rewarded for the process of thinking rather than the end product you produce—i.e. they will not be evaluated on how well they are written, but rather on the extent to which they reveal your engaged thinking about the topic. They are also a chance for you to suggest issues that you think are important to be raised in class discussion. I will use these responses to build discussion, but in doing so, I will not name names.

CLASS ATTENDANCE & PARTICIPATION:

In this readings-based course, your lively and informed participation in class discussion is expected, and indeed, required. It is your responsibility to remain current with the weekly reading assignments in order to make possible intelligent questioning and discussion in class. The participation grade will be based on the quality (and to some degree the quantity) of your contributions to the class. Though the spirit may be

willing, if the body is not present, troubles they will arise. If the body is present but unaccompanied by an active mind, troubles they will arise. In effect, participation serves to grade attendance and vice versa: if you're not in class, you don't get credit, and your grade suffers; if you participate in discussion, you'll get credit and benefit your grade.

GRADING SCALE:

A	4.0	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.0	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.0	63-66
D-	0.67	60-62
E	0.0	0-59
E1*	0.0	
I	0.0	

* Stopped attending or participating prior to end of class

Additional information can be found at:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

<http://www.isis.ufl.edu/minusgrades.html>

Objectives

An underlying assumption of this course is that the analytical skills that you practice here will continue to be useful to you whether or not you ever take another history course. I will offer you practical advice to help you steadily improve over the course of the semester, in particular in the skills of:

- Reading carefully and efficiently so as to understand an author's main point and to remember important information
- Writing clearly and logically so as to convince readers of the validity of your interpretation

General Education Objectives for Diversity (D)

This course emphasizes the diversity of cultures and historical experiences of native peoples from 1806 to the present. Throughout the semester, we will focus primarily on the perspectives of people grounded in other cultures as we explore indigenous peoples' efforts to defend their homelands and ways of life against U.S. invasion and the exertion of U.S. policies based in concepts of racial and cultural difference over the broad sweep of the early nineteenth century into the present. The course is fundamentally comparative in examining the diverse histories of American Indian resistance across the continent and over time in order to distinguish the opportunities and restraints faced by native people as they sought to control their own destinies within colonial and imperial contexts. It looks at racial formation in the United States in order to understand how Indians have maintained their distinctiveness as separate peoples even while the United States has exerted enormous pressure to assimilate them. Students learn about the long history of struggle that has given shape to the contemporary situation of five hundred and sixty five Indian nations existing in a diplomatic relationship with the United States today. They are asked to reflect critically on how the historical experiences of Indian people carry implications for indigenous peoples in the contemporary world, and how their own lives are implicated in this larger colonial history of North America.

Diversity Student Learning Outcomes to be addressed:

- Knowledge and understanding of where Native Americans fit within the social and political structures of the United States
- Identification and evaluation of students' social status, opportunities, and constraints in comparative context to that of Native Americans

General Education Objectives for Humanities (H)

This course provides instruction in key themes, theories, and methodologies used in the study of history. Students will engage with critical historical thinking by learning how to read and analyze primary documents as well as secondary sources produced by historians and in turn formulating historical arguments based on these readings. Lectures will examine the ways in which the historiography of particular events, periods, and processes, has changed over time and continues to evolve. In-class discussions are devoted to working out the meanings of crucial concepts such as "colonialism" and "sovereignty" and debating the impact of multiple perspectives on our understanding of past. The secondary readings provide various scholarly approaches to the issues and problems of American Indian history while primary sources including government reports, laws, court cases, and treaties as well as native speeches, artwork, novels, protest statements, memoirs, autobiographies, and reminiscences offer students the chance to learn to ask how, why, and by whom are historical documents created, to think about the historical, social, cultural, and political contexts in which they are imbedded, and thus to engage in critical thinking about the limitations and possibilities of making meaning out of them. They also learn about the diverse kinds of evidence, including oral histories, and ethnographies that can supplement the documentary record and enrich our understanding of historical perspectives across a spectrum of experience. The question of what sources are available and how they shape historical knowledge and significance is central to this course, focusing as it does on the experiences of indigenous peoples who did not until more recent times produce a large body of documentary evidence of the sort historical are accustomed to rely on. Thus this course is dedicated to teaching students how to use documents written

by non-Indians in a way that Indian perspectives can be gleaned from them, to read closely for biases in these documents, and to think about what is gained in the nineteenth and twentieth centuries when the perspectives of native people grounded in other cultures become available in a wider spectrum of primary sources.

Humanities Student Learning Objectives to be addressed:

- Knowledge and understanding of the historical, theoretical, and ethnohistorical methodologies used by historians to study the Native American past.
- Identification and evaluation of the multiple and contrasting perspectives and biases that have shaped and continue to shape the discipline of history
- Effective communication through oral and written expression of the critical thinking and analysis required by the discipline of history

Advice

One of my favorite professors used to say that learning begins when you admit that you're confused. In that spirit, I encourage you to ASK QUESTIONS, of the professor, other students, and yourself, both in the classroom and out of it. I am always happy to talk with students. If you cannot come to my office hours, I would be happy to arrange to meet with you another time.

Policies

[1] ATTENDANCE:

Class attendance is compulsory if you wish to do well in the course. There will be an attendance sheet on which to sign in each lecture class. If you must miss class, you should let me know as far in advance as possible. The only EXCUSED absences are those due to medical emergencies, university business that requires that you be out-of-town (such as athletic participation), religious holidays, etc. Unexcused absences can garner a failing grade in the course; for every three absences, your course grade will be reduced by a third.

[2] TARDINESS:

I appreciate the difficulties of moving around campus, but it is important to be on time, especially as important announcements about the course, assignments, etc. may be provided at the beginning of class. If you are late, please take a seat as unobtrusively as possible and, at the end of class, be sure to sign in on the attendance sheet.

[3] LATE OR MISSED ASSIGNMENTS:

People get the flu, have family emergencies, find themselves overloaded with work. It happens. That said, students who complete assignments on time deserve to have their timeliness recognized. Thus, **late papers** will be accepted, but a late penalty will be assessed. **Makeup exams** will be offered only 1) if you

miss the exam due to extreme circumstances, 2) if you notify me within 24 hours of the exam date, and 3) if you provide written proof of the situation that impelled you to miss the exam (doctor's note, funeral notice, bail bond receipt, etc). Please keep in mind that a missed assignment or exam warrants a zero grade—a much lower numerical grade than an “E.”

Honor Code

I take my honor code obligations seriously and expect you to do the same. In this course, it is especially important that you do not commit PLAGIARISM – which is the failure to properly cite and give credit when you use the ideas, words, phrases, or arguments of other people in your writing assignments. One of the biggest dangers that risks plagiarism is the use of the web in writing your papers – avoid this at all costs. Plagiarism constitutes intellectual theft and academic dishonesty. If you are at all worried that you might be in danger of plagiarism or any other honor code violation, you should ASK me (not another student) in advance. The University of Florida's honesty policies regarding cheating and plagiarism and the consequences for violating those policies may be viewed at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php> -- consequences that include a zero grade for the assignment, a failing grade for the course, and sometimes expulsion from school.

Disabilities

Any student with a disability who needs special accommodations should contact me as soon as possible with the proper documentation from the Dean of Students Office (<http://www.dso.ufl.edu/drc>).

Weekly Topics and Reading Assignments

(Topics, due dates, and other scheduled events are subject to revision by the professor; reading assignments must be completed for the day they are listed)

Week of January 9:

- Vanishing Indians, “Savage” Threats, Noble Ideals
- “Civilized” but Somehow Still “Savage”: Trail of Tears

Week of January 16:

Readings: **Colin Calloway, *First Peoples*, chp. 4, pp. 228-43, 254-275, 324-327**

- Enslavement: Indians in the Hands of Whites
- Lewis & Clark: Porivo's (Sacajawea's) Story

Week of January 23:

READER RESPONSE DUE on *Andele: The Mexican-Kiowa Captive*

Readings: J. J. Methvin, *Andele* (all)

Calloway, *First Peoples*, chp. 5, pp. 290-300, 317-323

- Captivity: Whites in the Hands of Indians
- Comanche Empire, Adoption, & Ethnogenesis

Week of January 30:

Readings: **Calloway, *First Peoples*, chp. 5, pp. 300-305, 344-355**

- Contested Plains: Red vs. White?
- Massacre at Sand Creek: Cheyennes

Week of February 6:

Readings: **Calloway, *First Peoples*, chp. 5, pp. 305-313, 327-344, 356-363**

- Winning the Battles, Losing the War
- Battle on the Greasy Grass: Lakotas

Week of February 13:

READER RESPONSE DUE on *Molly Spotted Elk*, (pp. ix-146)

Film: *In the White Man's Image*

Readings: **Calloway, *First Peoples*, chp. 6, pp. 372-393, 404-410, 413-431**
Bunny McBride, *Molly Spotted Elk*, pp. ix-146

- Reservation Reformation: "Kill the Indian & Save the Man"
- Boarding School Life: In the White Man's Image

Week of February 20:

Readings: **Calloway, *First Peoples*, chp. 5, pp. 313-16; chp. 6, pp. 399-401, 410-412**
McBride, *Molly Spotted Elk*, pp. 147-290

- Prophets & the Dance of the Ghosts
- Peyote Road Men & the Native American Church

Week of February 27:

**** NO CLASS THURSDAY MAR. 1**

EXAM 1 in class Tuesday February 28th

Week of March 5:

SPRING BREAK

Week of March 12:

- Dime Novels, Medicine Shows, & Snake Oil Salesmen
- Wild West Shows, Buffalo Bill, & Show Indians

Week of March 19:

Readings: Calloway, *First Peoples*, chp. 8, pp. 507-512

- Capitalism Promotes All Things “Indian”
- Elle Meets the President

Week of March 26:

READER RESPONSE DUE on *Ceremony*

Readings: Calloway, *First Peoples*, chp. 7, pp. 438-446, 473-483

- Government Promotes All Things “Indian”
- WWII & Navajo Code Talkers

Week of April 2:

Film: *The Spirit of Crazy Horse*

Readings: Calloway, *First Peoples*, chp. 7, pp. 447-472, 483-500

- Red Power Rises in the City
- Militant Activism on the Rez

Week of April 9:

Readings: Calloway, *First Peoples*, chp. 8, pp. 520-527, 544-558

- After AIM, the American Indian Movement

- The Spirit of Crazy House Lives On

Week of April 16:

Readings: Paul Chaat Smith, *Everything You Know About Indians is Wrong*, pp. 1-87

- Anthropological Invasion of Indian Country
- NAGPRA, Protecting Bones of the Ancestors

Week of April 23:

READER RESPONSE DUE on *Everything You Know About Indians is Wrong*

Readings: Calloway, *First Peoples*, chp. 8, pp. 528-538, 566-572
Everything You Know About Indians is Wrong, pp. 88-187

- Have You Ever Seen a Real Indian?
- Being Indian vs. Playing Indian

EXAM 2: Friday, May 4th 7:30am-9:30am in our regular classroom