History 9
United States History: The American Indian Experience
Course Syllabus

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Required Textbooks
(abbreviated FP in the rest of the syllabus)
N. Scott Momaday, The Way to Rainy Mountain (abbreviated WtRM)
Theda Purdue and Michael D. Green, eds., The Cherokee Removal: A Brief History with Documents, 2nd ed.
George H. Phillips, The Enduring Struggle: Indians in California History (abbreviated ES)

Also Required: 2 file folders.

Recommended Preparation
To successfully complete this course, the college recommends that students be eligible to take English 1A. In my experience in teaching this course, I have found that students who have not yet taken and passed English 1A often have trouble keeping up with the readings and completing the tests and assignments successfully.

Description of Course
This course is a survey of the history of the United States with an emphasis on native peoples of North America. Topics include the impact of European contact, trade, and colonization, as well as the impact of United States political, economic, and social policies on Native Americans. Emphasis is placed on the attempts of American Indians to protect their sovereignty and revitalize their societies.

Because this is a history class, most of our attention will be on the events and relationships affecting American Indians beginning with contact with Europeans. History differs from anthropology and archaeology in a number of ways, which will be explained early in the course.

The course continues to the present day. Along the way, we will identify some of the issues and problems that developed in the past, in an effort to understand how those issues and problems affect American Indians and non-Indians today.

The official Course Objectives are attached at the end of the syllabus. What are “course objectives”? Basically, they are the topics, ideas, and skills that we, the history faculty and the college, expect instructors to teach, and hope students will learn.
In addition to the Course Objectives, there are also Student Learning Outcomes (SLOs). These are broader than the Course Objectives. The SLOs are basically the same for all history courses. There are three of them:

1. Upon completion of this course, students will identify and explain major social, economic, political and cultural patterns in U.S. history in a written or oral assignment.
2. Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context.
3. Given one or more primary and/or secondary source(s) pertaining to a significant aspect of economic, political, social or cultural patterns in United States history, students will develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence.

Instructors are required to assess whether students have achieved these SLOs. We do this by assigning tests, essays or oral presentations, grading them, and then evaluating the results.
Weekly Schedule

Note: Readings and other assignments are due for the class meeting they are listed with. Always bring to class the books you were assigned to read for that class meeting.

Weeks 1-2: August 31-September 10
Introduction to Course
American Indian Issues and Histories
Early Indigenous Settlements: Agriculture, Architecture, Trade and Politics

Sept. 3: Assignment: FP, Introduction & Chap. 1, overview
Sept. 8 & 10: Assign.: FP, Chap. 1, overview and Picture Essay

*Friday, September 11, is the last day for students to add or change classes; last day to drop a class and get a full refund.

Week 3: September 14-17: Early Contacts with the Spanish and English, 1500s-1600s
Sept. 15: Assign.: FP, Chap. 2, pp. 76-87 & 98-103, and Picture Essay
September 17: Assign.: FP, Chap. 2, pp. 87-92, and documents, as assigned.
Class Discussion on the Pueblo Revolt and King Philip’s War

Weeks 4-5: September 21-October 1: Pre-Contact and Post-Contact Societies in the East and California, 1600s-1700s
Sept. 22: The Iroquois Confederacy and the Hurons
Assign.: FP, Ch. 1, Documents Section, pp. 52-62; Ch. 2, pp. 92-98, & Documents Section, pp. 119-130.
Sept. 24: Native Californians
Sept. 29: (1) Spanish Occupation in California, 1769-1833
Assign.: ES, Chap. 3; FP, Chap. 3, pp. 154-158.
Oct. 1: Fur Trade, Wars, Alliances and Treaties with the English
Assign.: FP, Chap. 3, 159-173, and Picture Essay.

Week 6: October 5-8: Native Americans in a Time of British and American Expansion, 1750-1815
Assign.: FP, Chap. 3, overview; Docs. Sect., pp. 185-190, 197-205; Chap. 4, pp. 218-228; Docs. Sect., pp. 244-254
Class Discussion on Indian Leaders. Paper #1 due.

Weeks 7-8: October 12-22: American Expansion, Federal Indian Policies, and Indian Responses, 1785-1840s
Oct. 13: Federal Indian Policy, East of the Mississippi River
Assign.: FP, Chap. 4, pp. 228-231 (top).
Oct. 15: The Lewis and Clark Expedition and Native American Responses
Assign.: FP, Chap. 4, Docs. Sect., pp. 254-267, and Picture Essay
Oct. 20: Indian Removal Policy and Background to the Cherokee Removal

Weeks 9-10: October 26-November 4: The Great Plains and Far West, Pre-Contact-1890
Oct. 27: Introduction to the Regions and Development of American Indian Policies
Assign.: FP, Chap. 5, pp. 290-300
Oct. 29: Warfare, Treaties, Reservations and Resistance: The Lakota and Nez Percé Experiences
Assign.: FP, Ch. 5, pp. 300-316, Docs. Sect., pp. 327-355.
Nov. 2: Assign.: FP, Chap. 5, Picture Essay
Nov. 4: Native California, 1830s-1890s
Assign.: ES, Chaps. 4-6; FP, Chap. 5, Docs. Sect., pp. 324-327.

Week 11: November 9-12: Kiowa Histories
Discussion of The Way to Rainy Mountain and the Dohasan Calendar.

*Friday, May 8, is the last day for students to drop (and receive “W”).

Weeks 12-13: November 16-25 (No class on Nov. 26, Thanksgiving):
“‘Kill the Indian and Save the Man’, 1870s-1930”
Nov. 17 & 19: “The Indian Problem” and Reservations
Assign.: FP, Chap. 6, pp. 372-383; Docs. Sect., pp. 404-412; and Picture Essay.
Nov. 23: (1) Boarding Schools and (2) Native Californians, 1880s-1924
Assign.: ES, Chap. 7, to p. 66; FP, Chap. 6, pp. 383-403; Docs. Sect., pp. 413-425.

Week 14: November 30-December 3: Federal Indian Policy Backfires, and a Shift Takes Place, 1930s-1940s

Week 15: December 7-10: New Indian Activism Faces Yet Another Policy Swing, 1940s-1970s
Dec. 8: Indians in WWII and the Post-War Period
Assign.: FP, Chap. 7, pp. 445-455; Docs. Sect., pp. 483-489
Dec. 10: The Rise of Indian Activism

Semester Project due.

Week 16: December 14-17: Native Peoples in the Twentieth Century
Group Presentations: Current Issues
Course Grades
Your semester grade will be based on the following:

- Quizzes, various points: To be determined.
- Semester Project: 100
- Current Issues Project: 100
- 4 Class Discussions @ 50 points each: 200
- 2 Papers @ 50 points each: 100
- Attendance and Participation: 50

Attendance and Participation
Your grade in this category is based on, but not limited to, the following:
- Arriving on time to class
- Participating in group and class discussions
- Staying for the entire class
- Taking notes
- Reading assigned material before class
- Asking questions
- Bringing assigned material to class
- Responding to questions

Minimum Requirements for Course Grades
To receive an A: Turn in or participate in all assigned work, as listed above, and accumulate 87% of the total points. (One missed quiz is OK.)
To receive a B: Turn in or participate in all assigned work, as listed above, and accumulate 77% of the total points. (One missed quiz and one missed discussion are OK.)
To receive a C: Turn in or participate in all assigned work, as listed above, and accumulate 67% of the total points. (Up to 2 missed quizzes and 1 missed discussion are OK.)
To receive a D: Accumulate under 67% of the total points and/or miss more than 2 quizzes, 1 discussion, 1 paper, and 1 of the 2 major projects.

Note: If you receive a “D” in a course, you will receive credit for it, but it may not be accepted as part of your General Ed. or Major coursework for transfer to a university.

Due Dates
All assignments are due on the dates listed in the syllabus, at the start of class (with a 15-minute grace period). Late assignments receive reduced grades, as follows:
- Assignments turned in late on the due date or the next day = -3 points.
- Assignments due on Tuesday that are turned in on Thursday = -5 points
- Assignments that are turned in 1 week late = -10 points
- Assignments that are more than 1 week late = Required meeting with me & an additional -5 points.

The only exception to this policy is in cases of true and documented emergencies or in limited cases when you notify me before the due date and I agree to give you an extension.

A late assignment is better than not turning it in!
Make-Ups for Graded Class Discussions and In-Class Tests

You may make up a missed Discussion only under the following conditions:

1. There must be an excellent reason. I determine whether your reason qualifies, and
2. you notify me before the test or discussion date, or
3. for verified emergencies.

You may make up a missed quiz during my office hours. Points will be deducted for lateness.

Extended Absences or Other Problems

If you are sick, dealing with a family emergency, or experiencing some other problems for more than a week that are interfering with your attendance or course work, please talk with me during my office hours (or by appointment) while you are experiencing the problem. (Please do not wait until afterwards.) I want students to do well in my classes, and I am willing to work with you to make sure that your grades do not suffer if you are facing serious challenges.
Standards of Conduct in the Classroom
The college’s Student Standards of Conduct is in the yearly college catalog. In this year’s catalog (2009-2010), it is on pages 25-29. These pages include the Standards of Conduct and the grievance procedure for students who think they have been treated unfairly. I recommend that all students read these pages.

In addition to the college’s standards, I have some that apply to my classes, and I am including them here.

I understand that different instructors vary in their expectations of student conduct, and that it may be difficult to remember exactly what one instructor or another tolerates. However, I feel that the rules I have listed here reflect general courtesy and thoughtfulness towards others and are appropriate in any classroom. It is your responsibility to review them until you are familiar with them.

1. Silence all cell phones and other electronic devices before class begins. I also require that you store your devices out of sight during class.
2. Do not respond to cell phones or other devices during class. The only exception is if there is an emergency situation and you notify me before class begins.
3. If you must leave class early, notify me before class begins. Sit near the back door of the classroom, in a seat that allows you to exit quietly and quickly. Students who leave class early without notifying me will be marked “absent.”
4. If you arrive late to class, enter the room through the back door, quietly, and take a seat that is easy to get to (which may not be your usual seat). Do not enter through the front door; if you do, I may tell you to leave, and you will then be marked “absent.”
5. If you arrive late to class, do not talk to a neighboring student to find out what you have missed. You can do that at the end of class.
6. On occasion, a student may have to leave class for a few minutes, and return, for example, if she or he feels sick. If this happens to you, please leave quietly, and exit and return through the back door.
7. Some students develop a habit of leaving and returning to class. This is not acceptable, unless you have an important reason that you discuss with me outside of class time.
8. Students sometimes have to ask a neighboring student a question during class. This is acceptable if it happens rarely, and if the conversation is brief and quiet. Please do not habitually talk to each other, pass notes, or engage in other forms of communication with neighboring students.
9. If you are tired, possibly having trouble staying awake, please do not make this obvious to me by yawning widely or audibly, stretching, or falling asleep and out of your chair.
10. Finish putting on make-up, combing your hair, or other grooming tasks before class begins.
11. The college bans drinking and eating in classrooms.

Students who ignore or violate these rules will first be warned. If the behavior reoccurs, the student will be asked to leave class for that day and will be marked “absent.” If a student habitually ignores these rules, I may initiate the process to drop her or him from the class.
COURSE OBJECTIVES

1. Describe the development of various types of societies from agricultural villages to complex communities using various Native American societies as examples.

2. Compare and contrast English, Spanish and French goals for colonization.

3. Describe and evaluate the social, political and cultural impacts of the territorial expansion of the British colonies and the United States on Indian nations and tribes.

4. Analyze the origins of the Constitution and the political system and ideals of the United States and their impacts on American Indian tribes.

5. Describe the westward expansion of the United States and its impacts on American Indians.

6. Examine the rise of the anti-slavery movement and the growth of tensions between anti-slavery and pro-slavery advocates and the involvement of American Indian tribes in these debates.

7. Identify the causes of the Civil War and examine its impact on American Indians.

8. Analyze the origins of industrialization and its economic and social impacts on Americans in different regions over time, with particular attention to its impact on American Indians.

9. Compare and contrast patterns of immigration and efforts to assimilate various ethnic and racial groups, including American Indians, in the late nineteenth and early twentieth centuries.

10. Assess the impact of the Great Depression on American society, with special attention to Native Americans.

11. Identify and describe changes in American ways of life during and after World War II, including gender roles, family structure, and changing expectations of ethnic and racial minorities, with special attention to Native Americans.

12. Analyze the goals and impact of the civil rights movement of the 1950s-1970s on minority groups with particular emphasis on American Indians.

13. Evaluate the changing role of the United States and American Indian tribes in international affairs, post-World War II to the present.

14. List and evaluate the goals and results of United States policies towards Native Americans during the nineteenth and twentieth centuries.

15. Identify, describe and analyze current social, cultural and economic issues facing American Indians in the late twentieth century and early twenty-first century.