

**Sul Ross State University**  
**FALL 2021**  
**HISTORY OF NATIVE AMERICANS**  
**Course Syllabus**  
**HIST 3306**  
**Wednesday: 6 to 8:30 p.m.**  
**LH 300**



Native American veterans of the Vietnam War stand in honor as part of the color guard at the Vietnam Veterans War Memorial. November 11, 1990, Washington, D.C. (Photo by Mark Reinstein/Corbis via Getty Images)

**Professor:** Dr. Kendra K. DeHart

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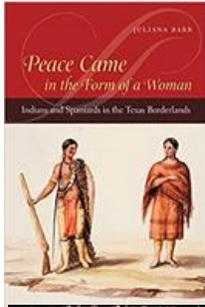
**Office:** LH 212

**Office Hours:** In office: Tuesday and Thursday, 11 am to 1 pm and by appointment and email.

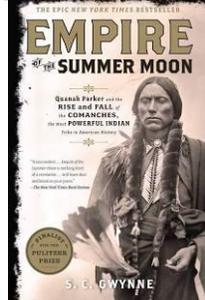
**COURSE DESCRIPTION:**

This course recounts an epic story of resistance and accommodation, persistence and adaptation, extraordinary hardship and survival across more than five hundred years. We begin by exploring the peopling of indigenous America as well as the diverse cultural regions of Native America prior to contact with Europe. Contrary to the pretensions of European “discoverers,” we will learn that North America remained very much native ground throughout most of the sixteenth through nineteenth centuries. We will cover events familiar to students of the United States, such as the Seven Years’ War, the American Revolution, the Civil War, and others, but we will turn these standard narratives on their heads as we considered Native American involvement, resistance, and adaptation. Moreover, Native America does not end in the nineteenth century as some believe. It continued well into the twentieth century and endures in the twenty-first century. At its heart, this course is a story of indigenous survival—what the associate curator of the National Museum of the American Indian, Paul Chaat Smith (Comanche), calls “one of the most extraordinary stories in human history.”

## **REQUIRED READINGS:**



Barr, Juliana. *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (Chapel Hill: University of North Carolina Press, 2007)



Gwynne, S. C. *Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History*. New York: Scribner, 2010.

## **STUDENT LEARNING OUTCOMES:**

The graduating student in history will be able to:

1. The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content.
  - Marketable Skills:
    - Students will learn the importance of meeting deadlines in a successful manner.
    - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
    - Students can learn to select and organize data in a relevant manner.
    - Students can hone their writing skills.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
  - Marketable Skills:
    - Students can learn how ideas and interpretations change over time.
    - Students can learn how to evaluate different interpretations and ideas.
    - Students can learn how to use evidence to persuade various audiences.
3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
  - Marketable Skills:
    - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.

- Students can develop a multicultural perspective necessary for an increasing globalized world.
- Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of exams, book reviews, and research papers.

### **COURSE POLICIES:**

1. **Attendance at class meetings:** You are expected to attend every class if possible! Regular attendance and punctuality are vital to academic success. **However, due to the pandemic, this will not be strictly enforced.** If you feel ill, **please do not come to class.** Send me an email explaining your situation and symptoms. If you need to be quarantined for any reason, the schedule below will remain flexible so that you can finish the assignments and course.

I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor.

**Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students.** If you miss class due to illness, car trouble, a death in the family, etc., you must contact me directly via email or in person with an explanation of your absence. If you are going to be absent from class while traveling on a university-sponsored trip, you are responsible for notifying the professor beforehand.

**\*\*NOTE:** If you are a student athlete and need a progress report, it is your responsibility to notify the professor before class.

Regular attendance will influence students' participation grade. Students with excessive unexplained absences may be dropped from the class with the grade of "F."

2. **Contacting the Instructor:** The instructor's email is the preferred method of contact. Students should use the phone number for emergency situations only. Student phone message will normally not be returned due to the problem of "phone tag."

All email messages to the instructor should include your name, the course you are enrolled in, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time. Questions such as "what did we cover in class?" will normally not be answered.

3. **Make-Up Policy:** I will give make-up exams only in extreme cases. Make-up exams are allowed only in cases of documented unavoidable events that prevent attendance. Students who are unable to attend the regular exam session must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students

who do not give such notification and provide documentation will not be allowed to take the missed exam.

4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor or teaching assistant receives the assignment.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and reading the assigned books.
  - a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.
  - b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,
    1. **PLEASE** silence all cellphones before class. If your phone disrupts class, I reserve the right to ask you to leave.
    2. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.
    3. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.
    4. No use of any technological device is allowed during exams.
  - c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).

6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
- a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
  - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
  - c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
7. **Disclaimer:** This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students.

### **ASSIGNMENTS:**

1. **Take Home Exams:** There will be a total of two take home exams. Handouts will be provided to you. You will identify key terms as well as answer essay prompts.
2. **Book Review:** All students will read two books and write a book review on each of the books listed above. A handout will be provided on how to write a successful book review.
3. **Final Paper:** At the end of the semester, you will select a topic in Native American history and write a paper describing how you would teach the topic to the class. You will also be required to give a five-minute teaching demonstration. You can use videos, images, maps, or other creative avenues. The goals of this assignment are not only to critically analyze a topic in Native American history but also to contemplate how you would teach a topic to a class. Your paper must include two primary sources and two secondary sources. The final paper will be between three-to-five pages, double spaced.

You will upload them to Blackboard to check for plagiarism. This will count as the final exam for this course.

4. **Native American Heritage Month Group Assignment:** Together as a class, we will hold an event open to all Sul Ross State University students, faculty, and staff to commemorate Native American Heritage Month. I want this to be largely a student-driven event, so we will discuss ideas throughout the semester as a class.

**GRADES:**

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

Take Home Exams (2 @ 100 pts. each)	200 pts.
Book Review (2 @ 200 pts. each)	400 pts.
Final Paper	200 pts.
<u>Group Project</u>	<u>200 pts.</u>
Total Possible	1,000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
890 to 800 pts.	B
790 to 700 pts.	C
690 to 600 pts.	D
590 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor’s approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

**Students with Disabilities:**

**ADA (Americans with Disabilities Act)** Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to

provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email [rebecca.wren@sulross.edu](mailto:rebecca.wren@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their professor as soon as possible.

### **NONDISCRIMINATION POLICY/EQUAL EDUCATIONAL OPPORTUNITY POLICY:**

Sul Ross State University is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Sul Ross State University to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status.

**STATEMENT ON ACADEMIC INTEGRITY:** Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

### **Library Resources:**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

**\*\*NOTICE TO STUDENTS\*\*:** At certain times this semester, we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific

material is likely to be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with me individually, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during class discussion, you may always do so without academic penalty. You will, however, be responsible for any material you miss.

### **COURSE CONTENT DISCLAIMER**

Course materials are selected for their historical and/or cultural relevance. They are meant to be examined in the context of intellectual inquiry of the sort encountered at the university level. The primary and secondary source materials (both words and images) speak to issues and controversies in history that may be considered disturbing and offensive by contemporary standards. Language is performative and performances of racial slurs in their historical context reflect past perceptions and historical attitudes toward other racial/ethnic groups, which is why any current use of the word/phrase does not lose its sting. The task of the historian (which you are this semester by virtue of being in the class) is to read the primary sources, written as products of their day and time, and to interpret them for an audience in today's time by using language that reflects a deeper understanding of sensitive topics and critical thinking.

### **SEMESTER SCHEDULE**

*Note: This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students. Students will have prior notification of any necessary changes in the schedule.*

#### **DATE**

#### **TOPICS**

#### **Week 1: Aug. 25**

Introduction to "One of the Most Extraordinary Stories in Human History"

#### **Week 2: Sept. 1**

North American Pre-European Contact & The Columbian Exchange: New Worlds for All

#### **Week 3: Sept. 8**

The Native South, Southwest, & Northeast in the 1600s

#### **Week 4: Sept. 15**

The Seven Years' War in Indian Country

**DUE:** *Peace Came in the Form of a Woman* Book Review

#### **Week 5: Sept. 22**

The American Revolution Through Native Eyes

#### **Week 6: Sept. 29**

Indian Resistance & Removal: Many Trails, Many Tears

**DUE:** Take Home Exam I

**Week 7: Oct. 6**

Manifest Destiny and the Last Indian Wars?

**Week 8: Oct. 13**

American Indians and the Law: Challenging Assimilation and Allotment

**DUE:** *Empire of the Summer Moon* Book Review

**Week 9: Oct. 20**

Making a New Deal in Native America

**Week 10: Oct. 27**

Soldiers & Citizens: Native Americans in WWI & WWII

**Week 11: Nov. 3**

Indian Termination or Self-Determination?

**Week 12: Nov. 10**

Native Radicalism and Reform: Reasserting Tribal Sovereignty

**DUE:** Take Home Exam II

**Week 13: Nov. 17**

*DUE: Native American Heritage Event Group Project*

**Week 14: Thanksgiving Holiday.**

**Week 15: Nov. 30**

Research Work Day—No Class; Individual Meetings With Professor

**Final: Tuesday, December 7<sup>th</sup> from 6 to 8 p.m.**

*DUE: Final Papers and Presentations*