

BAKERSFIELD COLLEGE
History 36: History of Native American Indians

Course Information:

Spring 2016

Section #31559

T/Th @ 11:10-12:35pm

Humanities Room 12

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Office Hours: Tue/Thr 9:30-11; Wed 1-3pm

COURSE DESCRIPTION

History B36 is a historical survey of the origins, lifeways, and interactions of various Native American communities. Emphasis is placed on socio-political encounters with Anglo American expansion and indigenous resilience. This course satisfies the CSU transfer requirement for Social Science (Area D); it may also double count to fulfil half of the CSU requirement for U.S. Constitution, American history and American Ideals (alongside Pols B1). It also fulfills the UC transfer requirement for Humanities (Area 3B) or Social and Behavior Sciences (area 4).

LEARNING OBJECTIVES

Students will accomplish the following Student Learning Outcomes (SLOs), by evaluating:

- interrelationships of Europeans and African Americans with the Native Americans
- changing Indian policies of the U.S. government and Native American responses
- importance of land to and the socio-political consequences of dispossession
- continuing struggle of Native Americans to maintain cultural uniqueness and identity

Students will also work toward developing a variety of historical skills, including: synthesis; compare/contrast; causation/effect; recognizing patterns of continuity and change; contextualization; periodization; empathy; argumentation; and source analysis.

REQUIRED TEXTS

Townsend, Kenneth W. & Mark A. Nichols, *First Americans: A History of Native Peoples*. Combined edition. Pearson Education, 2013. ISBN#: 978-0132-06948-9. \$15 (rent) - \$102 (purchase new).

Hamilton College History Department, *Writing A Good History Paper*, Unpublished manuscript, 2008. Free (at instructor's web page).

Garret, Matthew. *Provocative Documents to Accompany Native American History*, Combined Edition, Unpublished manuscript, 2016. Free (at instructor's web page).

Garrett, Matthew. *Making Lamanites: Mormons, Native Americans, and the Indian Student Placement Program, 1947-2000*. Salt Lake City: University of Utah Press, 2016. ISBN#: 978-1607-8149-8. \$44.

CLASS POLICIES

Please be respectful of others and attend class on time and prepared to remain actively engaged until the end of class. Do not surf the Internet, play computer games, talk on cell phones, text message, read newspapers or other materials not related to the class, consume food/drink in the classroom, sleep, or otherwise distract yourself and/or classmates from learning. Additionally, to preserve academic freedom for both the instructor and students, video and audio recordings are prohibited. If you are not respectful or fail to abide by the above standards you will be asked to leave the classroom. This is your only warning.

ATTENDANCE AND DROP POLICY

Students may be dropped/withdrawn for failure to attend all classes in the first week or for missing four or more classes throughout the semester. Students who arrive late or leave early may be marked absent.

GRADING

Final grades will be based on a 500 point scale.

Map Exam	50pts each	=	50pts	(10% of grade)
Content Exams	50pts each x 3	=	150pts	(30% of grade)
Historical Essays	100pts each x 2	=	200pts	(45% of grade)
Book Review	100pts	=	<u>100pts</u>	(15% of grade)
TOTAL			500pts	

ASSESSMENTS

Exams: There will be four exams, each valued at 50 points. Students must bring a new unused scantron 882-E for each exam. During the exam students may not leave the classroom for any reason (e.g. restroom) until the exam is completed. No hats, headphones, cell phones or other electronic devices are permitted during an exam.

- 1 Map Exam - requires students to identify each of the 50 states on a simple map of the US. All responses will be marked on a scantron. Note: Students who earn less than 60% will receive a zero on the exam.
- 3 Content Exams– tests knowledge of material covered in the readings and in class discussion/lecture. Twenty-five matching/multi-guess questions will be marked on your scantron; short answers will be answered on the exam.

Students who miss an exam and wish to make-up the points must immediately provide written evidence of a serious obstacle (such as hospitalization) and complete a similar exam at the instructor's convenience. Feeling "sick" is not sufficient.

Historical Essays: Students will craft two essays of 4 pages in length valued at 100 points. Essays must employ the respective documents from the packet provided by the instructor contextualized by your textbook and classroom lecture/discussion material, to argue your response; students may not use any other sources (no print or online sources). Student must write on the first prompt but may select either of the other two for their second essay.

- Mandatory—Pontiac’s War: What were the causes and consequences of Native American resistance to British authority in the Great Lakes and Ohio Valley following the Seven Years’ War?
- Option 1—Indian Removal Policy: What concepts were at the heart of the national debate regarding Indian removal policy?
- Option 2—Sand Creek Massacre: What can the nineteenth-century controversy over the events at Sand Creek teach us about the fundamental causes for the conflicts between white and native cultures in that period?

Each essay must be printed with black ink on white paper, stapled in the top left corner, and exhibit proper grammar and Chicago style formatting (title page; size 12 times new roman font; 1” margins; title page; footnotes; etc.). Do not include a bibliography or works cited (MLA format). Any paper not turned in at the beginning of class will suffer a late penalty of 10%, and an additional 10% will be charged for every day it is late. Assignments that do not meet the above expectations will be rejected without a grade. A duplicate copy must be turned in to turnitin.com

Book Review: Students will complete a 4-page book review of *Making Lamanites*, which will be valued at 100 points. This is not a book report; that is, there should only be a brief summary and the bulk of the paper should focus on analysis of the text. Consult *Writing A Good History Paper* (page 31) for instruction on how to craft a book review.

MINOR POINT ADJUSTMENTS

Late work: No late work (or extra credit) will be accepted once finals week begins.

Extra Credit: Students may earn 10 points extra credit by attending an approved cultural or historical event related to Native Americans and then submitting a one page (double spaced) discussion of the event along with evidence of attendance. Students may complete this activity twice and earn no more than 20 points of extra credit.

Bonus points: Students who attend class regularly, participate in class discussions, complete nearly all quizzes and assignments on time, and perform reasonably well on exams and other assessments, MAY receive up to **three** extra points (not percent) if necessary to raise their final grade.

Challenging grades: Any student challenges to grades (e.g., wrong points posted to grade book) should be presented to the instructor within three weeks of the assignment, and certainly BEFORE finals week begins. Students should regularly check grades at the instructor's web page.

ADDITIONAL ASSISTANCE

The Student Services Building houses a variety of resources for students: the Larry Robinson Counseling Center; the Jerry Ludeke Learning Center (tutoring and proof reading); the Office of Financial Aid; and Student Health Center. The Grace Van Dyke Bird Library houses the computing commons and Academic Development Department. Be aware of these resources and access them as needed.

ACADEMIC INTEGRITY & PLAGARISM POLICY

Academic dishonesty will not be tolerated. Obvious examples include reviewing notes during a closed-book exam or submitting writing assignments copied or purchased on the Internet or elsewhere. A subtler form of dishonesty include failing to fully and properly acknowledge your sources on a research paper. Depending upon the severity and deliberateness of the offense, the consequences for plagiarism or cheating may include failure on the assessment or course grade of F, additionally there may be other disciplinary measures, i.e. warning, censure, suspension, or expulsion. Just be honest.

STUDENTS WITH DISABILITIES POLICY

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs & Services (661-395-4334), FACE 16, as soon as possible to better ensure such accommodations are implemented in a timely fashion.

SYLLABUS SUBJECT TO CHANGE

All material, assignments, and deadlines are subject to change, but with fair notice.

ASSIGNMENT & READING SCHEDULE

Note: Complete assigned reading before class. On days when students miss class that student should give extra attention to the associated reading.

READING, LECTURE & ASSIGNMENT SCHEDULE

Date	Townsend Reading	Provocative Docs Reading	Lecture Content	Assignment Due
Week 1: Jan 17	None		Syllabus	
Jan 19	Ch. 1 p. 1-8	“Anasazi Cannibalism”	Before Columbus (origins, Paleo Indians)	
Week 2: Jan 24	Ch. 1 p. 8-25 Ch. 2 p. 26- 42		Before Columbus (cultural regions, ca. 1500)	Map Exam
Jan 26	None	<i>Prof. Garrett Gone</i>	<i>No Class</i>	
Week 3: Jan 31	Ch. 2 p. 42-50	“Descriptions of Native Women”	Spanish Invasion (Columbus, Aztecs, conquistadors)	<i>Jan 29 = last day to drop</i>
Feb 2	Ch. 3	“The Great Debate”	Spanish Invasion (colonization)	
Week 4: Feb 7	Ch. 2 p. 50-59 Ch. 4 p. 109-116 Ch. 5 p. 147-153	“Depictions of Florida Indians”	French Invasion	
Feb 9	Ch. 4 p. 90-109 Ch. 4 p. 116-125 Ch. 5 p. 127-146 Ch 5 pg. 153-162	“John White’s Portrayal of Indians” & “John Smith’s Map of Virginia” & “Encounters and Impressions” & “The Walking Purchase”	English Invasion French & Indian War	
Week 5: Feb 14	None		Exam 1	

Date	Townsend Reading	Provocative Docs Reading	Lecture Content	Assignment Due
Feb 16		Pontiac Docs	Pontiac's war	
Week 6: Feb 21	Ch. 6 p. 162-184	"Choosing Sides" & "Jefferson and Aupaumut"	American Revolution US policy; Little Turtle's War	Pontiac Paper Due
Feb 23	Ch. 6 p. 194-201 Ch. 8 p. 259-264	"Russian American Company" & "Becoming an Alutuiiq Shawman"	Southern Plains; Spanish California; Russia	
Week 7: Feb 28	Ch. 6 p. 185-194 Ch. 8p. 251-259	"Comparing Visions" & "Lewis and Clark..."	Prophets; Lewis & Clark	
Mar 2	Ch. 7	"Indian Removal Documents"	1830s Removals	
Week 8: Mar 7		Removal Docs		Removal Paper Due
Mar 9	Ch. 8 p. 264-287	"Mariano Guadalupe Vallejo Recalls..." & "CA Act for the Gov..."	Fur Trade; Mexican California; American Texas & California	
Week 9: Mar 14	Ch. 9 p. 289-304	Sand Creek Docs	Indians & the American Civil War	
Mar 16	Ch. 9 p. 304-320		N. Plains Resist, 1870s	Sand Creek Paper Due
Week 10: Mar 21	Ch. 10 Ch. 11 p. 352-65	"Congressional Investigations"	S. Plains Resist, 1870s; Strategies for survival	
Mar 23	Ch. 11 p. 365-81	"General Allotment Act" & "Luther Standing Bear..." & "Zitkala-Sa's Schol Days"	Dawes; Boarding Schools	<i>Mar 24 = last day to withdraw</i>
Week 11: Mar 28	None		Exam 2	
Mar 30	Ch. 12 & 13	"Meriam Report"	Red Progressives; WWI	
Week 12: Apr 4	Ch. 14	"Indian Reorganization Act" and "Rupert Costo..."	Indian New Deal	
Apr 6	Ch. 15 & Ch. 16		WWII; Termination & Relocation	
<i>Apr 10 -15</i>		<i>Spring Break</i>	<i>No Classes</i>	
Week 13: Apr 18	Ch. 17 p. 544-69		Alcatraz; Red Power	
Apr 20		"Trail of Broken Treaties" & "Recollection of Russell Means"	Red Power;	
Week 14: Apr 25	Ch. 17 p. 569-79	"Indian Welfare Act"	Nixon; healthcare; education	
Apr 27	Ch. 18		Tribal Resources & Problems	
Week 15: May 2	None		Washington	Book Review Due
May 4			Wastelands & Revivals	
May 9		<i>Finals Week</i>	<i>No Class</i>	
Thurs May 11 10-11:50am	None		Exam 3	

Exam 1 Review Guide

Before Columbus

- Creation Stories
- How did the first Americans arrive in America?
- Paleo Indians
- Archaic Indians
- Clovis & Folsom Cultures
- compare & contrast regional pre-contact cultures (ca. 1500) (food, shelter, diet, resources, culture, etc.)
- Anasazi & Pueblo Bonito
- What role did the environment play in Ancient America?
- 98th Meridian
- Moundbuilders
- Cahokia
- Aztecs
- Great League of Peace
- Who discovered America?

Spanish Invasion

- "Noble Savage"
- Columbian Exchange
- Why did Spain colonize America?
- How did Spain conquer the Aztecs?
- location/tribes visited by Cortez, de Soto, Coronado
- Cibola
- Bartolome de Las Casas
- Valladolid debate
- *Requerimiento*
- *presidio*, mission, pueblo
- camino real
- *repartimiento* vs. *encomienda*
- syncranism
- Timucuan Rebellion
- Pueblo Revolt
- Compare Spanish colonization efforts to those of France & England

French Invasion

- Timucua, Algonquian, Huron, Iroquois, Choctaws
- Jesuits
- Fur trade & Beaver Wars
- Middle Ground
- Compare French colonization efforts to those of Spain & England

English Invasion

- Powhatan Confederacy
- Pocahontas
- Opechanacanough's Revolt
- Bacon's Revolt
- Puritans
- Wampanoags
- Squanto
- Pequot War
- King Philip's War
- Walking Purchase
- Why did Indian alliances shift in the French & Indian War?

Locate the above tribes/communities on a map
Expect a blank map that looks something like this, but with locations indicated that you must identify.



Exam 2 Review Guide

Revolutions

- What were the causes of Pontiac's Rebellion?
- Proclamation Line
- How did Native Americans engage/participate in the Revolutionary War?
- How did the Revolutionary War impact the Iroquois Confederacy?
- Joseph Brant
- Delawares, Shawnee, Cherokee, Creek
- Trace and discuss the origins and application of United States Indian policy.
- Northwest Ordinance; Indian Trade & Intercourse Act; factory system
- Little Turtle; Battle of Fallen Timbers; Treaty of Greenville
- Annuities
- How did the arrival of Europeans impact Native cultures & society on the Great Plains?
- Father Juniper Serra & the Sacred Expedition; Kumeyaay
- How did Spanish colonization impact California natives?
- Comanches; Tlingit; Promyshleniki; Fort Ross

Revivals & Removals

- Five Tribes: Cherokees, Choctaws, Creeks, Chickasaws, Seminoles
- Handsome Lake/Longhouse Religions; Kennekuk; Tenskwatawa/Shawnee Prophet
- Tecumseh; Red Stick War
- Northwest Company, Missouri Company, Lewis & Clark, Zebulon Pike
- Sacagawea
- Tonwantonga & Blackbird
- Shawnees, Kickapoos, Omaha, Arikara, Lakota, Mandan, Shoshone, Nez Perce, Clatsops, Blackfeet, Osages, Pawnee, Menominee
- Factory System; Indian Removal Act;
- Cherokee removal; John Ross; Trail of Tears
- Seminole Wars
- Black Hawk's War

Trans-Mississippi Incursions

- Missouri Comp., American Fur Comp., Rocky Mnt. Fur Comp.; Rendezvous
- Cayuse War (1848)
- Chumash Revolt (1824); Estono's Rebellion (1828); secularization

Trans-Mississippi Incursions (continued)

- What role did Native Americans play in the Mexican American War?
- Act for the Government & Protection of the Indians; Clear Lake Massacre; Yokuts & Ft Tejon
- How did the American Civil War impact people in Indian Territory (Oklahoma)?
- Stan Watie; Battle of Pea Ridge
- How did the American Civil War impact Native Americans living outside Indian Territory (Oklahoma)?
- "Great Sioux Uprising"; Sand Creek Massacre; Long Walk
- Grant's Peace Policy; Helen Hunt Jackson
- Red Cloud & Bozeman Trail War/Powder River War; Crazy Horse
- Fetterman Fight vs. Haffield Fight & Wagon Box Fight
- 1868 Treaty of Fort Laramie
- What new technologies & strategies enabled the Americans to conquer the Plains Indians in the 1860s & 1870s?
- Ponca, Bannock, Three Confederate Tribes (Arikara, Mandan, Hidatsa)
- Medicine Lodge Treaties
- Black Kettle & Washita Massacre
- Sitting Bull; Little Big Horn
- Modoc War
- Chief Joseph; Standing Bear; Geronimo
- What strategies did Indians employ to survive beyond US military conquest?
- Ghost Dance Religion
- Wounded Knee

Assimilation Efforts

- Grant's Peace Policy; Friends of the Indians; Lake Mohawk Conference; Alice Fletcher
- What policies did the US use to break down tribal identities in the late 1880s?
- Indian Offenses Code; *Ex Parte Crow Dog*; Major Crimes Act
- Dawes Act; Carlisle
- Describe the curriculum & discipline at Indian Boarding Schools, 1880s-1920s.
- Describe how 1880s-1820s Indian Boarding Schools impacted Native Americans.

Locate the above tribes/communities on a map

Exam 3 Review Guide

Rising Activism & the New Deal

- "The Vanishing Race"
- Jim Thorpe
- Society of American Indians (Red Progressives)
- Native American Church
- Quanah Parker
- Code Talkers
- How did Native Americans become citizens?
- "Osage Reign of terror"
- How did US Indian policy evolve in the 1920s?
- Committee of One Hundred; Meriam Report
- John Collier & the Indian New Deal
- Johnson O'Malley Act
- Indian Reorganization Act
- Navajo Livestock Reduction
- Why did some tribes resist the IRA?
- Why did Indians serve in WWII?
- How did WWII impact Native communities?

Termination

- memo 336; *Ex Parte Green*
- Senate Report 310
- Indian Claims Commission
- HR 108
- Public Law 280
- How did termination affect the Menominee?
- National Congress of American Indians
- Voluntary Relocation Program
- Indian Student Placement Program

Red Power & Self Determination

- National Indian Youth Council
- "fish-ins"
- Alcatraz occupation
- American Indian Movement
- Trail of Broken Treaties
- Wounded Knee II

Red Power & Self Determination (continued)

- Longest Walk
- Self-determination
- Indian Health Care Improvement Act
- Indian Child Welfare Act
- American Indian Religious Freedom Act
- Rough Rock Demonstration School
- Kennedy Report
- Indian Self Determination & Education Act
- CERT
- John Echohawk & Native American Rights Fund
- Bellonie & Boldt decisions
- *res judicata*

Indian Country Today

- What criteria determines if somebody is an Indian?
- what are the benefits of tribal recognition? How does a tribe receive recognition?
- Cherokee Freedmen
- National Museum of the American Indians
- According to the NAGRA, what criteria determine if an item must be repatriated?
- Salina Indian Mass Grave
- Kennewick Man
- *Cobell v. Salazar*
- Tribal Nations Embassy
- Skull Valley
- *Navajo Nation v. US Forest Service*
- *California v. Cabazon*
- Indian Gaming Regulatory Act
- Foxwood
- What health issues face Native Americans today?
- In what ways are Native communities working to restore/maintain culture today?
- Wilma Mankiller
- Powwow

Note: No Map on Exam 3