History 317, History of Native American Peoples  
Dr. E. Bsumek, Office: GAR 2.104 C  
Office hours: Friday 1:30-3:00 or by appointment.  
475-7253, email: ebsumek@mail.utexas.edu  
Meeting times: MWF 10-11  
Meeting Place: GAR 0.102  
Office Hours: M, W: 4:00-5:00, Friday 12-1 and by appointment. Please feel free to make an appointment.  
TA: Neel Baumgardner. nbaumgardner@mail.utexas.edu Office Hours: M, W: 11:00-12:00, to be held outside of the classroom.  
TA: Jessica Luther. jluther@mail.utexas.edu Details to be announced.  

Course Description: This survey course will examine the history of Native American societies in North America from the earliest records to the present. We will explore the diverse ways in which Indian societies were structured, the different ways that indigenous peoples have responded to colonization and the complex history of European/Indian relations. Attention will be paid to political, social, economic and cultural transformation of Native American societies over time. We will cover, among other things, the following topics: disease, religion, trade, captivity narratives, warfare, diplomacy, removal, assimilation, education, self-determination, gaming, as well as race and gender relations.

Required Texts:


Books are available from the Co-op or from Amazon, half.com, etc.

Films and Videos:
We will be watching a number of documentaries in the course. You will be responsible for the material presented in these films and will be tested on them as well as the lecture material and assigned readings. In other words, take notes on the movies.

Assessment: Assessment for this class will be based on class participation, a mid-term examination, one short paper, 2-4 reading quizzes, in-class participation, a book review, and a final examination.

The final grade breakdown is as follows:

- Midterm: 100 points
- Paper: 50 points
- Final exam: 100 points
- Book Review: 25 points
- Reading quizzes: 10 points each
- In class participation: 25 points.

Students will be graded based on the percentage of points they earn in the class.

- 93-100 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C +
- 73-76 = C
Class Participation: Students are required to attend class. You should come to class prepared and ready to speak about the readings, lectures, and issues presented in the course. Students are expected to participate in both smaller group work and larger class discussions. You will also be completing a number of “in-class” writing assignments. These are designed to prepare you for exams. Your participation grade will be based on in-class assignments and your overall engagement with the course. Neel Baumgardner and Jessica Luther are the TAs for this course. They will be available during office hours for consultation and will occasionally lead discussion. Please utilize the TA’s as they can be very helpful.

Short paper: 3-5 pages each.
Paper Assignment: There are two topics that you can write on. You must write about one of the two topics and turn in a paper on the scheduled due date. We will NOT accept late papers except in cases of documented emergency.

Short Paper Topics: You must choose ONE (and only one) of the following two topics to write on.

1. Due Date: 10/3 David Edmunds, *Tecumseh*. Shawnee Tecumseh and his brother, Tenskwatawa, were important historical actors in both the creation of a pan-Indian movement and a return to traditional American Indian [Shawnee] culture. If you write about Tecumseh you must answer the following questions. What factors led to Tecumseh’s popularity? What factors led to Tenskwatawa’s popularity? What kind of relationship did the brothers have with each other, with non-Indians, and with other Native American groups? How has Tecumseh been mythologized? What does such myth-making tell us about Indian-white relationships cross-cultural relationships at the time of his death and in the years following his death? By comparison, how is Tenskwatawa remembered?

2. Due Date: 10/31 Douglas Sackman, *Wild Men: Ishi and Kroeber in the American Wilderness of Modern America*. Ishi and Kroeber are representative of a specific time period in American history. Yet, their story is still relevant to us today. In what ways is their story unique to early 1900s? In what ways was Ishi’s life representative of the American Indian experience? How was his story unique? In what ways did Kroeber and Ishi’s work help inform the ways that people thought about American Indians? Finally, why has Ishi’s story endured?

Book Review:
We will also be reading, Mary Crow Dog’s autobiography, *Lakota Woman*. Part of the final exam will feature a 500 word “take-home” review of this book to be turned in the last day of class. In the review you must assess how economic and political factors influenced Mary Crow Dog’s activism, explore the role family and education played in Mary Crow Dog’s life, and finally, discuss the ways that Mary Crow Dog’s life experiences were representative of both American Indians and of non-Indians of the time. You will turn in this book review on the last day of class.

Note: We will discuss all of the above listed books in class.

Exams: Exams will consist of identification terms and essay questions. Terms should be fully explained in terms of who, what, when, where, and why the term is historically important. Essay questions will usually have two parts. You must answer both parts of the question to get full credit. **You will receive a study guide before each exam.**

Reading Quizzes: There will be 2 to 4 quizzes in this class. Each quiz will be based on weekly reading assignments. Quizzes may or may not be announced in class – in other words, sometimes I will announce in advance when a quiz is to be given and sometimes I will not. You should complete class readings and come prepared to discuss material. Quizzes will contain multiple-choice questions, short essay questions, or a combination of both. You will not be able to make-up reading quizzes (except in cases of verifiable emergency.)

Group Work/In-class assignments and Discussions: On days when group work, in-class assignments or discussions are scheduled, you should BRING your books to class.
Flag: This course carries the flag for Cultural Diversity in the United States. As noted by the College of Liberal Arts: "Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization."

THE SYLLABUS IS SUBJECT TO CHANGE, CHANGES WILL BE ANNOUNCED IN CLASS AND CHANGES WILL BE POSTED IN THE ANNOUNCEMENTS SECTIONS OF BLACKBOARD.

ACADEMIC HONESTY: Academic honesty is very important. You are expected to complete your own work. If you have any questions about academic guidelines you may call me, 475-7253, or email me at ANY time. You should follow University guidelines regarding plagiarism and student conduct. For further information see: http://uwc.fac.utexas.edu/~virgil/essay/research/plagiarism.html

Important Notes:
1. Respect the classroom environment. Turn off all cell-phones while in class. Do not read the newspaper, or send text messages while in class.
2. You can use computers to take notes in class provided you sit in the first three rows of the classroom.
   If people are using their computer for non-class related matters, computers will not be allowed in the classroom.
3. Any handouts that you receive from the instructor or teaching assistants should be treated as required reading.
4. My office is on the 2nd floor in Garrison Hall. It is accessible by elevator. If, for some reason, my office is inaccessible to you, I will make arrangements to meet in a different locale.
5. The University of Texas provides, upon request, academic accommodations for students with disabilities. For more information contact the Office of the Dean of Students, 471-6259 or 471-4641.
6. I will follow University standards and rules regarding academic dishonesty. You should familiarize yourself with these standards [link provided above] and consequences of violations university policy.
7. Email policy: I do not accept papers via email. I will answer student emails within 72 hours of receiving them.

Week One: Introduction to the course.

A note on reading: If you see an author’s name followed by a chapter title, section title, or a series of page numbers, you are expected to read the material before you come to class. Ex. Date, “8/29, Calloway, Chapter 1” means that you should read the first chapter of the Calloway book before class on 8/29. You will find a series of primary sources at the end of each chapter. You should read all of these. We will discuss certain documents on specific dates. I have listed these documents on the syllabus.

8/24: Introduction to course and syllabus review

8/26: Terminology, Problems, and Approaches to American Indian history.
Calloway, Introduction

Week Two: America Before 1500

8/29: The People and Different Ways of Understanding the Universe.
Calloway, Ch. 1
Calloway document, “Navajo Emergence Story,”
*Group work assignment.

8/31: Lecture: Changing Perceptions.
Film clips “Myths and Moundbuilders” and “The Columbian Exchange and the effects of biological invasion of North America.”
Calloway document, “Iroquois Great League of Peace”
9/2 *Class Discussion/exercise. Come prepared to discuss Calloway readings and material presented in class. Bring Calloway text to class. Picture Essay, “Early American Towns and Cities.”

Week Three: Religious Encounters, Conflicts and Transformations

9/5: Labor Day

9/7: Pueblo Revolt and Pequot Wars
Calloway, Ch. 2 “The Invasions of America”
Documents: “De Soto” and “Pueblo Revolt”

Calloway Documents: “Jesuits in New France,” “Two Views of King Philip”

Week Four: The Indians’ New World

9/12: Economic Exchange
Calloway, Ch. 3, “Indians in Colonial and Revolutionary America, 1680-1786”
Edmunds, Ch. 1

9/14: Cultural Exchange
Calloway Document: Picture Essay (from Ch. 2)
Edmunds, Ch. 2

9/16: *Bring Book to Class. Indians and Revolution – Lecture and discussion
Calloway, and “The Revolution comes to the Cherokees.”
Calloway Document: Picture Essay, “Painting the Past” (Ch. 3)
Edmunds, Ch. 3

Week Five: Warfare, Diplomacy, and Captives
9/19: Warfare and Diplomacy
Calloway, Ch. 4
Edmunds, Ch 4-5

9/21: Captivity
Calloway, “A Captive with the Senecas” (from Ch. 3).

9/23: Calloway Reading: “The Treaty of Fort Finny with the Shawnees.” (from Ch. 3)
*Class discussion/group activity or individual writing exercise
Edmunds, Ch. 6

Week Six: New Nationalisms: American and Indians

9/26: The Rise of Nativism and the American Revolution
Edmunds, Ch. 7

9/28: Thomas Jefferson and the Indian Policies of the New Republic
Calloway, “The Lewis and Clark Expedition”
9/30: Calloway documents, “Franciscans and Caddos in Texas” and “An English Treaty and a Penobscot Response” Edmunds, Ch. 8-9
*In-class activity

Week Seven: The Removal of the Cherokees and the Expanding Nation

10/3: Paper 1 Due. Tecumseh.
The Transformation of the Cherokees
Calloway read “Indian Removals” section,

10/5: The Removal of the Cherokee,
Reading: Calloway, “Foundations of Federal Indian Law”

10/7: Film: “Cherokee Removal”, exam prep/group work.
Calloway Documents: Picture essay, “Indian Life on the Upper Missouri: Catlin/Bodmer Portfolio”

Week Eight: Mid-term Exam

10/10: MID-TERM EXAM

10/12: Theme: The West
Lecture: The Contested Plains
Calloway, Ch. 5
Sackman, Ch. 1
Calloway Document: “Sixty Years of Kiowa History”

10/14: The Sand Creek Massacre, film Roads Across the Plains
Sackman, 2-3

Week Nine: Reservations and Resistance

10/17: Lecture: Crazy Horse and the End of the Great Sioux War and The Battle of Little Bighorn/Greasy Grass
Calloway, Ch.5, Calloway Documents: “Treaty at Fort Laramie”, “Chief Joseph's Plea for Freedom”
Sackman, 4-5

10/19: The Southwest and the Navajo Long Walk
Calloway, “Protection and Exploitation in the State of California” and Picture Essay: The Battle of Little Big Horn in Myth and History”
Sackman, 6-7

10/21: Film clips: Ishi
Calloway, Ch. 6
*Individual Writing assignment

Week Ten: The “Vanishing” Indian

10/24: Assimilationist Agendas: Educators, Anthropologists, and Indians
Calloway Documents: “Sioux School Experiences” and “An Indian View of the Bureau”
Sackman, 8 and epilogue.

10/26: Showmen and Show-Indians: Buffalo Bill and American Indians
Calloway Documents: Picture Essay, “The Fort Marion Artists,”

10/28: In-class discussion: Ishi and the issue of control: who represented Indians? How were they represented? Why did it matter? We will be discussing Wild Men today. Make sure you have finished the book.
*Group work/class discussion
Week Eleven: From the Progressive Era to Great Depression and WWII

10/31: Indian Reservations in the 1930s
**Sackman Paper Due**

11/2: Indian New Deal: John Collier and the New Deal
Calloway, Ch. 7

Calloway Documents: “Two views of the Indian Re-organization Act”
“The Pueblos Protest the Bursum Bill, 1922 (Class handout)
*Individual writing exercise

Week Twelve: WWII, Termination, and Relocation

11/7: Patriotism and Code Talkers
Film clips: Navajo Code Talkers
Crow Dog, *Lakota Woman*, Ch. 1-5
*Group Work

11/9: Termination and Relocation
Calloway, Ch. 7, “Termination”

11/11: Indians in the Cities
Calloway, Document, “Indians in the Cities”
Crow Dog, Ch. 6-10

Week Thirteen: Rising Militancy

11/14: Indian Militancy and AIM
Calloway, Ch. 7, pay special attention to “The Struggle for Natural Resources and Native Rights,”
Calloway Documents: “Documents of Indian Militancy”
Film: “Incident at Oglala”
Crow Dog, Ch. 11-13

11/16: Rights, Resources, and Images.
Calloway Documents: “The Supreme Court and Tribal Sovereignty” (is this from ch. 8?)

11/18: The importance of Indian Radicalism
Calloway, Ch. 8
Crow Dog, ch. 14-Epilogue
*Class discussion.

Week Fourteen: Cultural Conflicts and Self Determination

11/21: A new economy for a New Era?
Calloway Documents: “Indian Leadership for the Modern World,” and “Tribal Colleges: Indian Education for Indian People”

11/23: Indian Politics and Indian Gaming
Calloway Documents, “Picture Essay: History, Tradition, and Innovation in Contemporary Indian Art,”

11/25: Thanksgiving holiday
Week Fifteen:

11/28 Discussion: What were the lasting effects of Indian Radicalism? Group work. Calloway Document: “A New Museum, A New Era”

11/30 Moving beyond Mascots: The Fightin’ Whites and Other Critiques and Contemporary Issues. Calloway, Ch. 8, Documents: “Playing Indian, and Fighting Mascots ” Film: In Whose Honor?

12/2 In-class debate: the pros and cons of Indian mascots.
Crow Dog, Book Review Due

Class Wrap-up and Finals preparation

Finals Week:

Final time. 12/7 from 9 am-12 (noon)