Native Americans in Texas – Spring 2017

ANT 326C (Unique # 31345)
AMS 321G (Unique # 30765)
Class: - MWF 1:00-2:00 pm SAC 4.174

Dr. Mariah Wade

Course description and objectives:
The past pursues us into the future. Archaeologists and historians learn about Native American groups in three ways: archaeological artifacts, texts written by Europeans after the latter arrived in the New World and Native American oral history accounts. Students interested in Native Americans immediately before contact or post-contact with Europeans need to have a baseline of information to make sense of what happened to Native groups in Texas and to understand the information modern researchers and Native American groups have on their Native Americans ancestors. This course is designed to 1) expose the students to these three sources of information, 2) familiarize students with the earliest narratives written by the European explorers who entered Texas, 3) develop skills and strategies to read, analyze, and extract information from these documents, and 4) engage in discussions of the evidence for Native American cultural behavior, resource utilization, conflict, disease, and related topics. The course uses concepts and evidence from Anthropology, History, Archaeology, Historical Geography and Native American Studies, and it is structured to provide information to students interested in those disciplines. We will 1) examine the concepts of prehistory, history, and ethnohistory and how these concepts apply to the area known today as Texas, 2) review the archaeological and historical records and the evidence these records provide about Native American life ways, and 3) analyze how early historians dealt with the Native Americans. It is expected that the student will become familiar and acquire skills to utilize the library and archival resources of the Center for American History, the Nettie Lee Benson Library, the Texas Beyond History Website and other resources. The class will read excerpts from the expedition reports of Cabeza de Vaca, Coronado, De Soto, Bosque-Larios, Mendoza-Lopez and La Salle. In the latter part of the course we shall focus on the Spanish Mission-Presidio Period, East Texas Native groups, the Apache, the Tonkawa, the Comanche and the onset of European and Anglo settlement movements in the 1800s. The course will conclude by examining the situation of Native American groups in Texas in the 19th and 20th centuries particularly the three Federally Recognized Tribes – Tigua, Alabama-Coushatta and Kickapoo.

Coursework/Evaluation:

- Weekly assigned written questions (10 @2 pts each) = 20 points
- Two Tests - short answer and essays. Possible essay themes provided beforehand: 40 pts.
- Term Paper Research Proposal - 5 points
- Term Research Paper (10-12 pages) - 30 points
- Class participation: 5 points
- Assignment Policy Assignments will be due on the appointed dates. This is a fairness issue.
- Grades Please do not ask for grades or grade information by email. Information about grades will only be given in person or through official channels.

This class has no final exam

TEXTBOOKS REQUIRED:
Readings: all other assigned readings are available on Canvas under Files.

Books online or on Reserve
All of the books required are either on reserve or available online and the link is provided in the syllabus. There is a revised edition of Chipman’s Spanish Texas; you are not required to purchase it. In fact, I prefer if you use the older edition (grey cover).

Policies and Administrative details
• **Pre-requisites** There are no pre-requisites for this course.
• **Attendance and Class participation** I will not take attendance, but failure to attend class may result in a poor grade. Assigned questions must be delivered in class and students’ answers may be selected for class discussion.
• **Canvas** Lecture materials will be placed on Canvas after the class.
• **Tests and Assignment policy** There is no make-up for tests or assignments, except when the absence is unavoidable in which case the student needs to contact me as soon as possible and I will require proof of the problem.

Required University Notices and Policies
**Use of E-Mail for Official Correspondence to Students**
• E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at [http://www.utexas.edu/its/help/utmail/1564](http://www.utexas.edu/its/help/utmail/1564)
• You can contact me by email, by coming to the office hours, or by appointment. Email messages received after 10:00 pm will not be answered until the following day. When contacting your instructor by email you are expected to address me by title or name and include your name at the end of the message.

**Emergency Evacuation Policy**
• Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
• If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office gives you other instructions.
• Please check [http://operations.utexas.edu/units/csas/](http://operations.utexas.edu/units/csas/)

**Notice regarding academic dishonesty**
• Honor Code or statement of ethics.
  **University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Failure to abide by UT’s rules will be reported.
  Web site for more information: [http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism](http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism)

**Religious Holy Days**
• By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

**Behavior Concerns Advice Line (BCAL)**
• If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to
discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal

Students with Disabilities
• The University of Texas at Austin provides students with qualified disabilities with academic adjustments to their needs. For more information please visit this site: http://deanofstudents.utexas.edu/ssd/ or call 471-6259. If you have a disability please let me know by the beginning of the second week of class. SSD documentation must be provided in person.

Plagiarism
• You may also want to see these other sites, which include information about plagiarism and how to deal with web sources. Use of web material, particularly text, has to be referenced as completely as if you were dealing with a library book.

• http://newark.rutgers.edu/~ehrlich/plagiarism598.html
• http://www.indiana.edu/~wts/wts/plagiarism.html
• Computers Students have access to the Student Microcomputer Facility (SMF). Please visit this site for more information: http://www.utexas.edu/smf/

Weekly schedule

Week 1
01/16-01/20
Note: 01/16 is Martin Luther King’s Holiday - NO CLASS
Part One
Introduction
Anthropology, History, Archeology and Ethnohistory: Background concepts and theories. The landscape.

Week 2
01/23-01/27
The first Americans: the archaeological record.

Video: The First Peoples

Week 3
01/30 - 02/03
Geography matters. The cartographic record and brief overview of the colonizers and the ‘discoveries.’

Video “The Search for Longitude”

Week 4
02/06-02/10
Part Two
The first Americans: the historical and archaeological records.

Week 5
02/13-02/17
Texas historians and archives. The historical record.

Week 6
02/20-02/24
Native Americans and Europeans. The first expeditions into Texas territory: 16th century. Social Organization.
Video: Warriors of the Amazon
Reading Assignment

Week 7
02/27-03/02
The first expeditions into Texas territory: 16th century. The Mareame. Coastal and Inland groups.

In Class Reading Exercise

Week 8
03/06-03/10
Native groups and the first expeditions into Texas territory: 16th century.

Discussion of Research Project

Week 9
• Spring Break – March 13-18

Week 10
03/20-03/24
Native groups and the Spanish and French expeditions into Texas territory: 17th century.
Test One – March 20

Week 11
03/27-03/31
Native groups and the Spanish and French expeditions into Texas territory: 17th and 18th centuries.

Week 12
04/03 -04/07
The mission as an institution and a system. The east Texas Caddoan native groups.

Week 13
04/10-04/14
The presidio. The Apache: 1720s through 1760s. The Tonkawa and the Comanche.

Week 14
04/17-04/21
Red River Wars. Revolutions and Reservations. The Tigua.
Test Two – April 19

Week 15
04/24-04/28
The Alabama-Coushatta

Week 16
05/01- 05/05
The Kickapoo. Conclusions
May 5: last class day

Bibliography you may wish to consult for information.

Other books on Reserve at the Perry Castañeda Library or online (PCL Reserves Desk - 2nd Floor).
• Campbell, Thomas Nolan, The Indians of Southern Texas and Northeastern Mexico. Texas Archaeological Research Laboratory.
• *Caddo Indians where we come from*, Carter, Cecile Elkins, 1928- / Norman / 1995
  Access limited to users with UT Austin EID

• Foster, William C. Spanish Expeditions into Texas 1689-1768

• Foster, William C., *Save the Young*

• *The Caddo Nation archaeological and ethnohistoric perspectives*, Perttula, Timothy K. / 1st ed. / Austin / 1992
  Access limited to users with UT Austin EID

• Ricklis, Robert A. The Karankawa Indians of Texas. UT Press.

• *The French thorn rival explorers in the Spanish Sea, 1682-1762*, Weddle, Robert S. / 1st ed. / College Station / 1991
  Access limited to users with UT Austin EID

• Salinas, Martín, Indians of the Rio Grande Delta. UT Press.