American Indian History

Course Description, Goals, and Objectives

History/AIST 230 examines the experiences of North American Indian peoples and nations from the pre-Columbian era to the present. Topics for lectures, readings, discussion, and in-class activities include tribal social, political, and economic patterns, spirituality and worldviews, inter-tribal relations, the roles of Indian women, the development of federal Indian policies, and the status of Native Americans in contemporary society. American Indian History meets both the Cultural Diversity and the Area D-1 (Individual and Society) requirements of the Chico State General Education curriculum. Thus, the course pays special attention to the basic concepts of inter-group and intercultural relations and the intersection of ethnicity with a variety of social categories within the context of American Indian history. It provides unique opportunities for exploring the nature of intra-cultural and cross-cultural relationships among Native nations and between Indian communities and non-Indians.

Students enrolled in History/AIST 230 should expect a course designed to “do” two separate, yet related, kinds of work. First, this class will increase your general knowledge, enhance your understanding of the forces and conditions affecting American Indian people from the pre-contact era to the present, and help you better understand the impact(s), perspectives, and contributions of Native Americans. Second, this course is intended to offer you opportunities to improve your research, writing, critical thinking, and discussion skills. To that end, History/AIST 230 incorporates the Department of History’s Student Learning Outcomes (SLO) goals, listed below, into the work we will do during the semester.

Student Learning Outcomes

1. Student’s work demonstrates critical use and proper citation of both primary and secondary sources.
2. Student’s work employs the formal styles of writing, argumentation, and presentation that historians use.
3. Student’s work demonstrates a basic mastery of research techniques that historians use.
4. Oral presentations are clear and comprehensive.
5. Student’s work reflects an understanding of historiographic traditions.
6. Student’s work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one “Non-Western” area.
7. Student’s work reflects an understanding the roles of race, class, gender, or ethnicity in history.

Required Reading

Materials listed below are required for this course and may be found in the campus bookstore:

Colin Calloway, First Peoples: A Documentary Survey of American Indian History, 3rd edition
Ella Deloria, Waterlily
Course Requirements
Your grade for this course will be determined on the basis of the following components. You must complete all the requirements for this course to receive a passing grade.

1. **Two in-class examinations** (multiple choice and essay) each worth 100 points. Examinations are scheduled for: **September 27 and November 3.** (SLO 2, 3, 5, 6, 7)
2. **A final examination** (cumulative and non-cumulative components) worth 200 points. Final Examination: **December 13, 12-1:50** in our classroom. (SLO 2, 3, 5, 6, 7)
3. **Twelve homework assignments** worth 100 points total. **You may drop the two lowest scores.** Homework is due in class at the beginning of class on Fridays. The homework schedule follows the reading/lecture schedule. **No make-ups for missed assignments.** (SLO 1, 2, 3, 5)
4. **Twelve quizzes worth 100 points total. You may drop the two lowest scores.** These will be administered during the first fifteen minutes of class on Fridays. To receive a grade for your quiz, you must stay for the remainder of class. The quiz schedule follows the reading/lecture schedule. **No make-ups for missed quizzes.** (SLO 1, 2, 3, 5)

Grading Standards

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<th>Grade</th>
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<td>A</td>
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<td>389-369</td>
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<td>F</td>
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Extra Credit
Students may earn up to 20 points in extra credit during the semester. I will bring a file to class with information on activities that pertain to our subject. Please feel free to add any information that you might come across. Extra credit points are earned by writing short (no more than 2 typed pages) discussion and/or response papers in conjunction with:

1. Attending or participating in public activities relating to Americans Indians (powwows, speakers, films, plays, gallery exhibits, and concerts all fall into this category).
2. Reviewing and critiquing documentaries, made-for-TV movies, and films that deal with American Indians and American Indian issues (e.g., Incident at Oglala, Thunderheart, Pocahontas, Powwow Highway, Smoke Signals, Little Big Man).
3. Following stories in the news (TV, newspaper, newsmagazine, Internet) that deal with American Indians and American Indian issues.
4. Investigating web sites related to American Indians and American Indian issues. Ask me for a brief list.
5. I’ll accept extra credit in class. **All extra credit must be turned in by December 6.**

General Class Statement
As instructor, it is my job to make sure that this class is informative and enjoyable. Your responsibility is to prepare for class, show up on time, take notes, and participate in class discussions. To help create the best environment for all of us to do our respective "jobs" this semester, I've developed the following guidelines. If you believe that you cannot adhere to them, **I strongly encourage you to drop this class now.**

1. We--students and faculty--all contribute to the creation of a classroom atmosphere that encourages the free exchange of thoughts and ideas. To sustain this atmosphere for the duration of the semester, it is important that all members of the class are treated with dignity and respect.
2. Turn off your cell phones when you come into class.
3. Newspaper reading, texting, listening to music, and prolonged conversations (in person or on a cell phone) are rude and disruptive. Engage in these activities before or after class, but not during. I will not hesitate to publicly call students on this behavior and will drop frequent offenders from the class roster.
4. Habitual late arrivals and early departures are rude and disruptive. If you need to arrive late or leave early for a bona fide reason, please let me know. I will not hesitate to publicly call students on this behavior and will drop frequent offenders from the class roster.
5. There are NO make-ups for missed quizzes or homework assignments. Make-up examinations may be offered at my discretion. Please note that I am under no obligation whatsoever to offer make-up assignments or examinations.
6. Incompletes and withdrawals are given only under extraordinary circumstances. These do not include prolonged absences from class, poor grades going into the final, or the decision to ignore course requirements.
7. Students with special needs and circumstances are encouraged to contact Disability Support Services (DSS, x5959). I am happy to accommodate students through DSS, but cannot offer similar support or services independent of that center.
8. Academic dishonesty in any form will not be tolerated and will result in an “F” for the assignment and for the semester. Please refer to the Chico State Student Judicial Affairs website (http://www.csuchico.edu/sjd/sja.shtml#Integrity) for specifics on university policies and procedures.

Lecture and Reading Schedule
(Calloway=First Peoples; Deloria=Waterlily; Waldman=Atlas)

Week 1
Read: First Peoples, Introduction and Atlas, Chapter 1.
8/23 Course Introduction
8/25 California as Indian Country
8/27 Chico as Indian Country

Week 2
Read: First Peoples, Chapter 1 (“A Navajo Emergence Story”) and Atlas, Chapters 2-3.
8/30 Tribal Origins and Histories
9/1 Indigenous Lands and Laws
9/3 Native Cultures and Economies

Week 3
Read: First Peoples, Chapter 2 (“Jesuits and Hurons in New France”) and Atlas, Chapter 4.
9/6 LABOR DAY
9/8 Patterns of Contact: The Legal Discourses of Contact
9/10 Patterns of Contact: Religion and the Imperial Impulse
Week 4  Read: First Peoples, Chapter 3 (“A Captive with the Senecas”) and Atlas, pp. 116-137.
9/13 Patterns of Contact: Demographics and the Disease Frontier
9/15 Patterns of Contact: The Ecological Conquest of the Americas
9/17 Native Adaptation: The Fur Trade and Tribal Cultures

Week 5  Read: Atlas, pp. 137-149, 205-213.
9/20 Native Resistance: The California Mission Story
9/22 Red, White, and Black in Colonial America
9/24 The American Revolution and American Indians

Week 6  Read: No Assignment
9/27 FIRST EXAM
9/29 Constructing the American Laws of Conquest
10/1 Claiming the “New” West

Week 7  Read: First Peoples, Chapter 4 (“Foundations of Federal Indian Law and A Native Response) and Atlas, pp. 149-161, 213-226, 235-237.
10/4 Clearing Out the “Old West”
10/6 Manifest Destiny and American Indians
10/8 Inventing a New “American” Indian

10/11 The Changing Ecologies of Indian Country
10/13 The California Gold Rush
10/15 The Pacific Rim: Hawai‘i and Alaska

10/18 Usurping Tribal Lands and Resources
10/20 Nineteenth Century Wars of Conquest
10/22 Solving the Indian “Problem” with Civilization

Week 10  Read: First Peoples, Chapter 6 (“Dismantling Tribes and Their Homelands”) and Waterlily, Chapters 14-17.
10/25 Resistance and Renaissance
10/27 The Pressure on Indian Lands and Resources
10/29 Nadir: The Disappearing Indian

Week 11  Read: No Assignment
11/1 Native American Images
11/3 SECOND EXAM
11/5 Red Atlantis and the Indian New Deal
11/8   American Indians at War
11/10  Revisiting Past Policies: Compensation, Termination, and Relocation
11/12  “Hollywooden” Indians and American Popular Culture

11/15  The Rise of American Indian Political Resistance
11/17  Red Power and American Indian Radicalism
11/19  Self-Determination

Week 14  THANKSGIVING BREAK

11/29  Tribal Resources, revisited
12/1   Contesting Sovereignty
12/3   Cultural Survival in the Twenty-first Century

Week 16  Read: No Assignment
12/6   Tribal Economic Development
12/8   The Rise of Indian Politics
12/10  California Indians, ca. 2010

Homework and Quiz Schedule

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