UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

COLLEGE (check one): | Arts and Sciences X | Business | Education |
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Proposal Submitted By: Jason Sellers Date Prepared: 18 August 2013
Course Title: Native American History
Department/discipline and course number*: HIST 307
*This course number must be approved by the Office of the Registrar before the proposal is submitted.
Number of credits proposed: 3 Prerequisites: none
Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?) NO X YES
Date of first offering of this new course: FALL SEMESTER, 2014
Proposed frequency of offering of the course: Every other year
List the faculty who will likely teach the course: Jason Sellers
Are ANY new resources required? NO X YES Document in attached impact statement
This new course will be (check all that apply):
Required in the major General Elective
Elective in the major X General Education**
**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description: Overview of Native American experiences in North America, with a focus on the pre-contact era to the Battle of Wounded Knee in 1890; also addresses 20th-century and contemporary Native American experiences and issues.

COURSE HISTORY
Was this course taught previously as a topics or experimental course? YES X NO
Course Number and Title of Previous Course Semester Offered Enrollment
HIST 300N: Native American History Spring 2013 21
HIST 300N: Native American History Spring 2012 19
X CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: ___________________ Date: 8/26/13
CCC Chair Approval: ___________________ Date:
UCC Chair Approval: ___________________ Date:

New Course Proposal Cover Sheet (July 2012)
New Course Proposal Attachments: Native American History

Rationale statement:
In a discipline that encourages students to consider multiple perspectives, this class offers a unique opportunity to reconceptualize familiar events and processes like the Civil War and colonization, and thus to critically address the ways in which we construct historical frameworks. Such developments assume different significance when placed in the context of native peoples’ ongoing histories in North America, rather than in narratives about the expansion of Europe into new locales or the establishment of the United States, in some cases becoming peripheral to a history that centers Native American concerns and interpretations. Because Native American communities maintain their own traditions and continue to grow today, this course also offers an opportunity to consider the ethics and responsibilities of studying indigenous communities, the relationship between documentary records and oral traditions, and the long-term ramifications of historical events for present-day communities.

Impact statement:
The UMW library already contains seminal texts from this field, as well as more recent scholarship, including books assigned the past two years and several under consideration for future iterations of this course. Existing subscriptions to key journals—such as *Ethnohistory* and *American Indian Quarterly*—provide students access to additional readings and research materials. As it develops this course will make more use of technology already available on campus, but should not have additional needs.

Syllabus:
**HIST 300N: NATIVE AMERICAN HISTORY**
Dr. Jason Sellers
Email: Jseller4@umw.edu
Office: 218 Monroe Hall
Class times/locations: MWF 12-12:50, Monroe 112
Office Hours: MWF 2-3, TTh 3:30-4:30

**Course description:**
This class will consider Native American experiences from the pre-contact era to the Battle of Wounded Knee in 1890. Beginning with a consideration of the dynamics of Native America and the diverse cultures and societies inhabiting North America prior to contact with Europeans, the course will then consider how native peoples incorporated European newcomers into their physical and intellectual worlds. Proceeding through the colonial era and the nineteenth century, we will continue to explore the unique dynamics of Indian country, as well as Native Americans’ responses to the growth of European colonies and later the United States. Throughout the course we will address methodologies and challenges/implications for studying Native American history.

**Course objectives and outcomes:**
Students in this course will acquire/develop:
- Understanding and appreciation of the discipline’s diverse methods and processes.
- Ability to locate, read critically, and analyze primary sources and modern scholarship.
• Ability to synthesize research findings.
• Comprehension of historical process.
• Ability to write with clarity about the past, and to communicate in a group setting.

This course counts towards the History major.

Readings:
Required texts:
*Additional required readings (academic articles and primary sources) listed on the schedule below will be accessible through the library website or posted on Canvas. Learning to both locate and critically read these sources is a critical element of this course.

Grading and Participation:

Participation*: 20%
Article summary assignment: 15%
Presentation: 15%
Papers: 50% (25% each)

*Attendance will be taken regularly, and you are expected to attend having completed the assigned reading for that day so that you can contribute to discussions. After the third absence, additional absences will result in the loss of 1/10 of your participation points. Although I will sometimes lecture briefly, the majority of the class will be discussion, and so effective participation will be an important and substantial part of your overall grade. If it becomes clear from discussions that students are not completing the readings, I reserve the right to substitute reading quizzes (graded P/F) in place of simple attendance. To avoid quizzes, please actively contribute to conversations with your questions and ideas. I realize some students tend to be quieter in class, and I encourage those of you who are to meet with me early in the term to discuss how we can facilitate your participation.

This class will not have additional extra credit assignments. However, you may repeat one written assignment for a higher grade. If you elect to do so, you will need to complete an entirely new assignment, submit the new assignment within one week of the original assignment’s return,
and *turn in the original work along with the new assignment* (the rewrite will not be graded unless it is accompanied by the original assignment with my written feedback); it is often helpful to meet with me to make sure you understand what concerns need to be addressed. This option is available only if you have turned in the original assignment by the due date.

Students who have missed more than 5 classes, and/or who have not submitted assignments receiving passing grades by Week 8, will be reported as *unsatisfactory* on mid-semester reports.

**Assignments:**
Once during the course of the semester you will use campus resources to locate a scholarly article (or book chapter) related to that week's general theme. You will prepare a brief (2-3 pages) summary of the article's main points and its relation to our other readings for the week. These assignments will be assessed based on the quality of the piece you locate and its applicability to the week's topic, as well as your success in conveying its content and relating it to other class materials; feel free to discuss your selection with me. Please make an effort to share information from your article that is pertinent to our in-class discussions and assigned readings. Students will sign up for days to present, so find topics that interest you and days that work with your schedule. A more detailed description of this assignment will be posted in the "Files" section of Canvas.

Students will also work in a small group to prepare presentations addressing contemporary Native American issues related to historical topics featured in class. Students will sign up for one of the topics provided; I will provide some resources to get you started. Groups will explore appropriate/legitimate websites, databases of scholarly material, current news media, etc., to compile a bibliography, prepare 15-20 minute presentations exploring their topics, and lead a 5-10 minute class discussion. A more detailed description of this assignment will be posted in the "Files" section of Canvas.

You will also need to use assigned readings to complete two 5-7 page formal papers, one based on careful analysis of a primary source/s, the other synthesizing secondary sources to produce an analytical argument. Students should identify, research, and develop unique topics and arguments, though I am happy to discuss your ideas with you in office hours or in class. More detailed descriptions of expectations for these papers, including some suggestions to get you thinking, will be posted on Canvas. The first paper will be due Week 8, and the second during Finals.

If you think you may need an extension, you *must* request it in advance; I will not grant extensions after assignments are due. If you are having printer problems, or for some reason are unable to attend class, email the electronic file to me as a Word document before class time, and bring a paper copy when you are able. If the assignment is not in my possession in some form at the time it is due, it will be considered late. Late assignments will receive an automatic deduction of one-third of a letter grade, and an additional deduction every day thereafter; I will not accept assignments that are more than one week late.
While I am willing to discuss assignment grades with students, you will need to wait at least 24 hours and have carefully reviewed my comments on your work. You have one week after the return of graded assignments to speak with me; after one week, grades are final.

**Requirements for written assignments**
All assignments should adhere to the department’s standard style: 1” margins; 12 pt. Times New Roman font; a title page including the paper title the author’s name (centered, all caps), course number and title, instructor, and date; pages numbered consecutively through all materials, excluding title page; and a bibliography conforming to the *Chicago Manual of Style*. For more information on proper bibliographic format for your sources, consult Kate L. Turabian, *A Manual for Writers*, or an equivalent abridgement of the *Chicago Manual of Style*. [Note the most recent versions of the *Chicago Manual of Style* (16th) and Turabian (7th) include updated information for electronic citations. Be sure to use the newest editions.] A helpful UMW library guide to citations is available at [http://libguides.umw.edu/content.php?pid=245752&sid=2029722#6812498](http://libguides.umw.edu/content.php?pid=245752&sid=2029722#6812498)

**Students with Disabilities**
The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Resources and need accommodations, I will be happy to help you contact it. The office will require appropriate documentation of disability. The office is located in 401 Lee Hall, and can be reached by phone at 540.654.1266 and email at ods@umw.edu.

**Honor System**
Please write and sign the University of Mary Washington honor pledge (“I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work”) on every written assignment. More information about the Honor System is available at [http://students.umw.edu/fredericksburghonorcouncil/](http://students.umw.edu/fredericksburghonorcouncil/) You are welcome to discuss your work on assignments with classmates and work together to refine your writing, but your ideas and language must be your own.

**Class and Reading Schedule**
* While I will sometimes lecture briefly, most of our time in class will consist of discussions, which depend on your ability to engage with the readings. To facilitate that engagement, please bring the readings (or at least your meticulous notes) to class so that you may refer to them as we discuss—it is fine to load them on your laptop, e-reader, tablet, etc.

**Week 1: Backgrounds and beginnings**
M 1/14: Introductions and syllabus; Discussion of dates/timelines, terminology, sources, and what we know/think we know/think we might know/know we know is wrong
W 1/16: Native American historiography
+Francis Parkman, *The Conspiracy of Pontiac*, ix-x, 1-7
http://books.google.com/ebooks/reader?id=aXThAAAAAMAAJ&printsec=frontcover&output=reader&pg=GBS.PA1
+Angela Cavender Wilson, “American Indian History or non-Indian perceptions of American Indian History?” *American Indian Quarterly* 20, no. 1 (1996).

F 1/18: Origins
+Richter Introduction, ch. 1, 281-285
+Primaries: Townsend Ch. 1-Doc. 5; Navajo and Kwakiutl origin stories, emergence of the Creek Confederacy [Canvas]
+Lecture: The Scientific Origin Story

**Week 2: Native North America and early contacts**
M 1/21: Martin Luther King Jr. Day--no classes
W 1/23: Histories
+Richter ch. 2
+Primaries: Townsend 1-1, 1-2, 1-3, Cahokia images [Canvas]
+Lecture: Overview of Precontact Americas

F 1/25: Natives and Spanish newcomers
+Primaries: Townsend 3-1, 3-2, 2-1, 2-2, 2-3
+Lecture: Taino, Inca, and Aztec

**Week 3: Initial contacts**
M 1/28: Northeastern North America
+Richter chs. 3-4
+Primaries: Townsend 1-4, 2-4, 4-1

W 1/30: Jamestown
+Primaries: Townsend 3-3, 3-4, 3-5; John White/Theodore deBry
http://www.virtualjamestown.org/images/white_debry_html/jamestown.html
F 2/1: Dutch, French and English
+Richter chs. 5-7

**Week 4: Native and Middle Grounds**
M 2/4: European newcomers
+DuVal 1-62
W 2/6: Building native empires
+DuVal 62-163
F 2/8: Process and place—conditions of the Middle Ground

**Week 5: Middle Ground and Diplomacy**
M 2/11: Great Lakes
W 2/13: Diplomacy
+Juliana Barr, “A Diplomacy of Gender: Rituals of First Contact in the ‘Land of the Tejas,’” *William and Mary Quarterly* 61, no. 3 (July 2004): 392-434.

**Week 6: Disruptions and adaptations**
M 2/18: Missions and praying towns
+Primaries: Townsend 4-2

W 2/20: Economics
+David J. Silverman, “‘We chuse to be bounded’: Native American Animal Husbandry in Colonial New England,” *William and Mary Quarterly* 60, no. 3 (July 2003).
+Lecture: Native Americans and alcohol

F 2/22: Women, marriage, and gender
+optional: Susan Sleeper-Smith, “‘An Unpleasant Transaction on this Frontier’: Challenging Female Autonomy and Authority at Michilimackinac,” *Journal of the Early Republic* 25, no. 3 (Fall 2005): 417-443.

**Week 7: Warfare and loss of sovereignty**
M 2/25: King Philip’s War
+Primaries: Townsend 4-3, 4-4; excerpts of narratives of King Philip’s War (Saltonstall, Easton) [Canvas]

W 2/27: Pueblo Revolt and presentations
+Lecture: New Mexico colonization and the Pueblo Revolt
+Primaries: Townsend 4-5
+Presentation on Virginia Indians and federal recognition

F 3/1: Iroquois
+Richter ch. 10-11

**Spring Break, 3/4-3/8**

**Week 8: Shifting grounds**
M 3/11: Eighteenth-century religious interactions
+Primaries: Samson Occom portrait and excerpts [Canvas]

W 3/13: Imperial wars
+Lecture: French and Indian War and its western implications
F 3/15: British to American
   +Lecture and discussion: American Revolution and United States policy
   +Primaries: Townsend 5-5, 5-6
   *Paper 1 due in class 3/15

**Week 9: Pan-Indian nativist movements**
M 3/18: Amid North American unrest
   +Dowd xi-115
W 3/20: Confronting the republic
   +Dowd 116-201
   +Primaries: Townsend 6-3
F 3/22: Discussion and presentations
   +Continuities and changes; revisiting the course of the course so far
   +Presentation on logos and mascots

**Week 10: Shifting grounds in the early United States**
M 3/25: Arkansas Valley
   +DuVal 164-248
W 3/27: Great Plains
   +Lecture: The Comanche and the Politics of Grass
F 3/29: West Coast
   +Primaries: Townsend 6-1, 6-2

**Week 11: Removals and reservations**
M 4/1: Cherokee Nation
   +Miles xii-143
   +Primaries: Townsend 6-4, 6-5
W 4/3: Removal
   +Miles 149-218
   +Primaries: Additional Cherokee primary sources [Canvas]
F 4/5: Lecture: The Long Walk of the Navajo, and other non-Cherokee removals
   +Townsend 6-6, 6-7
   +Presentation on Cherokee citizenship debate, blood quantum, Indian enrollment
Week 12: Native Americans and U.S. expansionism
M 4/8: Sioux Wars and Crazy Horse
  +Ostler 1-105
  +Primaries: Townsend 7-4, 7-5
W 4/10: Building a new Sioux world
  +Ostler 109-240
  +Primaries: Townsend 7-1, 7-2, 7-3
F 4/12: Lecture and presentations
  +Lecture: Chief Joseph and the Nez Perce War, and the Dakota War
  +Primary: Chief Joseph’s Plea [Canvas]
  +Presentation on Black Hills settlement

Week 13: Reservations and responses
M 4/15: Reservation experiences
  +Tracy Neal Leavelle, “‘We Will Make It Our Own Place’: Agriculture and Adaptation at the Grand Ronde Reservation, 1856-1887,” *American Indian Quarterly* 22, no. 4 (Fall 1998): 433-456.
  +Primaries: Townsend 7-1, 7-2, 7-3
W 4/17: Anticolonialism
  +Ostler 243-312
  +Primaries: Townsend 7-6
F 4/19: Wounded Knee
  +Ostler 313-369
  +Primaries: Townsend 7-7

Week 14: Today’s historic roots
M 4/22: Treuer, Introduction-ch. 3
  +Primaries: Townsend 9-4, 11-5
W 4/24: Treuer, ch. 4-Eulogies; Wrap-up discussion, revisiting Day 1
  +Primaries: Townsend 9-1, 10-1, 11-2
F 4/26: History Department Symposium--no class

*Final Exam Period: Wednesday, May 1, 12-2:30pm—Final paper due by 2:30pm (I welcome earlier submissions)*