HIST 438B:
The Ethnohistory of Native Americans Since 1851

Instructor: William Bauer

Course Description and Learning Outcomes

This class focuses on impact of Indian culture on Indian-White relations, allotment, reservation life, Indian Reorganization Act, Termination, struggle for civil rights, self-determination, and economic development.

1. Students will leave the class with an understanding of American Indian history from 1850 to the present.

2. Students will leave the class with an appreciation for the methods and skills historians use to research and write.

3. Students will leave the class with an appreciation for analytical and critical reading.

Required Reading List

1. Steven J. Crum, *The Road On Which We Came: A History of the Western Shoshone*.
5. Vine Deloria, Jr., *Custer Died for Your Sins: An Indian Manifesto*.

ASSIGNMENTS

Exams: This class includes two exams. These exams will consist of identifications and short answer questions. The questions will be derived from in class lectures. You will have a choice on the exams (i.e. answer six of eight short answer questions). Exam #1 will address American Indian history from 1850 to 1920 and Exam #2 will address American Indian history from 1920 to the present. Exam #1 is October 15 and Exam #2 is December 10.

Comparative Book Reviews: Students are required to write three short essays (5-6 pages or 1500 to 2000 words). The papers are comparative essays, asking students to read material in the course and answer the assigned question. You will notice that the assignments ask you to answer two questions based on the assigned reading. I suggest that you identity three themes for both questions and then use evidence from the assigned reading to convince me about the validity of your argument. The papers are due in the appropriate WebCampus assignment area on the date indicated on the syllabus.

- Read Hurtado, *Indian Survival*, all and Crum, *The Road on Which We Came*, pg. 1-42. Identify three ways in which American travel to and settlement of California and Nevada affected the Indigenous people of those areas? How did Indigenous Californians and Nevadans respond to, resist and/or shape American travel and settlement? Due September 24.
n Read Ellis, *A Dancing People*, all, Child, *Boarding School Seasons*, all and Crum, *The Road on Which We Came*, pgs. 43-118. How did the United States government attempt to “assimilate” American Indians on the Southern Plains, Great Lakes and Nevada? How did American Indians respond to, resist and/or shape those efforts? **Due October 29.**

n Read Deloria, *Custer Died for Your Sins*, all, Cattelino, *High Stakes*, all and Crum, *The Road on Which We Came*, pgs. 118-88. What is sovereignty and self-determination? How did American Indians exert their sovereignty and self-determination in politics, economics, and/or social relations. **Due December 3.**

**Graduate Students need to consult me about alternative assignments.**

**Assignment Value**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Exam #1</td>
<td>100</td>
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<td>Exam #2</td>
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<tr>
<td>Comparative Paper #1</td>
<td>50</td>
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<td>Comparative Paper #2</td>
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<td>Comparative Paper #3</td>
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<td><strong>Total Points</strong></td>
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A 405-450
B 360-404
C 315-359
D 270-314
F Below 269
Lateness Policy

Assignments are due on the day they are assigned. You can ONLY submit a late assignment if you have a documented illness with a doctor’s note, a documented family emergency/death or documented participation in a university-sponsored event.

Consultation and Related Matters

Students are welcome to visit and discuss any relevant topic with me. Please feel free to see me during my office hours or at another time by appointment. Students with disabilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate the educational experience.

WebCampus

WebCampus is an online course management system available to all students enrolled in the class. It functions like a website for our course. If you do not have a computer of your own, you can still access eCampus from any computer lab on campus. In your browser, simple type in the following URL: http://wecampus.unlv.edu. Students are required to create their WebCampus and their University of Nevada, Las Vegas e-mail account. Once you are online, you will be able to read course announcements, download printable copies of syllabi, view exam study guides and essay questions, and up-to-date grades.

Regarding Final Grades

I highly recommend that you retain all papers and examinations. If there is a dispute over a score, the burden of proof rests with you – I will not change a grade without the actual exam, paper, or other incontrovertible evidence of a scoring error. Incomplete grades will only be granted in strict conformity to the university guidelines. This means that they will only be given to students who are otherwise passing the class, but are unable to complete the course because of illness or other conditions beyond their control. Failing the course is not grounds for an incomplete grade.

Style Guide For ALL ASSIGNMENTS

1. Papers must be twelve point, Times New Roman font and double-spaced.
2. Students must use footnote citations. Students must use the Chicago Manual of Style for footnotes.
3. All documents must be saved in Microsoft Word. No other word processor is acceptable. If I cannot download your files, we will contact you immediately. If you do not rectify the problem, you will receive a zero on the assignment.
4. You MUST save your file in the following format: Assignment-Student’s Last Name.doc. For instance, I would save my Paper #1 as Paper1-Bauer.
General Evaluation Rubric for Papers

1. The Thesis/Argument is easily identifiable, plausible, novel, sophisticated, insightful and crystal clear.
2. The Use of Evidence includes primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.
3. The Analysis includes the author clearly relating evidence to “mini-thesis” (topic sentence); analysis is fresh and exciting, posting new ways to think of the material.
4. The Structure/Organization is evident, understandable, and appropriate for thesis. Excellent transitions. Paragraphs support solid topic sentences. The Logic and Argumentation has all ideas in the paper flow logically; the argument is identifiable, reasonable and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class) that illuminate thesis.
5. The Mechanics of the paper include sentence structure, grammar and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.” An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the Internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005) located at: http://studentlife.unlv.edu/judicial/misconductPolicy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: http://www.unlv.edu/committees/copyright/.
Disability Resource Center (DRC)

It is important to know that over two-thirds of the students in the DRC reported that this syllabus statement, often read aloud by the faculty during class, directed them to the DRC office.

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TDD (702) 895-0652, fax (702) 895-0651. For additional information, please visit: http://studentlife.unlv.edu/disability/.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided.

http://catalog.unlv.acalog.com/content.php?catoid=1&navoid=44&bc=1

Tutoring

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/

UNLV Writing Center:

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/
Course Schedule

August 25: Class Introduction and Syllabus

August 27: American Indians and American Empire

September 1: Gold Rushes and Genocide: California Indians, 1848-1860

September 3: Gold Rushes and Genocide: The Cheyenne and Arapaho, 1851-1865

September 8: Lakota Expansion and the War for the Plains, 1804-1877

September 10: Lakota Expansion and the War for the Plains, 1804-1877

September 15: The American Civil War in Indian Territory, 1860-1865

September 17: The Era of the Long Walk: The American Civil War in Diné Country, 1863-1868

September 22: Making Indians at Home In America: The Origins of the Reservation System

September 24: The Day the World Ended: The Wounded Knee Massacre, 1868-1891/ Paper #1 Due in WebCampus

September 29: Allotment, Rancherias, and Reservations: Diminishing and Creating Indigenous Land, 1880-1920

October 1: The Politics of Land and Sovereignty: American Indian Political Leaders, 1885-1920

October 6: A Final Promise: American Indian Education, 1880-1920

October 8: Talking to Jesus: Peyote, Road Men, and the Native American Church, 1870-1925

October 13: “We Were All Like Migrant Workers Here”: Work, Labor, and Community in Indian Country, 1870-1940

October 15: EXAM #1

October 20: American Indian Intellectuals: Dr. Charles Eastman and the Society of American Indians, 1858-1939

October 22: The Indian Reform Movement, 1919-1929

October 27: The Indian New Deal, 1932-1945


November 5: A Revolution in Indian Country: World War II at Home and Abroad

November 10: Termination, 1945-1965

November 12: “A More Rank and Ripe Case of Dishonorable Dealing Will Never in All Probability Be Found in Our History”: The Indian Claims Commission, 1929-1976


November 24: The Spirit of Crazy Horse: The Road to Wounded Knee in 1973

November 26: No Class/Holiday


December 3: Betting on Indian Country: The Rise of Indian Gaming in the 20th and 21st Centuries

Paper #3 Due in WebCampus December 3

December 10 Final Exam at 10:10 AM
Graduate Student Addendum

Students enrolled in HIST 638B or are listed as a graduate student on my course roster are required to complete the following assignments. Graduate students are not required to take any of the exams.

First, attend all classes. As graduate students I expect you to act with professionalism and decorum. I consider mandatory attendance one of those criteria. Moreover, assignments need to be completed in a timely manner, as indicated on the syllabus.

Reading Analysis: For the each of the assigned books, students are required to complete a reading analysis. The books or articles should be read carefully, not just skimmed. The reviews are to be professional critiques, not just summaries of the books. They should indicate the author’s thesis, how he/she supports that argument as well as a meaningful critique of the book. Professor Bauer will provide a sample of the proper format. Each analysis should be three pages in length (double-spaced) and are worth 100 points. These analyses are due as follows (we will meet after class and discuss the readings as a small group):

September 1: Hurtado, Indian Survival

September 10: Ellis, A Dancing People


October 1: Child, Boarding School Seasons

October 13: Philip Deloria, Indians in Unexpected Places.*

October 22: Deloria, Custer Died For Your Sins


November 12: Crum, The Road On Which We Came

November 24: Waziyatawin Angela Wilson, Remember This!: Dakota Decolonization and the Eli Taylor Narratives.*

December 3: Cattelino, High Stakes

* indicated the book is available for sale in the bookstore under HIST 726
Style Guide for Book Reviews

Author, Full and Complete Book Title (City: Publisher, Date)

Thesis: Martin argues ... [Here you should summarize the author’s thesis in approximately one paragraph. It is not enough to say what the book is about; instead, the essay should detail the author’s argument.]

Summary: In his book, Martin [Here you should summarize the book. The best tactic to take is to demonstrate how the author employs evidence to prove their argument. The summary should cover the entire scope of the book – not just the first half. This should be approximately two pages of text.]

Critique: I think that Martin [Here, you need to offer a substantial critique of the author’s book. While it is appropriate to praise the author, you also need to voice some criticisms and concerns you have about the book’s argument, use of evidence and sources. You must also contextualize the book in light of the common reading for the particular week. It should comprise approximately one-half page to one page of text.]

Your name at the end of the review.

Historiography #1 Due December 10

Graduate students are required to read the following articles and answer the following question: How has the field of American Indian history changed since 1890? A historiography needs to trace the changing parameters of the field and place these changes in their own historical context.

1. Frederick Jackson Turner, “The Significance of the Frontier in American History.”


