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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
Course Number: HIST223
Course Name: History of the American Indian
Credit Hours: 3
Length of Course: 8-Weeks
Prerequisite: None

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Instructor Information

Please see the Syllabus Tool in your classroom for your instructor contact information. Thank you!

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Course Description (Catalog)

This course surveys American Indian history from before Columbus to the present. It emphasizes the American Indians' political, economic, and social development, the emergence of the principles that guided them into the 21st century, the evolution of its institutions, and the causes and consequences of its principal wars.

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Course Scope

This course covers the history of the American Indian in the United States from pre-contact with Europeans to the present, from the American Indian point of view. It focuses on the significant concepts and events in American Indian history and their effect on United States history. It explores the European invasion, Indian attempts to negotiate with the invaders and choose the most advantageous side during the numerous European wars, the confrontations and consequences of European expansion, the struggle to maintain their culture and self-determination, and the American Indian rise to assert their independence.

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Course Objectives

After successfully completing this course, you will be able to

- Assess the causes, consequences, and phases of American Indians' economic and social development from before Columbus to the contemporary period.
- Appraise the central events and issues concerning the development of American Indian society and culture between 1492 and the contemporary period, relating them to contemporary political and economic developments within the Euro-American society.
- Analyze the evolution of American Indian policies toward Europeans, colonial governments, and the United States government and the dynamics of cultural change, the patterns of cultural stability, and the changing historical context that shaped relations between Euro-Americans and the native peoples.
- Develop your skills in analytical thinking and historical writing. Integrate all of the above people, places, or events into the "big picture" of Native American history.
- Develop your skills in analytical thinking and historical writing. Integrate all of the above people, places, or events into the "big picture" of American history.
- Discuss historical issues, respond to study questions, and reflect on historical themes as presented in the context of the period and their relevance today.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning

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management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Materials

Required Course Textbooks

Calloway, Colin G., *First Peoples: A Documentary Survey of American Indian History*, 4th ed.

Required Readings:

Lecturettes within Classroom

Additional Resources:

[HIST223 Course Guide](#)

[Bedford / St. Martins Student Center for Native American History](#)

Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
APA	http://www.apus.edu/Online-Library/tutorials/apa.htm
University of Chicago/Turabian Style Manual	http://www.apus.edu/Online-Library/tutorials/chicago.htm
MLA	http://www.apus.edu/Online-Library/tutorials/MLA.pdf

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Evaluation Procedures

Describe how you will evaluate your students for each graded activity.

Reading Assignments: This course relies mainly on the assigned text, lecturettes, and supplemental readings. Links to these readings are located in the weekly lesson section of the course.

Forum Assignments: Throughout the course you will answer questions in the Forums, respond to the postings of your classmates, and answer follow-up questions that I will post in the Forum. Directions for the Forum assignments are located within the classroom and an in-depth explanation of the exact expectations are located in the “Forum Guidance and Requirements” document within the Week 1 Assignment lesson.

Written Assignments: During the course you will write two short papers, each at least three pages long. An in-depth explanation of the exact expectations are located in the “Written Assignment Guidance” document and assessment of these assignments is explained with the “Written Assignment Rubric” document within the Week 1 Assignment lesson.

Written Assignment Follow-Up Questions: The grading of the two written assignments will include content related questions. During the course, two weeks after each of the written assignments is due, you will have the opportunity to post the answer to one of the questions that I ask while grading your paper and answer it. Special forums are in the class during Weeks Five and Eight for this purpose.

Exams: There is an open book final exam, non-proctored, that will be available for you to complete during Week Eight. It consists of four long essay questions and you will be able to access in multiple times.

Grade Instruments	Points
Weekly Forums (Weeks 1 through 8: See gradebook with the class for exact breakdown of points.)	51
Written Assignment 1	10
Written Assignment 2	10
Written Assignment 1 Follow-Up Question	2
Written Assignment 2 Follow-Up Question	2

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Final Exam	25
Total	100

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8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

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<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1	Introductions, Orientation, American History before Columbus	<p>Form a learning community.</p> <p>Identify key elements of American Indian life before the European invasion.</p> <p>Compare and contrast Native American cultures.</p> <p>Assess demographics prior to the European invasion.</p> <p>Analyze theories of first humans in North and South America.</p> <p>Analyze and assess changes in American Indian life prior to the arrival of Europeans.</p> <p>Assess the regional differences within Central America, North American, and South America.</p> <p>Analyze the cultural, economic, political and social diversity of Native Americans prior to the</p>	<p>Calloway, "Introduction" and chapter 1.</p> <p>Lecturettes</p>	Forum #1

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		arrival of Europeans.		
2	The Invasions of America	<p>Discover the effect of the European invasion on Indian civilization and its devastating consequences.</p> <p>Identify key elements of American Indian life impacted by the European invasion.</p> <p>Compare and contrast Native American cultures as they encountered Europeans.</p> <p>Assess demographic changes due to the European invasion.</p> <p>Analyze and assess changes in American Indian daily life caused by the arrival of Europeans.</p> <p>Assess the differences between English, French and Spanish interactions with Native Americans.</p> <p>Analyze the cultural, economic, political and social diversity of Native American communities when Europeans arrived.</p>	<p>Calloway, Ch. 2.</p> <p>Documentary: <i>We Shall Remain</i>, "After the Mayflower" (External Websites).</p> <p>Lecturettes</p>	Forum #2
3	Native Americans in Colonial and	Discover the effect of the American Revolution on	Calloway, Ch. 3 and Ch. 4	Forum #3

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	Revolutionary America	<p>various Native American groups.</p> <p>Determine how the different Native American peoples negotiated the Revolutionary War and the British loss.</p> <p>Identify key elements of American Indian life impacted during the colonial era.</p> <p>Compare and contrast Native American experiences with the American Revolution.</p> <p>Assess demographic changes during the Revolutionary era.</p> <p>Analyze and assess changes in American Indian daily life caused by the Revolution.</p>	Lecturettes	<p>Forum #2 Follow-Up</p> <p>Written Assignment #1</p>
4	Indians and the New Nation	<p>Discover how the newly formed United States impacted Native American groups.</p> <p>Examine American Indian resistance and the consequences of the United States' Indian policy.</p> <p>Identify key elements of American Indian life impacted by the newly form</p>	<p>Calloway, Ch. 5.</p> <p>Lecturettes</p> <p>Documentary: <i>We Shall Remain</i>, "Tecumseh's Vision" and "Trail of Tears" (External Websites).</p>	<p>Forum #4</p> <p>Forum #3 Follow-Up</p>

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		<p>United States.</p> <p>Compare and contrast Native American experiences with the United States.</p> <p>Assess demographic changes as a result of removal policies.</p> <p>Analyze and assess changes in American Indian daily life caused by United States Native American policy.</p> <p>Analyze the cultural, economic, political and social changes occurring within Native American communities.</p>		
5	Defending the West	<p>Analyze United States policies regarding Native American groups in the West.</p> <p>Examine American Indian resistance and the consequences of the United States' Indian policy.</p> <p>Evaluate the results of Indian resistance in the West.</p> <p>Compare and contrast regional differences in Native American experiences with the United</p>	<p>Calloway, Ch. 6.</p> <p>Lecturettes</p> <p>Articles:</p> <p>White, "The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries."</p>	<p>Forum #5</p> <p>Forum #4 Follow-Up</p> <p>Written Assignment #1 Follow-Up</p>

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		<p>States.</p> <p>Assess demographic changes as a result of policies in the West</p> <p>Analyze the cultural, economic, political and social changes occurring within Native American communities.</p>		
6	The Reform Movement and the Indian peoples.	<p>Analyze the effect the Reform Movement had on the Indian peoples.</p> <p>Identify key elements of American Indian life impacted by boarding schools and the removal of children.</p> <p>Examine the forms of American Indian resistance.</p> <p>Assess changes in American Indian daily life caused by the Dawes Act and new policy strategies employed by the United States.</p> <p>Analyze the cultural, economic, political and social changes occurring within Native American communities as they faced detribalization.</p>	<p>Calloway, Ch. 7.</p> <p>Lecturettes</p> <p>Articles:</p> <p>Ellis, “‘There Is No Doubt... the Dances Should Be Curtailed’: Indian Dances and Federal Policy on the Southern Plains, 1880-1930.”</p> <p>Ahern, “An Experiment Aborted: Returned Indian Students in the Indian School Service, 1881-1908.”</p> <p>Website: “Native Words, Native Warriors” (External Websites).</p>	<p>Forum #6</p> <p>Forum #5 Follow-Up</p> <p>Written Assignment #2</p>
7	The Great Depression to Self-Determination	<p>Explain the rise of Indian militancy.</p> <p>Examine American Indian resistance and the</p>	<p>Calloway, Ch. 8 & Ch. 9.</p> <p>Documentary: <i>We Shall Remain</i>, “Wounded Knee”</p>	<p>Forum #7</p> <p>Forum #6 Follow-Up</p>

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		<p>consequences of the United States' Indian policy.</p> <p>Identify key elements of American Indian life impacted by New Deal policies.</p> <p>Compare and contrast Native American experiences with termination.</p> <p>Assess changes in American Indian daily life caused by the Indian Reorganization Act and new policy strategies employed by the United States.</p> <p>Analyze the cultural, economic, political and social changes occurring within Native American communities.</p>	<p>(External Websites).</p> <p>Lecturettes</p>	
8	Indian Country since 1980.	<p>Finish the course successfully.</p> <p>Evaluate recent developments in Indian country.</p> <p>Complete Final Exam</p>	<p>Calloway, Ch. 10.</p> <p>Lecturette</p>	<p>Forum #8</p> <p>Forum #7 Follow-Up</p> <p>Written Assignment #2 Follow-Up</p> <p>Final Exam</p>

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Policies

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Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations: Within the class, are several documents that explain the expectation within the History program. These documents are the “Forum Guidance and Requirements”, “Written Assignment Guidance”, and “Written Assignment Rubric”.

Citation and Reference Style: Attention Please: Students will follow the APA, University of Chicago/Turabian Manual of Style or MLA as the citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in APA the University of Chicago/Turabian Manual of Style or MLA.

Late Assignments: Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette: Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

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- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement: Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](#) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has

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not been established, those who wish to use Turnitin.com may ask their professor to establish the code. Professors will use Turnitin.com to routinely check for potential plagiarism in forum postings, written assignments, and the final exam.

Selected Bibliography

The selected bibliography for this course is located in the [Course Guide](#) within the APUS Online Library.

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