



HIST 6341

Native North America: Contact to Removal

Delivery Method: Online

**Instructor:** Dr. Jeff Washburn

**Contact Information:** Via email and Canvas messaging from 9:00 a.m. to 3:00 p.m. Monday-Friday every day that school is in session.

**Email:** [washburn\\_j@utpb.edu](mailto:washburn_j@utpb.edu)

**Office Phone Number:** 432-552-2312

**Office Location:** MB 4114

**Student Hours:** Available by Appointment via Microsoft Teams.

Please contact me through Canvas message or email for appointments as my office hours will be held virtually via Microsoft Teams.

**NOTE: The due dates and times for the activities will adhere to the Central Time Zone. This class does not accept late work.**

**This course is a Web-based course and is conducted within Canvas.** <http://utpb.instructure.com> This course is asynchronous which means students can learn live in real time or later. 100% online courses can be completed totally online asynchronously. There are no prescribed/required campus or virtual meeting times.

**Communication etiquette:** Compose your electronic communications professionally. If emailing, use a professional address "Dr. Washburn", indicate which course and section you are in, fill in the subject line, and sign it. Use proper spelling, punctuation, and grammar. All students must use the Course Messages tool within the course, or UTPB email, for student-instructor interaction. Please do not count on a reply to an assignment comment.

## **Course Information:**

**Course Description:** This course surveys American Indigenous history from the period before European contact to forced removal policies, focusing on how the continent's Indigenous people negotiated dramatic changes in their lives. This course will introduce graduate students to the field of Native American history and to the methodology of ethnohistory. Students will explore how the inclusion of Native history enriches and complicates our view of America's master narrative and challenges us to confront the long history of American settler-colonialism. The course will begin by exploring pre-contact Native North America, with students gaining an understanding of the diversity of American Indigenous societies and cultures, and the field of ethnohistory. The course will move on to discuss the different contact zones established between Indigenous peoples, the Spanish, the French, and the English. Students will examine how Native people interacted with the newcomers, formed alliances, and engaged in warfare and trade. Following the American Revolution, the United States formally recognized the political status of Native nations through treaties. Nevertheless, Americans worried about the ramifications of sovereign Indigenous communities within the new country's territorial boundaries. Students will learn how Indigenous peoples responded to "civilization programs" and other efforts to end their tribal identities. Students will explore the connections between American expansion and forced Indigenous removal, and how Indigenous peoples dealt with threats to their lands and resources as well as their involvement and creation of a tri-racial American South and African American slavery in Indian country. The class will end by examining Indian Removal, and the economic, social, political, and geospatial consequences for Indigenous communities, enslaved peoples, and North America as a whole.

## **Student Learning Outcomes:**

1. Develop an understanding of ethnohistory as a methodology
2. Identify the roles and importance of Indigenous peoples in the history of North America
3. Understand and define the perspectives of Indigenous peoples, cultures, and voices and they encountered new peoples.
4. Develop critical thinking and analytical skills through analysis of primary and secondary sources of American history.
5. Improve writing skills through evaluation of primary and secondary source material.

## **Required Materials:**

### ***Textbook***

- Calloway, Colin G. *First Peoples: A Document Survey of American Indian History*, 6<sup>th</sup> Edition. Boston: Bedford/St. Martin's, 2019.

### **Primary and Secondary Sources**

- Our course will include several book length manuscripts that you will complete for discussion sections, book reviews, article analyses, and critical analysis for your larger textbook chapter analysis assignment. Students will be notified of the assigned book-length manuscripts prior to the first day of the semester.
- There will also be several articles, book chapters, contemporary news articles, and primary sources assigned over the course of the semester. These readings will be posted in their respective weekly modules in our class Canvas.

**Class Participation:** This course is a reading and writing intensive course. It is critical that you read all assigned materials and submit your assignments on time. Regular and active participation is an essential, unmistakably important aspect of this online course.

**Attendance:** You are expected to log into the course at least weekly. Thus, if you are ill for a prolonged time and cannot complete course work, you must contact me by course message. Canvas course platforms have a tracking feature. This feature quantifies how often students access different tools, pages, features, links, discussions, etc. in your course.

### **Computer Requirements**

This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses. Ensuring you have the proper hardware and software is vital to your success in an online learning environment, **and it is your responsibility.**

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

**Computer Technical Requirements:** See [Technical Requirements](#).

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Microsoft Word is the recommended word processor application for completing assignments. Documents prepared in other word processor applications **must be submitted in rich text files (.rtf) in order for the instructor to be able to view them.**

### **Preparation for Computer Emergencies**

**Computer Crash:** Not having a working computer or a crashed computer during the semester will **NOT** be considered as an acceptable reason for not completing course

activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

**Complete Loss of Contact:** If you lose contact with me completely (i.e. you cannot contact me via Course Messages), you need to call me at my office, 432-552-2312, and explain the reason you cannot contact me and give me a way to contact you.

**Lost/Missing Files:** You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, you must inform me immediately of the problem, so we can create a work-around.

- **NOTE: Submitting a deliberately corrupted or blank file has become a method of fraudulently obtaining extra time for an assignment. If your file is corrupted/cannot be opened, blank, a copy of the template, or similar, it will not be accepted. The only exception is if you realize your mistake and resubmit the correct immediately.**

### Important Dates

All course due dates are listed on the Course Schedule. Use the Course Schedule button on the course menu to locate the schedule.

Important UT Permian Basin University dates for this semester can be found on the [UTPB Academic Calendar](#).

### Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by:

- Presentation of approved photo and ID\* through a student verification assignment submission.

\*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

### Course Evaluation and Assignments:

**Grade Breakdown:**

<b>Assignment</b>	<b>Percentage of Final Grade</b>
Discussion and Participation	30%
Four Comparative Article Analyses (4 at 5% each for 20% total)	20%
Book Reviews (4 at 5% each for 20% total)	20%
Textbook Analysis Proposal	5%
Textbook Analysis	25%
<b>Total</b>	<b>100%</b>

**Grading Scale****Grade Scale:**

A	= 100-93
A-	= 92-90
B+	= 89-87
B	= 86-83
B -	= 82-80
C+	= 79-77
C	= 76-73
C-	= 72-70
D	= 69-60
F	= 59-0

**Note:** Borderline grades will be rounded to the nearest percentage. For example, if you have a 92.5 %, I will round it up to a 93 %, or an “A” grade. If you have 92.4 %, however, it will round down to a 92 %, or an “A-” grade.

**Grading:** I will make every effort to have all assignments graded by the end of the following module. You can check your grades by going to the **Grades** button on the course menu. If there is any discrepancy in the grade, you must contact me immediately only through the **Course Messages** tool.

If there are any issues concerning your grade, you may discuss them with me, **but only within a certain time** frame. I require you to wait three days after receiving your grade before I will consider your appeal. In addition, I will only consider your appeal within **Ten Days** of you receiving your grade. This allows you a full week to communicate with me. Upon receipt of a grade appeal, **I reserve the right to raise, maintain, or lower your grade on the assignment.**

**Graded Assignments:**

**All assignments must be submitted via the Class Canvas.** The final grade for this course will reflect your efforts in several areas throughout the semester, including: discussions, book reviews, comparative article analyses, topic proposals, and a textbook analysis project. **Note: I cannot grade what I do not have.** You should

keep an **extra copy of every assignment** you turn in (preferably an electronic version), in case of misplaced papers.

**Book Reviews:** Over the course of the semester you will write four book reviews. Your book reviews should each be between 750 and 900 words or two and a half to three pages, double-spaced. Each review should provide a summary of the arguments from the book itself and your critiques and assessment of the book (what they did well, what needs work, and what questions you might have) supported by examples from the text. Your book reviews will **Individually** count for **5% of your total grade**. Altogether, book reviews count for **20% of your total grade**. It is amazing how fast you run out of space when you have a word count. It is important to start work ahead of time to give yourself time to proofread and critically analyze your paper before it is due.

**Article Analyses:** Over the course of the semester, you will also write four article analysis papers. In each, you will critically analyze and compare two assigned articles on different facets of Indigenous history. Similar to your book reviews, your article analysis papers should be between 750 and 900 words or two and a half to three pages, double-spaced each. Your article analysis papers will **Individually** count for **5% of your total grade**. Altogether, they will count for **20% of your total grade**.

**Textbook Analysis** Your final project will be a 12-15 page textbook analysis and essay where you will critically analyze their use of Indigenous history and how they viewed Indigenous peoples as active participants within the larger context of American history. You will identify a current textbook for a college-level American or US history survey course (if you need help finding one, please let me know. Also available online is the American Yawp). Your job will be to analyze three to four consecutive chapters and identify if they incorporate Indigenous history, how they do so, and where it is missing. You will then argue how you would reconstruct the chapters to include Indigenous history into this textbook. This assignment is worth **25% of your total grade**.

**Textbook Analysis Proposal:** Prior to submitting your full Textbook Analysis Paper, you will submit a **Textbook Analysis Proposal and Sources assignment**. This paper proposal **must** be submitted to me before you turn in your Textbook Analysis. **If you do not, I will not accept your Textbook Analysis**. All proposals should be 300-450 words, contain a workable thesis, identify which textbook you will critique, and provide me with a basic concept of what you are planning to accomplish. In addition, cite at least **five** sources that you plan to use for your paper.

This exercise provides you an opportunity to get a jump start on your Textbook Analysis and to get comfortable with the assignment to submitting your full Textbook Analysis later in class. This assignment is worth **5% of your total grade**.

**Discussion and Participation:** Discussion is vital for graduate courses and you will be expected to participate in weekly discussions on topic relating to our readings. Discussions and participation will take place via online discussion boards throughout this semester and will count for **30% of your total grade**. Please read the Discussion

Board question carefully, answer all parts, and then actively engage in discussion with your fellow classmates. The Discussion Boards will be posted on the corresponding week's **Canvas Module**.

**Rules of Behavior:** Discussion Boards are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

1. Do not post anything too personal.
2. Do not use language that is inappropriate for a classroom setting, or prejudicial in regard to gender, race, or ethnicity.
3. Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
4. Be courteous and respectful to other people on the list
5. Do not use acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms, and anyway, they are not professional.
6. Use line breaks and paragraphs in long responses.
7. Write your full name at the end of the posting.

Be careful with sarcasm and subtle humor; one person's joke is another person's insult, and in a purely written interaction (without the help of body language, expression, or context), mistakes can easily be made.

### **Policies & Procedures:**

**Use of Copyrighted Materials:** It is the policy of The University of Texas of the Permian Basin to follow the United States Copyright Law of 1976, as amended, (Title 17, United States Code, hereinafter, the "Copyright Act"). Accordingly, all faculty, staff and students of The University of Texas System and its component institutions should follow these policy guidelines: [Copyrighted Materials](#)

### **Academic Integrity & Scholastic Dishonesty:**

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

This course will adhere to the plagiarism policy set forth by the UTPB Student Code of Conduct. If there is evidence of any deliberate violation of academic integrity, your instructor will pursue the most reasonable response the University allows. **Flagrant**

**plagiarism, cheating, and dishonesty will not be tolerated and will result in punishment to the full extent of the Student Code of Conduct.**

**Plagiarism** includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

View the [UTPB Student Conduct Guidelines](#).

**Academic dishonesty** is more than "cutting and pasting." This includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

This is information you will need throughout your academic career and the University Scholastic Dishonesty Policy states that you may receive a zero on the course work which could cause failure in the class and/or suspension or dismissal from the college.

**Student's Privacy Policy:** All students records/information are confidential. Only the course teacher and registrar have access to student information. In case of a Dual Credit student - only the course teacher, registrar, assigned school district personnel (counselors and mentors) have access to the information of the students who belong to their school district.

Student educational records are protected by FERPA, the Family Educational Rights and Privacy Act of 1974. It is a federal law that pertains to the release of and access to student educational records.

FERPA rights apply to a student, a person who is or who has been attending this institution regardless of age. As a student at UTPB, FERPA applies to personally identifiable information in educational records. Personal identifiable information includes items such as the student's name, social security numbers, and personal characteristics or other information that make the student identity easily accessible or traceable.

To find out more about Student's Privacy rights at UTPB, please go to: [Accessibility and Privacy Statements](#).



**Tracking:** The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

**Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

**Course Incomplete/Withdrawal/Grade Appeal:** All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, has contacted the instructor prior to the scheduled last class to request an extension, and **was satisfactorily passing the class before the situation arose**. The student signs a contract that includes the incomplete course activities and the new due dates.

**Objections to your grade, or other class issues:** The full university policy can be found [here](#). Note: the first thing you must do is get in touch with me, so that we can resolve the issue. If you try to go to someone else (for example, the History Department chair), they will send you back to me, as the policy states. I will make every effort to help you understand anything you don't understand and help you improve your performance on future assignments. Please ask! I'm here to help, and I don't want anyone to do poorly! **NOTE: I do not get notifications from Canvas when you add a reply to an assignment comment, so I very likely won't see it. Use email or Canvas Inbox.**

Find more information and dates regarding drops and withdrawals by consulting the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

**Accommodation for Students with Disabilities:** The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

**ADA Officer for Students:** Mr. Paul Leverington

**Address:** Mesa Building 4242/4901 E. University, Odessa, Texas 79762

**Voice Telephone:** 432-552-4696

**Email:** [ada@utpb.edu](mailto:ada@utpb.edu)

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

## End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through your my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

## Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-4696 (432) 552-2661
Advising	<a href="#">UTPB Academic Advising Center</a> <a href="#">UTPB Campus Bookstore</a>
Bookstore	(432) 552-0220
Email, Office 365, my.utpb.edu	<a href="#">Information Technology</a>
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Student Services</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (measures learner readiness for online course).

## **Disclaimer & Rights**

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

## **Copyright Statement**

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

## **COURSE SCHEDULE**

**WEEK 1: Introduction to Ethnohistory and Thinking About Native American History**

**WEEK 2: Creations and Migrations**

**WEEK 3: First Encounters, Epidemics, and Exchange**

**WEEK 4: Ethnogenesis and Shatter Zones**

**WEEK 5: European Encounters**

**WEEK 6: Indians in Colonial Worlds**

**WEEK 7: Warfare and Alliance Building**

**WEEK 8: Evolving Indian Worlds**

**WEEK 9: Indigenous Peoples and the American Revolution**

**WEEK 10: West of the Revolution- Indigenous Space and Native Grounds**

**WEEK 11: "Civilization" Programs and the American Republic in Indian Country**

**WEEK 12: Middle Grounds and Spirited Resistance**

**WEEK 13: African Slavery in Indian Country**

**WEEK 14: Tribal Constitutions and the Indian Removal Act**

## **WEEK 15: Indigenous Peoples in American History**

**The instructor reserves the right to adjust the course schedule as needed during the semester.**

*This course contains materials appropriate to the topics addressed this semester. However, some content may be considered mature in nature. While the faculty respects individual values and beliefs, all students will be expected to complete these assignments and focus on the aspects that pertain to a class discussion in a university environment.*

Sample Syllabus