

Indigenous Land Acknowledgment Statement

As members of the University of Texas at El Paso community, we acknowledge that we are meeting on unceded Indigenous land. We would like to recognize and pay our respects to the Indigenous people with long ties to the immediate region: the Lipan, Mescalero, and Chiricahua Apache; Piro; Manso; Suma; Jumano; Ysleta del Sur Pueblo; Piro/Manso/Tiwa Indian Tribe of the Pueblo of San Juan de Guadalupe; and Tortugas Pueblo. We also acknowledge the nations whose territories include present day Texas: the Carrizo & Comecrudo, Miakan-Garza Band, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom many of our students descend, such as the Rarámuri, Tepehuan, Wixarrika and Nahuatlaca peoples. Finally, we recognize all of the Indigenous Peoples and communities who have been or have become a part of these lands and territories here in the Paso del Norte region. The University of Texas at El Paso honors your history and cultures and we seek greater awareness of the many ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.

HIST 3323: “American Indian History”

Dr. Jeffrey P. Shepherd
CRN 27072
Course Location LART 211
Course Times MW 3:00 – 4:20

Office: LART 320
Hours: MW 1:30 – 3:00
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Course Description

This upper division course provides a general overview of Indigenous Peoples in what is presently the United States. We will begin with origin stories and end with 21st century activist movements such as LAND BACK and MMIWG. We will follow the histories of a few specific communities over time, using a range of documents and histories, while covering broad themes. Themes include, but are not limited to, migration, Indigenous-Imperial rivalries, Native resistance, Westward Expansion, Indigenous leadership and land use, and gender relations. The later half of the course will discuss treaties, Indian law, establishment of reservations, boarding schools, water rights, tribal government, and federal efforts towards assimilation. We will also discuss urbanization and termination, Red Power activism and self-determination, art and literature, religious freedom, and contemporary movements for justice. Students will use one textbook and several online sources, websites, videos, and other materials; and you will collaborate on a profile of one Indigenous nation.

Readings

Colin G. Calloway. *First Peoples: A Documentary Survey of American Indian History*. 6th Edition. Bedford St. Martin's Press (New York, 2019).

Additional articles, documents, and other resources

Expectations, Learning Outcomes, and Tips for Success

1. Read secondary sources in a critical manner, search for an argument, and learn how to identify main points and supporting evidence.
2. Learn how to take notes and comprehend reoccurring patterns, trends, and draw conclusions.
3. Read primary source documents to determine multiple points of view, assess historical contingencies and contexts, and summarize key themes and historical trends.
4. Learn how to express your viewpoints and perspectives on primary and secondary sources.
5. Read chapters consistently every week and come to class prepared to discuss primary sources, documents, and images/photos. **Bring your textbook everyday**
6. Collaborate on a group project.

Policies & Student Conduct

Students with “special needs” must contact me during the first two days of class and have documentation from CASS ([UTEP Center for Accommodations and Support Services](#)) Students engaged in University

sanctioned activities (sports, etc.) must provide written documentation. If you foresee non-school related situations that will prohibit you from attending classes, you must contact me immediately. You must submit assignments on the day they are due. You will lose one letter grade each day they are late. If you submit them after I initially pick them up, and anytime afterwards on the day they are due, I will deduct a half-letter off your grade. Students must refrain from talking, texting and doing homework in class. You must not use your cell phone in class unless you are reading materials for an assignment.

To drop this class, please contact the [Registrar's Office](#) to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an "F" for the course. If you do not submit assignments or attend class in the first few days, I will try to reach twice. If you do not reply or attend, I will drop you from the class.

Students must follow the Student Academic Code of Conduct in the UTEP [Handbook of Operating Procedures](#). Plagiarism, cheating, or other violations will be dealt with according to these university guidelines. Students in history classes must be particularly attentive to proper citation formats and the obligation to give credit to authors for their intellectual work. This means that if you use another person's idea, information, language, etc., you must "CITE" their work with quotations and a footnote/endnote. The UTEP Library has a full and brief version of the [Chicago Manual of Style](#), the official guide for citations and references in the historical profession. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution](#) (OSCCR) for possible disciplinary action.

In addition to proper citation format, avoiding plagiarism and cheating, and other issues, students must be respectful of each other and their opinions. One of the central goals of learning at a university is that we are exposed to new—even challenging and frustrating—viewpoints. Online chat forums, new social media platforms, and interpersonal interaction online in general have become toxic. Unfortunately, some people feel emboldened to express not only anger, but hateful and violent viewpoints. This class must remain open and inclusive of different perspectives but we cannot tolerate language and behavior that promotes hateful, violent, racist, homophobic, or discriminatory agendas. To learn more [HOOP: Student Conduct and Discipline](#).

This class includes some very difficult topics, such as violence against Indigenous peoples and the violation of the human rights of cultures and nations that predate the creation of the U.S. Thus, some conversations will be difficult and some people may feel uncomfortable. Some discomfort is not necessarily the same thing as hateful and racist insults based on untrue stereotypes. For example, the idea that all Indians are drunks, is a racist stereotype; and talking about massacres can be uncomfortable, but these two issues are not equitable.

We will use Blackboard for some parts of class. If we use it for additional conversation and discussion, you must follow ethical best practices. Blackboard is not a public internet venue: all postings are private and confidential. Whatever you post on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, you have the ethical obligation to first request the permission of the writer(s).

Assignments and Evaluation

Attendance and Participation (100 pts)

Students are required to attend class every day but you have three excused absences before your grade is impacted. You are encouraged to ask and answer questions and generally engage with the class on the materials. Participation is especially based on your engagement with **primary sources** in the books: the

documents and **photographs/images** at the end of the chapters. Please bring your books to class every day. You should actively participate in the group projects/tribal profiles, but see the section below for details.

Quests (4 x 50 = 200)

These are a hybrid of quizzes and tests, thus: “Quests.” They draw from the *Reviews* at the end of each chapter (Key Terms and Questions) and *Documents*. Quests will consist of the following:

- One paragraph reply to two *Key Terms* (replies explain “who, what, where, when, why significant”)
- Three paragraph reply to one Review Question
- One paragraph explanation of why one of the *Documents* is significant, what it represents about the themes of the chapter.

Tribal Profiles (100 points)

Students will work in groups of 3 - 4 on a tribal profile of a Native community in the US. I will place you in the groups. You will be required to compile a bibliography, outline, rough draft, and final paper. The profiles must address historical and contemporary issues. You must use primary and secondary sources. Less than ¼ of your sources can be non-academic in nature. Each student will contribute 6-8 pages. Groups will present these profiles to the class at the end of the semester, using one of several visual formats. Your grades are based on individual effort and scholarly contributions (50%); overall content, creativity and quality of the paper (25%); and the class presentation (25%). I will provide additional early in the semester.

Contemporary News (10 pts)

Each student will give a brief summary of an article related to Indigenous Peoples that they read in one of the following outlets (others are fine as well).

[Lakota Times](#)

[Indian Country Today](#)

[Native America Calling](#)

[Native Sun News Today](#)

[Pechanga.net](#)

[Navajo-Hopi Observer](#)

Important University Dates ([UTEP Calendar](#))

January 17	Classes Begin
January 17-20	Late Registration
February 1	Census Day
March 13-17	Spring Break
March 31	Cesar Chavez Day, no classes
May 4	Last Day of Classes
May 8-12	Finals Week

Important University Phone Numbers

History Department:	747-5508
History T.A. Office:	747-7056
Tutoring and Learning Center:	747-5366
Counseling Center:	747-5302
Police Department:	747-5611
Disabled Student Services:	747-5148
History Tutoring Center:	747-7060

REMINDER: Bring your book each day (or have access to an electronic version) and be prepared to discuss primary documents

COURSE SCHEDULE

Week One (Jan 16 & 18)

Introductions and Overview

Readings: None

- Monday: No Class
- Wednesday: Syllabus and Course Overview, Introductions

- Week Two (Jan 23 & 25)** **Stereotypes and Mythology, Popular Culture, and Representation**
 Reading: Calloway, Introduction; Dunbar-Ortiz & Gilio-Witaker
- Monday: Origins and Impacts of Stereotypes / Myths
 - Video, [Race and Identity](#)
 - Wednesday: Popular Culture, Representation and Native Voices
 - [Reel Injuns](#) (90 min film about stereotypes. Tubi films online)
 - [Indigenous Actors](#) (Screen Actors Guild)
- Week Three (Jan 30 & Feb 1)** **Before Columbus**
 Reading: Chapter 1; article on [White Sands and footprints](#)
- Monday: Presentation
 - [“The Ancestors”](#) (Episode from 500 Nations. Go to minute 16:00)
 - [Clatsop-Nehalem Creation Story](#)
 - Wednesday: Discuss documents; discuss Group Projects
- Week Four (Feb 6 & 8)** **Invasions of America**
 Reading: Chapter 2
- Monday: Presentation and discuss documents
 - [Doctrine of Discovery and Conquest video](#)
 - Wednesday: Presentation
 - **Quest 1**
- Week Five (Feb 13 & 15)** **War and Diplomacy in Colonial (Indigenous) America**
 Reading: Chapter 3
- Monday: Presentation
 - Wednesday: The Pueblo Revolt and Ysleta del Sur Pueblo (Guest Presentation by Rick Quezada from YDSP)
- Week Six (Feb 20 & 22)** **Revolutions East and West**
 Reading: Chapter 4
- Monday: Presentation, Document discussion
 - [California’s Indian Missions film](#)
 - Wednesday: Presentation, document discussion, Group Projects
- Week Seven (Feb 27 & Mar 1)** **American Indians and the New Nation**
 Reading: Chapter 5
- Monday: Presentation
 - **Quest 2**
 - Wednesday: Discussion, Group Projects
 - [Trail of Tears film](#)
- Week Eight (Mar 6 & 8)** **Defending the US West**
 Reading: Chapter 6
- Monday: Presentation
 - Document Discussion
 - [1862 Dakota War and Executions](#); [US-Dakota War](#)

- [Dakota Memorial Ride \(Dakota 38+2 Movie 90 min\)](#)
- Wednesday: Indigenous Peoples and the US – Mexico Border

March 13 – 17

Spring Break / No School

Week Nine (Mar 20 & 22)

Case Studies: Apache Treaty-Making and the Washita Massacre

Reading: Articles and Documents

- Monday, The Apache Treaties
- Wednesday, The Washita Massacre, Group Projects

Week Ten (Mar 27 & 29)

“Kill the Indian and Save the Man”

Reading: Chapter 7

- Monday: Presentation
 - **Quest 3**
- Wednesday: Boarding Schools: History and Legacy, documents
 - [Boarding School Legacies, The Reckoning](#)
 - [Boarding School Healing Coalition](#)
 - [PBS-Utah Boarding School History](#)

Week Eleven (Apr 3 & 5)

From the Great Crash to Wounded Knee

Reading: Chapter 8

- Monday: Presentation
 - [The Post WWII fight for voting rights](#)
 - [Urban Rez](#) (50 minute film about relocation and urbanization)
- Wednesday: Presentation, document discussion
 - [Taking Aim](#) (10 min film about AIM)
 - [We Hold the Rock](#) (2014 documentary, 28 min)
 - [Occupation of Alcatraz](#) (2019, 10 min film)

Week Twelve (Apr 10 & 12)

Self-Determination and Sovereignty

Reading: Chapter 9

- Monday: Presentation
 - [Russell Means](#) addresses Congress, 1989
 - [Mankiller](#) (28 min, 1994 interview with Chief Wilma Mankiller)
 - Hualapai tribal sovereignty and economic development
- Wednesday: Presentation, document discussion
 - [Carrying our Ancestors Home](#) (10 min documentary on NAGPRA)
 - [NAGPRA](#) (25 minute documentary from the association on American Indian Affairs)
 - [Indian Child Welfare Act](#) (20 min documentary)
 - **Quest 4**

Week Thirteen (Apr 17 & 19)

Nations within a Nation

Reading: Chapter 10

- Monday: Presentation
 - [We are not mascots](#) (8 minute interview with Suzan Shawn Harjo)

- [Mascots in South Texas](#) (6 minute report)
- [The Forgotten Tribes](#) (21 min documentary on non-federally recognized Indigenous people in CA)
- [Virginia](#) federal recognition cases
- Wednesday: Presentation, document discussion
 - [Mining and Resistance in Dinetah](#) (24 min documentary)
 - [Dakota Access Pipeline](#) (9 minutes, PBS story)
 - [Standing Rock](#) (#NODAPL Official Video)

Week Fourteen (Apr 24 & 26) Contemporary Life

Reading: Articles and websites TBA

- Monday: Presentation on MMIWG and Land Back Movements
 - [Our Sisters in Spirit](#) (MMIWG in Canada documentary)
 - [Reclaiming Power and Place](#) (final report on MMIWG in Canada)
 - [MMIWG symposium](#) at Arizona State University (Watch some of the video clips at the bottom of the website)
 - [MMIW campaign](#) (look through the Global Indigenous Council site, and scroll down to the bottom for video)
 - [American Indian Boarding Schools](#) (30 min documentary investigating deaths of children in boarding schools)
 - [Land Restitution](#) (LANDBACK! Website and documentary clips)
- Wednesday: Art, Music, Pop Culture
 - [Apache Skateboards](#) (25 min documentary)
 - Watch Episode 1, Season 1 of Reservation Dogs (FX on Hulu)
 - [Reservation Dogs](#) cast interview (7 min Nightline story)
 - [Sterlin Harjo Interview](#) (16 minute interview)

Week Fifteen (May 1 & 3) Tribal Profiles

- Monday: Groups 1-3
- Wednesday: Groups 4-5

May 5 Dead Day / No Classes

May 8-12 / Exam Week No Final Exams