

### 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 17261  
Classroom Location: Old Main 214  
Course Times MW: 1:30 – 2:50

Office: LART 320  
Hours: MW 12:00 – 1:15  
[jpshepherd@utep.edu](mailto:jpshepherd@utep.edu)  
Blackboard

### 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 21<sup>st</sup> 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 latter 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

Ned Blackhawk, *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History* (Yale University Press, 2023)

- Hard copy in UTEP bookstore, and you may also use an [e-version of the book](#).

Additional articles, documents, and other resources

### Expectations, Learning Outcomes, and Tips for Success

1. Read the chapters corresponding to the week very carefully.
2. Read secondary sources in a critical manner, search for an argument, and learn how to identify main points and supporting evidence.
3. Learn how to take notes and comprehend reoccurring patterns, trends, and draw conclusions.
4. Read primary source documents to determine multiple points of view, assess historical contingencies and contexts, and summarize key themes and historical trends.
5. Learn how to express your viewpoints and perspectives on primary and secondary sources.
6. Read chapters consistently every week and come to class prepared to discuss primary sources, documents, and images/photos. **Bring your textbook everyday**
7. 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 (50 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.

### **Brief Reactions Papers (4 x 25)**

These are brief “papers” of no more than 750 words. You may choose to react to any of the following: class discussion or lecture; something you read in Blackhawk; any of the primary sources; or the videos or resources covered in class. In your paper, you must explain in detail what you are reacting to (provide concrete content, information, quotations, etc.); explain what about the issue or topic was interesting, shocking, etc., and connect it to the context and themes of the class. Please print and submit to me by the deadline indicated on the syllabus. These will be spread evenly over the semester. You must write your name on the top of the paper, write “Reaction Paper #,” give the paper a title related to the topic you are reacting to; and write in 12-point font, Times New Roman, double spaced. Please use [Chicago Manual of Style](#) guidelines for citing your information.

### **Tribal Profiles (100 points)**

Students will work in groups of 4 - 5 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 explanation early in the semester.

### **Grading Scale**

Attendance and Participation	50 pts	A = 225 - 250
Reaction Papers (4 x 25)	100 pts	B = 200 - 224
Tribal Profiles	100 pts	C = 175 - 199
Total Points	250	D = 150 - 174

### **Extra Credit (15 pts)**

Attend any community or regional event tied to Native American and Indigenous Studies issues. For example, see the Ysleta del Sur Pueblo **Rockin the Rez Pow Wow** on October 5 -6, 2024. Write a one-page reaction to the event.

### **Contemporary News**

In case you are interested, these are some good sources of news.

[Lakota Times](#)

[Indian Country Today](#)

[Native America Calling](#)

[Native Sun News Today](#)

[Pechanga.net](#)

[Navajo-Hopi Observer](#)

### **Important University Dates**

Aug 26	Classes Begin
Sept 2	Labor Day
Sept 11	Census Day
	Last day to select pass/fail option
Oct. 23	Freshmen Grades Due
Noc 1	Course Drop Deadline
Nov 28-29	Thanksgiving No classes
Dec 5	Last Day of Classes
Dec 6	Dead Day
<b>Dec 9-13</b>	<b>Final Exam Week</b>

### **Important University Phone Numbers**

History Department (LART 320)	747-5508
Police Department	747-5611
Disabled Student Services	747-5148
University Writing Center (Library)	747-5112
Center for Accommodations, Student Support	747-5148
History Tutoring and Learning Center	747-5366

## COURSE SCHEDULE

### Week One (Aug 26 & 28)

#### Introductions and Overview

Readings: Dunbar-Ortiz & Gilio-Whitaker “All the Real Indians Died Off”

- Monday: Syllabus and Course Overview, Introductions
- Wednesday: Origins and Impacts of Stereotypes / Myths
  - Video, [Race and Identity](#)
  - Anton Treuer, [Everything You Wanted to Know about Indians...](#)
  - Greg Deal, [Indigenous in Plain Sight](#)
  - [Reel Injuns](#) (90 min film about stereotypes. Tubi films online)
  - [Indigenous Actors](#) (Screen Actors Guild)

### Week Two (Sept 2 & 4)

#### Before Columbus

Reading: Blackhawk, Introduction “Toward a New Indian History”; article on

**Monday: NO CLASS, LABOR DAY**

Wednesday: Pre-Columbian cultures

- [“The Ancestors”](#) (Episode from 500 Nations. Go to minute 16:00)
- Clatsop-Nehalem Creation Story
- [White Sands and footprints](#)

### Week Three (Sept 9 & 11)

#### Invasions of America

Reading: Blackhawk, Chapter 1: American Genesis: Indians and the Spanish Borderlands

- Monday: Lecture and presentation
- Wednesday: Presentation and discuss these videos
  - [Doctrine of Discovery and Conquest video](#)
  - [California’s Indian Missions film](#)
  - [The Pueblo Revolt](#)

### Week Four (Sept 16 & 18)

#### The Native Northeast

Reading: Blackhawk, Chapter 2: The Native Northeast and the Rise of British North America

----- REACTION # 1 DUE ON ANYTHING FROM WEEK 1 – 3 -----

- Monday: Presentation
- Wednesday
  - [The Pequot War](#) (13 min video)
  - [Native Americans and Thanksgiving](#) (Word Association, 3 minutes)
  - [An Indigenous Story of Thanksgiving](#) (13 minutes)

### Week Five (Sept 23 & 25)

#### Iroquoia and New France

Reading: Blackhawk, Chapter 3: The Unpredictability of Violence: Iroquoia and New France to 1701

- Monday: Presentation, Group Projects
- Wednesday: Finish lecture, Document discussion,

- Week Six (Sept 30 & Oct 2)**      **The Struggle for the Heart of the Continent**  
 Reading: Blackhawk, Chapter 4: The Native Inland Sea: The Struggle for the Heart of the Continent, 1701 - 1755  
 ➤ Monday: Presentation  
 ➤ Wednesday: Discussion
- Week Seven (Oct 7 & 9)**      **Indigenous Peoples and the American Revolution**  
 Reading: Blackhawk, Chapter 5: Settler Uprising: The Indigenous Origins of the American Revolution  
 ----- REACTION PAPER #2 -----  
 ➤ Monday: Presentation  
     ○ [Ned Blackhawk video](#), Indigenous Peoples, the Revolution, and American History  
 ➤ Wednesday: Document Discussion, Group Projects
- Week Eight (Oct 14 & 16)**      **The Constitution, Indian Nations, and Federal Policy**  
 Reading: Blackhawk, Chapter 6: Colonialism's Constitution: The Origins of Federal Indian Policy  
 ➤ Monday: Lecture  
 ➤ Wednesday: Discussions  
     ○ Anton Treuer, [Tribal Sovereignty and the Constitution](#)  
     ○ [Early Treaties](#) between the U.S. and Native Nations
- Week Nine (Oct 21 & 23)**      **Democracy and Indigenous Dispossession**  
 Reading: Blackhawk, Chapter 7: The Deluge of Settler Colonialism: Democracy and Dispossession in the Early Republic  
 ➤ Monday: Lecture  
 ➤ Wednesday: Discussions  
     ○ [We Shall Remain: Tecumseh's Vision](#) (PBS film, 90 minutes)  
     ○ [Trail of Tears film](#)
- Week Ten (Oct 28 & 30)**      **California, the Pacific, and the Borderlands**  
 Reading: Blackhawk, Chapter 8: Foreign Policy Formulations: California, the Pacific, and the Borderlands Origins of the Monroe Doctrine  
 ----- REACTION PAPER #3 -----  
 ➤ Monday: Lecture  
 ➤ Wednesday: Document and film discussion  
     ○ [California Indians and the Gold Rush](#)  
     ○ [California Indian History general overview](#)
- Week Eleven (Nov 4 & 6)**      **The Indigenous West and Civil War**  
 Reading: Blackhawk, Chapter 9: Collapse and Total War: The Indigenous West and the U.S. Civil War  
 Monday: Lecture  
 Wednesday: Discussion  
     ○ [1862 Dakota War and Executions; US-Dakota War](#)  
     ○ [Dakota Memorial Ride \(Dakota 38+2 Movie 90 min\)](#)

- Sand Creek and Washita Massacres
- [The Navajo Long Walk and Bosque Redondo](#)

### **Week Twelve (Nov 11 & 13)**

#### **Federal Laws and Power during the Reservation Era**

Reading: Blackhawk, Chapter 10: Taking Children and Treaty Lands: Laws and Federal Power during the Reservation Era

Monday: Lecture

Wednesday: Discussion

- [Boarding School Legacies, The Reckoning](#)
- [Boarding School Healing Coalition](#)
- [PBS-Utah Boarding School History](#)

### **Week Thirteen (Nov 18 & 20)**

#### **Native Activism and Survival in the Early 20<sup>th</sup> Century**

Reading: Blackhawk, Chapter 11: Indigenous Twilight at the Dawn of the Century: Native Activists and the Myth of Indian Disappearance

Monday: Lecture

Wednesday: Lecture and Document discussions

### **Week Fourteen (Nov 25 & 27)**

#### **Termination to Self-Determination**

Reading: Blackhawk, Chapter 12: From Termination to Self-Determination: Native American Sovereignty in the Cold War Era

----- REACTION PAPER #4 -----

Monday: Lecture

Wednesday: Document and Video Discussions

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

### **Week Fifteen (Dec 2 & 4)**

#### **Modern Indigenous Political Struggles**

Reading: TBA

Monday: Lecture and discussion

- [Mankiller](#) (28 min, 1994 interview with Chief Wilma Mankiller)
- [Carrying our Ancestors Home](#) (10 min documentary on NAGPRA)
- [NAGPRA](#) (25 minute documentary from the association on American Indian Affairs)

Wednesday: Lecture and Discussion

- [Indian Child Welfare Act](#) (20 min documentary)
- [Dakota Access Pipeline](#) (9 minutes, PBS story)
- [Standing Rock](#) (#NODAPL Official Video)

**FINAL EXAM: WEDNESDAY, DECEMBER 11<sup>TH</sup> @ 4:00 – 6:50**

➤ **STUDENTS WILL PRESENT THE TRIBAL PROFILES TODAY**