

APPLICATION FOR NEW COURSE

Submitted by the Department/Division offering course: **Department of History** Date **10/28/03**

2. Proposed designation and Bulletin description of this course:

(a) Prefix and Number **HIS 361** (b) Title* **American Indian History to 1838** (if applicable subt. req.)

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use in transcripts: **Am Indian Hist to 1838**

(c) Lecture/Discussion hours per week **3** (d) Laboratory hours per week

(e) Studio hours per week (f) Credits: **3**

(g) Course description: **This course will examine the principle economic, social, and political structures of indigenous communities prior to European colonization of North America, as well as the impact of European contact on American Indian societies. Students will also study the relationships that emerged between American Indians and European colonists (later Americans) from the colonial period to the forced removal of tribes living east of the Mississippi River to the Indian Territory.**

(h) Prerequisites (if any): **N/A**

(i) May be repeated to a maximum of (if applicable) **N/A**

4. To be cross-listed as:

Prefix & No. Signature, Chairman, cross-listing department

5. Effective Date: **Fall 2004** (semester and year)

6. Course to be offered (a) **Fall** (b) **Spring** (c) **Summer**

7. Will the course be offered each year? (a) **Yes** (b) **No**
(Explain if not annually):

8. Why is this course needed: **In presenting students a fuller picture of the history of the United States, the history of American Indians should be included. American history survey courses often only devote a chapter or two to the history of American Indians in North America. This course would give students the opportunity to learn more systematically about a group of people that played an important role in the development of the United States. In addition, large portions of the state of Kentucky were once a part of the territory of the Cherokee Indians, and many students, particularly those from eastern Kentucky, claim personal and family histories that include American Indians. Such students would likely find a general survey of American Indian history valuable.**

9. (a) By whom will the course be taught? **Fay Yarbrough**

(b) Are facilities for teaching the course now available? (a) **Yes** (b) **No**
If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated? **25-40**
- Will this course serve students in the Department primarily? (a) Yes (b) No
- Will it be of service to a significant number of students outside the Department?
If so, explain (a) Yes (b) No
Some non-history majors would likely take the course.
- Will the course serve as a University Studies Program course? (a) Yes
- If yes, under what Area?
12. Check the category most applicable to this course:
- traditional; offered in corresponding departments elsewhere;
- XX relatively new, now being widely established
- not yet to be found in many (or any) other universities
13. Is this course part of a proposed new program? (a) Yes
If yes, which?
14. Will adding this course change the degree requirements in one or more programs?* (a) Yes (b) No
If yes, explain the change(s) below:
15. Attach a list of the major teaching objectives of the proposed course, outline and/or reference list to be used.
16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
17. Within the Department, who should be contacted for further information about the proposed course?
Name/e-mail: **David E. Hamilton, dehami01@uky.edu** Phone Extension: **7-3104**

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

Signatures of Approval

[Handwritten Signature]

Department Chair

[Handwritten Signature]

Dean of the College

[Handwritten Signature]

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council

*If applicable, as provided by the Rules of the University Senate

10/4/03

Date

DEC 09 2003

Date

NOV 03 2003

Date of Notice to the Faculty

3/2/04

Date

Date

Date

Date

Date of Notice to Univ. Senate

ACTION OTHER THAN APPROVAL:

Course Proposal for Fall 2004 HIS 361: American Indian History to 1838

Description:

This course will examine the principle economic, social, and political structures of indigenous communities prior to European colonization of North America, as well as the impact of European contact on American Indian societies. Students will also study the relationships that emerged between American Indians and European colonists (later Americans) from the colonial period to the forced removal of tribes living east of the Mississippi River to the Indian Territory.

Course Objectives (Student Learning Outcomes):

Upon completion of this course, a student should be able to do the following:

- **Describe** the settlement and migration patterns of American Indians and Europeans in North America
Explain the impact of European colonization of North America on indigenous populations
- **Identify** the role of American Indians in the creation and development of the United States
- **Communicate** effectively orally and in writing
- **Build** and **support** an argument in an essay
- **Analyze** and **contextualize** primary source documents
- **Critique** the interpretive value of various primary source documents

Texts:

Colin G. Calloway, *First Peoples: A Documentary Survey of American Indian History*
Gary B. Nash, *Red, White & Black: the Peoples of Early North America*
Ian K. Steele, *Warpaths: Invasions of North America*
Colin G. Calloway, *The World Turned Upside Down: Indian Voices from Early America* (primary source documents reader)
Theda Perdue, *The Cherokee Removal* (primary source documents reader)
Colin G. Calloway, *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost* (primary source documents reader)
Various articles and selections from other texts

Responsibilities

Attendance: Each student is expected to attend class regularly and punctually. Roll will be taken during each class. More than four unjustified absences during the course of the semester will result in a penalty: your participation grade will be deducted by a full letter grade for each subsequent absence. Justified absences generally require documentation from a physician or university official or prior notice to the instructor. See your *Student Rights and Responsibilities* code (section 5.2.4.2) for more details.

Class meetings: Each student should have read the assigned materials **before** class and be prepared to participate in class discussions. Students will periodically be asked to write summaries of the readings or answer questions about the readings via e-mail as a part of their participation grade. In class writing assignments and quizzes may also be administered to ensure students keep up with the readings. **Please turn off your cell phones during class.**

Examinations: Students should arrive for exams on time and with blue books. The instructor reserves the right to collect and redistribute the blue books. Students who fail to attend class on examination dates without prior notice/permission from the instructor must provide a note of excuse from a physician or appropriate university office in order to schedule a make-up examination.

Paper Assignments: The instructor will provide a list of topics for the 2-3 page and 4-6 page papers (double-spaced, 12 point Times New Roman font, one inch margins). The students will each choose a topic from this list. The topic choices will come from the readings and will be based on the themes and issues discussed in class. Students who wish to write on a topic other than those offered by the instructor must obtain the instructor's permission. The first paper assignment asks students to build an argument. The second paper assignment asks students to explore in depth how two of the readings address a particular theme or issue. Papers will be due by **5:00 PM** on the specified dates. **Assignments received after 5:00 PM will be considered late.** Each day the assignment is late will result in a full letter grade deduction starting after **5:00 PM** on the due date. Students must provide an official excuse for emergencies from the appropriate university office to avoid this penalty. Be advised, poor planning on your part does not constitute an emergency on my part.

During the semester, each student must have **one meeting** with the instructor to discuss the student's writing. Students are also encouraged to visit the University of Kentucky Writing Center located at W. T. Young Library B108-C for writing assistance. Please call 257 1356 for an appointment.

Evaluation:

1. 15% based on class participation: discussion, quizzes, in-class writing assignments, reading response assignments
2. 10% based on a short paper (2-3 pages, the instructor will provide the topic)
Students are asked to defend or refute a thesis statement based on their analysis of a primary source document.
3. 15% based on a short paper (4-6 pages, the instructor will provide the topic)
Students examine how two of the readings from class, beyond the textbook, address a topic.
4. 25% based on mid-term examination (short answer/identifications and essay based on a primary source document)
5. 35% based on final examination (short answer/identifications and essay based on a primary source document)

The grading scale is as follows

- A: 90% and above
- B: 80-89%
- C: 70-79%
- D: 60-69%
- E: 59% and below

Academic Integrity

All students are expected to behave with academic integrity, which means avoiding all forms of academic dishonesty including cheating and plagiarism. Your work should be the original product of your own efforts. A copy of "Recognizing Plagiarism and Acknowledging Sources" is attached for each student to read carefully. In accordance with university guidelines, all instances of academic fraud or dishonesty will be reported immediately to the appropriate university office.

The instructor reserves the right to make any changes to the syllabus.

Schedule

Introduction

Week 1: Introductions, explanation of expectations and responsibilities

Before Columbus

Week 2: Calloway, *First Peoples*, chapter 1
Nash, *Red, White & Black*, chapter 1

European Arrival

Week 3: Calloway, *First Peoples*, chapter 2
Nash, *Red, White & Black*, chapters 3 and 4

Conflict

Week 4: Steele, *Warpaths*, Part 1
Calloway, *The World Turned Upside Down*, selected primary source documents

Colonies and Tribes

Week 5: Steele, *Warpaths*, Part 2
Nash, *Red, White & Black*, chapter 9

Europe, Africa, and the New World

Week 6: Nash, *Red, White & Black*, chapters 6 and 7

Indian Contact with Africans

Week 7: Williams S. Willis, "Divide and Rule: Red, White, and Black in the Southeast," *Journal of Negro History*
William G. McLoughlin, "Red Indians, Black Slavery and White Racism: American's Slaveholding Indians," *American Quarterly*

Week 8: Kenneth Wiggins Porter, "Negroes on the Southern Frontier, 1670-1763,"
Journal of Negro History
Jack Weatherford, *Indian Givers*, chapter 2

Indians in Colonial and Revolutionary America

Week 9: Calloway, *First Peoples*, chapter 3
Nash, *Red, White & Black*, chapter 8

Week 10: Nash, *Red, White & Black*, chapters 10, 11
Calloway, *The World Turned Upside Down*, selected primary source documents

Cultural Transformations: Indian and English Influences

Week 11: James Axtell, *The European and the Indian*, chapters 9, 10

The West

Week 12: Calloway, *Our Hearts Fell to the Ground*, chapters 1-4

Removal

Week 13: Calloway, *First Peoples*, chapter 4
Perdue, *The Cherokee Removal*, selected primary source documents

Week 14: Perdue, *The Cherokee Removal*, selected primary source documents

Review and Wrap Up

Week 15: Review for final exam
Student Evaluations

Final Exam

ARTS AND SCIENCES COLLEGE COUNCIL/CURRICULUM COMMITTEE
INVESTIGATOR REPORT

INVESTIGATING BODY Humanities
(Area)

COURSE HIS 361

DATE FOR COUNCIL REVIEW Dec. 9, 2003

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to David Leep Associate Dean, 231 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.

Fay Yarbrough will supply a grading scale for each course and a weekly breakdown of course topics. She also will revise her explanation of why the course is needed to emphasis the national rather than the regional importance of Native American History.

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
3. List contacts with program units on the proposal and the considerations discussed therein.
We spoke with Fay Yarbrough in the History Department.
4. Additional information as needed.

5. A&S Area C Curriculum Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Council Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7.

Karen Petrone
A&S Council Investigator, Karen Petrone

Date: 12/09/03