

## 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 362** (b) Title\* **American Indian History since 1838**

\*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 His since 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 considers the continuing evolution of the relationship between indigenous people in North America and the federal government from 1838 to the present. Students will also explore the changing legal status and identity of indigenous peoples in American society.**

(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?  
If yes, which?

(a) Yes (b) No

14. Will adding this course change the degree requirements in one or more programs?\*

(a) Yes

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:

*David S. Hunt*

Department Chair

*David Leep*

Dean of the College

*Reina Higop*

\*Undergraduate Council

\*University Studies

\*Graduate Council

\*Academic Council for the Medical Center

\*Senate Council

*10/9/03*

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

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

ACTION OTHER THAN APPROVAL:

**Course Proposal for Spring 2005**  
**HIS 362: American Indian History since 1838**

**Description:**

This course considers the continuing evolution of the relationship between indigenous people in North America and the federal government from the “Trail of Tears” to the present. Students will also explore the changing status and identity of American Indians in American society.

**Course Objectives (Student Learning Outcomes):**

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

**Describe** the changing relationship between indigenous groups and the federal government in the United States

**Identify** the significance of the “Trail of Tears” in indigenous and American history

- **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*

Colin G. Calloway, *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost* (primary source documents reader)

Mourning Dove, *Mourning Dove : a Salishan Autobiography*

Brenda J. Child, *Boarding School Seasons*

Louise Erdrich, *Tracks*

Peter C. Rollins, *Hollywood's Indian: the Portrayal of the Native American in Film*

Mary Crow Dog, *Lakota Woman*

Alvin M. Josephy, Jr., *Red Power: The American Indians' Fight for Freedom*

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 one of the readings from class, beyond the textbook, and one of the films viewed for class address a topic.
4. 25% based on mid-term examination (short answer/identifications and essay on a primary source document)
5. 35% based on final examination (short answer/identifications and essay)

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

### **Losing the West**

**Week 2:** Theda Perdue, "Cherokee Women and the Trail of Tears," *Unequal Sisters*  
Calloway, *First Peoples*, chapter 5

**Week 3:** Calloway, *Our Hearts Fell to the Ground*, chapters 5-14

### **Assimilating Indians: the Boarding School**

**Week 4:** Calloway, *First Peoples*, chapter 6  
Devon Mihesuah, "'Too Dark to Be Angels': The Class System among the  
Cherokees at the Female Seminary," *Unequal Sisters*

**Week 5:** Child, *Boarding School Seasons*

### **The Reservation Experience**

**Week 6:** Mourning Dove, *Mourning Dove: a Salishan Autobiography*

### **The Reservation Experience in American Indian Fiction**

**Week 7:** Erdrich, *Tracks*

### **From New Deal to Wounded Knee**

**Week 8:** Calloway, *First Peoples*, chapter 7

**Week 9:** Crow Dog, *Lakota Woman*

### **The Struggle for Rights and Resources in North America**

**Week 10:** Calloway, *First Peoples*, chapter 8

**Week 11:** Josephy, *Red Power*, chapters 1 and 2

**Week 12:** Josephy, *Red Power*, chapters 5 and 6

### **Depictions of American Indians**

**Week 13:** Selections from Rollins, *Hollywood's Indian*, and film clips

**Week 14:** Selections from Rollins, *Hollywood's Indian*, and film clips

### **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 362

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.

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

**X APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE**

6. A&S Council Recommendation:

**X APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE**

7. Karen Petrone Date: 12/09/03  
A&S Council Investigator, Karen Petrone