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Course Description
The catalog says: “History 014 is a history of Native North Americans who lived in the area which is now the United States from pre-European settlement to present day. This course includes the primary political, economic and social factors of American historical development, emphasizing their effects on Native Americans. In conjunction with this historical perspective, the course accentuates the ecological lifestyle of the Native Americans, exclusive of the Indians of Mexico.”

I say: Teaching a semester-long survey of the entire history of all the Indians of what is now the United States is completely impossible. Therefore, I want to stress that this course is my informed interpretation of some of the major events in the histories of many different Indian peoples lumped under the term “the Native North American.” That’s why we won’t get to the Lakota until halfway through the semester, or why we only touch on the Catawba during the colonial period. I use them to illustrate larger historical trends. If at any point you would like more information on a particular nation or region, I can refer you to books and articles for further reading.

Books
Colin G. Calloway, First Peoples: A Documentary Survey of American Indian History
James Wilson, The Earth Shall Weep: A History of Native America

Both course books are available at the bookstore. A few short supplementary readings will be announced throughout the semester.

Attendance
Attendance is mandatory. It counts for 10% of your class grade. The percentage breaks down as follows: 1-2 classes (or less) missed=A; 3-4 classes missed=B; 5 classes missed=C; 6 classes missed=D; 7 or more classes missed=F. If you have an illness or family emergency, please contact me as soon as possible.

Discussions
This course is built around critical thinking and historical problem solving, not rote memorization. My teaching philosophy draws on both Howard Zinn’s concept of “Radical History” and Paulo Freire’s Pedagogy of the Oppressed—my purpose in teaching history is not to convey abstract facts and dates, but to help students understand historical developments for themselves, through critical thinking and analysis. The point is to equip you with the analytical tools you will need as an informed and engaged
participant in American economic, cultural, and political life. Therefore, each week the class will engage in a discussion of the week’s reading for the purpose of understanding the “how?” and “why?” of history. You must come prepared to discuss all that week’s reading. Discussion participation counts for 25 percent of your course grade.

Assignments
There will be a short writing assignment each week—one to two paragraphs responding to that week’s reading. I will provide a short list of possible questions for you to respond to, so you’ll have an idea of the main points you should be reading for. I know we’re all busy, so this assignment is intended to help you keep up with the reading and help you read more effectively (get the most out of the readings with the least amount of time spent). The study questions will also help you prepare to discuss the readings in class every week. Reading responses are not due from that week’s presenters.

Exams
We will have midterm and final exams which will cover the reading, films, and lectures. (Hint: this is why attendance is crucial). The exams will be a combination of short identification and essay questions. The final will not be comprehensive.

Email
I do not accept email from unidentified accounts. Please DO NOT send email from cutiepie, pornstar, darth_maul, or other unidentifiable names (these are actual email addresses I’ve received student email from). Email accounts are free, so keep cutiepie for fun and establish a separate account for all your campus communication. Anyone who has used the internet knows that spam and unsolicited porn are big problems, so if your account isn’t clearly identifiable, many people (including me) will automatically delete your emails.

Cell Phones
CELL PHONES ARE NOT ALLOWED IN CLASS. Period. If you bring a cell phone to class, it should remain turned off, wrapped in bubble wrap and five layers of duct tape at the bottom of your bag. If your cell phone becomes a problem, you will be asked to leave class.

Grades
Grade breakdown and due dates are as follows:

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Presentations</td>
<td>To be determined with instructor</td>
<td>25%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>Weekly</td>
<td>25%</td>
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<tr>
<td>Midterm exam</td>
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<td>20%</td>
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<tr>
<td>Final exam</td>
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<td>20%</td>
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<tr>
<td>Attendance</td>
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Semester Schedule

Week 1
Introductions, etc.

Week 2
Beginnings: who came first and why do we need to know?
Readings: Churchill article; Wilson, pp. xvii-15 (prologue and ch. 1); Calloway, pp. 28-59.

Week 3
Before 1492: Europe and North America
Readings: Stannard, “Sex, Race, and Holy War”; Wilson, pp. 16-40 (ch. 2)
First reading response due second class meeting

Week 4
Christopher Columbus and the Conquest of America
Readings: Wilson, pp. 43-97; 173-213 (ch. 3, 4, 7)
Second reading response due second class meeting

Week 5
The Conquest Continues: the British East and Spanish West
Readings: Calloway, pp. 123-136
Third reading response due second class meeting

Week 6
Resistance, Revitalization, and Revolution
Readings: Wilson, pp. 98-172 (ch. 6); Calloway, pp. 181-203
Fourth reading response due second class meeting

Week 7
Civilization and Removal
Readings: Perdue, “Civilization” and “Cherokee Women and the Trail of Tears”; Calloway, pp. 250-258
Fifth reading response due second class meeting

Week 8
Midterm prep and midterm exam

Week 9
Gold Rush and Genocide in the Golden State
Readings: Wilson, pp. 214-288 (ch. 8); Hurtado, “Between Two Grizzlies’ Paws”; Heizer, “Indenture, Sale, and Kidnapping”
Sixth reading response due second class meeting
Week 10
Anglo American Westward Expansion and the Indian Wars of the West
Readings: Wilson, pp. 247-288 (ch. 9); Calloway, pp. 299-341
Seventh reading response due second class meeting

Week 11
The “Closing of the Frontier”
Readings: Wilson, pp. 289-329 (ch. 10); Calloway, pp. 378-414
Eighth reading response due second class meeting

Week 12
The Indian New Deal
Readings: Wilson, pp. 330-369 (ch. 11)
Ninth reading response due second class meeting

Week 13
The Truth About the First Thanksgiving

Week 14
Termination and Self De-Termination
Readings: Calloway, pp. 454-464
Tenth reading response due second class meeting

Week 15
The American Indian Movement: The Rebirth of Indian Militancy?
Readings: Wilson, pp. 370-428 (ch. 12 and epilogue); Calloway, pp. 507-539
Eleventh reading response due second class meeting

Week 16
Final exam prep and final exam