### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>VI: Historical and Cultural Studies/X: Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>NAS/HIS</td>
</tr>
<tr>
<td>Course Title</td>
<td>History of Indian Affairs to 1776</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
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### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Wade Davies</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>X5835/wade.davies@mso.umt.edu</td>
<td></td>
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<tr>
<td>Program Chair</td>
<td>Wade Davies</td>
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<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
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### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This class studies American Indian relations with European colonial empires from first contact to the American Revolution. It focuses on Indian policies enacted by non-Indian empires; strategies different Native communities and individuals employed to best deal with non-Indian geographical, cultural, political, military and religious encroachment; and the short and long-term consequences of these relationships, policies and Native responses. It is foundational in that this course, as is true for 317 and 318, requires no prerequisites and can be taken without taking the other two history courses in the sequence. These are our only classes in NAS focusing exclusively on Native American History and, even though they are taken at the upper division level, are the first courses any student at UM can therefore take on this broad subject.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

| This course meets the Group VI criteria in that it teaches students “how to present ideas and information with a view to understanding the causes, development, and consequences of historical events.” |
| This course also meets the Group X Indigenous and Global Perspectives in that the focus is on the many indigenous peoples of Central and North America and their interactions with each other and multiple European colonial powers. |
| It asks students to evaluate historical texts, including primary source material (e.g. the Schwartz text listed below) and asks students to analyze and relate to multiple European and Native perspectives on historical events |
| A great stress is placed on understanding the social and spiritual ethics/values of the various tribes and European nations, as well as on comparing/contrasting their institutional structures (including government, military, and religious institutions). |
It has a very broad chronological focus and deals with diverse tribes from throughout Central and North America as well as different European colonial powers. It includes discussions of both historical interpretation (historiography—including asking students to consider multiple historians’ interpretations of the same events) and ethnographic analysis. As explained relative to the Group 6 criteria, this class has a broad cultural, geographic and chronological focus.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

This class meets the learning goals for Group VI in that it expects students to “synthesize ideas and information” and tests for this skill in both essay exam and paper assignments. Students are expected to meet the Group X learning goals in that they must demonstrate in exam essays and papers an understanding of the interdependence among (and conflicts between) various indigenous peoples, as well as among those peoples and Europeans. In these assignments, they must also demonstrate “an awareness of the diverse ways humans structure their lives; and social, political, and cultural lives.”

The class asks students to evaluate one extended historical text (i.e. Schwartz) and expects them to demonstrate an ability to explain the multiple causes of historical events, as well as to offer alternate courses of actions, various groups could have taken to alter outcomes. In doing so, they must show an ability to understand the historical situation and make logical speculations based on those realities. This also meets the third stated learning goal in the group criteria in that the must put themselves in the shoes of various actors with different cultures and motivations.

The course focuses on previous centuries, but students are asked to consider how the past events continue to affect modern Native American communities, including the legacies of land, resource and population loss and religious conversion efforts. We also stress the links between these past actions and modern U.S. federal Indian law, including in terms of the rights and responsibilities of citizenship.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

**NAS/HIS 316-01 History of Indian Affairs to 1776**  
**Dr. Davies**  
**MWF 10:10-11:00 LA 201**

Office: NAS 106  
Office phone: 243-5835  
email: wade.davies@mso.umt.edu  
Office hours: MWF 11:10-12:30 or by appointment

Course Description: This class studies American Indian relations with European colonial
empires from first contact to the American Revolution. It focuses on Indian policies enacted by non-Indian empires; strategies different Native communities and individuals employed to best deal with non-Indian geographical, cultural, political, military and religious encroachment; and the short and long-term consequences of these relationships, policies and Native responses.

Course Objectives: Students should leave the course with:
1. the ability to describe changing political and legal relationships Native Americans had with Europeans and other key non-Indian groups during this time period.
2. knowledge of key Indian policies enacted by non-Indian governments
3. the ability to pinpoint where and when the communities and nations covered in this course existed.
4. the basic knowledge and analytical skills necessary to explain how and why different Native communities responded to non-Indians as they did.
5. the ability to explain what alternative, but historically reasonable, responses Native communities could have made, and explain the likely outcomes of such actions.

Required Readings:

Stuart B. Schwartz, ed. *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*.
Andrew Knaut. *The Pueblo Revolt of 1680*.
Ian K. Steele. *Betrayals: Fort William Henry and the “Massacre.”*

From ERES and/or traditional reserve, the following are also required: Alfred W. Crosby, Jr. “Virgin-Soil Epidemics as a Factor in the Aboriginal Depopulation of America”; excerpts from Colin G. Calloway. *First Peoples*; chapters from Richard White. *The Middle Ground*; and excerpt from Daniel K. Richter. *Facing East from Indian Country*.

Course Requirements:

Three Exams: 20 points each=60 points
Two Papers: 15 points each=30 points
Attendance and Participation: 10 points
Total class points possible=100

Course Grade: Please note that NAS courses cannot be taken pass/no pass. The final course grade will be determined by the total points earned out of a possible 100.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grades</th>
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<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>90-91</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
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<tr>
<td>72-77</td>
<td>C</td>
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<tr>
<td>62-67</td>
<td>D</td>
</tr>
<tr>
<td>60-61</td>
<td>D-</td>
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<tr>
<td>59 or lower</td>
<td>F</td>
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Examinations: Each exam (20 points each) covers lecture and reading material presented in that portion of the course. They are composed of short answer and essay questions. Please bring a blue book from the bookstore for each test.

Papers: There are two 8-page papers (15 points each) required on the texts *Victors and*
Vanquished and The Name of War. I will hand out specific questions that will be the basis for each paper.

**Participation:** Consistent attendance, participation in class discussions, participation in smaller group discussions, and signs of extra effort make up this 10-point portion of the grade.

**Make-ups and Late Papers:** A missed exam cannot be made-up unless you have made arrangements with me ahead of time. I _may_ allow make-ups after-the-fact providing that you contact me as soon as possible after missing an exam with an excuse that I approve. The papers are due in class on the specified dates. A **three point deduction** will be assessed for late papers.

**Calendar:** Have the assigned readings completed for the dates indicated. Readings marked as “ERES” are available on electronic reserve—the ERES password for the class is “davies”.

**Week 1:**
- 8/25 Introduction
- 8/27 begin reading Schwartz, _Victors and Vanquished_
- 8/29 continue Schwartz

**Week 2:**
- 9/1 **Labor Day, No Class**
- 9/3 read the article by Crosby from ERES; continue Schwartz
- 9/5 read excerpt from Hurtado and Iverson from ERES

**Week 3:**
- 9/8 continue Schwartz
- 9/10 begin reading Knaut, _The Pueblo Revolt of 1680_
- 9/12 **Victors and Vanquished Paper Due**

**Week 4:**
- 9/15-19 continue Knaut

**Week 5:**
- 9/22-26 continue Knaut

**Week 6:**
- 9/29 finish Knaut
- 10/1 no reading assignment
- 10/3 **First Exam**

**Week 7:**
- 10/6 read White intro from ERES
- 10/8 read White chapter 2 from ERES
- 10/10 begin White chapter 3 from ERES

**Week 8:**
- 10/13 finish White chapter 3 from ERES
10/15 no reading assignment
10/17 begin Lepore, *The Name of War*

Week 9:
10/20 read Calloway pp. 86-94 from ERES and continue Lepore
10/22-24 Richter reading from ERES and continue Lepore

Week 10:
10/27 continue Lepore
10/29 **Second Exam**
10/31 continue Lepore

Week 11:
11/3 continue Lepore
11/5 finish Lepore
11/7 read Calloway pp. 150-161 from ERES

Week 12:
11/10 *The Name of War* Paper Due
11/12 begin reading Steele, *Betrayals*
11/14 continue Steele

Week 13:
11/17 continue Steele
11/19 finish Steele
11/21 no reading assignment

Week 14:
11/24 no reading assignment
11/26-28 **Thanksgiving, No Class**

Week 15:
12/1 read Calloway pp. 161-164 and 181-190 from ERES
12/3 no reading assignment
12/5 no reading assignment

**Final 8-10:00 12/11 Thursday**

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*