Course Description: HRS/HST 168. Images Of America. Interdisciplinary survey of major events, trends and figures in American history through the lenses of American literature, visual arts, music and architecture. The arts in America are studied in relation to major ideas, significant personalities and important historical events from the period of the early republic to the present.

Course Objectives:
1. To identify, explain and analyze the ideological perspectives of the course material, especially in the required reading texts.
2. To recognize the diversity of Native American cultures and the self-images created by these cultures.
3. To think critically about the images of Native American culture in American history.
4. To recognize the role of the arts in conveying images of Native Americans.
5. To consider the Native American view of American culture and history.

Course Requirements:
- 2 Writing ASSIGNMENTS = 200
- 2/3 Tests@ 100 points = 200
- BIG Paper = 200 (50 PTS @ OUTLINE)
- Total Points = 600

Grades:
A= 600-546  B= 545-486  C= 485-426  D= 425-366  F=365 OR LESS
A (+) OR (-) IS ADDED WHEN YOU ARE 10 POINTS WITHIN THE NEXT HIGHEST OR LOWEST GRADE.

Note Well:
1. Your success is our common goal and responsible, on time attendance is absolutely essential. Poor attendance or chronic lateness will lower your grade.
2. AFTER 2 ABSENCES, YOU WILL BE DINGED 25 POINTS FOR EACH ABSENCE.
3. Please behave properly during tests and quizzes. YOU WILL BE DOCKED POINTS FOR COMING LATE TO A TEST; AFTER 10 MINUTES YOU WILL NOT BE ABLE TO TAKE THE TEST.
4. Please see me DURING OFFICE HOURS to discuss problems, not at the beginning or end of class.
5. THERE ARE NO MAKE-UPS, RE-DO’S, CHANGES, OR SCHEDULE MODIFICATIONS FOR THE ASSIGNMENTS. Please note that any earned Extra Credit is based on attendance/performance and may be revoked at any time.
6. Please obtain scantrons #882 for tests and SMALL composition books for quizzes.
7. PLEASE TURN OFF CELLPHONES/COMPUTERS DURING THE ENTIRE CLASS.
8. Email will not excuse you from class or an assignment. Email will be answered during my Office hrs; I am not on call 24/7.
9. Incompletes are only given for extreme reasons which prevent an otherwise fully engaged student from completing the course. Dishonesty will result in an F grade.
10. Do not LEAVE class once class has begun. That’s rude.
11. Every accommodation possible will be made for students with a learning disability.
Required Books:

- Bury my Heart at Wounded Knee, Dee Brown
- Dreams and Thunder, Zitkala Sa
- Round House, Louise Erdrich

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Office Hours: Tu Thurs, 7:15-8:45

SPRING 2015, DR. SATTERLEE
HUMANITIES/HISTORY 168, TU THURS 1200

PART 1: IMAGES OF NATIVE AMERICANS: PRE-CONTACT AND 1600-1800

WEEK 1: 1/27-29
READING: BURY, 1/3  
TU—COURSE INTRODUCTION  
THUR—Images Of First People

WEEK 2: 2/3-5
READING: BURY, 2/3  
TU—REGIONS  
THUR—INVASIONS; THE CLASH OF IMAGES

WEEK 3: 2/10-12
READING: BURY, 3/3  
TU—NEW ENGLAND; Mary Rowlandson  
THUR—THE SOUTH AND THE REVOLUTION  
WA 1 DUE AT THE START OF CLASS FOR XC.

WEEK 4: 2/17-19
READING: DREAMS, 1/3  
TU—INDIANS OF THE SOUTHWEST; TEST PREP  
WA 1 DUE AT THE START OF CLASS; FULL CREDIT  
THUR—TEST 1: PRECONTACT AND 1600-1800

PART 2: IMAGES OF NATIVE AMERICANS, THE 19TH CENTURY

WEEK 5: 2/24-26
READING: DREAMS, 2/3  
TU—THE IROQUOIS; THE CHEROKEE  
THUR—LEWIS AND CATLIN

WEEK 6: 3/3-5
READING: DREAMS, 3/3  
TU—THE CHEYENNE AND SIOUX  
THUR—BLACK ELK AND CUSTER  
WA 2 DUE AT THE START OF CLASS FOR XC.

WEEK 7: 3/10-12
READING: ROUND HOUSE, 1/4  
TU—COMANCHE AND KIOWAS  
WA 2 DUE AT THE START OF CLASS FOR XC.  
THUR—APACHE AND GERONIMO
WEEK 8  3/11-13
  READING: *ROUND HOUSE*, 2/4
  TU— CAPTAIN JACK AND CHIEF JOSEPH
  THUR— WOUNDED KNEE AND RESERVATION LIFE

WEEK 9  3/18-20
  READING: *ROUND HOUSE*, 3/4
  TU— TEST PREP:
    WA 3 DUE AT THE START OF CLASS; NO LATE PAPERS.
  THUR— TEST 2: THE 1800’S

*SPRING BREAK, MARCH 23-29, MARCH 31*
  PART 3: IMAGES OF NATIVE AMERICANS, 1900-2013

WEEK 10  4/2
  READING: *ROUND HOUSE*, 4/4
  TU— NO SCHOOL
  THUR— Helen Hunt Jackson and *Ramona*; Zitkala Sa

WEEK 11  4/7-9
  READING: Review 3 Books for Outline
  TU— IMAGES OF NATIVE AMERICANS IN THE 20TH CENTURY
  BIG PAPER OUTLINE DUE FOR XC.
  THUR— NATIVE AMERICANS LAW+ FILM, 1900-1960
  BIG PAPER OUTLINE DUE

WEEK 12  4/14-16
  READING: REVIEW 3 BOOKS FOR BIG PAPER
  TU— NATIVE AMERICANS, LAW AND FILM
  THUR— LAW AND FILM; LAME DEER, PHILOSOPHER
  BIG PAPER DUE AT THE START OF CLASS FOR XC.

WEEK 13  4/23-25
  TU— VISUAL ARTS AND FRITZ SCHOLDER;
  BIG PAPER DUE AT THE START OF CLASS; NO EMAILED PAPERS; NO
  LATE PAPERS
  THUR— NATIVE AMERICANS IN FILM, 1960-2013
  BIG PAPER ACCEPTED WITH 75 POINT PENALTY

WEEK 14  5/5-7
  TU— NATIVE AMERICAN IMAGES, MARY CROW DOG
  THUR— NATIVE AMERICANS, AMERICAN HISTORY AND THE QUESTION
  OF HISTORICAL RELATIVITY

WEEK 15--  5/12-14
  TU— TEST 3: INDIANS IN THE 20TH CENTURY
  THUR— CONCLUDING REMARKS AND ALOHA

*THERE IS NO FINAL EXAM.*
THE WRITING ASSIGNMENTS

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1. THE WRITING ASSIGNMENTS ARE BASED ON **CHAPTERS** FROM **BURY MY HEART**. You are writing a comparison essay or a contrast essay using 2 chapters.
2. WA 1 AND 2 ARE WORTH 100 POINTS.
3. WA 3 IS WORTH 50 POINTS AND IS DONE ONLY FOR A MISSED WRITING ASSIGNMENT. FOR EXAMPLE, IF YOU DON’T DO WA 1.
4. YOU ARE TO COMPARE AND CONTRAST THE INDIAN AND WHITE LEADERS, AS WELL AS KEY EVENTS, IN ONE CHAPTER WITH THOSE OF THE SECOND CHAPTER. WHAT SIMILARITIES ARE THERE? WHAT DIFFERENCES?
5. The FORMAT for these assignments is below.
6. As with all serious college writing, the draft you turn in should be the result of a writing process, involving three or four steps, with intense editing and subtle revision.
7. As with all serious college writing, the assignments begin with a close and careful reading of the book. Reread, outline, organize, analyze, and have fun.

**A COMPARISON FORMAT**

Paragraph 1. **THESIS:** THE TWO ARE GENERALLY SIMILAR; BRIEF AND TO THE POINT; 2-3 SENTENCES LONG.
Paragraph 2. **CHAPTER 1, SUMMARY (LEADERS, KEY EVENTS);**
10 sentences long; specific details; 3-4 quotes.
Paragraph 3. **CHAPTER 2, SUMMARY (LEADERS, KEY EVENTS);**
10 sentences long; specific details; 3-4 quotes.
Paragraph 4. **DIFFERENCES BETWEEN THE LEADERS AND EVENTS**
10 sentences long; specific details; 3-4 quotes.
Paragraph 5. **SIMILARITIES BETWEEN THE LEADERS AND EVENTS**
10 sentences long; specific details; 3-4 quotes.
Paragraph 6. **CONCLUSION**
1-3 sentences long; remind the reader of your thesis.
A CONTRAST FORMAT

Paragraph 1. THESIS: 2-3 SENTENCES LONG; THE TWO ARE GENERALLY DISSIMILAR; BRIEF AND TO THE POINT; 2-3 SENTENCES LONG;
Paragraph 2. CHAPTER 1, SUMMARY (LEADERS, KEY EVENTS); 10 sentences long; specific details; 3-4 quotes.
Paragraph 3. CHAPTER 2, SUMMARY (LEADERS, KEY EVENTS); 10 sentences long; specific details; 3-4 quotes.
Paragraph 4. SIMILARITIES BETWEEN THE LEADERS AND THE EVENTS 10 sentences long; specific details; 3-4 quotes.
Paragraph 5. DIFFERENCES BETWEEN THE LEADERS AND THE EVENTS 10 sentences long; specific details; 3-4 quotes.
Paragraph 6. CONCLUSION 1-3 sentences long; remind the reader of your thesis.

WHETHER YOU DO A CONTRAST ESSAY OR A COMPARISON ESSAY IS REALLY NOT THAT IMPORTANT; IT IS HOW WELL AND THOROUGHLY YOU MAKE YOUR WRITTEN ARGUMENT, AUGMENTED BY SPECIFIC DETAILS AND QUOTES, THAT MATTERS.

FOR ALL PAPERS

1. All papers are to be typed and turned in at THE START OF CLASS; late papers are not accepted.
2. Papers cannot be emailed.
3. You have a simple cover page and your essay is stapled together.
4. FOR QUOTES, SIMPLY PUT THE PAGE OF THE QUOTE IN PARENTHESES AT THE END OF THE QUOTE:

   Johnson said, “There are many goals possible to people free to choose” (119).

5. COLLEGE LEVEL grammar, spelling, vocabulary, and syntax are a minimum.

SAMPLE CONTRAST ESSAY

In his book *Traditional Values*, author B. J. Simpson describes the history of American conservatives in the 1800’s. Though they share some similarities, Americans conservatives in Chapter 4 (the early 1800’s) are different than conservatives as described in Chapter 7 (the 1830’s-40’s). The conservative leaders, the ideology of conservatives, and the response of conservatives to key events in this period are also markedly different.

In Chapter 4, conservatives had a number of leaders who played a crucial role in defining conservatism early in the 1800’s. Also, several key events pushed conservatives into constantly refining their beliefs. Political leaders like “John Adams and George Washington gave conservatism its patina of respectability” (14). Another leader was George Mason . . . Conservative ideals responded to events like the Louisiana Purchase and the War of 1812 (16). “A narrow reading of the Constitution was . . . fundamental to conservative ideology [in this period]” (17). “Commerce” was also crucial in the early 1800’s to conservatives . . .

On the other hand, conservatives in Chapter 7 generally preferred religious leaders rather than political leaders like Washington. Events like the Blackhawk War and Jackson’s war on the Bank also refined conservative values. Pastor Thomas Belfry Eckhardt blended “conservatism with a fiery religious zeal” (42). Another leader was the renown backwoods preacher, “Thomas Pitchfork, who insisted on complete and total integration of the Bible and the Constitution in a way that would have shocked earlier conservatives” (41) . . . In Chapter 7 conservative ideology takes a very religious turn (43) . . .
There were a few interesting similarities among conservatives in Chapters 4 and 7. In both chapters, for example, conservative leaders (political and religious) “supported Westward expansion, the Christian church, and war on native Americans” (19, 41). Another similarity was how leaders in both chapters put their faith in local elections. “I trust . . . the wisdom of the people to decide,” said George Mason in 1802 (21). Mason was echoed by Arthur Masterson, a conservative religious firebrand in Vermont, who said in 1841, “The [local] people are wise enough . . . to choose their leaders” (43). There was also a common approach by conservatives in both chapters to . . .

Despite these similarities, conservatives leaders in Chapters 4 and 7 generally disagreed on many key points. First, many political conservatives supported Great Britain in the Napoleonic Wars in the early 1800′s (22). However, religious conservative leaders in the 1830′s and 40′s became actively hostile to England (42-43). Most conservative leaders in Chapter 4 maintained a hearty love of business, banking and lending, and they tended to see “any economic opportunity” as a way of enhancing a person’s status (19). Later, in Chapter 7, the conservative leaders, most of whom are religious men, rejected business, banking, and lending, “as the devil’s work” (44). In Chapter 7, a majority of conservatives tended to stress morality in relationships as key to conservatism (47) . . .

In the first half of the 19th century, conservatives shared some ideas and responded to some events in a similar fashion. Overall, however, they were differences between the earlier, more political conservatives, and the later, more religiously inclined conservatives.

THE BIG PAPER

2. Pick 2 of the 6 chapters you’ve been assigned for Bury. Use them for historical context.
3. You have been assigned a broad topic, based on your last name, for Thunder and House. You are to explore your topic in all three books: “What connections between history and your topic in these works? What images of Native Americans are revealed by history and fiction in these three books?”
4. As in the other assignments you want to develop an essay that is text based and shows a close familiarity with the three books in their entirety.
   A. THESIS based on the topic “birds”
      From the history of the 19th Century, Native Americans inherited a legacy forged in violence and loss. In the stories in Dreams and Thunder and Round House, the Native American authors use a variety of birds as secondary characters that reflect much of this history. Sometimes the birds are pets, sometimes they are domesticated for food, and sometimes they are symbolic of spiritual yearnings of the main character.
     B. Bury, Chapter A: Historical legacy, 19th century
     C. Bury, Chapter B: Historical legacy, 19th century
     D. Dreams, FIRST HALF (the use of “birds” in the first half of the book)
     E. Dreams, 2ND HALF (the use of “birds” in the second half of the book)
     F. Round House, FIRST HALF (the use of “birds” in the first half of the book)
     G. Round House, 2ND HALF (the use of “birds” in the second half of the book)
     H. Historical continuities: what links the three books?
     I. Discontinuities: what differentiates the books?
     J. CONCLUSION

4. The Outline is a demonstration that you are well on your way to doing a fine job on this critical assignment. The outline format is the same as the above. It is fundamentally a demonstration of useful quotes, 2 per body paragraph. We’ll go over this in class.
5. The DUE DATE for both the Outline and Final Draft are on the syllabus.
6. Papers are due at the start of class; late papers are not accepted.