**Course Description:** HRS/HST 168. Images Of America. Interdisciplinary survey of major events, trends and figures in American history vieTHUR 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:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3 Writing ASSIGNEMNTS</td>
<td>200</td>
</tr>
<tr>
<td>2/3 Tests @ 100 points</td>
<td>200</td>
</tr>
<tr>
<td>BIG Paper</td>
<td>200 (50 PTS @ OUTLINE)</td>
</tr>
<tr>
<td>Total Points</td>
<td>600</td>
</tr>
</tbody>
</table>

**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 3 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 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. (Late Adds= No XC.)
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:

*Stolen Continents*, Ronald Wright
*Black Elk Speaks*, Black Elk
*DREAMS AND THUNDER*, Zitkala Sa
*Round House*, Louise Erdrich

Contact Information:  
e-mail: dogsoup@saclink.csus.edu  
Office Phone: 278-4580 Office : BENICIA 1042  
Office Hours: Tu Thurs, 7:30-8:45, 3:00-3:45

FALL 2014, DR. SATTERLEE  
HUMANITIES/HISTORY 168, TU THURS 1200

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

**WEEK 1:**  
9/2-4  
READING: *CONTINENTS*, PART 1  
TU— COURSE INTRODUCTION  
THUR—Images Of First People

**WEEK 2—** 9/9-11  
READING: *DREAMS AND THUNDER*, FIRST HALF  
TU— REGIONS  
THUR— INVASIONS; THE CLASH OF IMAGES

**WEEK 3:** 9/16-18  
READING: *CONTINENTS*, PART 2  
TU— NEW ENGLAND; Mary Rowlandson  
THUR— THE SOUTH AND THE REVOLUTION  
WA 1 DUE AT THE START OF CLASS; NO LATE PAPERS.

**WEEK 4:** 9/23-25  
READING: *BLACK ELK*, FIRST THIRD  
TU— INDIANS OF THE SOUTHWEST; TEST PREP  
THUR— TEST 1: PRECONTACT AND 1600-1800

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

**WEEK 5:** 9/30-10/2  
READING: *BLACK ELK*, 2/3  
TU— THE IROQUOIS; THE CHEROKEE  
THUR— LEWIS AND CATLIN

**WEEK 6** 10/7-9  
READING: *BLACK ELK*, 3/3  
TU— THE CHEYENNE AND SIOUX;  
THUR— BLACK ELK AND CUSTER  
WA 2 DUE AT THE START OF CLASS; NO LATE PAPERS.

**WEEK 7** 10/14-16  
READING: *CONTINENTS*, 3/3  
TU— COMANCHE AND KIOWAS  
THUR— APACHE AND GERONIMO
WEEK 8  10/21-23
READING: *ROUND HOUSE*, 1/3
TU — CAPTAIN JACK AND CHIEF JOSEPH
THUR — WOUNDED KNEE AND RESERVATION LIFE

WEEK 9  10/28-30
READING: *ROUND HOUSE*, 2/3
TU — TEST PREP: WA 3 DUE AT THE START OF CLASS; NO LATE PAPERS.
THUR—— TEST 2: THE 1800’S

PART 3: IMAGES OF NATIVE AMERICANS, 1900-2013

WEEK 10  11/4-6
READING: *ROUND HOUSE*, 3/3
TU — Helen Hunt Jackson and *Ramona*; Zitkala Sa
THUR — IMAGES OF NATIVE AMERICANS IN THE 20TH CENTURY

WEEK 11  11/11-13
READING: REVIEW 3 BOOKS FOR BIG PAPER
TU — NO ESCUELA
THUR — NATIVE AMERICANS IN FILM, 1900-1960
BIG PAPER OUTLINE DUE

WEEK 12  11/18-20
READING: REVIEW 3 BOOKS FOR BIG PAPER
TU — NATIVE AMERICANS IN RADIO AND TELEVISION
THUR — VISUAL ARTS AND FRITZ SCHOLDER;
BIG PAPER DUE AT THE START OF CLASS; NO EMAILED PAPERS; NO LATE PAPERS

WEEK 13  11/25-27
TU — NATIVE AMERICANS IN FILM, 1960-2013
BIG PAPER ACCEPTED WITH 75 POINT PENALTY
THUR — NO SCHOOL

WEEK 14  12/2-4
TU — NATIVE AMERICAN IMAGES, THE GREAT AMERICAN COUNTER PLAYER
THUR — NATIVE AMERICANS, AMERICAN HISTORY AND THE QUESTION OF HISTORICAL RELATIVITY

WEEK 15— 12/9-11
TU — TEST 3: INDIANS IN THE 20TH CENTURY
THUR — CONCLUDING REMARKS AND ALOHA

THERE IS NO FINAL EXAM.
THE WRITING ASSIGNMENTS

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>WA 1</th>
<th>WA 2</th>
<th>WA 3</th>
<th>BIG PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-E</td>
<td>AZT+CHEE</td>
<td>MAY+IRO</td>
<td>INCA+MAYA</td>
<td>WOMEN</td>
</tr>
<tr>
<td>F-G</td>
<td>CHEE+INCA</td>
<td>IRO+AZT</td>
<td>MAY+CHEE</td>
<td>HOLY PEOPLE</td>
</tr>
<tr>
<td>H-K</td>
<td>IRO+AZT</td>
<td>INCA+MAYA</td>
<td>CHEE+IRO</td>
<td>CONFLICT</td>
</tr>
<tr>
<td>L-M</td>
<td>INCA+MAYA</td>
<td>AZT+IRO</td>
<td>IRO+CHEE</td>
<td>RITUALS</td>
</tr>
<tr>
<td>N-Q</td>
<td>AZT+IRO</td>
<td>MAY+CHEE</td>
<td>AZT+INCA</td>
<td>LEADERS</td>
</tr>
<tr>
<td>R-S</td>
<td>MAY+CHEE</td>
<td>CHEE+IRO</td>
<td>MAY+IRO</td>
<td>HONOR</td>
</tr>
<tr>
<td>T-W</td>
<td>CHEE+IRO</td>
<td>IRO+INCA</td>
<td>CHEE+INCA</td>
<td>MORALITY</td>
</tr>
<tr>
<td>X-Z</td>
<td>IRO+INCA</td>
<td>AZT+CHEE</td>
<td>IRO+AZT</td>
<td>ANIMALS</td>
</tr>
</tbody>
</table>

1. WA 1, 2 AND 3 ARE BASED ON THE THREE PARTS OF STOLEN CONTINENTS: “What historical images of Native Americans does this book reveal?”
2. WA 1 IS BASED ON PART 1
3. WA 2 IS BASED ON PART 2
4. WA 3 IS BASED ON PART 3
5. 2/3 OF THESE GO TOWARD YOUR GRADE; IF YOU DO ALL 3, YOUR 2 HIGHEST GO TOWARD YOUR GRADE
6. YOU ARE TO COMPARE AND CONTRAST TWO NATIVE AMERICAN GROUPS’ RESPONSE TO THE INVASIONS
7. The FORMAT for these assignments is below. AVOID OBVIOUS DIFFERENCES OR OBVIOUS SIMILARITIES. (In addition, both liberals and conservatives had a head.)
8. As with all serious college writing, the draft you turn in should be the result of a writing process, involving three or four steps, and intense editing and subtle revision.
9. As with all serious college writing, the assignments begin with a close and careful reading of the book.

A COMPARISON FORMAT

Paragraph 1. THESIS: THE TWO ARE GENERALLY SIMILAR; BRIEF AND TO THE POINT; 2-3 SENTENCES LONG.
Paragraph 2. TRIBE 1, SUMMARY (LEADERS, KEY EVENTS);
    10 sentences long; specific details; 3-4 quotes.
Paragraph 3. TRIBE 2, SUMMARY (LEADERS, KEY EVENTS);
    10 sentences long; specific details; 3-4 quotes.
Paragraph 4. DIFFERENCES BETWEEN THE RESPONSES OF THE TWO TRIBES,
    10 sentences long; specific details; 3-4 quotes.
Paragraph 5. SIMILARITIES BETWEEN THE RESPONSES OF TWO TRIBES
    10 sentences long; specific details; 3-4 quotes.
Paragraph 6. SIMILARITIES BETWEEN TWO OTHER TRIBES IN THIS PART
    10 sentences long; specific details; 3-4 quotes.
Paragraph 7. 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. TRIBE 1, SUMMARY (LEADERS, KEY EVENTS); 10 sentences long; specific details; 3-4 quotes.
Paragraph 3. TRIBE 2, SUMMARY (LEADERS, KEY EVENTS); 10 sentences long; specific details; 3-4 quotes.
Paragraph 4. SIMILARITIES BETWEEN THE RESPONSES OF THE TWO TRIBES 10 sentences long; specific details; 3-4 quotes
Paragraph 5. DIFFERENCES BETWEEN THE RESPONSES OF THE TWO TRIBES, 10 sentences long; specific details; 3-4 quotes
Paragraph 6. DIFFERENCES BETWEEN TWO OTHER TRIBES IN THIS PART 10 sentences long; specific details; 3-4 quotes
Paragraph 7. CONCLUSION 1-3 sentences long; remind the reader of your thesis.

WHETHER YOU DO A CONTRAST OR A COMPARISON 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 C/C ESSAY
Though they share some crucial qualities, Americans conservatives and liberals show a wide spectrum of differences in the period of 1800 to 1840’s.
During this period, conservatives had a number of leaders who played a crucial role in defining conservatism. Also, several key events pushed conservatives into constantly refining their beliefs. “John Adams and George Washington gave conservatism its patina of respectability, while the Louisiana Purchase and the War of 1812...were fundamental to conservative ideology [in this period]” (17)…
Liberals, on the other hand, had their own leaders and their own responses to events of this time. Among their leaders were radicals like “Thomas Paine, who insisted on complete and total individual rights” (21)…
There were a few interesting similarities among conservatives and liberals in the early part of the 19th century. Both ideologies, for example, “supported Westward expansion, the Christian church, and war on native Americans” (19). Another similarity was how leaders of both parties put their faith in local elections. “I trust...the wisdom of the people to decide,” said George Mason in 1802. As a conservative leader in Virginia he was echoed by Arthur Masterson, a liberal firebrand in Vermont, who said in 1811, “The people are wise enough...to choose their leaders” (23). There was also a common approach...
Despite these similarities, conservatives and liberals generally disagreed on many key points. First, many conservatives supported Great Britain in the Napoleonic Wars while most liberals supported France (22-23). Most Conservatives maintained a hearty distrust of business, banking and lending, while many liberals tended to see “any economic opportunity” as a way of enhancing a person’s status (19). A majority of conservatives tended to stress morality in relationships, and they demanded respect due to their status and recognized class differences; most liberals had a more “fluid approach” to questions of morality, and they were much less likely to insist that “one’s social and economic status defined one’s future” (18, 23)….

Two other ideologies of this time also reveal profound differences on their view of life in early America. The Annexation Party wanted to annex Canada and Mexico, and made “expansion their main belief” (18). Far different was the Magnolia Party down in Georgia and the Carolinas. Members of this Party believed America was already large and they wanted “a very high bar for citizenship” (26)...

In the early 19th century, conservatives and liberals shared some ideas and responded to some events in a similar fashion. Overall, however, they were different in their responses and their leaders defined these movements in substantially contrasting ways.

THE BIG PAPER

2. You have been assigned a broad topic, based on your last name. You are to explore your topic in all three books: “What images of Native Americans are revealed by your topic in these three books?”
3. 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.
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, 3 per body paragraph.
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.

Format (A-) represent paragraphs).

A. THESIS
   In Black Elk Speaks, Dreams and Thunder and Round House, the authors use a variety of birds as secondary characters. Sometimes the birds are pets, sometimes they are domesticated for food, and sometimes they are symbolic of spiritual yearnings of the main character. Birds are significant to the Native Americans in these stories in both practical and psychological terms and reveal a complex "image" of "Indians in the 19th and 20th centuries."

B. BOOK 1, FIRST HALF (the use of "birds" in the first half of the book)
C. BOOK 1, 2ND HALF (the use of "birds" in the second half of the book)
D. BOOK 2, FIRST HALF
E. BOOK 2, 2ND HALF
F. BOOK 3, FIRST HALF
G. BOOK 3, 2ND HALF
H. WHAT THE BOOKS HAD IN COMMON ON THIS TOPIC
I. HOW THE BOOKS DIFFERED ON THIS TOPIC
J. CONCLUSION