HRS 168: IMAGES OF AMERICA

Instructor: Dr. Don Satterlee

Hrs/Hist 168, FALL 9:00-1015, Tu-Thur
Office: BENICIA HALL 1042

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 ASSIGNEMNTS = 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.**
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

“Ah, how good it is to be among people who are reading.”

— Rainer Maria Rilke, *The Notebooks of Malte Laurids Brigge*

**Contact Information:**

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Office Hours: Tu Thurs, 7:15-8:30; TUES: 12:00-1:00

**FALL 2015, DR. SATTERLEE**  
**HUMANITIES/HISTORY 168, TU THURS, 9:00-10:15**

**PART 1: IMAGES OF NATIVE AMERICANS: FROM PRE-CONTACT to 1800**

**WEEK 1:** 9-1/3  
READING: *BURY*, 1/3  
TU— COURSE INTRODUCTION  
THUR— Images Of First People

**WEEK 2:** 9/8-10  
READING: *BURY*, 2/3  
TU— REGIONS  
THUR— INVASIONS; THE CLASH OF IMAGES

**WEEK 3:** 9/15-17  
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:** 9/22-24  
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:** 9/29-10/1  
READING: *DREAMS*, 2/3  
TU— THE IROQUOIS; THE CHEROKEE  
THUR— LEWIS, CLARK AND CATLIN

**WEEK 6:** 10/6-8  
READING: *DREAMS*, 3/3  
TU— JACKSON; THE CHEYENNE AND SIOUX  
THUR— BLACK ELK AND CUSTER  
WA 2 DUE AT THE START OF CLASS FOR XC.
WEEK 7  
10/13-15  
READING: *ROUND HOUSE*, 1/4  
TU— COMANCHE AND KIOWAS  
**WA 2 DUE AT THE START OF CLASS**  
THUR—APACHE AND GERONIMO

WEEK 8  
10/20-22  
READING: *ROUND HOUSE*, 2/4  
TU— CAPTAIN JACK AND CHIEF JOSEPH  
THUR— WOUNDED KNEE AND RESERVATION LIFE

WEEK 9  
10/27-29  
READING: *ROUND HOUSE*, 3/4  
TU— Helen Hunt Jackson and *Ramona*; Zitkala Sa  
THUR-- TEST PREP:  
**WA 3: DUE AT THE START OF CLASS; NO LATE PAPERS.**

WEEK 10  
11/3-5  
READING: *ROUND HOUSE*, 4/4  
TU— TEST 2: THE 1800’S  
THUR— REVIEW; OVERVIEW: THE BIG PICTURE

**PART 3: IMAGES OF NATIVE AMERICANS, 1900-2013**

WEEK 11  
11/10-12  
READING: Review 3 Books for Outline  
TU— IMAGES OF NATIVE AMERICANS IN THE 20TH CENTURY  
**BIG PAPER OUTLINE DUE FOR XC. DUE AT START OF CLASS**  
THUR— NATIVE AMERICANS LAW+ FILM, 1900-1960  
**BIG PAPER OUTLINE DUE AT START OF CLASS**

WEEK 12  
11/17-19  
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.**  
NO EMAILED PAPERS; NO LATE PAPERS

WEEK 13  
11/24-26  
TU— VISUAL ARTS AND FRITZ SCHOLDER;  
**BIG PAPER DUE AT THE START OF CLASS; NO EMAILED PAPERS; NO LATE PAPERS**  
THUR— THANKSGIVING, NO ESCUELA

WEEK 14  
12/1-3  
TU— MARY CROW DOG, NATIVE AMERICANS IN FILM, 1960-2013  
**BIG PAPER ACCEPTED WITH 75 POINT PENALTY**  
THUR— NATIVE AMERICANS, AMERICAN HISTORY AND THE QUESTION OF HISTORICAL RELATIVITY

WEEK 15--  
12/8-10  
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. Your first page is simple cover page (Name, Course, Title, Date), 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

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)...

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. Pick 2 of the 6 chapters you’ve been assigned for Bury. Use them for historical context.
2. 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?”
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.
   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 50 Point 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 except the outline does not require parts, H, I and J. 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.