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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST 651 America's Indian Wars

3 Credit Hours
16 week course

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Course Description (Catalog)

This course is an in-depth study of the westward expansion of Europeans and the United States from colonial times to the 1890s as it resulted in military conflict with the Native American Indian tribes living between the Atlantic and the Pacific oceans. Students focus on the military strategy and tactics, leaders and groups, economic conditions, diplomatic efforts, and cultural conflicts.

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Course Scope

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This course examines conflict between Native American peoples and Europeans, from the initial colonization efforts in North America to the end of the American Revolution. Students will examine the role that native people played, not only as opponents of Europeans, but as allies of the various European powers as well. In the period after the American Revolution and almost to the end of the nineteenth century, the new United States expanded westward provoking conflict with Native Americans. This course will examine the military cultures and strategies of native and European societies, as well as the economic, diplomatic, and cultural motivations that often provoked conflict.

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Course Objectives

After successfully completing this course, you will be able to:

- Analyze the political, social, cultural, and economic factors behind America's Indian Wars.
- Assess the special challenges that confronted native peoples, and their colonial (later American) opponents in their wars with one another.
- Compare and contrast Indian cultural practices and methods of warfare with those of European colonists and the later United States army.
- Develop ideas to explain the relative success or failure of colonial armies, the US Army and native peoples in the various theaters of operations.
- Demonstrate skills of analysis, synthesis, organization, and graduate level writing skills by composing a research paper proposal, a comparative review, a scholarly article review, and a research paper regarding selected topics about America's Indian Wars.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by 11:55 PM (Eastern Standard Time), Sunday evening of the week except as otherwise noted. Please note that weekly deadlines for forums are 4 AM (EST), Thursday morning, and 4 AM (EST), Monday Morning. See below under "forums." Assigned faculty will support the students throughout this course.

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Course Materials

Required Course Textbooks:

- Brown, Dee. *Bury My Heart at Wounded Knee: An Indian History of the American West*. New York: Henry Holt, 1970.

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- Calloway, Colin G., *The American Revolution in Indian Country: Crisis and Diversity in Native American Communities*. Cambridge University Press, 1995.
- Edmunds, R. David, *The Shawnee Prophet*. Lincoln: University of Nebraska Press, 1983. Available as an e-book through the APUS library.
- Steele, Ian K. *Warpaths: Invasions of North America*. Oxford University Press, 1994.
- Waldman, Carl. *Atlas of the North American Indian*. Third edition. New York: Checkmark Books, 2009.

Additional Required Readings: *In Resources Files or Provided by Instructor*

Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
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American Notes: Travels in the Americas, 1750-1920	http://memory.loc.gov/ammem/lhtnhtml/lhtnhome.html
Documenting the American South	http://docsouth.unc.edu/
Early Canadiana Online	http://www2.canadiana.ca/en/home
Early Recognized Treaties with American Indian Nations	http://earlytreaties.unl.edu/index.html
Kappler's Indian Affairs: Laws and Treaties	http://digital.library.okstate.edu/kappler/
Southwest Electronic Text Center	http://southwest.library.arizona.edu/
The Champlain Society Digital Collection	http://link.library.utoronto.ca/champlain/search.cfm?lang=eng
The Internet Archive	http://www.archive.org/index.php
The Jesuit Relations and Allied Documents (Creighton)	http://puffin.creighton.edu/jesuit/relations/

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Evaluation Procedures

Your course grade is calculated on a 1000 point scale.

FORUMS

Overview: There are fifteen forums in this course (including the introductory forum). Review the forum question and think about it critically. Do not post a summary of the readings.

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Format: Using paragraphs of 250-300 words, post responses to each week's forum question. Your initial response is due by 4 AM, (Eastern Standard Time), on Thursday. Students may expect follow-up questions from the instructor, asking them to clarify or expand on their initial posts, or they may be asked to delve further into the historical issues under discussion. Responses to follow-up questions are due before 4 AM, Eastern Standard Time, on Monday. You should follow up by submitting substantive replies of 50-100 words to either other students or the instructor. Substantive replies go beyond "I agree," or "I see your point." Effective responses will address the forum question and the week's course readings and follow up questions from the instructor or other students. Each forum is worth a maximum of 20 points. There are fifteen forums in all, so taken together they are worth 300 points and are held nearly every week.

With the exception of the introductions forum (which is worth ten points), each forum is worth a maximum of 35 points. There are fifteen forums in all, so taken together they are worth 300 points and are held nearly every week.

ASSIGNMENTS

The assignments for this course take a "ladder approach." You must select a topic for your research paper early in the course. You will then follow that topic through the Research Paper Proposal, the Comparative Review Essay, the Scholarly Article Review, and of course, the Research Paper itself.

RESEARCH PAPER PROPOSAL

Overview: Provide a short explanation of a historical question and working thesis for your research paper. You must also provide a list of sources you intend to use while researching your paper. You must get instructor approval for your topic. Because it has been examined so often that nothing new can possibly be said about these topics, you may not do a research paper on the Little Big Horn or George Armstrong Custer.

Begin your proposal by briefly describing the topic of your research paper. It must be a major concept, event, or person pertinent to America's Indian Wars. Once you have picked a topic, develop a good historical question and thesis statement. Gather the relevant information to support your thesis. An example topic from ancient history might be Alexander the Great. For instance, "Why did the Persians fail to defeat Alexander the Great?" The example thesis might be: "The lack of heavy infantry coordination was a major cause of the Persians' defeat." With this thesis, you then review the historical record to demonstrate the validity of your thesis. What will your readers learn from your research paper? Will you bring new knowledge to light or reinterpret old knowledge in a new way? What are you going to say about your topic that has not been said before?

You must include a preliminary bibliography. Your preliminary bibliography should have a minimum of three primary sources and four secondary sources. Your bibliography may use websites included in this syllabus. You may use scholarly websites and documents that are linked through the APUS Online Library. Do not use encyclopedias or general works as

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references. Wikipedia will not be used as a source. Children's books are not an acceptable source; I know, that should seem obvious, but it has happened before.

The research paper proposal is worth a maximum of 100 points. It is the only assignment in this course that may be submitted more than once (if you are asked to do so by the instructor). This assignment will be graded on the proposed topic for the research paper, the historical question posed, the preliminary thesis statement, and the bibliography.

COMPARATIVE REVIEW ESSAY

Overview: Write a comparative review essay of two books regarding Indian warfare in North America.

Subject: Select one of the required texts for the course (other than Waldman), or a book that is a secondary source for your research paper. Select a conflict (or set of conflicts) or concept that aligns with your research paper and compare and contrast the discussion of the war (or concept) in question to Waldman's summary of it in his *Atlas of the North American Indian*.

Grading Criteria: The comparative review essay will be graded on the following essential elements: 1) explanation of the major similarities and differences between the selected text and Waldman; 2) inclusion of a substantive introduction and conclusion. This assignment is worth 100 points.

Format: The comparative review essay will be four to six pages long using Times New Roman 12 point font and be double-spaced throughout. Cite your sources (Waldman and the other work you choose) using the Chicago Manual of Style.

Style: The comparative review essay must be written as a "historical narrative;" that is, it should be written like a book you have read for the course. Transitions from one idea to another should be smooth. Do not number your paragraphs or sub-paragraphs and do not divide your paper with multiple sub-titles.

SCHOLARLY ARTICLE REVIEW

Overview: Complete one article review on any subject associated with America's Indian Wars.

Subject: Select and review a scholarly article associated with the topic you have selected for your research paper. The article must have been published from 1970 to the present. The purpose of this assignment is to introduce you to some of the original published history that can serve as a model for your own research. For this assignment you must select an article published in a scholarly journal that contains footnotes or endnotes citation. Some examples are the *Journal of Military History*, *Western Historical Quarterly*, *International Review*, *Diplomatic History*, *Journal of American History*, and the *American Historical Review*. Popular magazines such as *The Wild West* should not be used for this assignment.

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Grading Criteria: The scholarly article review will be graded according to the following essential elements: 1) brief synopsis of the subject material; 2) brief synopsis of the article's central themes; and, 3) analysis of the primary / secondary sources utilized and historical significance of the scholarly article.

Format: The scholarly article review will be three text pages long using Times New Roman 12 point font and be double-spaced throughout. Include a cover page with your name, author, article title, publication title, volume number and date. Your review should have a substantive introduction and conclusion.

Style: The scholarly article review must be written as a "historical narrative;" that is, it should be written like a book you have read for the course. Transitions from one idea to another should be smooth. Do not number your paragraphs or sub-paragraphs and do not divide your paper with multiple sub-titles.

This assignment is worth 100 points.

RESEARCH PAPER

Overview: Complete a research paper on one of the major concepts, events, or people associated with America's Indian Wars.

Subject: The topic of your research paper must be approved by the instructor. Your research paper must reflect your own original thoughts, even though the issues may have been previously presented elsewhere.

Format: With the exception of notes, which will be single spaced and 10 point Times New Roman font, the research paper will be composed using Times New Roman 12 point font and double-spaced throughout. The research paper will be 12-15 pages in length. The cover page, bibliography, footnotes / endnotes do not count as text pages. Include a cover page with the title of the paper and your name. The title (or subtitle) of your paper should accurately reflect its content. The research paper must include a bibliography of at least seven academically critical sources. Three must be primary and four must be secondary sources. While encyclopedias can be useful as starting points if one knows little or nothing about a given topic, they are too general in nature to count as one of your sources. Wikipedia will not be used in this course. If there is a question about whether a source meets the academic criteria, contact the instructor. The student is encouraged to use as many sources as appropriate. However, a lengthy bibliography will not compensate for a weak or poorly-constructed paper. Review the "Citation and Reference Style" section of this syllabus.

Grading Criteria: The research paper will be graded according to the above format and the following essential elements: 1) **introduction** providing a thesis statement; 2) **body** providing a discussion of central themes supported by primary / secondary sources; 3) **conclusion** drawing together the themes of the paper in a succinct, organized, and persuasive manner; and, 4) **citations** that are properly annotated as footnotes and endnotes.

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Style: The research paper must be written as a “historical narrative;” that is, it should be written like a book you have read for the course. Transition from one idea to another should be smooth. Do not number your paragraphs or sub-paragraphs and do not divide your paper with multiple sub-titles.

This assignment is worth 200 points.

Graded Instruments	Points
Comparative Review Essay	100
Scholarly Article Review	100
Research Paper Proposal	100
Final Research Paper	200
Introductions	10
Forum # 1	35
Forum # 2	35
Forum # 3	35
Forum #4	35
Forum #5	35
Forum# 6	35
Forum# 7	35
Forum # 8	35
Forum #9	35
Forum# 10	35
Forum # 11	35
Forum #12	35
Forum #13	35
Forum # 14	35
Total	1000

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Weekly Course Outline

Please see the [Student Handbook](#) to reference the University’s grading scale.

<u>Week(s)</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
Week 1 April 1 st -7 th	Welcome to the class!	Take this week to introduce yourself to the instructor and your classmates. You should also get a	See the coming weeks and get started on the	Introduce yourself to the instructor and your classmates.

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		head start on the readings	reading.	
Week 2 April 8th-14th	Wars on the Spanish Frontier	LO-1 Discuss Spanish relations with Native Americans in North America. Did relations always involve warfare? How did the native peoples of the American southeast differ from peoples the Spaniards encountered in Central and South America?	Steele, chapters 1-2 Brown, chapter 1 View the Pueblo Revolt The Spanish Frontier lessons	Forum & Participation
Week 3 April 15th-21st	Virginia and the Powhatan	LO-2: Discuss the reasons behind the Virginia and Powhatan conflicts of 1622 and 1644. Discuss Bacon's Rebellion and its significance.	Steele, chapter 3 Virginia, the Powhatan, and Bacon's Rebellion lesson	Forum & Participation
Week 4 April 22nd-28th	The French, the Dutch and the "Beaver Wars"	LO-3 Discuss French and Dutch relations with native people	Steele Chapters 4 & 6 The French, the Dutch and the "Beaver Wars" (two lessons)	Research Paper Proposal Due Forum & Participation
Week 5 April 29th-May 5th	New England	LO-4 Discuss How the English go from generally peaceful relations with New England's native	Steele, Chapter 5 The Pequot	Forum & Participation

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		peoples to the Pequot War and Metacom's Rebellion.	War & King Philip's War lesson	
Week 6 May 6 th -12 th	European Wars	LO-5 Discuss native people's rationale for participating in wars between European powers in North America.	Steele , Chapters 7 & 8 Imperial Wars part one Imperial wars part two lessons	Comparative Review Essay Due Forum & Participation
Week 7 May 13 th -19 th	The Great War for Empire & Pontiac's Rebellion	LO-6 Discuss the outcome of the French and Indian War and its effect on native peoples. Discuss the reasons for Pontiac's Rebellion.	Steele, Chapters, 9, 10, 11, & 12. Pontaic's Rebellion & the American Revolution	Forum & Participation
Week 8 May 20 th -26 th	American Revolution	LO-7 Discuss the differing experiences of Native Americans during the Revolution Discuss why some native people sided with the British while others sided with the Americans. Was neutrality an option for native people? Why does Calloway refer to the Treaty of Paris (1783) as "The Peace that Brought no Peace?"	Calloway, Chapters 1-5 Pontaic's Rebellion & the American Revolution Additional readings: Joseph Brant as an English ally, 1776 Joseph	Forum & Participation

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			Brant as an Unhappy English Ally, 1783	
Week 9 May 27th- June 2nd	Early US Indian Policy	Discuss American policy toward native people in the two decades following the American Revolution.	Calloway, Chapter 6 to Epilogue Early US Indian Policy lecture Additional Reading: R. Horsman "American Indian Policy in the Old Northwest, 1783-1812"	Forum & Participation
Week 10 June 3rd-9th	The Old Northwest & the War of 1812	Discuss Tecumseh's effort to organize an Indian Confederacy to halt American westward expansion. Could it have succeeded?	Edmunds, chapters 1-6	Scholarly Article Review Due Forum & Participation
Week 11 June 10th-16th	The Desert Wars	Compare and contrast the campaigns of Kit Carson against the Navajo with the army's later efforts against Geronimo and the Modocs under Captain Jack	Brown, chapters 2, 9, 10, 16, 17	Forum & Participation
Week 12 June 17th-	The Civil War years	Compare the actions of the US Army in	Brown, Chapters 3 & 4	Forum & Participation

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23 rd		Minnesota during Little Crow's War with those of the Colorado Volunteers in the war against the Cheyenne.		
Week 13 June 24 th -30 th	Powder River & the Bozeman trial	Discuss the Powder River and Bozeman Trial Campaigns	Brown, Chapters 5 thru 8	Forum & Participation
Week 14 July 1 st -7 th	The Sioux Wars	Discuss the war over the Black Hills. The Little Big Horn is considered by many to be the greatest victory of native people over the US Army. However, it is also considered to sound the death knell for the Plains Indians way of life.	Brown, Chapters 11 thru 15	Forum & Participation
Week 15 July 8 th -14 th	The Ghost Dance & Wounded Knee	Discuss the response of Indian agents and the US Army to the Ghost Dance. Place yourself in the shoes of an Indian agent or an Army Officer during the Ghost Dance craze, and formulate how you would handle this problem.	Brown, Chapters 18 & 19	Forum & Participation
Week 16 July 15 th -21 st		There is no discussion this week. You should be finishing your research paper		Research paper due

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Policies

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Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)
[Plagiarism Policy](#)
[Extension Process and Policy](#)
[Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised [superscript](#).¹

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- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography

Please locate in Resources.

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