

# History 100-03: Founding Fathers and Native Americans

Fall 2023, M W 2:00pm-3:15pm

Room: CCC 233

## **Contact Information:**

Prof. Courtney Hartz

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Office: CCC 409

Office Hours: M and W 11:00am-1:00pm

By appointment if needed

## **Course Description:**

This Historical Thinking course will focus on the "Founding Fathers and Native Americans" in Early American history by investigating the intricate interplay between these two historical entities. By conducting an examination of key actors, including the Iroquois, Creek, and Cherokee Nations, as well as prominent figures among the Founding Fathers, the course endeavors to illuminate the multifaceted and ever-shifting perspectives that shaped both personal and political realms. This exploration underscores the profound influence wielded by each group in the genesis of the United States and the subsequent trajectory of governmental policies concerning Native American communities.

HIST 100 will adopt a methodical approach, centered on the analysis of both primary and secondary source materials, with the ultimate objective of formulating a comprehensive and well-grounded assessment of the respective impacts of these historical actors on the United States, and the reverberations of these interactions on indigenous societies.

## **Course Objectives:**

The primary objective of this course is to cultivate the essential skills requisite for the interpretation and analysis of sources and information that delineate the impact of Native Americans on the Founding Fathers and the formation of the United States. To achieve this objective, students will:

- Demonstrate a comprehensive understanding of pivotal developments in Early American history, with a particular emphasis on the intricacies inherent in the relationships between diverse groups, the establishment of the United States, and the multifaceted political, economic, and social repercussions stemming from U.S. expansion.
- Recognize and analyze a selection of historical documents to determine trustworthiness, authenticity, and bias.
- Engage in an evaluative process that entails an examination of the Founding Fathers, their political documents, legislation, and the records of Native American histories to construct an overview of the profound influence wielded by Native peoples on the political framework of the United States.
- Evaluate the methodologies used by historians to construct their own interpretations of historical events.
- Develop, interpret, and evaluate historical arguments formed from readings.
- Improve critical thinking and written skills through engagement with early American history.

### **Required Text:**

Assigned weekly readings are located in Canvas under the corresponding week.

### **Attendance:**

Attendance is mandatory for this course. This course is heavily reliant on in class discussion to explore the ideas presented in the lectures and within weekly readings. Students are expected to arrive on time and turn off phones. Use of phones is prohibited except for logging attendance and when specified by the instructor. Lack of attendance and violation of phone rule will result in a lower class participation grade. If you are unable to attend class, please inform the professor. If absent from class, in-class discussion cannot be made up.

### **Grading Scale:**

A = 93-100	A- = 90-92	
B+ = 87-89	B = 83-86	B - = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 60-66	F = 0- 59

### **Grading:**

15% Class Participation/ Homework: Students are expected to attend class and participate in discussions. Your participation grade is based on attendance and contribution to discussion.

10% Discussion Board: Students are expected to complete assigned discussion and homework as listed on course schedule.

5% Preliminary Project Research

10% Project Research Paper Outline

10% Project Research Paper Rough Draft

25% Project Final Paper: (Peer Review is 5% of Final Paper Grade)

25% Final Exam: Project Presentation: (Project Critique is 5% of Final Project Grade)

### **Major Due Dates:**

Project Topic: September 17

Preliminary Project Research: October 8

Project Research Paper Outline: October 29

Project Research Paper Rough Draft: November 10

Project Final Paper including Peer Review: November 27

Project Presentation: December 17

Project Critique: December 22

### **EXCEPTIONAL NEEDS POLICY:**

We are dedicated to accommodating the needs of our students. Equal treatment is not the same as equitable (fair) treatment. Therefore, a course requirement like a deadline may be unfair to you, based on a life event or a disability. If we agree that the requirement is unfair, then we are happy to make an accommodation. Here are some exceptional needs we have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

When reporting a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course, etc.).

We align our policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#) located on the Steven's Point campus. If accommodation is given it is the student responsibility to communicate with the instructor to institute the necessary accommodations to fit the class.

DATC contact information:

(715) 346-3365 (Voice)

(715) 346-3362 (TDD only)

or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu)

### **INTEGRITY POLICY:**

We expect you to come to class promptly and regularly, prepared to participate in the activities actively and fully. We expect you to treat me, your colleagues, and anyone else with respect and tolerance. We expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), we expect you to communicate with me and anyone else affected (e.g., colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

We expect you to complete your assignments with integrity. We expect you to give proper credit for anything that is not your original work; this includes the use of all AI tools, such as ChatGPT. We urge you to make intellectual integrity a central part of your professional identity. We align our policy on academic misconduct (e.g., cheating) with the [UWSP Community Bill of Rights and Responsibilities \("UWSP Chapter 14"\)](#).

Lecture materials and recordings for HIST 176 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not

already recorded, you are not authorized to record our lectures without our permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **Course Schedule/Assignments:**

#### **Week 1: September 5-10**

Course Introduction

What is History? Why do we Study History?

**Readings:** none

**Discussion Board:** none

#### **Week 2: September 11-17**

Precolonial/Colonial Interactions and Native Diversity

**Readings:** On Canvas

**Project: Sunday, September 17 by 11:59pm Choose Project Topic**

**Discussion Board:** On Canvas

#### **Week 3: September 18-24**

Native American Sovereignty

**Readings:** On Canvas

**Discussion Board:** On Canvas

#### **Week 4: September 25-October 1**

Founding Father Perceptions

**Readings:** On Canvas

**Discussion Board:** On Canvas

#### **Week 5: October 2-8**

Enlightenment Ideals

**Readings:** On Canvas

**Project: Sunday, October 8 by 11:59pm Preliminary Research**

**Discussion Board:** On Canvas

#### **Week 6: October 9-15**

Native Americans in the Revolutionary War

**Readings:** On Canvas

**Discussion Board:** On Canvas

**Week 7: October 16-21**

Cinematic Perception Analysis

**Readings:** On Canvas

**Discussion Board:** On Canvas

**Week 8: October 22-29**

Role of Native Americans influence on Declaration and Constitution

**Readings:** On Canvas

**Project: Sunday October 29th by 11:59pm Project Research Paper Outline**

**Discussion Board:** On Canvas

**Week 9: October 30- November 5**

Defining the Executive Office and Indian Policy: George Washington

**Readings:** On Canvas

**Discussion Board:** On Canvas

**Week 10: November 6- 12**

Beyond Washington: Jefferson and Madison

**Readings:** On Canvas

**Discussion Board:** On Canvas

**Week 11: November 13-19**

Beyond Washington: Monroe and Jackson

**Readings:** On Canvas

**Discussion Board:** On Canvas

**Week 12: November 20-26**

Archive Visit/ Using Library Resources

**Readings:** none

**Project: Sunday, November 27 by 11:59 Final Paper Due including Peer Review from Writing Center**

**Discussion Board:** On Canvas

**Week 13: November 27-December 3**

Westward Expansion

**Readings:** On Canvas

**Discussion Board:** On Canvas

**Week 14: December 4-10**

Legacy and Impact

**Readings:** On Canvas

**Discussion Board:** On Canvas

**Week 15: December 11-17**

Project Presentation/Critiques

**Readings:** none

**Final Exam: Friday, December 17th by 11:59pm Project Presentation**

**Discussion Board:** none

**Week 15: December 11-17**

Project Presentation/Critiques

**Readings:** none

**Final Exam: Friday, December 22nd by 11:59pm Project Presentation Critiques**