

History 4910 Special Topics

Western Indian Battles

Utah State University Uintah Basin

Spring 2007

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Call anytime and if I am not in my office, leave a voice mail and I will respond usually by the next day. If you leave a phone number for me to return a call, please speak clearly. I prefer students with questions send me an e-mail. I usually check my e-mail twice a day and will respond in a timely manner.

Overview: In this course we will detail the history of one of the most significant American Indian uprisings of Western History – The Pueblo Revolt, and five military campaigns of the United States Army against Native Americans including: Sand Creek Massacre, Washita Battle, Bozeman Trail Wars, Sioux and Northern Cheyenne Wars 1876-77, and the Flight of the Nez Perce. Using these interesting topics we will learn historic processes, interpretations, and discuss the universal human experience of the interaction and sometimes violent clash of cultures. This will be accomplished by examining primary documents, secondary readings and film, and class lectures and discussions.

Texts: David J. Weber, editor, *What Caused the Pueblo Revolt*.
Robert M. Utley, *Frontiersmen in Blue: The United States Army and the Indian, 1848-1965*
Robert M. Utley, *Frontier Regulars: The United States Army and the Indian, 1866 - 1891*.
Documents for this class are located at <http://www.uintahbasin.usu.edu/> then follow the links to History 4910 Documents.

Objectives:

1. To arrive at a greater understanding of the human experience in a varied cultural setting.
2. To assist each student in understanding the historical process of evaluation of the past and to provide valid meaning in today's world.
3. To provide each student an opportunity to develop their critical thinking skills and express themselves in both verbal and written form.

Meeting and Assignment Schedule: T/Th 3:00 - 4:15

Class Calendar:

Jan. 9th first day of class, overview, syllabus.
Jan 11th The **Pueblo Revolt** Lecture Read *What Caused the Pueblo Revolt*.
Jan 16th Lecture

Jan 18th Document Discussion for Pueblo Revolt
 Jan 23rd **Sand Creek** Chapter 14 *Frontiersmen in Blue*. lecture Civil War Militias in the West.
 Jan 25th Sand Creek Lecture
 Jan 30th* film
 Feb 1st * film
 Feb 6th Document Discussion on Sand Creek
 Feb 8th **Bozeman Trail** Wars 7 and 9 *Frontier Regulars* lecture on Bozeman Trail
 Feb 13th Forts Reno, Phil Kearney, C.F. Smith, Fetterman Battle,
 Feb 15th Hayfield and Wagon Box Battles.
 Feb 20th attend Monday Class
 Feb 22nd Document Discussion on Bozeman Trail Wars.
 Feb 27th **Washita** Chapter 10 in *Frontier Regulars* Lecture The Winter Campaign
 March 1st Washita Lecture
 March 6th Document Discussion Washita **Reading Journal Due**.
 March 8th Film Washita
 March 13th Spring Break
 March 15th Spring Break
 March 20th **Sioux and Northern Cheyenne Wars** of 1876-77 Chapters 14 -15 in *Frontier Regulars*
 March 22nd Battle of the Rosebud
 March 27th Battle of the Little Bighorn
 March 29th Battle of Slim Buttes and Red Butte **Mapping Assignment Due**.
 April 3rd Document Discussion
 April 5th Document Discussion
 April 10th film
 April 12th Flight of the **Nez Perce** Chapter 16 in *Frontier Regulars*
 April 17th Lecture
 April 19th Document Discussion Nez Perce
 April 24th Film, Nez Perce **Essay Journal Due**
 April 26th Last Day of Class. Course conclusion.

Assignments:

Turning in assignments: All students will turn in their assignments electronically by e-mail to: john.barton@usu.edu DO NOT TURN THEM INTO YOUR SITE TEACHING ASSISTANT TO MAIL TO ME! E-MAIL THEM ON OR BEFORE THE DUE DATE.

I. Class Discussion: On the Document/Discussion sections of class each student is expected to be prepared and participate. 100 points possible.

II. Mapping: 100 points possible. Due March 29th.

1. Draw a scale map showing where each of the battles took place in the West. (Pueblo Revolt, major villages, Sand Creek, Washita, Bozeman Trail, Fort Phil Kearney, Fort C.F. Smith, Fort Reno, Fort Fetterman, Fort Laramie, Fort Abraham Lincoln, Fort Ellis, Fort Leavenworth, Rosebud, Little Big Horn, Slim Buttes, Fort Custer, Fort Keogh, Fort Fizzle, Fort Vancouver, Big Hole, Bear Paws.
2. Detail the following battles:
 - a. Washita,
 - b. Fetterman Fight,
 - c. Little Big Horn Fight,
 - d. Flight of the Nez Perce.

III. Reading Journal: Each student will read and analyze each chapter in the secondary texts

required for the course (1/2 page per chapter). Worth 100 points. Due March 6.

IV. Essay Journal: Due April 24th.

In lieu of exams, below are 10 essay questions that you need to prepare good, insightful answers for. In writing an essay answer the recommended method to ensure the most points is to 1) turn the question in to the topic **heading/thesis** of your answer. For example if the question read: "What caused the Civil War?" Your answer should start: "The Civil War was caused by ..." 2) then go to work on answering the question. After years of reading essay answers by students many times they do not answer the question that I asked or their answer is so general and/or vague that they do not get as good a score as they maybe could have had. Work into your essay answers **specific details and examples** from history, add interpretations and conclusions. Remember that history is not merely remembering the past but interpreting the past. You must, to get full points, interpret and draw conclusions in addition to showing understanding of the material. To get full points you must document from both the secondary and primary readings for each of the following questions. Worth 25 points each for a total of 250.

1. Detail both the Spanish and Pueblo's side of the Pueblo Revolt. What were the immediate and long term ramifications of this incident?
2. Explain how the Winter Campaign came about, where was it first deployed, what were the primary objectives of the Winter Campaign? How did the Washita Battle fit into this stratum?
3. What led to the Sioux Wars of 1776, what were the major battles and the outcome of each, and what was the final result of the 1776 Sioux Wars?
4. Was John Chivington a wanton murderer or following orders? Defend your answer.
5. Outline the military's and the Cheyenne's side of the Sand Creek Massacre from causes to the massacre itself and the aftermath.
6. How were the Bozeman Trail Wars unique?
7. The Battle of the Little Big Horn is the most famous Indian Battle in History. How did it come about, how did it impact governmental/Native relations?
8. Was Custer a fool and a glory hunter or were his actions rational based on the information available to him?
9. Why is the flight of the Nez Perce and Chief Joseph so compelling even to modern times?
10. How should all these battles/campaigns/uprising be viewed in regard to history, ethnic studies, western films and historical fiction novels?

Participation points 100

mapping 100

reading 100

essay journal 250

Total 550 points.

University Grading Scale

A 100-93% A- 92-90% B+ 89-87% B 86-83% B- 82-80% C+ 79-77% C 76-73% C- 72-70% D 69-60% F 59% and below.

INSTRUCTIONS FOR WRITING AND ANNOTATING HISTORY: Good writing is expected on all assignments and the format for writing and annotation of history should follow Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press, paperback 6th edition, see examples below). Include an introduction with a **clearly stated thesis**. The **body** of your paper/essay comes next and should include the narrative of events **and** your evidence and interpretations of arguments. Your arguments should be based

on evidence not merely your opinion. One of the main points of college writing is forming informed arguments based on researched evidence and analysis of that evidence. **Use of documents to evidence your arguments is required.** The final part of your paper is the **conclusion.** This is not the place to introduce new evidence or arguments but to sum up those already outlined in the body of your paper. **Formal writing is expected on all assignments.** In formal writing avoid contractions, first and second person pronouns, colloquial expressions and slang, etc. Students commonly add “I think” or “I feel” to preface statements. This is poor form. First you had to think it to write it, so it is redundant, and secondly, it weakens your point.

Many students unknowingly **plagiarize.** ANY IDEA, NUMBERS, RESEARCH, WORDS (PARTS OF OR WHOLE SENTENCES, PARAGRAPHS, PAGES), ETC. THAT DOES NOT ORIGINATE FROM YOUR MIND, IF NOT SITED TO GIVE CREDIT TO THE SOURCE, IS PLAGIARISM. You must cite your sources on all assignments. If you do not points will be taken off your score. Blatant plagiarization will result in a failing grade.

Editing: What to look for in editing your paper: (This is the criteria used to grade you written work).

1. Clearly stated thesis and arguments. Is the argument logical? Supported with documents?
2. Is the paper in good form with introduction, body, and conclusion?
3. Are the requirements of the paper met? Length?
4. Sources: are there sufficient sources, are they annotated correctly? A good rule of thumb to remember is one citation per paragraph in the body of your paper.
5. Conventions of writing: Punctuation, grammar, spelling, tone, flow, etc.

PROPER FOOTNOTING: A **footnote** refers to a note in an essay or paper which appears at the bottom of a page. An **endnote** is a note which appears at the end of a paper. Because most word processing programs (such as Microsoft *Word* or Corel’s *Wordperfect*) make it easy to construct either kind of notes, and since footnotes are far easier to follow when reading a paper, all assignment need to include footnotes (not endnotes) in your paper(s) for this class. Historians use a particular kind of footnoting, popularized by the University of Chicago in its *Chicago Manual of Style*. It is sometimes known as Turabian style, after Kate Turabian who wrote, *A Manual for Writers of Term Papers, Theses, and Dissertations*, which condensed the original 700+ page book into a mere 300 pages. This short addition to the syllabus is to further condense these rules to just a few pages, including only the most common rules for citation of sources.

There are two main kinds of footnotes:

- 1) **Reference footnotes:** These are used to identify one’s source for a quotation or idea used in a paper or to make cross-references. These are the most common kind of footnotes expected of college students.
- 2) **Content footnotes:** These are used to make less significant comments on the argument or on a particular source which are seen as important but might detract from the main argument if left in the text. They are also used to acknowledge individuals who have assisted the author in his or her research.

REFERENCE FOOTNOTES: The basic rules of reference footnoting are relatively simple. A reference footnote should be used any time a writer uses a reference material from another author or a **paraphrase** (putting into one's own words) of an idea, concept or story from another writer. In essence, whenever you use the intellectual property of someone else, either a quotation or a paraphrase, you should use a reference footnote immediately after the quotation or idea. This is known as giving a **citation** or "citing one's sources." There is a particular style for correctly giving a citation.

The first time you make use of a source in a footnote you should give a **full citation**. This includes the author's name, the title of the work, publication information and the page or pages on which the quotation or information is to be found. Every time afterwards when you cite this source you should give a **short citation**. This includes only the last name of the author and the page number, if this is the only work of that author which you are using in your paper. If you are using two or more works by the same author then you must distinguish between them by also including a short version of the title. Following are few examples of proper citation for sources from books and articles.

EXAMPLE #1: (For a book with a single author)

Full citation:

Maurice Keen, *Chivalry* (New Haven, Connecticut and London: Yale University Press, 1984), 14.

Short citation (only work by the author):

Keen, 156.

Short citation (other works by the same author):

Keen, *Chivalry*, 156.

EXAMPLE #2: (For a book with multiple authors)

Full citation:

Michael Schaller, Virginia Scharff & Robert Schulzinger, *Coming of Age: America in the Twentieth Century* (New York: Houghton Mifflin Co., 1998), 102.

EXAMPLE #3: (For a journal article)

Full citation:

Norman L. Jones, "Profiting from Religious Reform: The Land Rush of 1559," *Historical Journal*, v.22, no.2 (1979), 279.

EXAMPLE #4: (For an article found in a book)

Full citation:

Barbara Hanawalt, "Lady Honor Lisle's Networks of Influence," in Mary Erler and Maryanne Kowaleski, eds., *Women and Power in the Middle Ages* (Athens, Georgia and London: The University of Georgia Press, 1988), 189.

CONTENT FOOTNOTES: You should use a content footnote when you want to give additional information, explain more fully a part of your argument or discuss a particular source in more detail. You may combine a reference and content footnote, citing a source and then

discussing it.

UNDERSTANDING AND THINKING HISTORY:

The study of history is sadly something that many people do not understand. It is, as most assume, a study of the past, but it is more than that. If we only study the past it is academic mind games and of little real value. Many of the people who feel some distaste for history likely had a teacher in their past who taught history only as an endless memorization of boring dates, facts and figures. **That is not history!** Although it is a part of history. History is examining the past, analyzing and interpreting it, and advancing valid arguments for what occurred, why it occurred, and how it is meaningful (how it may effect us) presently. As societal evolution continues to change how we perceive ourselves and interact with one another, how we interpret what occurred in that past also changes. Not that the facts about what occurred change – but how we explain how it relates to us changes. For example: Consider the former USSR. Their truths of just a few years ago were completely centered in a government directed truth of socialism. Since the USSR broke up would you expect the interpretation of the social contract that seems to have failed the Russian people to be interpreted the same as it was previous to the breakup? Hardly. So have the facts of Marxist doctrine changed? No, but the interpretation of its application and validity have certainly changed.

One of the most significant factors in history then is the ability to critically think about the material that you read and study from. Get familiar with the following questions that should be applied to the books and documents that you read for this class. As you do so you may notice that you start applying the same evaluation to many other things in your life such as the news, or commentary, politics and politicians, even the movies we watch. No longer do we simply take everything at face value. We question and analyze what we see and hear. This leads us to make our own interpretations on life not blindly accepting those that some want to share with you. This doesn't make us jaded and cynical about life, just the opposite. We find life filled with a million questions that need to be answered: Why did that occur? How did that come about? Where did you get that information? Why are you telling me this? What is the real motive here? How does this relate to ...? Read and re-read these following questions until they become somewhat an automatic part of your thinking.

How to read and analyze Historic Documents: (Primary or secondary documents).

The major factors in reading and analyzing documents is to question:

1. What was the primary purpose or motive of the author in writing this document? Secondary purpose?
2. Who was the intended audience?
3. What are the author's biases?
4. What did this document evidence from the time or era? How is this document relevant to gaining an understanding of the contemporary times and people?
5. What did this document mean in a larger scale of the times? To future generations? To us presently? Does this document assist us in understanding the human experience? How?
6. Often to understand a document we need to gain an understanding of the history of the time and place to evaluate the document fairly and accurately. Then we can assess if it is consistent with what is generally assumed about the time, if it is not, how accurate is it? Why does it

contradict what is thought? Remember **History is a series of arguments to be debated not merely a body of facts to be memorized**, therefore, if a document does not agree with other contemporary documents we do not necessarily throw it out, but carefully analyze it and advance an arguments based on reasonable thought.

7. One of the hardest parts of reading a document is recognizing our own bias. We cannot judge the past by present standards or our own belief and value system. Are we maintaining objectivity or subjecting the document to a view colored by our own experience and thoughts that may not be reflective of the time or place?

As we seek answers to these questions, we then interpret or advance arguments about the significance and relevance of the document. This is the beginning of critical thinking and analysis, which are key elements in understanding history.

Add/Drop, Incomplete Grades: Every semester students try to change their schedules without completing the necessary paperwork. Entry into any class after the scheduled registration time has passed requires an add card being completed. To withdraw from any class you must complete a drop card with registration. If you do not do so, you will receive a failing grade and still be financially responsible for the course. The only exceptions are medical or family emergencies and a petition for a late drop form must be completed and approved by the Dean of HASS. Incomplete grades are solely up to the instructor and are only considered if there are extenuating circumstances; poor performance in class is not an extenuating circumstance according to the USU Undergraduate Catalogue.

Late Assignments: If there is an unavoidable conflict with an assignment or test date, you must clear it with the instructor prior to the due date to ensure that the assignment will be accepted or an alternative date may be arraigned. Exceptions to this will only be considered if a genuine emergency has occurred. Documentation of such emergencies may be required. Any work handed in late without prior clearance from the instructor will have points deducted.

Academic Freedom and Professional Responsibilities (Faculty Code)

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities:

Academic Integrity - "The Honor System" Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I

pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

1. Espouses academic integrity as an underlying and essential principle of the Utah State University community;
2. Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
3. Is a welcomed and valued member of Utah State University.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities:

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."