

**CULTURES IN CONTACT**  
**ANT 326L (31775)/LAS 324L (39715)**

Fall 2018

Class Meeting: RLP 0.112 (Formerly CLA), T/Th 11-12:15

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**Table of Contents**

|                         |                              |                            |
|-------------------------|------------------------------|----------------------------|
| I. Rationale.....1      | VI. Course Requirements....5 | IX. Other University       |
| II. Course Aims and     | • Attendance and             | Notices and Policies.....9 |
| Objectives...2          | participation                | • Use of e-mail            |
| • Aims                  | • Religious Holy Days        | • Documented Disability    |
| • Specific Learning     | • Readings/Materials         | Statement                  |
| Objectives              | • Assignments and            | • Behavior Concerns        |
| III. Format and         | Assessment                   | Advice                     |
| Procedures.....2        | • Use of <i>Canvas</i> and   | Line (BCAL)                |
| IV. Tentative Course    | <i>Squarecap</i>             | • Q-drop Policy            |
| Schedule.....2          | VII. Grading                 |                            |
| V. My Assumptions.....5 | Procedures.....8             |                            |
|                         | VIII. Academic               |                            |
|                         | Integrity.....8              |                            |
|                         | • UT Honor Code              |                            |

**I. Rationale:** America's cultural diversity was already well along in the process of formation in 1776, and it is important to understand how culture contacts and European colonization after 1492 continue to influence our society in the 21<sup>st</sup> century. This course is designed to provide a large-scale context for thinking about the roots of American diversity. We will begin by looking at Europe and the Americas before 1492, and then will trace patterns of European colonization, indigenous responses, experiences of the African diaspora, and the treatment of new immigrant populations over time. The course

will also consider how American policies toward Native Americans have changed since the time of independence.

**Cultural Diversity Flag:** This course carries the Cultural Diversity flag. By definition “[t]he Cultural Diversity requirement increases your familiarity with the variety and richness of the American cultural experience. Courses carrying this flag ask you to explore the beliefs, practices, and histories of at least one cultural group that has experienced persistent marginalization. Many of these courses also encourage you to reflect on your own cultural experiences.”

## **II. Course Aims and Objectives:**

**Aims:** Required readings, lecture slides, and class activities are designed to work together to achieve several core aims. These include the consideration of the broader historical context of European colonization in the Americas, discussion of colonization strategies and responses by marginalized groups, and consideration of how the early centuries of European expansions have shaped cultural diversity in the US today.

### ***Specific Learning Objectives:***

By the end of this course, students will:

- develop skills in information access and management by working with class readings, lecture slides, and internet sources to answer key questions that will appear on in-class exams.
- demonstrate mastery of the key facts of culture contact and colonization in the Americas through three in-class exams.
- establish and communicate in writing critical stances about important issues in American cultural diversity, reflected in regular short response activities.

**III. Format and Procedures:** There are three important parts of this course. The first is **individual review of class readings and PowerPoint lectures prior to the class meeting**. Each student is expected to come to class having already read the required reading for that day and reviewed class materials posted on Canvas. The second is **active participation in class activities**. Rather than repeat the lectures posted on Canvas, we will carry out different activities, including class discussions, collaborative conversations to answer reading questions, and work to develop skills in accessing and assessing web-based information. The third is **timely completion of graded work**. Attendance is required, and graded work is assigned for each week, either a short writing assignment or an in-class exam. Consulting Canvas in advance and using the resources there will aid in the successful completion of work.

**IV. Tentative Course Schedule: \* Required article** *\*\*This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

### WEEK 1

Thursday, 8/30: Introduction; Power in Europe from AD 1000-1500

### WEEK 2: Before Contact

Tuesday, 9/4: Roots of Early Modern Empires

Readings: Rubiés 2011

Thursday, 9/6: Indigenous Social Organization in North America before Contact

Due: Activity 1

Readings: Wesson 2016, and ONE of the following: Bauer 2016; Brooks 2016; Doerfler and Redix 2016; Fisher 2016; Ostler 2016; Shannon 2016; Smoak 2016; Snyder 2016; Worl 2016;

### WEEK 3: Early European Exploration and Conquest

Tuesday, 9/11: Early Voyages and Coastal Conquests

Readings: Reséndez, Introduction and Chapter 1

Thursday, 9/13: Spanish Interior Expeditions and Challenges to Spanish Claims

Due: Activity 2

Readings: Schwartz 2011; Skim “Ship of Fools,” “Utopia,” “Four Elements,” “Durer,” and “Fortunate Isles” in Primary Sources folder on Canvas

### WEEK 4: Spanish Colonial Political Economy

Tuesday, 9/18: Spanish Expansion and Colonial Policy

Readings: Reséndez, Chapter 2-3

Thursday, 9/20: Slave Trading and the Spanish Colonial Economy

Due Date: Activity 3

Readings: Reséndez, Chapters 4-5

### WEEK 5:

Tuesday, 9/25: Indigenous Adaptations to Spanish Empire-Building

Readings: Reséndez, Chapters 6-7

Thursday, 9/27: Contact and Expansion in Texas and the US Southwest (*Guest: Brad Jones, Texas Historical Commission*)

Due: Activity 4 (Grading begins for Portfolio 1 submissions)

Readings: Reséndez, Chapters 8-9

### WEEK 6: European Responses to American Discoveries

Tuesday, 10/2: FILM: “After the Mayflower”

Readings: Salisbury 2016

Thursday, 10/4: Midterm Exam 1

### WEEK 7: European Expansion in North America

Tuesday, 10/9: European Colonization in North America

Readings: Ethridge 2016; “Mingled Like Fish at Sea,”

Thursday, 10/11: Indigenous Responses to Contact and Colonization

Due: Activity 5

Readings: DuVal 2016

WEEK 8: American Displacement and Removal

Tuesday, 10/16: FILM: "Tecumseh's Vision"

Readings: Saunt 2016

Thursday, 10/18: The Indian Removal Act and the Trail of Tears

Due: Activity 6

Readings: Calloway 2016; Smith 2016

WEEK 9: The African Diaspora

Tuesday, 10/23: Slavery, White Race-Making, and African Resistance

Readings: Diouf 2003; McCusker and Menard 2010

Thursday, 10/25: Archaeology and the African-American Experience (*Guest: Dr. Maria Franklin, UT*)

Due: Activity 7

Readings: Ferguson 1992; Franklin 1997

WEEK 10:

Tuesday, 10/30: American Diversity at the Time of the Civil War

Readings: Parrillo 1994

Thursday, 11/1: Midterm Exam 2

Saturday, 11/3: Austin Powwow (Extra Credit)

WEEK 11: U.S. Expansion and 19<sup>th</sup> Century Indian Policy

Tuesday, 11/6: Westward Expansion and American Diversity

Readings: Reséndez, Chapters 10-12

ELECTION DAY!

Thursday, 11/8: The Closing Frontier

Due: Activity 8 (Grading begins for Portfolio 2 submissions)

Readings: Bowes 2016

WEEK 12: Changing Native American Societies and the Rise of Anthropology

Tuesday, 11/13: FILM: "Geronimo"

Readings: Scott 2003

Thursday, 11/15: U.S. Indian Policy after the Closing of the Frontier

Due: Activity 9

Readings: Rosier 2016

WEEK 13: Representing "Indians"

Tuesday, 11/20: Native Americans in Anthropology and Popular Culture

Readings: Stevens 2016, pp. 1-12

Thursday, 11/22: *NO CLASS (THANKSGIVING HOLIDAY)*

WEEK 14: U.S. Native American Policies in the 20<sup>th</sup> Century

Tuesday, 11/27: The Native American Rights Movement

Readings: Warrior 2016

Thursday, 11/29: FILM: "Wounded Knee"

**Due: Activity 10**

Readings: Thrush 2016

WEEK 15: Ethnic Pluralism in the United States

Tuesday, 12/4: Diversity and Representation in 21<sup>st</sup>-century America

Readings: DeMain 2016; Stevens 2016, pp. 13-to end; Warren and Twine 1997

**Thursday, 12/6: Midterm Exam 3**

*THERE IS NO FINAL EXAM FOR THIS COURSE*

**V. My Assumptions**

I am approaching this class with the assumption that most students have learned the basics of European and American history, although they may be fuzzy at this point in the academic career. Because we are moving from the familiar contours of history into more unfamiliar disciplines—archaeology, indigenous studies, and anthropology—I have prepared lecture slides that give general context for what we will be covering in class. I want to spend class time answering questions that the readings and materials bring up, and doing activities that will help to reinforce the central concept of the course: that diversity is the great strength of the United States, but something that Americans have wrestled with for centuries. Some of today's biggest cultural challenges are legacies of the earliest cultural contacts between the New World and the Old.

**VI. Course Requirements:**

**1. Attendance and participation policy:**

*Class attendance is required*, and a part of your course grade (see section VII below), and advance preparation and on-time attendance are important for doing well. In class meetings we will review required readings, answer unresolved questions about the week's content, and carry out activities to reinforce learning. Respect is a central expectation for this class. This course studies a broad range of human culture over time, and the principle of respect extends to every individual in our class, and to all human societies that we will learn about. Respect also extends to the appropriate use of technology, and refraining from distracting or disruptive behavior. Laptops and tablets are permitted in the classroom for note-taking, taking quizzes in Squarecap, and accessing information for some class activities. Please limit your device use to class activities. Mobile phones should be switched off or into silent mode and should not be used in the classroom. Inappropriate use of technology may result in you being asked to leave the lecture.

**Religious Holy Days**

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

2. Course Readings/Materials: Most class readings will be articles posted on Canvas, but we also have one required book, which should be available from the Co-op:

Andrés Reséndez (2016) *The Other Slavery: The Uncovered Story of Indian Enslavement in America*. Houghton Mifflin Harcourt.

In addition to the required books, the following articles are required readings for the course. Many of these are freely available through UT's electronic journals subscriptions. If possible, a pdf file of each reading will be placed on Canvas prior to the class meeting. Students are responsible for accessing these readings.

- Bauer, Jr., William J. "California." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Bowes, John. "US Expansion and Its Consequences, 1815-1890." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Brooks, James. "The Southwest." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Calloway, Colin G. "Treaties and Treaty-Making." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- DeMain, Paul. "Contemporary History: Native America in the Twenty-First Century." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Diouf, Sylviane A. "Introduction." In Sylviane A. Diouf (ed.), *Fighting the Slave Trade: West African Strategies* (2003) Ohio University Press.
- Doerfler, Jill, and Erik Redix. "The Great Lakes." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- DuVal, Kathleen. "Living in a Reordered World, 1680-1763." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Ethridge, Robbie. "European Invasions and Early Settlement, 1500-1680." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Fisher, Andrew. "The Pacific Northwest." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Franklin, Maria. "Why are there so few black American archaeologists?" *Antiquity* 71, no. 274 (1997): 799-801.
- McCusker, John J., and Russell R. Menard. "The Origins of Slavery in the Americas." In Mark M. Smith and Robert L. Paquette (eds.), *The Oxford Handbook of Slavery in the Americas* (2010). Oxford University Press.
- Ostler, Jeffrey. "The Plains." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Parrillo, Vincent N. "Diversity in America: A Sociohistorical Analysis." *Sociological Forum* 9(4):523-545.
- Rosier, Paul C. "Surviving the Twentieth Century, 1890-1960." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Rubiés, Juan Pau. "The Worlds of Europeans, Africans, and Americans, c. 1490." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Salisbury, Neal. "The Atlantic Northeast." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.

- Saunt, Claudio. "The Age of Imperial Expansion, 1763-1821." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Schwartz, Stuart B. "The Iberian Atlantic to 1650." In Nicholas Canny and Philip Morgan (eds.), *The Oxford Handbook of the Atlantic World: 1450-1850* (2011). Oxford University Press.
- Scott, Douglas D. "Oral Tradition and Archaeology: Conflict and Concordance Examples from Two Indian War Sites." *Historical Archaeology* 37(3):55-65.
- Shannon, Timothy. "Iroquoia." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Smith, Troy. "Indian Territory and Oklahoma." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Smoak, Gregory E. "The Great Basin." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Snyder, Christina. "The South." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Stevens, Scott Manning. "Collectors and Museums: From Cabinets of Curiosities to Indigenous Cultural Centers." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Thrush, Coll. "Urban Native Histories." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Warren, Jonathan W., and France Winddance Twine. "White Americans, the new minority?: Non-blacks and the ever-expanding boundaries of whiteness." *Journal of Black Studies* 28, no. 2 (1997): 200-218.
- Warrior, Robert. "The Indian Renaissance, 1960-2000: Stumbling to Victory, or Anecdotes of Persistence?" In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Wesson, Cameron. "America in 1492." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.
- Worl, Rosita Kaahani. "Alaska." In Frederick E. Hoxie (ed.), *The Oxford Handbook of American Indian History* (2016). Oxford University Press.

*Squarecap*: This course will use *Squarecap* ([www.squarecap.com](http://www.squarecap.com)) to administer in-class quizzes and take attendance. Each student will need to purchase a subscription by the end of the trial period for the software. Students should report any technical problems with the software to the software maker, but should advise the professor of the issue.

### 3. Assignments, Assessment, and Evaluation

**Make-Up Exams:** Ordinarily, there will be no make-ups for exams. If you anticipate missing a scheduled exam date for a valid reason, it is your responsibility to speak with the professor *in advance* about making alternative arrangements. You should bring documentation of your reason for missing class so that we can discuss whether a make-up is warranted. Please feel free to redact sensitive personal information (e.g., medical diagnosis, SSN) from your documentation.

**Late Assignments:** Assignments that are not submitted by their deadline will be considered late, and will have 10% of their total value deducted per 24-hour period, including weekends. Late assignments will not be accepted more than one week after the deadline.

Grade Issues: If you feel that your work has been evaluated inaccurately or unfairly, it is your responsibility to bring this to the attention of the TA who graded it within one week after your graded work is returned to you or posted on Canvas. Please review your graded work when it is returned or posted, and let us know if you feel that there are any problems.

4. Use of *Canvas* in class: This class uses *Canvas* for Web-based course management functions. *Canvas* can be accessed at <http://canvas.utexas.edu/>. The university provides support and tutorials for interested students. It is your responsibility to learn and access the site in order to prepare for classes, labs, and exams. For this course, *Canvas* will be used primarily as a place to post the course syllabus, slides from lectures, review sheets, required journal articles, and assignments

5. Use of *Squarecap* in class: This class uses *Squarecap* to administer in-class quizzes and to assess individual attendance. *Squarecap* can be accessed via <https://squarecap.com/>, and you will need to purchase a subscription. You must be present in the lecture hall for your attendance to be counted. Using another student's *Squarecap* account will be considered a violation of the Honor Code, and both students will be sanctioned.

## VII. Grading Procedures: Grades will be based on:

**(a) Lecture Attendance (10%).** On-time attendance is required at class meetings, and will be assessed by *Squarecap*. You need to be in the classroom and logged into *Squarecap*, or you will be flagged as absent. You are expected to be present for the entire class meeting, and students leaving early without prior authorization may be marked absent for the class meeting. Of the 28 scheduled class meetings, students are expected to attend 26 to receive full credit. Each student may miss two class meetings without penalty, but will be responsible for any graded activities and materials covered in those classes.

**(b) Short Assignment Portfolios (30%).** There will be 10 short assignments related to class activities, with a target date for every Thursday when there is no exam scheduled (excluding the first week). Assignments will be posted on Canvas in advance, and most will consist of written responses to short readings or other media. Each student will complete 8 of the activities, which will be submitted weekly. Activities will be graded in clusters (Activities 1-4, 5-8, and 9-10), but students are welcome to seek informal feedback from a TA if concerned about performance. TAs will evaluate short assignments based on a rubric that will be posted on Canvas. When the first two batches of graded activities (1-4 and 5-8) are returned, interested students will have the option to revise and resubmit one activity for regarding. The revised text will need to be expanded (2-3 pp) to reflect new knowledge from related class materials, and it will be due one week after graded work has been returned to students.

**(c) Exams (20% each, total: 60%).** Three in-class exams will be given at intervals throughout the semester. Exams will include multiple choice questions, as well as short answer and essay responses, tied to the questions posed for each class meeting. A grading rubric will be made available prior to the exam to help students prepare.



*Grade Scale:*

*A: 93.0+*

*A-: 90.00-92.99*

*B+: 87.00-89.99*

*B: 83.00-86.99*

*B-: 80.00-82.99*

*C+: 77.00-79.99*

*C: 73.00-76.99*

*C-: 70.00-72.99*

*D+: 67.00-69.99*

*D: 63.00-66.99*

*D-: 60.00-62.99*

*F: Below 60.00*

*Note: Grades will not be rounded*

## **VIII. Academic Integrity**

### **University of Texas Honor Code**

Each student in the course is expected to abide by the University of Texas Honor Code:

*“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”*

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work. I will make it clear for each test, exam or assignment whether collaboration is encouraged or not.

**Study and Review:** Students are encouraged to work in small study groups to prepare for class meetings and to discuss course materials prior to lectures. Students should prepare their own notes and review materials, and may NOT use materials prepared by others. Notes may NOT be circulated (via social media or other means) without prior permission from the professor. Copying the notes or review materials produced by another student will be considered a violation of the Honor Code by both students.

**Assignments:** Students are solely responsible for completing their own assignments. Always cite relevant sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear or you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty Policy, posted at the following web address: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**Exams:** NO form of collaboration or copying is permitted during exams, and no outside materials may be consulted during exams without the express permission of the professor. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

## **IX. Other University Notices and Policies**

### **Excused Absences for University Extracurricular Activities**

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student

to make arrangements with the instructor prior to any missed scheduled examination lab for making up the work.

### **Use of E-mail for Official Correspondence to Students**

- All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/help/utmail/1564>.

### **Documented Disability Statement**

Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). <http://ddce.utexas.edu/disability/about/>

- Please request a meeting as soon as possible to discuss any accommodations
- Please notify me as soon as possible if the material being presented in class is not accessible
- Please notify me if any of the physical space is difficult for you

### **Behavior Concerns Advice Line (BCAL)**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

### **Q drop Policy**

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### **Emergency Evacuation Policy**

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)