

GEOG 590/399

Geography of Native America: Prehistory to Modern Times Policy Statement-Course Outline

Department of Geography
George Mason University
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Catalog Description

Geography 590/399 Sec 003 – the Geography of Native America: Prehistory To Modern Times (3-0)

Role of Native Americans and Trust Land Geography in the historical and contemporary development of the United States. Field trips and field research activities will be available but not required.

Course Objectives

Utilizing databases, maps, and a wide range of other informational sources:

1. Identify political, social, economic, cultural and historical trends and issues of Native America and their contributions to the formation and development of the United States.
2. Through assessment and research, understand the role of Native Americans in the development of the U.S., and the uniqueness of our national political system. Understand the political role and significance of trust land geography relative to natural resource management and ecosystem preservation.
3. Native American tool making or lithics: Geology and significance in survival, ethnic identification.
4. Tool making as time period research tool.
5. Analyze the historic and modern distribution of tribal entities and governments.

Textbook

None required. In the interest of currentness and value-added education, we will rely on the GMU library database, on-line generated informational sources, individual research, class generated position papers and Tribal representatives. I recommend each student collect and maintain a reference file of materials for each major course topical area. All course materials and assignments are posted on the class Blackboard. Students contributions to these endeavors are welcomed.

Course Methods

I will use a mix of lectures, individual research, class presentation assignments, presentations by Tribal representatives, and field experiences. Field trips are planned to the following locations:

1. Fairfax County Department of Natural Resources;
2. National Museum of the American Indian;
3. Individually scheduled trips to local pre-history sites (more than 3,000 sites in Fairfax County alone).

Note: For each one-hour spent in the field, one-hour will be deducted from class time.

Examinations (Unassembled): You cannot pass this course if you do not participate (attend) and submit required research essays. It is your responsibility to initial the class roster for each class session.

Grading Scale

A 90-100% B 80-89%
C 70-79% D 60-69%

7-10 papers – 10 points each	100 points – 75% of grade
Class participation and attendance	50 points – 25% of grade
Total	150 points

Weekly Research

Each report must identify at least two sources (on a page separate from the report content). The report must be at least two pages (double-spaced) in length. I expect your reports to be your best work: concise and well written. I expect you to be able to informally present and defend your findings. Late work is unacceptable unless there is very good reason. Do not email your research papers to me.

Research Assignments

GMU Library reference staff always available to assist in course research activities.

I will assign weekly research topics to class. Specifics will be posted on the class BlackBoard under "Assignments."

I will randomly pick selected individuals to present summary findings of their research. Presenters will be notified in advance via email.

Weekly topics may vary if class consensus so directs! I am open to broadening our course objectives and focus. All research essays must be at least 2 pages double spaced, plus sources and one map. You will have latitude in how you approach and report on the class research essays.

Affirmative Action/Non Discrimination Policy

GMU is an Equal Opportunity institution, and maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns. Refer to the current GMU catalog and/or Student Handbook for specific directions. Specific accommodations are available. Please contact me with appropriate documentation.

Academic Integrity

The GMU community shares the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any person detected participating in any form of academic dishonesty in this course will be subject to actions as described in the GMU Honor Code.

Plagiarism is using someone else's words, ideas, or data as your own without giving the owner credit. For example, when writing a paper, the verbatim copying of even a sentence from a book or journal article without acknowledging the source of the information is an act of plagiarism. We are expected to assimilate information and derive our own ideas and words. Because plagiarizing words, data, and ideas is unethical, it will not be tolerated in this class. Anyone caught cheating will be assigned an "F" for the course. Refer to the current GMU catalog and/or Student Handbook for specific directions.

Week 1

Pre-Contact (Paleo and Archaic Periods)

Paleo Indians (9500 BC to 6000 BC)

Archaic Indians (6000 BC to 1 AD)

How long have Native Americans been in North America? Who were the first Americans?

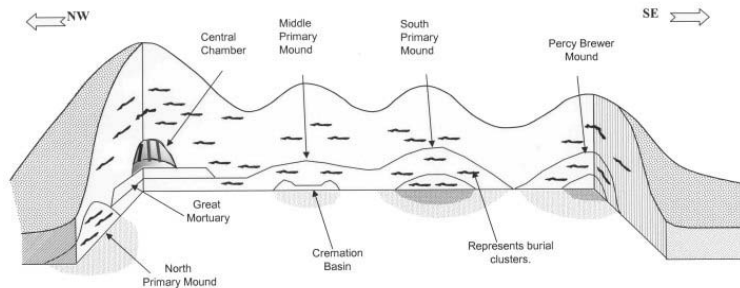
How did the population change over time and why?

Peak population before decimation by diseases carried by Europeans

Ancient archeology, especially mound cultures

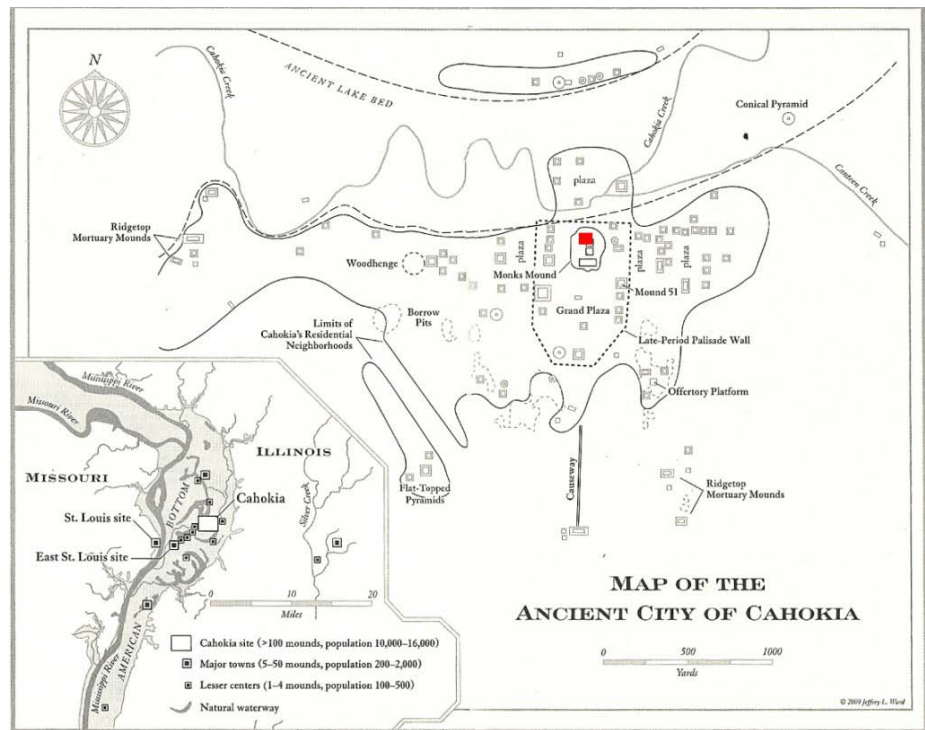
Spiro Mound – “...Four things, all connected and intertwined, brought Spiro to greatness. These included internal stability, success in war, control of trade, and religious power. David LaVere, *Looting of Spiro Mounds: An American King Tut’s Tomb*
southeastern Oklahoma on Arkansas River

The Spiro Mound – A diagrammatical view showing buried features.



Source: Larry and Christopher Merriam. *The Spiro Mound: A Photo Essay*.

Cahokia Mound
– Missouri on the Mississippi River



Clovis, Folsom, and other Paleo-Indian sites – New Mexico

Week 1

Pre-Contact (Paleo and Archaic Periods)

Routes of travel to North America



Map illustrating the various routes into the New World

Early Tool Making: Materials and Applications

Williamson Farm near Dinwiddie, VA is the largest Early Man workshop in eastern U.S.

Alibates Flint Quarries National Monument, Panhandle, TX on the Canadian River -- source of flint distributed throughout the Great Plains and beyond

The Clovis Mammoth hunters were the first known peoples to use Alibates flint.

The Folsom culture hunted bison, primarily using Edwards Plateau chert points, but Alibates flint points have been found associated with their bison hunts.

Week 2 Pre-History of the Southwest

Present climate 5500-5000 BC

Agricultural beginnings 2000 BC – 500 AD

(Teosinte, Wildgrass and Maize) Oldest maize cobs

(Tehuacan 5000 BC) 1500-3500 years to reach the Southwest U.S.

Early agricultural sites include the Bat Cave (a rock shelter in western New Mexico) 3,600 BC, tiny strawberry-like maize cobs (pioneering application of radiocarbon dating method; invaluable to understanding of prehistoric agricultural systems).

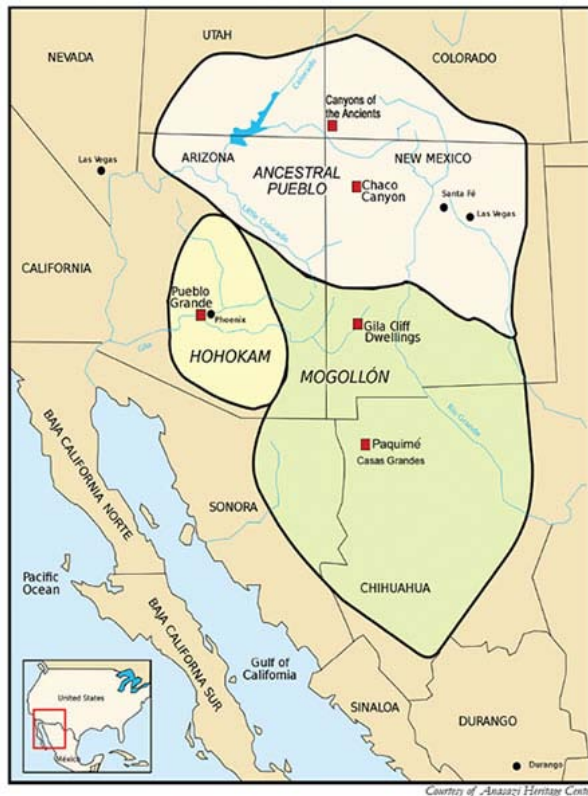
Other crops: kidney beans – 6,000 years BC; squash – 3,600 years BC; cotton after 700 AD in Southwest; 350 BC in Mexico

Water wells developed about 4,000 years ago. Oldest well in North America located at Clovis Site.

Atlatl – spear thrower developed 10-12,000 years ago. Creates about 400% more foot pounds of energy than hand thrown spear.

Cultures

- Anasazi** New Mexico and Arizona. Chaco Canyon, Mesa Verde.
Ancient Pueblo People - Agricultural people used regional runoff and rainfall collection system.
- Hohokam** Sonoran desert farmers on Gila, Salt Verde and Santa Cruz Rivers. Introduced irrigated farming (Snake Town) with large canal networks.
- Mogollon** Mogollon Mountains in New Mexico. High bluffs, members pottery (Bat Cave).
- Patayan** Southwest Arizona and California. Little is known about the culture, although points and tools for hunting have been found to indicate a hunting and gathering culture
- O'Odham** Gulf of California and south of Gila River.



Week 3 **American Indians and Early Settlers in the Northeast**

Columbian Exchange

Rules of Discovery, Johnson vs. MacIntosh; Trust Land

Jamestown Massacre

Indian Intercourse Act

King Phillip's War

Week 4 **Iroquois Confederacy: Wars of 1600-1700's: French-Indian Wars**

Seneca

Oneida

Onondaga

Cayuga

Mohawk

Tuscarora

American Adoption of Confederacy Structure, 1776

Week 5 **Algonquin Tribes (The Shawnee Wall)**

Prophet and Tecumseh (Shawnee)

Battle of Fallen Timbers – 1st and 2nd Battles of Fallen Timbers

Individual Tribes (Miami, Shawnee)

Today's Miami and Shawnee Tribes of Oklahoma

Week 6 **Daily Life of American Indians**

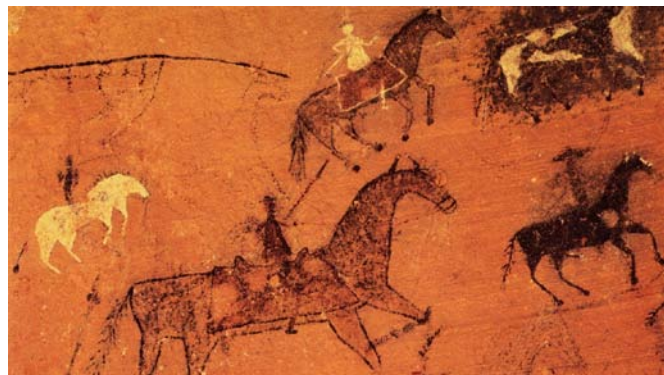
Hunting and fishing (tools and methods)

Art, dress, etc. (including rock art)

Role of men and women (division of labor, leadership)

Tool production: Techniques and Resources

Petroglyphs: China Lake Naval Weapons Station, California – largest concentration in Western Hemisphere



Week 7 **Five Civilized Tribes (European dress, agriculture, homes)
Current locations, Indian Territory, Oklahoma. Constitutions**

Cherokee Nation (last tribe to be removed)
Choctaw Nation (first tribe to be removed)
Creek Nation
Chickasaw Nation
Seminole Nation
Indian Removal Act, Statehood and the Dawes Act
Osage Oil

Week 8 **Indian Removal: Andrew Jackson - 1830 Indian Removal Act**

Trail of Tears
Current location of removed tribes (Ottawa, Miami)
The Cherokee Army: US Army's ethnic cleansing project

Week 9 **Distribution of the Indians in Virginia**

Original tribes in Virginia: Paleoindians, Cactus Hill, Solutrian tool making (southern France?)
Tribes after European contact
Removal
Virginia tribal government today
The issue of Federal Recognition: Process and Approval

Week 10 **Sioux (Lakota)**

Sioux Wars (Crazy Horse, Sitting Bull, Red Cloud, Spotted Tail)
 Red Cloud's War
 Battle of Rosebud
 Battle of Little Big Horn
 Wounded Knee (Ghost Dance Movement)
Scouts and white men in the Sioux Wars: Military use of Indian people to suppress Indians
 Crook
 Custer
 Jim Bridger, Little Bat, Big Bat, Frank Grouard
 North's Pawnee Battalion: Modern Pawnee
Lakota today (Brule, Oglala, Mini conju, Unkpapa, Crow Creek, Lower Brule):Reservations and social Issues(Pine Ridge, Rosebud, Cheyenne River).

Week 11 **Other tribes of the West, including modern locations**

Cheyenne (break out and flight from Oklahoma to Montana)

 Dull Knife's Raid

 Dull Knife and Little Wolf

Nez Perce and Chief Joseph's War

Modoc and Captain Jack's War

Crow, Blackfoot, Arapaho, Shoshone: Reservations and current locational significance

Week 12 **Religions of Native Americans**

Native American Church and peyote

Sun Dance, including modern practices

Importance of dreams and visions

Medicine Wheels of the West

Week 13 **Indians of the Southwest**

Apache and Geronimo's War: Insurgency tactics and effectiveness. Removal.

Navajo, Pueblo, Comanche, Maricopa, Utes, including modern locations and Pueblos

Week 14 **Modern Tribal Government**

Tribal sovereignty: Federal recognition, 1985 Indian Gaming Act. Definitions of *who* is an Indian

Trust lands and allotment system

Bureau of Indian Affairs (BIA)

Chiefs, Councils and other tribal administration focus

Modern Indian resources

 Hunting and fishing

 Gaming: New Buffalo

 Osage oil and Crow coal

 Tourism:

 Crafts and Pueblos in the Southwest

 Crow Days and other festivals

 Battlefields and European tourism

 Ecotourism (reservations are the last big tracts of land remaining which are not a part of a state or federal park, forest or natural area)