
HIS 130: APACHE HISTORY

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Office Hours: email, call, or text

San Carlos Apache College

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Online

No Book Required - Selected Texts

Course Description:

This course is a survey of the history of the Apache people, with an emphasis on the San Carlos Apache Tribe, from around 1830 to the present. It includes the development of the reservation and the political structure. It emphasizes the impact of historical events on the current social, economic, environmental, physical and cultural well-being of Apache people

Course Objectives:

- Learn the important issues and implications of specific points in history that allowed for the development of the San Carlos Apache entity.
- Examine primary documents that formally and politically created the San Carlos Apache tribe.
- Analyze the perceptions of Apache peoples in the twentieth century
- Display the unique government-to-government relationship with the federal government of the United States.

Student Learning Outcomes:

After completion of the course, students will be able to:

- Identify key players involved in the development of the San Carlos Apache tribe
- Point to specific moments in time that influenced change in Apache culture, society, and worldview
- Demonstrate the change over-time that culminated in the establishment of the San Carlos Apache Reservation.

Resources for Students with Disabilities

SCAC will make every effort 1) to ensure that qualified individuals with a disability are provided reasonable accommodation; and 2) to promote respect for the dignity and equal treatment of individuals with disabilities.

Student requests for accommodation due to disability are processed through the Academic Affairs Office. An authorized employee will provide intake assistance, determine eligibility based on appropriate documentation, plan for student services, notify faculty about accommodation(s), and monitor student accommodations.

Library

Over time, SCAC will build its own library resources, but while we are considered a site of TOCC, many of their library services are available to SCAC students. The TOCC Library provides information resources and services to SCAC and TOCC students, faculty and staff, and to the Tohono O'odham Nation community. The friendly and knowledgeable Library staff is available to answer reference questions; to help patrons select electronic and print research resources; to offer reader guidance; and to provide workshops or individual tutoring in library orientation, library

research skills, and in using print, electronic and multimedia materials and equipment. The Library catalog is available online at <http://youseemore.com/TOCC/>.

Student Rights and Responsibilities

All students at SCAC are considered responsible adults and are accountable for their own personal behavior regardless of age. SCAC expects students to represent the College in a professional manner at all times. Moreover, pursuing an education requires individual integrity, respectful cooperation, and serious dedication to one's own growth and training.

Important Remarks:

THIS IS A READING AND WRITING INTENSIVE COURSE. Do not assume that you will be able to cruise through this class without doing the reading, discussions, quizzes, and other assignments. Because of the nature of this class, online, it is imperative that you receive the necessary information electronically. That being said, if you are going to have a problem completing these assignments or do not have the appropriate tools to be successful in this class, please notify me ***IMMEDIATELY***. Do not wait until the last minute.

Attendance:

Attendance will not be administered throughout the course, however, the first week of class is the only exception. During Week 1 you will be required to post on the “**Introductions**” discussion board on Canvas under the “**Introductions**” Module. This will count as your attendance and understanding that you have examined the course and syllabus, acknowledging your responsibilities in attending this course online. ***IF STUDENTS DO NOT POST IN THIS SECTION YOU WILL BE ADMINISTRATIVELY WITHDRAWN FROM THE COURSE!*** This policy will continue for the remainder of the course with the instructor reserving the right to withdraw students from the course as a result of consistent inactivity, inappropriate behavior, or other reasons deemed reasonable, following San Carlos Apache College policy as explained in the student handbook.

Discussions and Required Readings:

Weekly discussion prompts are designed for students to interact with peers by providing an individualized analysis and opinion of specific readings for each given week. The selected readings are available on Canvas. Students will be required to submit an individual post on the appropriate discussion board for each week's lesson and respond to at least **two** peers for each of the discussion assignments. The first post (initial post) will be due every **FRIDAY** and replies to peers by **SUNDAY**. Pay attention to the due dates and calendar dates for your assignments. You may be required to do additional research in order to complete the discussion assignment, so be prepared. Pay attention to the instructions posted on the discussion board.

Initial Post Response	10 pts
1 st Peer Response	5 pts
2 nd Peer Response	5 pts
TOTAL POINTS:	20 points

Quizzes and Exams:

The class is structured to include six “weekly” quizzes, a Midterm, and Final Exam. Weekly quizzes will be objective comprehensive tests worth 20 points each (10 questions, 2 points each) that will encompass material from each respective week. Weekly quizzes will not be administered the week prior to both the

Midterm and Final exams, however, the information from those weeks will be included in the Midterm or Final exams. Discussions, assignments, and lectures are all areas of relevance for quizzes and exams. The Midterm and Final will pertain only to the first and second half of the semester. The Final Exam will be conducted the last week of the semester and will **NOT BE CUMULATIVE**. The format of both the Midterm and Final Exam are similar in design, which may incorporate analyses and descriptions of key terms and examinations of specific historical events in an **ESSAY FORMAT**.

Prospectus and Research Paper:

Papers will be submitted to **TURNITIN**, a **PLAGIARISM** software that will check submitted papers for any copied or plagiarized material, through Canvas. The first paper of the semester will be a short two-page prospectus essay that requires students to choose a special topic in Apache History by analyzing the first few weeks of readings and discussions and use them as evidentiary support in choosing the final paper topic. The Research Paper continues the research from the prospectus with an addition of source material that culminates in a 2,000-word essay that will be a much more intensive analysis of the various changes over time related to the interconnections between Apachean and Euro-American history. Papers will be written in Chicago Style formatting with a bibliography.

Grades:

Grading for each of these assignments will have a turnaround time of one-week at maximum. It is imperative that you do every reading and discussion in order to be successful. Each assignment will have the following point designation:

Intro/Attendance Post	20
Discussion Posts	280
Weekly Quizzes	100
Prospectus:	100
Midterm Exam	100
Final Paper:	100
Final Exam:	100
TOTAL POINTS:	800

Late Policy:

Assignments will remain open for the duration of the course, however, should you submit an assignment after the due date, it will be penalized 50%. You may receive full credit for a late assignment with a valid excuse. If there is a problem and you are unable to turn in an assignment on-time, **PLEASE NOTIFY ME IMMEDIATELY!** I am very easy to work with, but do not take my kindness for granted! If you do not have a plausible excuse, or don't have one, you will be subject to the penalty.

Extra Credit:

Throughout the semester, the instructor reserves the right to accept and distribute extra credit on an as needed basis. 3 options will be made available with specified instructions listed in the respective module. This will include a 1-page analysis of the video and its connection to the overall history of the Apache people, in other words, how does this represent Apache History?

Old Apache Westerns – Find an Old Western Featuring the Apache! – See Instructions on Canvas

Personal Interview – Talk to an Elder! See Instructions on Canvas

Apaches Fight Mining Company Over Land - https://youtu.be/W_mWO1wVmgc

CLASS SCHEDULE:

UNIT 1: Pre-Reservation History

Week 1: THE SOCIAL ORGANIZATION OF THE WESTERN APACHE

- Jan 19th – 24th** Goodwin, Grenville. "The Characteristics and Function of Clan in a Southern Athapascan Culture." *American Anthropologist*, New Series, 39, no. 3 (1937): 394-407.
<http://www.jstor.org/stable/662294>.
- Goodwin, Grenville. "The Social Divisions and Economic Life of the Western Apache." *American Anthropologist*, New Series, 37, no. 1 (1935): 55-64.
<http://www.jstor.org/stable/662225>.

Week 2. INTERACTIONS WITH EUROPEANS AND OTHER INDIGENOUS GROUPS

- Jan 25th – 31st** Chapter 2 - Goodwin, Grenville. *The Social Organization of the Western Apache*, Chicago: The University of Chicago Press, 1942.
- Smith, Ralph A. "Apache "Ranching" Below the Gila, 1841-1845." *Arizoniana* 3, no. 4 (1962): 1-17. <http://www.jstor.org/stable/41700639>.

Week 3: WESTERN APACHE CONTACTS WITH EURO-AMERICANS

- Feb 1st – 7th** United States. Office of Indian Affairs Annual report of the commissioner of Indian affairs, for the year 1865 Washington, D.C.: G.P.O., [1865] v. : fold. maps ; 23 cm. pp. 138 – 139
- United States. Office of Indian Affairs Annual report of the commissioner of Indian affairs, for the year 1866 Washington, D.C.: G.P.O., [1866] v. : fold. maps ; 23 cm. pp. 108 – 113
- United States. Office of Indian Affairs Annual report of the commissioner of Indian affairs, for the year 1868 Washington, D.C.: G.P.O., [1868] v. : fold. maps ; 23 cm. pp 141 – 143
- United States. Office of Indian Affairs Annual report of the commissioner of Indian affairs, for the year 1869 Washington, D.C.: G.P.O., [1869] v. : fold. maps ; 23 cm. pp 215 – 225

QUIZ 1

Week 4: CAMP GRANT MASSACRE

- Feb 8th – 14th** Colwell-Chanthaphonh, Chip. "Western Apache Oral Histories and Traditions of the Camp Grant Massacre." *American Indian Quarterly* 27, no. 3/4 (2003): 639-666.
<http://www.jstor.org/stable/4138967>.
- Clum, John P. "Eskiminzin." *New Mexico Historical Review* 3, no. 4 (1928): 399-420.
<https://ejournals.unm.edu/index.php/nmhr/article/view/1821/1726>

UNIT 2: Apache Wars and the Rez

Week 5: GERONIMO'S APACHE WARS

Feb 15th – 21st Chapter 12 – 15, Geronimo, *Geronimo: His Own Story As Told to S.M. Barrett*. New York: Meridian, 1996, orig pub. 1906.

PAPER 1 DUE SUNDAY FEB 16TH BY 11:59 PM ON CANVAS

Week 6: APACHE VIEWPOINTS OF GERONIMO AND SAN CARLOS

Feb 22nd – 28th Chapter 5 – 6, Jason Betzinez, *I Fought with Geronimo*. Lincoln: University of Nebraska Press, 1959.

VIDEO: PBS WE SHALL REMAIN, GERONIMO.

QUIZ 2

Week 7: RESERVATION ESTABLISHMENT AND IT'S SEPARATION

Mar 1st – 7th Ulysses S. Grant. *Executive Orders Relating to Indian Reserves from May 14, 1855 to July 1, 1902*. Washington: Government Printing Office, 1902. 83-87.

U.S. Congress. Senate. *To Divide San Carlos Indian Reservation. Referred to the Committee on Appropriations and ordered to be printed*. 54th Cong., 2nd sess., 1897. S. Doc. 121, 1-2.

Week 8: APACHES IN THE LATE-NINETEENTH

Mar 8th – 14th Lahti, Janne. *Wars For Empire: Apaches, The United States, and the Southwest Borderlands*, University of Oklahoma Press, 2017.

Lloyd, F., United States, Newberry Library, and Adam Matthew Digital. Report to the Medical Director, Department of Arizona, Whipple Barracks, Prescott, A.T., on the Indians Residing at the San Carlos Agency, Feb. 10, 1883, 1883. pp. 1-10

MIDTERM EXAM DUE BY SUNDAY MAR 7TH

UNIT 3: Post-Reservation History

Week 9: APACHES IN THE EARLY-TWENTIETH AND MODERNIZATION

Mar 15th – 21st Hrdlička, Aleš. "Notes On The San Carlos Apache." *American Anthropologist* 7, no. 3 (1905): 480-95.

U.S. Congress. Senate. *Proposed Development of Hydroelectric Power at the Coolidge Dam. Letter from the Chairman of the Federal Power Commission on the Compensation of Apache Indians of San Carlos Reservation for Generation of Hydroelectric Power at Coolidge Dam*. 70th Cong., 1st sess., 1928. S. Doc. 93. 1-13.

QUIZ 3

Week 10: BOARDING SCHOOL YEARS – ST. JOHN’S INDIAN SCHOOL

Mar 22nd – 28th Chapter 5, Eva Tulene Watt, *Don't Let the Sun Step Over You: A White Mountain Apache Family Life (1860 – 1975)*. with assist. Keith Basso, Tucson: The University of Arizona Press, 2004. pp. 127-145.

Herman, Daniel J. "Conquering Children." In *Rim Country Exodus: A Story of Conquest, Renewal, and Race in the Making*, 253-69. TUCSON: University of Arizona Press, 2012.

Week 11: APACHE CATTLE COUNTRY AND THE NEW DEAL

Mar 29th – Apr 4th Dungan, Ron. "Cattle And Constitutions: James Kitch and the Indian New Deal on the San Carlos Apache Reservation." *The Journal of Arizona History* 36, no. 2 (1995): 135-50. <http://www.jstor.org/stable/41696155>.

Getty, Harry T. "Development of the San Carlos Apache Cattle Industry." *Kiva* 23, no. 3 (1958): 1-4. <http://www.jstor.org/stable/30247963>.

Week 12: SAN CARLOS APACHE GENESIS – THE CONSTITUTION

Apr 5th – 11th Constitution and By-Laws of the San Carlos Apache Tribe, 1934, 1952

San Carlos Corporate Charters, 1940, 1955.

QUIZ 4

UNIT 4: Contemporary Apaches

Week 13: APACHES IN HOLLYWOOD

Apr 12th – 18th Clements, William M. *Imagining Geronimo: An Apache Icon in Popular Culture*, Albuquerque: University of New Mexico Press, 2013.

Lahti, Janne. "SILVER SCREEN SAVAGES: Images of Apaches in Motion Pictures." *The Journal of Arizona History* 54, no. 1 (2013): 51-84. Accessed December 28, 2020. <http://www.jstor.org/stable/24459198>.

Week 14: THE MINERAL STRIP AND APACHE TERRITORY

Apr 19th – 25th Perry, Richard J. "Grounds for Dispute: The San Carlos Apache Mineral Strip." *Oklahoma City University Law Review* 23, no. 1 2 (1998): 43-60

RESEARCH ESSAY DUE SUNDAY APR 25TH BY 11:59 PM ON CANVAS

Week 15: APACHE SACRED SPACE AND LANGUAGE

Apr 26th – May 2nd Samuels, David W. "Bible Translation and Medicine Man Talk: Missionaries, Indexicality, and the Language Expert on the San Carlos Apache Reservation." *Language in Society* 35, no. 4 (2006): 529-57.

Basso, Keith H. *Wisdom Sits in Places : Landscape and Language among the Western Apache*. Albuquerque, N.M.: University of New Mexico Press, 1996.

QUIZ 5

Week 16: FINALS

May 3rd – 7th **FINAL EXAM DUE BY FRIDAY THE 7TH**