



Syllabus: HIS130-2 Apache History

Course Information

Course Title: Apache History

Course Prefix/Number: HIS130-2

Semester: Fall 2025

Class Days/Times: M/W, 5:30 pm – 6:45 pm

Credit Hours: 3

Zoom link: <https://us06web.zoom.us/j/87246018995> (Meeting ID: 872 4601 8995)

Instructor Information

Name: Xina Uhl

Phone/Voice Mail: 805.907.2748

E-mail: xuhl@tocc.edu

Office location: Building 20 (across from San Carlos Post Office)

Office hours: M,T,W,R, 1:00 pm – 2:30 pm

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.

Student Learning Outcomes

Course Objectives

- Learn the important issues and implications of specific points in history that allowed for the development of the San Carlos Apache entity.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

- 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

- Demonstrate knowledge about Apache history and/or culture as it relates to their communities.
- Examine the impact of Apache history on their districts and community government.
- Identify key Apache words for historical places and events.
- Explain how historical circumstances have influenced contemporary issues for Apaches.
- Value their unique history and culture.

Course Structure

THIS IS A READING AND WRITING INTENSIVE COURSE. Do not assume that you will be able to ignore the reading, discussions, quizzes, and other assignments. It is also imperative that you are able to receive the necessary information electronically. If you believe you will 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.

This course involves weekly discussion posts, in class discussions, activities, exams, a reflection paper, and a final presentation.

Course Learning Materials and Textbook Information

Reading materials will be supplied by instructor.



Policies and Expectations

The Arrow Core Cultural Values of accountability, respect, resilience, openness, and wisdom form the structure for this course's policies and expectations

Accountability

This value defines grade expectations and accountability for coursework, emphasizes students' responsibility for original work and proper citation, stresses punctuality, participation, and lists consequences of absences.

Evaluations and Grading & Assignments:

Percentages	Grade
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D - Passing but non-transferable
59 and below	F - Failing

Your grade will be determined by the following:

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Activity	Points
Attendance	100
Class Discussion/Assignments	100
Participation	100
Reflection Paper	100
Midterm Exam	100
Final Paper/Presentation	100
Final Exam	100
Total Points Possible	700

Attendance Policy

Please note that attendance is **MANDATORY**. You're encouraged to keep your camera on and show your face during the class period. Those who do not keep their cameras on will lose participation points.

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a “W” or “Y” will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Academic Integrity:

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

Use of Artificial Intelligence (AI) in This Course

Artificial Intelligence (AI) refers to computer systems capable of performing tasks that typically require human intelligence, such as language understanding, problem-solving, and pattern recognition. In this course, AI tools will be integrated into some classroom activities to enhance learning and provide additional perspectives on historical research and writing.

The use of AI for completing graded assignments, including assignments and essays, is strictly prohibited unless the instructor gives you such permission. These assignments are designed to assess your individual understanding, critical thinking, and writing skills. Any use of AI in these contexts will be considered academic dishonesty and subject to the college’s policies on plagiarism and misconduct.

If you have questions about the appropriate use of AI or need clarification on assignments, please reach out to the instructor.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments by the 45th day census report are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself **by October 29, 2025** if you do not expect to complete the class; otherwise, you may receive an "F" grade.

RESPECT

This value establishes a respectful learning environment free from discrimination and promotes a safe and inclusive campus.

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

RESILIENCE

This value supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

OPENNESS

This value encourages open discussions between students and faculty and provides transparency about expectations and learning methods.

Courses Outline and Important Dates

Important Dates

Monday, August 18, 2025 – First day of instruction

Monday, September 1, 2025 – Labor Day Holiday

September 29 – October 4, 2025 – Fall Break

Tuesday, November 11, 2025 – Veterans Day

Thursday, November 27, 2025 - Thanksgiving Holiday

Friday, November 28, 2025 – Native American Heritage Day

Friday, December 5, 2025 – Last day of instruction

December 8 – 11, 2025 - Final Exams

Weekly Schedule

Mondays – discussion prompts and reading assignments opened

Fridays – quizzes (optional), midterm, final exams opened

Sundays by 11:59 pm – exams and papers/presentations due

Pending:

Week 1 –

Week 2 –

Week 3 –

Week 4 –

Week 5 –

Week 6 –

Week 7 –

Week 8 –

Week 9 –

Week 10 –

Week 11 –

Week 12 –

Week 13 –

Week 14 –

Week 15 –

Week 16 –

Extra Credit

There are four OPTIONAL quizzes you may take. Each quiz is worth a total of 25 extra credit points depending on how many correct answers you choose. No more than 100 extra credit points will be available.

Faculty/Student Communication

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login

their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

WISDOM

This value encourages evaluation, reasoning and diverse perspectives, emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth.

SCAC General Education Learning Outcomes***Apache Wisdom***

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

Communication

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.