



## Syllabus: HIS 130 Apache History (Online)

### Course Information

Course Title:	Apache History
Course Prefix/Number:	HIS 130-1
Semester:	Summer 2026
Class Days/Times:	Online
Credit Hours:	3 Credit Hours

### Instructor Information

Name:	Dr. Marcus Macktima
Phone/Voice Mail:	(928) 523-1377
E-mail:	<a href="mailto:mmacktima@tocc.edu">mmacktima@tocc.edu</a> / <a href="mailto:marcus.macktima@apachecollege.org">marcus.macktima@apachecollege.org</a>
Office location:	N/A
Office hours:	Online via Zoom (By Appointment)

### 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

After completion of the course, students will...

- 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 course will be graded on several parameters dictated below:**

**Attendance (Discussion Assignment): 20 pts**

During Week 1 you will be required to post on the “Introductions” discussion board. This will count as your attendance and understanding that you have examined the course and syllabus as well as acknowledge your responsibilities in this course. ***IF YOU DO NOT YOU WILL BE ADMINISTRATIVELY WITHDRAWN!*** The instructor reserves the right to withdraw students from the course because of consistent inactivity, inappropriate behavior, or other reasons deemed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: 20 pts**

Students will be required to submit an individual post each week and respond to at least *two* peers. The first post (initial post) is due every **FRIDAY** and replies to peers by **SUNDAY**. You may be required to do additional research in order to complete the assignment, so be prepared. Pay attention to the instructions posted on the discussion board.

Initial Post Response	10 pts
1 <sup>st</sup> Peer Response	5 pts
2 <sup>nd</sup> Peer Response	5 pts
<b>TOTAL POINTS:</b>	<b>20 points</b>

**Exams: 100 pts – Midterm/Final**

The class is structured to include a Midterm, and Final Exam. The Midterm and Final will pertain only to the first and second half of the semester, respectively. The exams are structured to include 4 sections: multiple choice, matching, T/F, and 1 short essay question. 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. All elements from the course will be used (readings, lectures, etc.,) for the questions. A study guide is provided.

**Papers: 100 pts per paper/20 pts for response**

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 an 800-word reflection paper that answers the question: Who are the Apache peoples? This will also be the premise of the final paper, which will answer the same question using at least 5 primary and 2 secondary sources and between 1,000 and 1,500 words.

In addition to the papers, there will be a small 1-page response paper to a movie scheduled for week 7.

**Course Learning Materials and Textbook Information**

No Book Required - Selected Scholarly and Primary Source Texts are Assigned to Each Week

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**This Syllabus is Organized around SCAC's A.R.R.O.W. framework:  
Accountability, Respect, Resilience, Openness, and Wisdom**

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**Policies and Expectations**

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**ACCOUNTABILITY:**

*Defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences.*

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**Important Remarks:**

***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.

**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 any late work with a valid excuse. If there is a problem and you are unable to turn in an assignment on-time, ***PLEASE NOTIFY ME IMMEDIATELY!***

**Evaluations and Grading & Assignments:**

90 and above is an A  
80 – 89 is a B  
70 – 79 is a C  
60 – 69 is a D  
Under 60 is Failing

**Your grade will be determined by the following:**

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	160
Reflection Paper:	100
Midterm Exam	100
Final Paper:	100
Movie Analysis	20
Final Exam:	100
<b>TOTAL POINTS:</b>	<b>600</b>

### Attendance Policy

During Week 1 you will be required to post on the “Introductions” discussion board. This will count as your attendance and understanding that you have examined the course and syllabus as well as acknowledge your responsibilities in this course. ***IF YOU DO NOT YOU WILL BE ADMINISTRATIVELY WITHDRAWN!*** The instructor reserves the right to withdraw students from the course because of consistent inactivity, inappropriate behavior, or other reasons deemed reasonable, following San Carlos Apache College policy as explained in the student handbook. Students are expected to contact instructor prior to absences.

### 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.

### Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) or have not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website], 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 [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class; otherwise, you may receive an "F" grade.

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**RESPECT:**

*Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus.*

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**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.

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**RESILIENCE:**

*Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations.*

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**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.

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**OPENNESS:**

*Encourages open discussions between students and faculty and provides transparency about expectations and learning methods.*

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## Courses Outline and Important Dates

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***NOTE: All readings are available on Canvas. Readings will be posted to their respective week's page as a PDF that can also be downloaded. Students should use the weekly navigation buttons on the course "Home Page" in Canvas to find these documents.***

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### Unit 1: Pre-Reservation History [Week 1-2]

**May 26 – May 31**      Week 1: Social Organization, Europeans, and Other Indigenous Groups

**Readings:**

- Perry, *Apache Reservation*, Chapter 1 – pgs. 1-27
- Perry, *Apache Reservation*, Chapter 2 – pgs. 28-42

**Assignments:**

- **Intro Discussion Due by Friday**
- **Discussions Due by Friday**

**June 1 – 7**

Week 2: Contact with Euro-Americans and Camp Grant

**Readings:**

- Perry, *Apache Reservation*, Chapter 3 – pgs. 43-65
- Perry, *Apache Reservation*, Chapter 4 – pgs. 66-118
- **Add'l Reading for Discussion:** Colwell-Chanthaphonh, "Western Apache Oral Histories and Traditions of the Camp Grant Massacre"

**Assignments:**

- **Discussions Due by Friday**
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### Unit 2: Apache Wars and Reservations [Week 3-4]

**June 8 – 14**

Week 3: Reservations and Apache Wars

**Readings:**

- Perry, *Apache Reservation*, Chapter 5 – pgs. 119-136
- Betzinez, *I Fought with Geronimo*, Chapter 5-6 pgs. 38-55

**Assignments:**

- **Discussions Due by Friday**
  - **Paper 1 Due by Sunday**
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**June 15 – 21**

Week 4: Apachean Experiences in the Late-Nineteenth

**Readings:**

- Perry, *Apache Reservation*, Chapter 5 – pgs. 136-159
- *Letter from the Acting Secretary of the Interior, transmitting an agreement with the San Carlos Reservation Indians ceding certain lands to the United States*

**Assignments:**

- **Discussions Due by Friday**
  - **Midterm Due by Sunday**
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**Unit 3: Post-Reservation History [Week 5-6]****June 22 – 28**

Week 5: The Boarding Schools

**Readings:**

- Chapter 5, Eva Tulene Watt, *Don't Let the Sun Step Over You: A White Mountain Apache Family Life (1860 – 1975)*.
- Herman, Daniel J. "Conquering Children." In *Rim Country Exodus: A Story of Conquest, Renewal, and Race in the Making*

**Assignments:**

- **Discussions Due by Friday**

**June 29 – July 5**

Week 6: Cattle Country, the New Deal, and San Carlos Apache Genesis

**Readings:**

- Macktima, "A Manufactured Identity: Cattle-Raising, the Coolidge Dam, and the Creation of the San Carlos Apachean Peoples"
- Dungan, Ron. "Cattle And Constitutions: James Kitch and the Indian New Deal on the San Carlos Apache Reservation."

**Assignments:**

- **Discussions Due by Friday**
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**Unit 4: Apaches in the Contemporary [Week 7-8]****July 6 – 12**

Week 7: Apaches in the Mid-Twentieth

**Readings:**

- Perry, *Apache Reservation*, Chapter 6 – pgs. 160-190
- Perry, *Apache Reservation*, Chapter 7 – pgs. 191-222

**Assignments:**

- **Discussions Due by Friday**
  - **Apache Movie Analysis**
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**July 13 – 19**

## Week 8: The Mineral Strip and Sacred Sites

**Readings:**

- Perry, Richard J. “Grounds for Dispute: The San Carlos Apache Mineral Strip.”
- Macktima, “Sacred Space and Identity: The Fight for Chi’chil Bıldagoteel (Oak Flat) and the History of the San Carlos Apachean Peoples”

**Assignments:**

- **Discussions Due by Friday**
- *Final Essay Due by Sunday*

**Finals Week: Final Exam on Canvas – July 22<sup>nd</sup> – July 23<sup>rd</sup>****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.

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**WISDOM:**

*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.*

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**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.

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