I. CATALOG INFORMATION
   A. Discipline: HISTORY
   B. Subject Code and Number: HIST M135
   C. Course Title: Native American History
   D. Credit Course units:
      Units: 3
      Lecture Hours per week: 3
      Lab Hours per week: 0
      Variable Units: No
   E. Student Learning Hours:
      Lecture Hours:
      Classroom hours: 52.5 - 52.5
      Laboratory/Activity Hours:
      Laboratory/Activity Hours: 0 - 0
      **Total Combined Hours** in a 17.5 week term: 52.5 - 52.5
   F. Non-Credit Course hours per week
   G. May be taken a total of: [X] 1 [ ] 2 [ ] 3 [ ] 4 times(s) for credit
   H. Is the course co-designated (same as) another course: No [X] Yes [ ]
   If YES, designate course Subject Code & Number: 
   I. Course Description:
      Introduces the history of the indigenous people of North America and Meso-
      America from the pre-Colonial era to the present. Emphasizes Native American
      and Euro-American interaction, U.S. policy development and the roles played by
      American Indians to ensure their survival and cultural integrity into the 21st
      century.
   J. Entrance Skills
      *Prerequisite: No [X] Yes [ ] Course(s)
      *Corequisite: No [X] Yes [ ] Course(s)
      Limitation on Enrollment: No [X] Yes [ ]
      Recommended Preparation: No [X] Yes [ ] Course(s)
      Other: No [X] Yes [ ]
K. Other Catalog Information:

Formerly HIST M06. Satisfies US-1 (historical development of American institutions and ideals) requirement of CSU Title V.

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>compare and contrast major events and themes in United States history from the perspectives of Native Americans and Euro-Americans.</td>
</tr>
<tr>
<td></td>
<td>written exams, primary source document studies, research papers and book reviews.</td>
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<tr>
<td>2</td>
<td>examine the social, political and economic factors which led to European exploration and colonization in the New World.</td>
</tr>
<tr>
<td></td>
<td>written exams, primary source document studies, research papers and book reviews.</td>
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<tr>
<td>3</td>
<td>assess the goals of European empires in the New World and the ways in which native peoples responded to these colonial projects.</td>
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<tr>
<td></td>
<td>written exams, primary source document studies, research papers and book reviews.</td>
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<tr>
<td>4</td>
<td>compare and contrast Meso-American societal development to that of Native North Americans.</td>
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<tr>
<td></td>
<td>written exams, primary source document studies, research papers and book reviews.</td>
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<tr>
<td>5</td>
<td>differentiate among the various Native American cultural and political areas.</td>
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<tr>
<td></td>
<td>written exams, primary source document studies, research papers and book reviews.</td>
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<td>6</td>
<td>evaluate the roots and ramifications of the special relationship between Native Americans and the U.S. Federal Government.</td>
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<tr>
<td></td>
<td>written exams, primary source document studies, research papers and book reviews.</td>
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<tr>
<td>7</td>
<td>identify major contributions of the Native Americans to the American Experience.</td>
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<tr>
<td></td>
<td>written exams, primary source document studies, research papers and book reviews.</td>
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<td></td>
<td>Course Outline moorpark - HIST M135</td>
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<tr>
<td>8</td>
<td>analyze the &quot;Westward Movement&quot;/&quot;Manifest Destiny&quot; philosophy as it affected Native Americans.</td>
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<tr>
<td>9</td>
<td>identify significant Native American leaders and major Pan-Indian movements in U.S. History.</td>
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<tr>
<td>10</td>
<td>assess the modern indigenous people's dichotomy of heritage and progress.</td>
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<tr>
<td>11</td>
<td>evaluate primary source documents.</td>
</tr>
</tbody>
</table>

### III. COURSE CONTENT

<table>
<thead>
<tr>
<th>Estimated %</th>
<th>Topic</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.00%</td>
<td>Part I: Origins of Native Americans: Native American peoples of Meso-America, the Kingdoms of the Sun, the American Southwest and the Great Plains</td>
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</tr>
<tr>
<td></td>
<td>A. Kingdoms of the Sun</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. The Maya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Aztec and Cahokia</td>
<td></td>
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<td></td>
<td>B. Native Americans of California and the Southwest</td>
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<td></td>
<td>1. The Anasazi, the Hopi, Apache, Navajo</td>
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<td></td>
<td>2. The Chumash</td>
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<td></td>
<td>3. The Yahi and the story of Ishi</td>
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<td></td>
<td>4. The California Mission System</td>
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<td></td>
<td>C. The Plains Cultural Complex</td>
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<td></td>
<td>1, 2, 3, 4, 5, 7, 8, 11</td>
<td></td>
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<tr>
<td>20.00%</td>
<td>Part II. Native Americans in Colonial and Revolutionary America and the New Nation, 1680-1830</td>
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<tr>
<td></td>
<td>A. The Impact of the Fur Trade</td>
<td></td>
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<td></td>
<td>B. War and Diplomacy in Colonial America</td>
<td></td>
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<td></td>
<td>The French and Indian War</td>
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<tr>
<td></td>
<td>C. Native Americans and the American Revolution</td>
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<td></td>
<td>D. Native Americans Confront Expansion</td>
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<td></td>
<td>E. Forced Removals</td>
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<td></td>
<td>1, 2, 3, 5, 6, 7, 8, 9, 10, 11</td>
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<tr>
<td>30.00%</td>
<td>Part III. Defending the West and the Assault on Indian Culture, 1830-1930</td>
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<tr>
<td></td>
<td>A. Indian Wars and Treaties</td>
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<td></td>
<td>B. Battles for the Black Hills</td>
<td></td>
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<tr>
<td></td>
<td>C. Different Strategies for Survival</td>
<td></td>
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<tr>
<td></td>
<td>D. Policies of Detribalization</td>
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<tr>
<td></td>
<td>E. The Dawes Allotment Act</td>
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<td></td>
<td>F. The Educational Assault on Children</td>
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<td></td>
<td>G. Indians in American Society 1900-1930: A New Generation of</td>
<td></td>
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<td></td>
<td>1, 6, 7, 8, 9, 10, 11</td>
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</tr>
</tbody>
</table>
### IV. TYPICAL ASSIGNMENTS

#### A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:

1. writing an in-class essay examining the origins of the Dawes Severalty Act of 1887 and its impact on Native American societies of the Great Plains.

2. writing a review of a primary or secondary source document such as a monograph, novel, or biography on the evolution of the American Indian Movement.

3. writing a critical summary and evaluation of historical images and representations of Native American peoples throughout United States history.

#### B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:

1. attending a lecture or presentation relevant to the study of Native American history and completing a critical summary and critique of the presentation.

2. visiting a historic site relevant to the study of Native American history and completing a critical summary of this site visit.

3. using Library and Internet resources to research and write a paper examining the historical roots and ramifications of the governmental policy of Termination and how it led to the permanent loss of federal recognition for many Native tribes.

#### C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:

1. comparing and contrasting primary source documents written by Andrew Jackson and The Cherokee Nation with respect to the Indian Removal Act of 1830.

2. writing a research paper utilizing primary and secondary sources evaluating the success of two separate Pan Indian Movements of the 19th century.

3. participating in small groups debating which Native American leader of the Progressive Era pursued the most effective strategy to further civil rights for Native American people.

### V. METHODS OF INSTRUCTION
Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify) instructor led group discussions or debates. Guest lecturers.
- Optional Field Trips
- Required Field Trips

VI. METHODS OF EVALUATION
Methods of evaluation may include, but are not limited to:

- Essay Exam
- Problem Solving Exam
- Objective Exams
- Classroom Discussion
- Reports/Papers/Journals
- Projects
- Skill Demonstration
- Participation
- Other (specify)

writing papers evaluating the historical significance of film and media representations of Native Americans in U.S. history.

group presentations on a contemporary issue for Native American people, such as poverty on the reservation and the historical roots of this issue.

presentations of a critical analysis paper on a primary source such as Charles Eastman’s The Soul of the Indian.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS


VIII. STUDENT MATERIALS FEES

- No
- Yes

IX. PARALLEL COURSES

<table>
<thead>
<tr>
<th>College</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Camino College</td>
<td>Hist 108</td>
<td>U.S. History: The American Indian Experience</td>
<td>3</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>HISTORY 15A</td>
<td>Native American History</td>
<td>4</td>
</tr>
<tr>
<td>College</td>
<td>Course</td>
<td>Title</td>
<td>Units</td>
</tr>
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<tr>
<td>Los Positas College</td>
<td>HIST 25</td>
<td>American Indian History and Culture</td>
<td>3</td>
</tr>
<tr>
<td>San Diego State Univ.</td>
<td>AMIND 110</td>
<td>American Indian Heritage</td>
<td>3</td>
</tr>
<tr>
<td>UC Riverside</td>
<td>ETST 7</td>
<td>Intro to Native American Studies in Comparative Perspective</td>
<td>4</td>
</tr>
<tr>
<td>CSU Fresno</td>
<td>AIS 5</td>
<td>American Indian History</td>
<td>3</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>AIS 105</td>
<td>American Indian History - Pre 1871</td>
<td>3</td>
</tr>
</tbody>
</table>

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:
1. This course is designed to be taken either:
   - [ ] Pass/No Pass only (no letter grade possible); or
   - [X] Letter grade (P/NP possible at student option)
2. Degree status:
   - Either [X] Associate Degree Applicable; or [ ] Non-associate Degree Applicable

B. Moorpark College General Education:
1. Do you recommend this course for inclusion on the Associate Degree General Education list?
   - Yes: [X] No: [ ] If YES, what section(s)?
   - [ ] A1 - Natural Sciences - Biological Science
   - [ ] A2 - Natural Sciences - Physical Science
   - [X] B1 - Social and Behavioral Sciences - American History/Institutions
   - [X] B2 - Social and Behavioral Sciences - Other Social Behavioral Science
   - [ ] C1 - Humanities - Fine or Performing Arts
   - [ ] C2 - Humanities - Other Humanities
   - [ ] D1 - Language and Rationality - English Composition
   - [ ] D2 - Language and Rationality - Communication and Analytical Thinking
   - [ ] E1 - Health/Physical Education
   - [ ] E2 - PE or Dance
   - [X] F - Ethnic/Gender Studies

C. California State University (CSU) Articulation:
1. Do you recommend this course for transfer credit to CSU? Yes: [X] No:
2. If YES do you recommend this course for inclusion on the CSU General Education list?
   - Yes: [X] No: [ ] If YES, which area(s)?
D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC?  Yes: X  No: □

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?  Yes: X  No: □

IGETC Area 1: English Communication

☐ English Composition
☐ Critical Thinking-English Composition
☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

☐ Arts
☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

☐ Anthropology and Archaeology
☐ Economics
☐ Ethnic Studies
☐ Gender Studies
☐ Geography
☐ History
☐ Interdisciplinary, Social & Behavioral Sciences
☐ Political Science, Government & Legal Institutions
☐ Psychology
☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐ Physical Science Lab or Physical Science Lab only (non-sequence)
☐ Physical Science Lecture only (non-sequence)
☐ Biological Science
☐ Physical Science Courses
☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
XII. REVIEW OF LIBRARY RESOURCES
   A. What planned assignment(s) will require library resources and use?
      The following assignments require library resources:
      Research of papers, books and/or journal articles and reviews, oral and written
      reports using the Library’s print and online resources on such topics as the
      Dawes Severalty Act of 1887 and its impact on Native American societies of the
      Great Plains.

   B. Are the currently held library resources sufficient to support the course
      assignment?
      YES: [x] NO: [ ]
      If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION
   HIST M135: Not Applicable

XIV. WORKPLACE PREPARATION
   HIST M135: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM
   1. Mode of Delivery
      [x] Online (course will be delivered 100% online)
      [x] Online with onsite examinations (100% of the instruction will occur
          online, but examinations and an orientation will be scheduled onsite)
      [x] Online/Hybrid (a percentage of instruction will be held online and the
          remaining percentage of instruction will be held onsite)
          Lab activities will be conducted onsite
      [ ] Televideo (Examinations and an orientation will be held onsite)
      [ ] Teleconference
      [ ] Other
2. **Need/Justification**

   Improve General Student Access

3. **Describe how instructors teaching this course will ensure regular, effective contact with and among students.**

   Instructors may provide on-site orientation and on-site testing. Students may perform interactive online activities, engage in asynchronous discussion groups, participate in chat rooms, submit written assignment via email.

4. **Describe how instructors teaching this course will involve students in active learning.**

   Instructors will provide interactive online activities where students will engage in asynchronous discussion groups, participate in chat rooms, submit written assignment via email.

5. **Describe how instructors teaching this course will provide multiple methods of content representation.**

   Instructors will provide interactive online activities, engage in asynchronous discussion groups, participate in chat rooms, submit written assignments via email, computer simulations, and other electronically based assignments, in addition to any typical assignments an instructor may choose to require.

6. **Describe how instructors teaching this course will evaluate student performance.**

   Methods of evaluation may consist of electronically-based assessments, exams and/or assignments, participation in chat sessions and/or asynchronous discussion forums, submission of written work electronically. Computer simulation, write-ups, and other evaluation methods as determined by the instructor.

### XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

**General Education Division of Learning** [check all applicable boxes]:

- [ ] Natural Sciences
  - [ ] Biological Science
  - [ ] Physical Science
- [ ] Social and Behavioral Sciences
  - [X] American History/Institutions
  - [ ] Other Social Science
- [ ] Humanities
  - [ ] Fine or Performing Arts
  - [ ] Other Humanities
- [ ] Language and Rationality
X

OPTION #1: Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.

☐ OPTION #2: Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM
HIST M135: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041
HIST M135: Not Applicable

XIX. CURRICULUM APPROVAL
Course Information:
Discipline: HISTORY
Discipline Code and Number: HIST M135
Course Revision Category: Outline Update

Course Proposed By:
Originating Faculty Susan Kinkella 10/21/2015
Faculty Peer: Ranford Hopkins 10/23/2015
Curriculum Rep: Hugo Hernandez 10/28/2015
Department Chair: Lee Ballestero 10/22/2015
Division Dean: Amanuel Gebru 10/28/2015

Approved By:
Curriculum Chair: Jerry Mansfield 02/28/2016
Executive Vice President: Lori Bennett 02/01/2016
Articulation Officer: Letricha Mai 11/17/2015
Librarian: Mary LaBarge 11/15/2015

Implementation Term and Year: Fall 2016

Approval Dates:
Approved by Moorpark College Curriculum Committee: 12/01/2015
Approved by Board of Trustees (if applicable): ________

Approved by State (if applicable): 02/04/2016