

HIST M135: NATIVE AMERICAN HISTORY AND CULTURE

Originator

skinkella

Co-Contributor(s)
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College

Moorpark College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

M135

Course Title (CB02)

Native American History and Culture

Banner/Short Title

Native American History/Cult

Credit Type

Credit

Start Term

Fall 2021

Formerly

HIST M06 - History of American Indian

Catalog Course Description

Surveys Native American History from pre-Columbian origins to the present. Emphasizes Native American perspectives and interactions with European and Euro-Americans and the vital role of Native Americans in the creation and development of the United States. Examines the historical context of contemporary Native American cultural, political, economic and legal conditions. Satisfies US-1 (historical development of American institutions and ideals) requirement of CSU Title V.

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | demonstrate the ability to contextualize and interpret primary and secondary texts, images or audio sources and to compose an argument which uses them for support in understanding Native American History. |
| 2 | identify connections between Native American history and their current roles and challenges in the United States today, thus preparing students for the challenges and responsibilities of life and change in American society and within the global community. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | compare and contrast major events and themes in United States history from the perspectives of Native Americans and Euro-Americans. |
| 2 | identify ways in which Native peoples responded and negotiated for their own social, political and economic best interests from the period of European colonization to the present. |
| 3 | evaluate the roots and ramifications of the special relationship between Native Americans and the U.S. Federal Government. |

- 4 identify Native American influence and contributions to the cultural, political and economic history of the United States.
- 5 evaluate significant Native American leaders and major Pan-Indian movements in U.S. History.
- 6 identify the impact of stereotypes and racism as experienced by the Indigenous Peoples in North America.
- 7 assess the process by which Europeans and Anglo-Europeans dispossessed Native Nations of their lands.
- 8 examine the dynamics of accommodation, assimilation and resistance to European and Euro-American culture and society.
- 9 assess how Native Americans preserved their language, culture and identity despite ongoing cultural and legal assaults from American government and society.
- 10 identify significant federal and state legislation that impacted Native American culture and societies.

Course Content

Lecture/Course Content

25% Part I: Introduction to Native American Studies. Native American peoples of Meso-America, the American Southwest and the Great Plains

A. Native American Studies: History and Culture

- 1. Native American History is United States History
 - a.. Renditions of History to Justify Past Actions or Present Agendas
 - b. Looking at American History from the Viewpoints of the People Who Made it History
 - C. Recognizing Invasion, Racism and Acts of Genocide as Part of America's History
 - d. . Understanding Stereotypes Old and New

B. Kingdoms of the Sun

- 1. The Maya
- 2. Aztec and Cahokia
- C. Native Americans of California and the Southwest
 - 1. The Anasazi, the Hopi, Apache, Navajo
 - 2. The Chumash
 - 3. The Yahi and the story of Ishi
 - 4. The California Mission System
- D. The Plains Cultural Complex

20% Part. II. Native Americans in Colonial and Revolutionary America and the New Nation, 1680-1830

- A. The Impact of the Fur Trade
- B. War and Diplomacy in Colonial America
 - The French and Indian War
- C. Native Americans and the American Revolution
- D. Native Americans Confront Expansion
- E. Forced Removals

25% Part III. Defending the West and the Assault on Indian Culture, 1830-1930

- A. Indian Wars and Treaties
- B. Battles for the Black Hills
- C. Different Strategies for Survival
- D. Policies of Detribalization
- E. The Dawes Allotment Act
- F. The Educational Assault on Children
- G. Indians in American Society 1900-1930: A New Generation of Leaders

30% Part IV. From the Indian New Deal to Native American Nations in the 21st Century

- A. Shifting Policies and Indian Activism
 - 1. The Indian New Deal
 - 2. Opposing and Disputing the Indian Reorganization Act
- B. Native Americans and World War II
- C. Termination and Self-Determination
- D. Urban Indians and the Rise of Militancy
- E. Self Determination and Sovereignty
- F. Native American Leadership at the End of the 20th Century
- G Revitalizing Nations:
 - 1. Protecting Culture, Preserving Language, and Tribal Education

- 2. Tribal Governments and Sovereignty
- 3. Building Tribal Economies and the Protection of Native Lands and Sacred Spaces
- H. Numbers, Identities and Images
 - 1. "Recognized" and "Nonrecognized" Tribes
 - 2. Racism and Stereotypes : Old and New

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion
 Essay exams
 Group projects
 Individual projects
 Journals
 Oral analysis/critiques
 Objective exams
 Projects
 Problem-solving exams
 Participation
 Portfolios
 Quizzes
 Reports/Papers/Journals
 Reports/papers
 Research papers
 Skills demonstrations
 Written analyses

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Internet research
 Lecture
 Readings
 Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentations, classroom discussions, board work, educational audio/visual materials and group work exercises to explain course content.

Representative Course Assignments

Writing Assignments

write a review of a primary or secondary source document such as a monograph, novel, or biography in Native American History.
 write a critical summary and evaluation of historical images and representations of Native American peoples throughout United States history.
 complete in class or take-home essays.

Critical Thinking Assignments

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.

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

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

Reading Assignments

read primary or secondary source documents such as monographs, biographies or historical novels on topics in Native American History.

read ethnographies on the Chumash.

Outside Assignments**Representative Outside Assignments**

prepare an oral presentation on the historical roots of a contemporary issue in Native American society.

visit a Native American historic and complete a critical summary of the site visit.

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

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU Long Beach	HiST 105	American Indian History - Pre 1871	3
UC Riverside	HIST 37	History of North American Indians, 1900 - present	4

Comparable Courses within the VCCCD

HIST V45 - United States History: Focus on Native Americans to Reconstruction and - Course and not Found

HIST V55 - United States History: Focus on Native Americans Since the Civil War

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
El Camino College	HIST 108	United States History: The American Indian Experience	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B1. American History/Institutions**

Approved

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies

Approved

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

US - 1: Historical development of American Institutions and Ideals

Approved

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. 6th ed., Bedford/St. Martin's, 2019.

Resource Type

Textbook

Classic Textbook

No

Description

Treuer, David. *The Heartbeat of Wounded Knee: Native America from 1890 to the Present*. Riverhead Books, 2019.

Resource Type

Textbook

Classic Textbook

No

Description

Silverman, David. *This Land is Their Land: The Wampanoag Indians, Plymouth Colony, and the Troubled History of Thanksgiving*. Bloomsbury Publishing, 2020.

Library Resources

Assignments requiring library resources

Research of papers, books and/or journal articles and reviews, oral and written reports using the Library's print and online resources. Use of specific databases such as EBSCO America: History and Life, JSTOR, and Issues and Controversies in American History.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research topics such as the Dawes Severalty Act of 1887 and its impact on Native American societies of the Great Plains.

Distance Education Addendum

Definitions

Distance Education Modalities

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Primary Minimum Qualification

HISTORY

Review and Approval Dates

Department Chair

04/12/2021

Dean

04/13/2021

Technical Review

04/29/2021

Curriculum Committee

5/4/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000432705

DOE/accreditation approval date

MM/DD/YYYY