**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 02/02/2021

GCCCD Governing Board Approval: 03/16/2021

# **HISTORY 131 – U.S. HISTORY AND CULTURES: NATIVE AMERICAN PERSPECTIVES II**

1. **Course Number** **Course Title** **Semester Units**

HIST131 U.S. History and Cultures: Native American Perspectives II 3

**Semester Hours**

3 hours lecture: 48-54 total hours; 96-108 outside of class hours; 144-162 total hours

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

An historical survey of the indigenous peoples of the North American Continent from the period of 1850 to the present. Attention will be given to contemporary, historical, political, and socio-economic issues affecting the American Indian, nationwide, statewide, and locally. Indian perspectives of native and nonnative cultures will be included. The Federal and State Constitutions are studied with special emphasis on the effects on and influence of the Indian culture and society. Particular attention is given to political philosophies and the impact of legislation on Indian culture and society.

4. **Course Objectives**

The student will:

a. Identify cultural values and attitudes of early North American Indians.

b. Compare and contrast urban and reservation Indian ways of life since 1850 to the present.

c. Contrast and debate the ideologies of preservation and assimilation as they relate to present day trends and issues.

d. Assess recent and current social and political trends in Indian cultures and societies.

e. Describe the development of political organization and philosophy since 1850.

f. Discuss the Federal and California Constitutions particularly with reference to impact on and influence of American Indians.

g. Discuss Federal, State and local legislation as it has affected Indian cultures and societies.

h. Explain the Constitution of the State of California within the framework of Federal-State relationships.

i. Analyze California history, especially relationships between the state and the nation and specifically issues relating to the Indian peoples of California.

j. Examine the major historical events and actors in each historical period since 1850 and their impact on native people – and the impact of native history on broader U.S. history.

k. Examine the varied federal policies of assimilation over time since the mid-19**th** century and the impact on Indian Nations and cultures.

l. Analyze the policies of the state and local government as it relates to the California Indians. Particular attention is given to contemporary issues over water, religion, land, education, treaty rights and economic development such as Tribal Gaming.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

a. Cultural values and attitudes of North American Indians since 1850

b. Cultural values and attitudes of contemporary North American Indians as related to the past

c. Cultural, economic and social origins, issues and problems related to North American Indians

d Diversity and similarities of North American Indian cultures

e. Indian relationship with the framing of the Federal Constitution and continuing development of American political organization and philosophy

f. A comparison and contrast between reservation and urban life

g. The effect of Anglo American values, attitudes and legislation on the North American Indian

h. A discussion of the issues of preservation of native cultures vs. assimilation

i. Indians in geographic areas, such as Northern & Southern Plains, Midwest, Eastern coastal

areas, Pacific Coastal areas and Far West since 1850

j. Federal policy towards Indians from 1850 to the present

k. Impact of the California Constitution on the California Indians

l. California statehood and how it impacted California Indians

m. Civil War affects the Indian Nations (1860s)

n. Reconstruction in Indian Territory (1865-1870)

o. Indian Nations fight for their homelands (1850-1886)

p. Discussion of and implications of the Standing Bear Decision (1876)

q. Breakup of Indian Territory (1889):

1) Dawes Allotment Act (1887)

2) Curtis Act (1887)

3) Jerome Commission (1887)

r. Indian Reorganization Act (1934) and its implications

s. Federal policies implemented for assimilation and their impact on the Indian Nations

1) Boarding School system

2) Relocation

3) Termination

t. Public Law 280 (1953) and its implications to California Indians

u. Indian self-determination and sovereignty from 1850 to the present

v. Days of Protest (1960’s – 1970’s)

1) American Indian Movement

2) Trail of Broken Treaties

3) Fish-ins

4) Occupation of Alcatraz Island

5) Wounded Knee II

w. Indian Religious Freedom Act (1978) and restoration and protection of Indian religions

x. Discussion of the policies of state and local governments as it relates to the California Indians Particular attention is given to contemporary issues over water, religion, land, education, treaty rights and economic development such as tribal gaming

8. **Method of Instruction**

a. Lecture

b. Discussion and interpretation of primary documents and/or historical topics

c. Study guides or examination reviews

d. Multi-media presentations

e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.

f. Internet websites

g. Guest speakers

h. Collaborative projects

i. Library resources: books, periodicals, databases, reference works, and internet resources pertaining to Native American History

9. **Methods of Evaluating Student Performance**

a. Objective tests

b. Quizzes

c. Oral and written reports such as Wounded Knee Massacre, Sand Creek, and the Occupation of Alcatraz

d. Written essays on Little Big Horn, Lincoln his Persecution of Native Nations

e. Group/Discussion activities such as the Ghost Dance, Restorative Circles

f. Research papers Mankato Hangings, Dakota Wars

g. Midterm and final exam with strong writing (essay) component to assess students’ critical thinking skills as well as the course content

10. **Outside Class Assignments**

Outside class assignments include library and internet research with multiple sources, websites, or take-home exams, all designed to build students’ skills and knowledge about history and the nature and methods of historical writing. The following are examples of students’ outside class assignments:

a. Prepare for an in-class essay of minimum 600 words about Native American culture in the present day southwestern United States by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

b. Prepare a research assignment outside of class, comparing and contrasting the Native American life in reservations in Oklahoma and the Southwestern U.S., utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper (minimum 600 words) on a 20th century Federal Law affecting Native Americans. The paper must demonstrate how their subjects relate to larger questions or themes in Modern American History.

d. Prepare for group discussions about a famous 20th century Native American leader with each group focusing on the leader’s beliefs, challenges and interactions with American politics, utilizing evidence from course materials and independent research.

11. **Representative Texts**

a. Representative Texts:

(1) Hurtado, Albert and Iverson, Peter. *Major Problems in American Indian History: Documents and Essays* 3**rd** ed. Boston, MA: Wadsworth, 2015.

(2) Lobo, Susan and Talbot, Steve and Morris, Traci L. *Native American Voices: A Reader*. 3rd ed.

Abingdon: Routledge, 2016.

(3) Edmunds, David R. and Hoxie, Frederick E. and Salisbury, Neal*. The People: A History of Native Americans.* Vol. 2 Since 1845. Boston, MA: Cengage, 2007.

(4) Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History.* 6th ed. Boston, MA: Bedford St. Martins, 2016.

(5) Hoxie, Frederick E. *Taking Back to Civilization: Indian Voices from the Progressive Era*. Boston, MA: Bedford St. Martins, 2001.

(6) Trafzer, Clifford E. *As Long as the Grass Shall Grow and Rivers Flow: A History of Native Americans*. 1st edition. Boston, MA: Cengage, 2000.

b. Supplementary texts and workbooks:

None.

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

a**.** Students will be able to evaluate primary and secondary sources in support of a thesis statement

b. Students will be able to explain significant individuals and events in American Indian history and the relationships between causes of historical events and their effects.

1. Analyze the sources/causes of American Indian inequality and discrimination in historiographical context.