

HIST 0025 - NATIVE AMERICAN HISTORY

Catalog Description

Hours: 54 lecture

Description: History of Native American nations and peoples from Pre-Contact to the present. Covers the impact of European contact, trade, and colonization; examines the effects of United States political, economic, and social policies on Native Americans throughout U.S. history with an emphasis on the U.S. Constitution and Federal Indian Law. Emphasis on Native American peoples' attempts to protect their sovereignty, retain their cultural identity, and revitalize their societies across time. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Identify the key contributions of the Native Nations, as well as Native Americans in our community and describe their history and culture.
- CSLO #2: Analyze the relationship between the principles embodied in the United States Constitution, as administered through the Bureau of Indian Affairs, Supreme Court decisions, treaties, state governments, and Native Nations.
- CSLO #3: Identify and explain the social, political, and cultural contributions of Native American peoples to the United States of America.
- CSLO #4: Compose coherent, persuasive academic historical arguments related to Native American history using correct academic citation methods.
- CSLO #5: Differentiate primary and secondary sources and how each are used to make claims relative to Native American History.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Analyze the major events and issues concerning Native Americans in North America.
2. Assess and appraise the role of Native Americans in the development of the United States.
3. Analyze various efforts by Native Americans to maintain sovereignty and cultural identity.

4. Compare and contrast the similarities and differences between Native Americans and other Indigenous people, and ethnic groups in the United States.
5. Evaluate the relationship between the principles embodied in the United States Constitution and federal policy as administered through the Bureau of Indian Affairs.
6. Assess and appraise the contributions of Native American peoples to the American society.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
 - AA/AS - Multicultural Studies
 - AA/AS - Social Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSU - US1 Hist/Const/Amer Idea
 - CSUGE - C2 Humanities
 - CSUGE - D3 Ethnic Studies
 - CSUGE - D6 History
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 3B Humanities
 - IGETC - 4C Ethnic Studies
 - IGETC - 4F History

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Essay Examinations
 - Example: Answer the following question in your Bluebook. Organize your answers and use specific historical examples from lecture and the textbook to support your thesis: Compose an essay where you compare and contrast United States Indian policies during the Indian New Deal/ Indian Reorganization Act era, the Termination Era, or the Era of Tribal Self-Determination (present-era). Choose two eras for your essay. In your essay, identify and evaluate the Federal Government's goals in regards to Native Americans in each era. Describe the strategy and tactics used to achieve these goals in the way of laws and court cases (two of each per era). Identify and explain the response to the policies by tribal members and/or tribal governments.
- Objective Examinations
 - Example: Answer each of the following multiple choice questions on your Scantron form 882: How did the British victory in The Seven Year War/ 'French and Indian War' impact Native Americans west of the Appalachian Mountains? A) The British victory freed the tribes west of the Appalachian Mountains from the tyranny of the French. B) The British victory freed the tribes west of the Appalachian Mountains from the tyranny of the Spanish. C) The British victory removed the dynamic of western tribes being able to negotiate for better trade deals and military alliance with other European powers. D) The British victory allowed for the western tribes to be able to negotiate for better trade deals and military alliance with other European powers. ID Term Matching: A. Indians of All Tribes (IAT) B. Oliphant v. Suquamish C. American Indian Movement (AIM) D.

Montana v. United States E. California v. Cabazon 1. The Supreme Court ruled that tribal governments did not have the power to regulate hunting and fishing by non-Indians on non-Indian owned land within their reservation. 2. The organization that led the Occupation of Wounded Knee in 1973. 3. This decision by the Supreme Court ruled that Indian tribal courts do not have jurisdiction to try and punish non-Indians. 4. In this Supreme Court case the justices ruled that states with legal gambling could not prohibit Indians from operating gambling facilities. 5. This organization led the Occupation of Alcatraz in 1969.

- Projects
 - Example: The Native American History Online Resources Project is a semester long project that draws from collaborative work that students complete in the Primary Sources graded forum within LMS. Throughout the semester student locate primary sources online and post analysis of the primary sources, as well as evaluate the analyses of their fellow classmates. From this collaboration students revise their work and integrate it into the final draft of Native American History Online Resources Project.
- Reports
 - Example: Student will complete a Native American History Museum Report. The purpose of the report is to expose students to the history of Native Americans in the United States and the state of California. In this project, students are required to visit one museum that provides an historical interpretation of events relating to Native Americans in the United States/ California as well as complete a written report.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will assign primary source materials on the Red Power movement prior to class. In lecture/discussion format, the instructor will use these materials as a starting point to compare and contrast historical points of view in either classroom/web-based discussions or in writings assignments.
2. The instructor will provide material in lecture format (either oral or written) on landmark Supreme Court cases and their impact on the development of Federal Indian Law and policy. Multimedia (images, audio, and video) will be used in conjunction with the lecture material. Students should take notes and be prepared to discuss the material in class.

Distance Learning

1. The instructor will provide a video lecture with close captioning for students focusing on evaluating the relationship between principles embodied in the U.S. Constitution and federal policy as administered through the Bureau of Indian Affairs for which students should take notes for a later assessment.

Typical Out of Class Assignments Reading Assignments

1. Read the following documents text chapter on "Major Problems in American Indian History": 'Augustín Rodríguez Describes the Rio Grande Pueblos, 1581-1582' and 'Jacques Cartier on the Micmacs Meeting the French, 1534' and provide a written response to each using question prompts and material from the chapter. 2. In Calloway's, "First Peoples: A Documentary Survey of American Indian History" read Chapter on 'Cherokee Nation v. State of Georgia (1831)' and 'Worcester v. Georgia (1832)' (pp. 311-314) and be prepared to discuss in class.

Writing, Problem Solving or Performance

1. Write a 7-10 page research paper covering a topic in Native American history from the Pre-contact era to the Removal Era. 2. Write a critical review of a monograph in Native American History based upon a list provided by the instructor.

Other (Term projects, research papers, portfolios, etc.) Required Materials

- First Peoples: A Documentary Survey of American Indian History
 - Author: Calloway, Colin G.
 - Publisher: Bedford/St. Martins
 - Publication Date: 2018
 - Text Edition: 6th
 - Classic Textbook?:
 - OER Link:
 - OER:
- An Indigenous Peoples' History of the United States
 - Author: Dunbar-Ortiz, Roxanne
 - Publisher: Beacon Press
 - Publication Date: 2014
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Native Nations of North America: An Indigenous Perspective
 - Author: Talbot, Steve
 - Publisher: Pearson
 - Publication Date: 2014
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:
- Major Problems in American Indian History: Documents and Essays
 - Author: Hurtado, Albert L.
 - Publisher: Cengage
 - Publication Date: 2015
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:
- American Indians in U.S. History

- Author: Roger L. Nichols
- Publisher: University of Oklahoma Press
- Publication Date: 2014
- Text Edition: 2nd
- Classic Textbook?:
- OER Link:
- OER:

Other materials and-or supplies required of students that contribute to the cost of the course.