**GROSSMONT COLLEGE**

**Course Outline of Record**

 Curriculum Committee Approval: 02/02/2021

 GCCCD Governing Board Approval: 03/16/2021

# **HISTORY 130 – U.S. HISTORY AND CULTURES: NATIVE AMERICAN PERSPECTIVES I**

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

 HIST 130 U.S. History and Cultures: Native American Perspectives I 3

 **Semester Hours**

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

 2. **Course Prerequisites**

 None

 **Corequisite**

 None

 **Recommended Preparation**

 None

 3. **Catalog Description**

 This course covers the social, political, cultural, economic and intellectual history of indigenous people in North America from pre-history to pre-Civil War in United States. Native experiences are placed in the context of the evolution of diverse native nations, within the growth of the U.S., and within the development of American institutions and ideals. California and San Diego County nations are highlighted, as is the origins of the U.S. Constitution and its evolving interpretation in the courts regarding native nations.

 4. **Course Objectives**

 The student will:

1. Discuss the historical relevance of creation legends and the oral traditions, along with other primary and secondary source evidence.
2. Identify diverse cultures, socio-political organization, and experiences of early North American Indians.
3. Contrast and debate the ideologies and arguments of preservation, acculturation, and assimilation over time.
4. Assess historical, social and political ~~t~~rends events and people in American Indian cultures and societies.
5. Describe the developing political philosophies of the Early Americans and their impact on native and non-native peoples.
6. Analyze the origins of the United States political system, the American Revolution, and the role of native nations before, during and after the war.
7. Discuss the U.S. Constitution, including debates about the “Indian Problem” as the government and the states took steps to deal with sovereign nations within the nation’s borders.
8. Discuss legislation and key Supreme Court decisions interpreting the Constitutionin the expanding nation and its theirimpact on Indian nations.
9. Appraise the effect of Euro American law, values, attitudes, and culture on diverse North American Indians.
10. Analyze ideologies of race, gender, and sexuality in Early America, and the clashes and similarities between those of native peoples and Euro-Americans**.**
11. Assess Tribal Sovereignty, Tribalism and the Indian Nations as Domestic Dependent Nations.

 k. Analyze California in the Spanish, Mexican and U.S. periods noting the impact of the mission system, development of towns and ranches, and the influx of Euro Americans upon native nations.

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5. **Instructional Facilities**

 Standard Classroom

 6. **Special Materials Required of Student**

 None

 7. **Course Content**

 a. Historical evidence**, c**reation legends of the various Indian Nations, and the oral tradition.

 b. Indian peoples before Europeans: diversity of cultures and socio-political organization.

 c. Diversity and similarities between North American Indian social structures and institutions and Europeans myths vs. realities.

 d. First encounters: 1490-1600**.**

 e.Native peoples and the early English colonies, 1600-1660

 f. Transformations, upheaval, resistance: 1660-1720.

 g. Expansion, horses, war and peace before the Seven Years’ War: 1720-1754

 h. Explore the Iroquois Confederacy and its role in the Seven Years’ War, Revolution and Constitutional period.

 i. Impact of, and contributions to, the Revolutionary War~~.~~

 j. Indian Nations and the framing of the American Constitution; debates about tribal sovereignty and the “Indian Problem” and actions taken by various administrations.

 k. Revitalization movements: Tecumseh (Shawnee) and Indian Nationalism; Handsome Lake (Seneca)

 l. Debates in the U.S. House and Senate on **t**he Indian Removal Act (1830) and the creation of Indian Territory; impact of Indian Removal on the “Five Civilized Tribes.”

 m. Marshall Trilogy and its impact:

 1) Johnson vs. McIntosh (1823).

 2) Cherokee Nation vs State of Georgia (1831).

 3) Worcester vs State of Georgia (1832)

 n. The effect of U.S. government and Euro Americans’ westward expansion, 1845-1861.

 o. Debates and approaches to preservation of native cultures versus acculturation and assimilation.

 p. Diverse male and female Indian leaders~~.~~

 q. Tribal Sovereignty, Tribalism and the Indian Nations as Domestic Dependent Nations.

 r. California in the Spanish, Mexican and U.S. periods, noting the impact of the mission system, development

 of towns and ranches, and the influx of Euro Americans upon native nations during and after the

 Gold Rush.

 s. San Diego County nations and the impact of European settlement and law.

 t. Diverse native ideologies of race, gender, and sexuality in Early America.

 u. Roles and contributions of women in patrilineal and matrilineal societies and the consequences of contact with patriarchal European law and religion.

 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 the influence of Tecumseh, California Indian Wars, the influence of the Iroquois on the American Revolution

 d. Written essays on a topic such as Native American politics andculture in the early 19th-Century Southwest

 e. Group/Discussion activities

 f. Research papers (6-8 pages minimum) on a topic such as comparing and contrasting two Native American Wars before the Civil War

 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**

a. Prepare for an in-class essay of minimum 600 words about Native American politics andculture in the early 19th-Century Southwest 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 two Native American Wars before the Civil War, utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper on one native nation before the mid-19th century, discussing political and cultural institutions, major events, leaders, and adaptions over time.

d. Prepare for group discussions aboutinstrumental Native American leaders, with each group focusing on the leader’s beliefs, challenges and interactions with Euro Americans, utilizing evidence from course materials and independent research.

 e. Library and internet research with multiple sources, websites.

 f. Take-home exams.

11. **Representative Texts**

 a. Representative Texts:

 1) Dunbar-Ortiz, Roxanne. *An Indigenous Peoples’ History of the United States*. Boston:

 Beacon Press, 2015.

 2) Lobo, Susan and Talbot, Steve and Morris, Traci L. *Native American Voices*. 3rd edition. London: Routledge, 2009.

 3) Edmunds, David R. and Hoxie, Frederick E. and Salisbury, Neal. *The People: A History of Native Americans.* Vol. 1 to 1861. Independence: Cengage, 2007.

 4) Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. 6thedition. Baltimore: Johns Hopkins University Press, 2016.

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

 6) Heizer, Robert F. ed. *The Destruction of California Indians*. Lincoln, NE: Bison Books, 1993.

 b. Supplementary texts and workbooks:

 1) Townsend, Camila. *American Indian History: A Documentary Reader*. Wiley-Blackwell,

 2009.

2) Madley, Benjamin. *An American Genocide: The United States and the California Indian*

  *Catastrophe, 1846-1873.* New Haven: Yale University Press, 2017

**Addendum: Student Learning Outcomes**

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

1. Evaluate primary and secondary sources in support of a thesis statement
2. Explain significant individuals and events in American Indian history and the relationships between causes of historical events and their effects.
3. Analyze the sources/causes of American Indian inequality and discrimination in historiographical context.