

Las Positas College
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Course Outline for HIST 25

AMERICAN INDIAN HISTORY AND CULTURE

Effective: Fall 2004

I. CATALOG DESCRIPTION:

HIST 25 — AMERICAN INDIAN HISTORY AND CULTURE — 3.00 units

Historical survey of American Indians in the United States from earliest times to the present day. Emphasis on Indian societies and cultures, Indian relations with predominant cultures, Indian movement for self-preservation, and historical background necessary to understand contemporary problems of the Indians. Emphasis on the Indians of California and the West.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. explain the various origin theories for Indian peoples
2. identify the characteristics of the Meso-American cultures and the other cultural groups of North America.
3. analyze the League of the Iroquois and its legacy for United States political institutions
4. describe the early interactions of native peoples to the Spanish, French, Dutch, English and African-Americans.
5. state the role that native peoples played in the struggle for the continent and the American Revolution.
6. explain the strategies of Indians to maintain their homeland and sovereignty.
7. trace the events leading to the removal of the Five Civilized Tribes and the consequences of this policy
8. describe the factors surrounding the Sioux expansion on the Plains
9. analyze the effect of the Gold Rush on native peoples
10. identify the role Indians played in the American Civil War
11. analyze the 19th century federal Indian policies: removal, reservation, extermination and assimilation
12. describe how Indian people coped during the 20th century: World War I, the Depression, World War II, post war Termination, and the rise of the Red Power.
13. identify and describe the current issues facing native peoples: education, health care, employment, resource management, mascots, gaming.

V. CONTENT:

- A. Who is an Indian? Who decides?
- B. The origins of Indian people.
- C. Early Meso-Americans
- D. North American Indian cultural groups
- E. The Iroquois Confederacy: its contribution to the first United States national government
- F. Red, White and Black: Indian interaction with the Spanish, French, Dutch, English and African Americans.
- G. Resistance, Accommodation and Defeat: Indian strategies to preserve their homeland and their sovereignty
- H. Indian role in the Seven Years' War and the American Revolution
 - I. American expansion, the Lewis and Clark Expedition, and its impact on Indian policy.
- J. The Pan Indian Movement: Tecumseh and the Prophet
- K. Five Civilized Tribes: their development, removal (Trail of Tears), and resistance (Black Seminole War). The advance of southern culture into the West
- L. Sioux expansion on to the Plains
- M. Indian "barrier" to westward expansion
- N. The Gold Rush and its impact on Indian people, Fort Laramie Treaty of 1851
- O. Indian role in the American Civil War
- P. 19th century federal Indian policies: removal, reservation, extermination, and assimilation
- Q. Vanishing Americans: Indians at the turn of the century
- R. World War I: Indian participation and vulnerabilities at home
- S. The Indian New Deal

- T. World War II: Navajo Code Talkers
- U. Post War federal termination of U.S. relationship with Indian nations
- V. Red Power: American Indian Movement (AIM) and the struggle for Civil Rights
- W. Current issues: education, health care, employment, resource management, mascots, gaming.

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. Readings from the texts, supplementary materials
- C. **Audio-visual Activity** - In-class and home use of appropriate audio-visual materials
- D. **Field Trips** -
- E. **Discussion** -

VII. TYPICAL ASSIGNMENTS:

A. Reading: 1. "The Indian Testimony," pages 5-10 in the Reader. Discussion of the experiences of California Indians at the Spanish missions, their feelings about the proposed sainthood of Father Junipero Serra and the role of academia in refusing to examine and incorporate the Indian testimony in their historical interpretations. B. Oral Discussion of written assignments and lectures: 1. be prepared to discuss in class the important these discussed in the last lecture and reading/written assignment. 2. Student oral presentations on selected topics.

VIII. EVALUATION:

- A. **Methods**
 - 1. Papers
- B. **Frequency**
 - 1. Frequency
 - a. midterm examination and final exam
 - b. short essay papers
 - c. oral presentations

IX. TYPICAL TEXTS:

- 1. Calloway *First Peoples*. . 2nd ed., Bedford St. Martin's Press, 2003.
- 2. French *Native American Justice*. 1st ed., Bernham Inc., , 2003.
- 3. Hurtado and Iverson *Major Problems in American Indian History*. 1st ed., D.C. Heath and Company, 1994.
- 4. Jackson. *A A Century of Dishonor: A Sketch of the United States Government's Dealings with Some of the Indian Tribes.*, University of Oklahoma Press, 1995.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Outline Notes, Study Guides, internet access, and/or Readers prepared by instructors.