

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for HIST 25

AMERICAN INDIAN HISTORY

Effective: Fall 2017

I. CATALOG DESCRIPTION:

HIST 25 — AMERICAN INDIAN HISTORY — 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:

- A. Explain the various origin theories for Indian peoples
- B. Identify the characteristics of the Meso-American cultures and the other cultural groups of North America.
- C. Analyze the League of the Iroquois and its legacy for United States political institutions
- D. Describe the early interactions of native peoples to the Spanish, French, Dutch, English and African-Americans.
- E. State the role that native peoples played in the struggle for the continent and the American Revolution.
- F. Explain the strategies of Indians to maintain their homeland and sovereignty.
- G. Trace the events leading to the removal of the Five Civilized Tribes and the consequences of this policy
- H. Describe the factors surrounding the Sioux expansion on the Plains
 - I. Analyze the effect of the Gold Rush on native peoples
- J. Identify the role Indians played in the American Civil War
- K. Analyze the 19th century federal Indian policies: removal, reservation, extermination and assimilation
- L. 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.
- M. Identify and describe the current issues facing native peoples: education, health care, employment, resource management, mascots, gaming.

V. CONTENT:

- A. Who is an Indian?
 1. Who decides?
- B. The origins of Indian people
- C. Early Meso-Americans
- D. North American Indian cultural groups
- E. The Iroquois Confederacy
 1. Its contribution to the first United States national government
- F. Red, White and Black
 1. Indian interaction with the Spanish, French, Dutch, English and African Americans
- G. Resistance, Accommodation and Defeat
 1. 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
 1. Tecumseh
 2. The Prophet
- K. Five Civilized Tribes
 1. Their development
 2. Removal (Trail of Tears)
 3. Resistance (Black Seminole War)

4. 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
 1. Fort Laramie Treaty of 1851
- O. Indian role in the American Civil War
- P. 19th century federal Indian policies
 1. Removal
 2. Reservation
 3. Extermination
 4. Assimilation
- Q. Vanishing Americans
 1. Indians at the turn of the century
- R. World War I
 1. Indian participation
 2. Vulnerabilities at home
- S. The Indian New Deal
- T. World War II
 1. Navajo Code Talkers
- U. Post War federal termination of U.S. relationship with Indian nations
- V. Red Power
 1. American Indian Movement (AIM)
 2. The struggle for Civil Rights
- W. Current issues
 1. Education
 2. Health care
 3. Employment
 4. Resource management
 5. Mascots
 6. Gaming

VI. METHODS OF INSTRUCTION:

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

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 the 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. Exams/Tests
 2. Quizzes
 3. Research Projects
 4. Papers
 5. Oral Presentation
 6. Group Projects
 7. Class Participation
- B. **Frequency**
 1. one midterm examination and one final exam
 2. three to five short essay papers throughout the semester
 3. one oral presentation
 4. quizzes as needed (weekly or monthly)
 5. one group project
 6. one research project

IX. TYPICAL TEXTS:

1. Merrell, J. (2000). *Into the American Woods* (1st ed.). New York, New York: Norton .
2. Hurtado, A., & Iverson, P. (2016). *Major Problems in American Indian History* (Third ed.). Boston, MA: Wadsworth.
3. Alexie, S. (2013). *The Lone Ranger and Tonto Get in a Fistfight in Heaven* (20th Anniversary ed.). New York, New York: Iconic EBooks.
4. Calloway, C. (2016). *First Peoples*. (Fifth ed.). New York, New York: Bedford St. Martin's Press.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

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