

Crafton Hills College

Course Outline

1. Discipline: Anthropology
2. Department: Social Sciences
3. Course Title: The United States and the North American Indians
4. Course I.D.: HIST 107
5. Prerequisite(s): None
Corequisite(s): None
Departmental Recommendation(s): Eligibility for ENGL 101
6. Semester units: 3.0
7. Minimum Semester hours:
Lecture: 48 Laboratory: 0 Clinic: 0 Field: 0
8. Need for Course:
 - A. Anthropology 107 is a recommended core course for an Associate of Arts Degree specializing in Anthropology
 - B. Anthropology 107 satisfies the CSU and UC requirement for enrollment in upper-division course work in the discipline of Anthropology, and applies to General Education requirements in the Social Sciences for CSU (UC approval is pending).
9. Goals for Course:
 - A. To satisfy part of the educational requirements for obtaining an Associate of Arts Degree specializing in Anthropology
 - B. To offer a course describing the impact of European and Euro-American interactions and governmental policies on indigenous cultures in North America for all Anthropology and History majors
 - C. To provide alternate viewpoints on the human condition leading to flexibility and wisdom in the handling of a wide variety of human problems

HIST 107

Page 1 of 7

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D. To develop the student's ability to observe situations and to write accurate accounts

10. Catalog Description:

History of the North American Indian from first contact through conquest and reservation life to the present; examination of modern Indian communities, including red power, urban life and current problems, including material on traditional Indian culture. (Also listed as History 107.)

11. Entrance Skills:

None A. Requisite Skills (for courses with Prerequisites or Corequisites)

 x B. Recommended Skills (for courses with Departmental Recommendations)

It is highly recommended that students entering this course, when given specific writing tasks, be able to:

1. Write an essay of five or more pages with a clear introduction, body, and conclusion.
2. Write clear, coherent paragraphs developing and supporting a single subject or idea throughout the entire essay.
3. Incorporate the ideas and research of others into their own writing, including the proper identification and citation of sources utilized in the development of essays.
4. Follow the standard rules of spelling, punctuation, grammar, and syntax.
5. Read and comprehend a college-level textbook.

12. Course Objectives:

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

A. Differentiate and appraise the various anthropological theories regarding the peopling of the New World. Compare and contrast the adaptations made by prehistoric Native Americans to differing ecological zones.

B. Discuss the different interactions of Native Americans with the French, Dutch, British, and Spanish and evaluate how those interactions initially impacted Native American cultures.

- C. Examine the impact of European and American wars on relations with and between Native Americans.
- D. Analyze and measure the impact of the Removal Policy implemented by the American government on Southeastern tribes.
- E. Analyze and measure the impact of the Pacification Policy implemented by the American government on the Plains and Southwestern tribes.
- F. Describe the formation of reservations and analyze the impact on Native Americans.
- G. Distinguish between the federal policies of assimilation, allotment, and termination and assess the results.
- H. Describe the beginnings of Native American political activism, and evaluate the effects it has had on federal dealings with Native Americans.

13. Representative Texts and Instructional Materials:

- A. Hoxie, Frederick E. and Peter Iverson, eds. 1998. *Indians in American History: An Introduction*. Wheeling, IL: Harlan Davidson, Inc.
- B. Crow Dog, Mary. 1991. *Lakota Woman*. Harper-Collins.

14. Course Content:

- A. Pleistocene Age
- B. Paleo-Indians
 - 1. Pre-Clovis peoples
 - 2. Clovis culture
 - 3. Folsom Culture
 - 4. Archaic Period
- C. Evidence for Paleo-Indians
 - 1. Physical Anthropology
 - 2. Archaeological Evidence
- D. Archaic Cultures
 - 1. Plano Culture
 - 2. Desert Culture
 - 3. Old Cordilleran or Cascade Culture
 - 4. Southeastern/Northeastern Culture
- E. Agriculture in American Southwest

- F. Prehistory in American Southwest
 - 1. Hohokam culture
 - 2. Anasazi culture
 - 3. Mogollon culture
- G. North and Southeast Cultures
 - 1. Adena culture
 - 3. Mississippian culture
 - a. Natchez Indians at contact
- H. Plains Cultures
 - 1. Plains village
 - a. Mandan and Hidatsa
 - 2. Central plains
 - a. Pawnee
 - b. Bison hunting
- I. Renaissance Period in Europe
 - 1. World view
 - 2. Political nationalism
 - 3. Spread of capitalism
- J. "Discovery" of New World
 - 1. Columbus
 - 2. Spaniards in North America
 - a. Florida
 - 1. Cabeza de Vaca
 - 2. Hernan de Soto
 - b. Southwest
 - 1. Marcos de Niza
 - 2. Vasquez de Coronado
 - c. Occupation of New Mexico
 - 1. De Onate
 - 2. Pueblo Revolt
 - 3. French in Northeastern North America
 - a. Cartier
 - b. Trading Posts
 - c. Missionaries
 - 1. Interactions with Algonquians and Iroquois
 - d. Trade along the Mississippi
 - 1. LaSalle
 - 2. Chickasaw
 - 4. British in North America
 - a. Virginia
 - 1. Powhatan

- 2. Roanoke
- 3. Jamestown
- 4. Opechancanough
- 5. Susquehannocks
- b. Carolinas
 - 1. Woodward
 - 2. Tuscarora Indians
 - 3. Yamasee War
- c. New England
 - 1. Squanto
 - 2. Plymouth colony
 - 3. Massachusetts
 - 4. "King" Philip's War
- K. European Wars and Native Americans
 - 1. King William's War 1689-1697
 - 2. Queen Ann's War 1702-1713
 - 3. King George's War 1739-1748
 - 4. French-Indian War 1754-1763
 - 5. Indian Independence Wars
 - a. Cherokee War 1760
 - b. Pontiac's War 1763-1765
 - 6. Separation of Whites and Native Americans
 - a. Proclamation of 1763
 - b. Proclamation of 1764
 - c. Treaty of Fort Stanwix 1768
 - d. Treaty of Hard Labor 1768
- L. Euro-Americans and Native American Policy 1776-1800
 - 1. Continental Congress
 - 2. War for Independence
 - a. Cherokee Treaty of Long Island 1777
 - b. Mohawk 1778-1781
 - c. Shawnee and Delaware
 - d. Treaty of Paris
 - 3. Euro-American Expansionism
 - a. Ohio Territory
 - b. Southern Territory
- M. Euro-Americans and Native American Policy 1800-1828
 - 1. Fur Trade
 - 2. Southern relocation
 - 3. Northwest Territory
 - 4. War of 1812

5. Creek Civil War
6. Removal of 5 Civilized Tribes
- N. Euro-Americans and Native American Policy 1828-1840
 1. Jackson presidency
 2. Formation of Indian Territory
 3. Stokes Commission
- O. Euro-Americans and Native American Policy 1840-1861
 1. Manifest Destiny
 2. Civil War
 - a. 5 Civilized Tribes
 3. Plains Tribes
 - a. Fort Laramie Treaty 1851
 4. Southwest Tribes
- P. Federal Indian Policy
 1. Force Policy
 2. Peace Commission
 3. Southern Plains Tribes
 - a. Medicine Creek Lodge Treaty 1867
 - b. Red River Wars 1874
 4. North Plains Tribes
 - a. Bozeman Trail
 - b. Fort Laramie Treaty 1868
 5. Lakota Territory
 - a. Battle of Little Big Horn
 6. Northwest Tribes
 7. California Tribes
 - a. Spanish mission life
 - b. Reservation life 1853
- Q. Native Americans and Reservations
 1. Tribal management and reformation
 2. Acculturation process
 - a. Boarding schools
- R. Detribalization
 1. Dawes Act 1887-1934
 2. Ghost Dance and Massacre at Wounded Knee
- S. Policy Reform and Termination
 1. WWI
 2. Mineral rights
 3. Brookings Institute – Meriam Report
 4. New Deal and FDR
 5. Termination

6. Kennedy/Johnson Administrations
- T. Red Power
 1. Occupation of Alcatraz Island 1969
 2. Formation of AIM
 - a. Trail of Broken Treaties
 - b. Occupation of Wounded Knee 1973
 3. Contemporary Activists

15. Methods of Instruction:

The course combines lectures, class discussions, audio-visual presentations, class activities, and reading (textbooks and historical and anthropological journals).

16. Assignments and Methods of Evaluation:

A. Essay examinations on lectures, readings, and in-class videos. Approximately 100% of the total points.

The student's final grade will be determined by the total points accumulated versus the total number of possible points during the semester. Letter grades will be assigned on the following percentages:

- A : 90 - 100%
- B : 80 - 89%
- C : 70 - 79%
- D : 60 - 69%
- F : 0 - 59%