

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 04/08/15

4. Department/discipline: History

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: American Indian History II

Abbreviated course title (25 characters or less): _____

7. Course Designator: HIST

8. Course Level: 1051

9. Number of Credits: Lecture 4

Lab _____

10. Control Number (on site) 60

Control Number (online) _____

11. Catalog/Course description:

This course examines American Indian History from 1840 to present. Topics include: westward expansion and conflict, the reservation system, federal Indian policy, the termination era and the current movement towards self governance. (Meets MnTC goal areas 5 and 7)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbook: Bury My Heart at Wounded Knee, Dee Brown

The State of Native America, Ed. M. Annette Jaimes

Primary Source Documents: Excerpts of primary source documents that promote course objectives and outcomes.

Audio-Visual Resources: Audio-Visual resources that promote course objectives and outcomes.

How the West Was Lost

Images of Indians

14. **Course Content** (Provide an outline of major topics covered in course)

-Contact

-Differences in European and Indian cultural Values (Land and Property)

- European American Expansion and Manifest Destiny
- Tecumseh and the Prophet
- Indian Removal and the Trail of Tears
- “Indian Wars” Conflict between European American expansion and American Indian resistance
 - Navajo and the Apache
 - Cheyenne and Arapaho
 - Minnesota Dakota (Santee Sioux)
 - Nez Perce
 - Lakota and Red Clouds War
- Treaty making: Treaty of Laramie (1868), Example of the Lakota Interpretation of the Treaty and the Custer Incident
- Reservation Policy “Kill the Indian and save the man”
 - Cultural genocide and assimilation
 - Boarding Schools and Education
 - Allotment
- Ghost Dance and the Massacre of Wounded Knee (1890)
- Reservation subordination, poverty and despair
- 20th Century
- Indian Citizenship (1924)
- Merriam Report and the Indian Reorganization Act
- Indians in American Society, Hollywood and Urbanization
- World War two and conservatism
- Termination and Public Law 280
- Indian Civil and Political Rights Movement
 - Fish-ins
 - AIM
 - Trail of broken Treaties
 - Wounded Knee (1973)
- Self Determination
 - Indian Education Act
 - Religious Freedom Act
 - Self Governance and Tribal Sovereignty
 - Gaming
 - Hunting and Fishing Rights
- Implications for the 21st century

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the variety of American Indian civilizations and the effects of *contact*. (A, B, D)
2. Demonstrate an understanding of the United States expansion and the doctrine of *Manifest Destiny*. (B)
3. Demonstrate an understanding of Indian resistance to expansion. (A, B, D)
4. Demonstrate an understanding of the conflicts between European Americans and American Indians, i. e., the so-called *Indian Wars*. (B, D)
5. Demonstrate an understanding of U. S.-Indian treaty making, sovereignty, the reservation system, and the trust relationship. (B, D)
6. Demonstrate an understanding of U. S. Indian policy of assimilation, allotment, and cultural genocide. (B, D)
7. Demonstrate an understanding of U. S.-Indian treaty making, sovereignty, the reservation system, and the trust relationship. (B, D)

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): 5 & 7

Goal 5: History/Social Behavioral Science (Group 2)

Goal 7: Human Diversity