

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

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: 1/22/24 Date revised 1/22/24, 10/21/24
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, to 1840
Abbreviated course title for Transcripts (25 characters or less): Ameri Indian Hist to 1840
7. Course Designator: HIST 8. Course Level: 1055
9. Number of Credits: Lecture 4 Lab _____
10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

This course examines cultural, economic, social, and traditional American Indian life up to 1840. Includes an exploration of ancient lifestyles and advancements, pre-European encounters, and conflicts between American Indians and the expanding United States.

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

Prerequisite(s): None

Co-requisite: None

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

Instructors choice.

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

1. Indigenous Creation Stories
2. Indigenous Civilizations in the Western Hemisphere
3. Indigenous Civilizations in North America
4. to 1000
 - Olmecs
 - Aztecs
 - Mayans
 - Mississippian
 - Anasazi
5. The Varieties of Indian Civilization:
 - Regions and select Indian Nations
6. For each select region and Indian group examine:

- Creation, Oral tradition and Value
- Traditional Civilization
- First Contact, Effects of Contact
- 7. Regions and Select Indian Nations
 - Arctic: Inuit and Aleut
 - Caribbean: Taino
 - Southeast: Choctaw, Creek, Seminole, Chickasaw, Cherokee
 - Northeast: Pequot, Algonquin, Seneca, Iroquois Confederacy, Mi'kmaq
 - Ohio Valley: Miami, Iroquois
 - Eastern Great Lakes: Algonquin
 - Western Great Lakes: Chippewa
 - Southwest: Pueblo, Navajo, Apache
 - Central Plains: Cheyenne, Arapaho, Comanche
 - North Plains: Dakota, Lakota, Nakota
 - Western: Modoc, Muckleshoot
 - Northwest: Yakima, Nez Perce
- 8. European civilization and Expansion
- 9. Contact and its effects on Indians and Europeans

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.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Demonstrate an understanding of the variety of American Indian civilizations that shaped individual and group differences between Indigenous peoples including traditions, oral history, values, spirituality and religion.	C	1
Communicate an understanding of patterns, processes, and themes in American Indian history through speech, writing, and/or use of digital media.	A	2

Demonstrate an understanding of European expansion and conquest, and the effects of contact on Europeans and American Indians which systematically shaped complex social, political, economic, and environmental inequalities.	C	1
Develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.	A	2
Demonstrate an understanding of the agency American Indian people exhibited resisting European settler colonialism and addressing structural inequality.	A	4

WINHEC Cultural Standards:

- 1. GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
- 3. ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
- 4. AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
- 5. DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
- 6. ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
- 7. ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 5 & 7B

Goal 5: History/Social Behavioral Science

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- A. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- B. Examine social institutions and processes across a range of historical periods and cultures.
- C. Use and critique alternative explanatory systems or theories.
- D. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 7: Human Diversity

Option B: Race, Power, and Justice

Goal: To build knowledge and understanding of historic and contemporary structures of racism in the United States, which systemically shape complex social, political, economic, and environmental inequalities experienced by marginalized groups and identities, and promote agency to address matters of structural inequality.

Students will be able to:

- A. Understand historical and contemporary systemic structures of racism that sustain social, political, economic, and/or environmental inequalities, particularly for Black, Indigenous lands and people, and other communities of color.
- B. Describe individual and institutional dynamics of unequal power relations among racial groups in the United States and how inequality is maintained by redefining race and other social identities and structures.
- C. Examine significant challenges of and contributions by people in the United States who have experienced racism and other forms of oppression such as sexism, classism, ableism, heterosexism, transphobia, antisemitism, and Islamophobia.
- D. Identify communication and relational skills necessary for living and working effectively in a racially, culturally, ethnically, and linguistically stratified society with historic and ongoing practices and structures of exclusion.
- E. Identify socially just and antiracist practices that increase equitable outcomes and inclusion in the United States.

17. Are there any additional licensing/certification requirements involved?

 Yes X No

Provide the required documentation to show course meets required licensing/certification standards.

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