

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, from 1840
Abbreviated course title for Transcripts (25 characters or less): Ameri Indian Hist from 1840
7. Course Designator: HIST 8. Course Level: 1056
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 from 1840 to present. Includes an exploration of significant changes experienced by American Indians as well as their ability to adapt, resist, and thrive in the modern era. (Meets MnTC goal areas 5 and 7)

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

Prerequisite(s): None

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).

Instructor choice.

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

1. Contact
2. Differences in European and Indian cultural Values (Land and Property)
3. European American Expansion and Manifest Destiny
4. Tecumseh and the Prophet
5. Indian Removal and the Trail of Tears
6. "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
- 7. Treaty making: Treaty of Laramie (1868), Example of the Lakota Interpretation of the Treaty and the Custer Incident
- 8. Reservation Policy “Kill the Indian and save the man”
 - Cultural genocide and assimilation
 - Boarding Schools and Education
 - Allotment
- 9. Ghost Dance and the Massacre of Wounded Knee (1890)
- 10. Reservation subordination, poverty and despair
- 11. 20th Century
- 12. Indian Citizenship (1924)
- 13. Merriam Report and the Indian Reorganization Act
- 14. Indians in American Society, Hollywood and Urbanization
- 15. World War two and conservatism
- 16. Termination and Public Law 280
- 17. Indian Civil and Political Rights Movement
 - Fish-ins
 - AIM
 - Trail of broken Treaties
 - Wounded Knee (1973)
- 18. Self Determination
 - Indian Education Act
 - Religious Freedom Act
 - Self Governance and Tribal Sovereignty
 - Gaming
 - Hunting and Fishing Rights
- 19. -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.)

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 and the effects of contact, settler colonization, and systemic racism.	C	1

Demonstrate an understanding of the United States expansion and the doctrine of Manifest Destiny and the complex social, political, economic, and environmental inequalities experienced by American Indian peoples related to these policies.	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 the conflicts between European Americans and American Indians, i. e., the so-called Indian Wars, and the ways American Indian people exhibited agency resisting racially driven expansion.	A	2
Develop multiple historical literacies by analyzing primary sources of various kind (texts, images, music) and using these sources as evidence to support interpretation of historical events.	A	3
Demonstrate an understanding of the systemically and structurally racist U. S. Indian policy of assimilation, allotment, cultural genocide, treaty making, sovereignty, the reservation system, and the trust relationship.	C	6

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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