

**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: 12/2/24 Date revised \_\_\_\_\_

4. Department/discipline: History

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

6. Course Title: Afro-Indigenous History of the United States  
Abbreviated course title for Transcripts (25 characters or less): Afro-Indigenous History

7. Course Designator: HIST 8. Course Level: 2020

9. Number of Credits: Lecture 4 Lab \_\_\_\_\_

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

This course explores the shared experiences and shared resistance of African-descended and Indigenous peoples in the U.S. Topics include early encounters in the Americas, ideologies of enslavement and dispossession, 19th-century enslavement and Indigenous removal, mid-20th-century social movements, and contemporary solidarity movements of the 21<sup>st</sup> century.

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. Pre-Colonial Encounters and Early Contact
  - a. African and Indigenous societies before European contact
  - b. Early encounters between African and Indigenous peoples in the Americas
  - c. African diasporas in Indigenous spaces
2. Colonialism, Enslavement, and Dispossession
  - a. European colonization and the development of racial ideologies
  - b. Transatlantic slave trade
  - c. Indigenous dispossession, treaties, and land conflicts
  - d. Early African America and Indigenous alliances and resistance to European expansion
3. 19th Century: Enslavement and Indigenous Removal

- a. The expansion of U.S. slavery and plantation economies
- b. Forced removal of Native Americans (e.g., Trail of Tears) and its connections to slavery
- c. African American and Indigenous relations in the context of U.S. westward expansion, including communities and resistance
- 4. Race, Identity, and Legal Status
  - a. The legal construction of race in the U.S. (e.g., Black Codes, Indian Removal Act)
  - b. Citizenship, sovereignty, and identity in African American and Indigenous communities
  - c. Debates over race, blood quantum, and identity politics in African American and Indigenous communities
- 5. Afro-Indigenous Experiences during the Civil War and Reconstruction
  - a. African American participation in the Civil War and its impact on Indigenous communities
  - b. Indigenous participation in and reaction to U.S. Civil War-era politics and conflicts
  - c. Freed people, Reconstruction, and the reordering of racial hierarchies in the postwar South
- 6. The 20th Century: Civil Rights, Red Power, and African American and Indigenous Solidarity
  - a. African American civil rights movements and Indigenous activism
  - b. The rise of Red Power and its parallels with the Black Power movement
  - c. African American and Indigenous solidarity in movements for social, political, and economic justice
  - d. Key figures and organizations connecting African American and Indigenous struggles (i.e, Malcolm X, Black Panthers, American Indian Movement, Indians of All Tribes, and Student Nonviolent Coordinating Committee)
- 7. Cultural Intersections and African American and Indigenous Identity
  - a. The influence of African American and Indigenous cultures on art, music, and literature
  - b. The role of storytelling, oral traditions, and shared cultural expressions
  - c. Representations of African American and Indigenous identity in film, literature, and popular culture
- 8. Environmental Justice and African American and Indigenous Connections
  - a. Indigenous and African American environmental activism
  - b. Connections between land dispossession, environmental racism, and environmental justice movements
- 9. Contemporary Afro-Indigenous Solidarity Movements
  - a. 21st-century activism: (i.e. #NoDAPL and Black Lives Matter)
  - b. African American and Indigenous voices in movements for decolonization, police reform, and climate justice
- 10. Decolonization, Sovereignty, and Reparations
- 11. Gender, Sexuality, and African American and Indigenous Perspectives
  - a. The role of women and LGBTQ+ individuals in Afro-Indigenous histories and movements
- 12. Resistance, Survival, and Healing
  - a. Reclaiming lost histories and the role of memory in healing from historical traumas

## 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:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
1. Demonstrate an understanding of the historical interactions between African-descended and Indigenous peoples in the U.S., including early encounters, shared struggles against colonization, and their contributions to the development of racial ideologies in America.	C	6
2. Critically engage with primary and secondary sources (e.g., legal documents, oral histories, literature, and archival materials) to explore the cultural, political, and social dimensions of African American and Indigenous identity and resistance across different historical periods.	A	1
3. Communicate an understanding of patterns, processes, and themes in African American and Indigenous history through speech, writing, and/or use of digital media.	B	2
4. Analyze how cultural exchanges between African American and Indigenous communities shaped art,	D	7

music, spirituality, and social movements, through acts of resistance, survival, and adaptation.		
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**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](http://www.mntransfer.org)

Goal Area(s): 5 & 7B

Goal 5: History and the Social and Behavioral Sciences

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.

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- 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 inequities, 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 state.

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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