HIST 302 History of American Indians

Credit Hours: 3
Scheduled hours per week
Lecture: 3 Lab: 0 Other: 0

Catalog Course Description: Migration to and settlement of North America, development of distinct cultures, encounters with Europeans; wars of survival and the twentieth century; all from the perspective of American Indians.

Pre-requisites: HIST 152 and HIST 153

Co-requisites: N/A

Course Learning Outcomes:
- Describe the history of American Indians from prehistory to present.
- Define individual American Indian cultures and interrelationships.
- Explain the reasons for and the impact of European contact and colonization.
- Identify the American Indians’ diplomatic and military goals through the end of the nineteenth century.
- Describe American Indians’ political and legal agenda in the twentieth century.
- Define the United States’ American Indian policy from the eighteenth century through today.
- Identify the major American Indian leaders.
- Explain the current status of American Indian tribes.

Topics to be studied:
- Scientific and Religious Origins of American Indians
- Settlement Patterns
- Establishing American Indian Cultures (i.e. Iroquois Confederacy, Shawnee, Sioux, etc.)
- Columbian Exchange
- Spanish Colonization
- Dutch and French Colonization
- English Colonization
- Cultural Perceptions
- American Indian/European Trade and Diplomacy
- Pequot War
- King Philip’s War
- Conflict in Virginia
- Pope’s Rebellion
- Seven Years’ War
- Pontiac’s Rebellion
- Collapse and Rebirth of the Iroquois
- Tecumseh
- Indian Removal
- Plains Indians Wars
- Wounded Knee
- Courts as the New Battleground
• Poverty and Profits on Indian Reservations
• Twentieth-Century US Indian Policies
• Major American Indian Leader’s (i.e., Sitting Bull, Crazy Horse, Chief Joseph, etc.)

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<th>Relationship of Course to Discipline Learning Outcomes</th>
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<td>Define key actors and events in an historic period.</td>
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<td>Distinguish major social, economic, political, and religious movements and their impact and influence.</td>
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<td>Illustrate appropriate skills in citing sources using The Chicago Manual of Style.</td>
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<td>Identify the constituencies affected by competing ideologies.</td>
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<td>Associate the interrelationship of nations and the results of competing national interests.</td>
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<td>Examine the plight and evolving status of oppressed peoples, including African-Americans, women, Native Americans, Hispanics, and immigrants.</td>
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<td>Develop sound research practices that reflect the standards in the field of history.</td>
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<td>Recognize the continuity of history and the influence of historic eras on succeeding eras.</td>
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<th>Relationship of Course to General Education Learning Outcomes:</th>
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<td><strong>Composition and Rhetoric</strong> Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.</td>
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<td><strong>Science &amp; Technology</strong> Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.</td>
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<td><strong>Mathematics &amp; Quantitative Skills</strong> Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.</td>
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<td><strong>Society, Diversity, &amp; Connections</strong> Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.</td>
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<td><strong>Human Inquiry &amp; the Past</strong> Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.</td>
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<td><strong>The Arts &amp; Creativity</strong> Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.</td>
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**Special requirements of the course:**
N/A

**Additional information:**
N/A

**Prepared by:** Robert Anderson, PhD

**Date:** 11 October 2017