



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HIST
Course Number:	108
Descriptive Title:	United States History: The American Indian Experience
Division:	Behavioral and Social Sciences
Department:	History
Course Disciplines:	History
Catalog Description:	This course is a survey of the history of the United States with an emphasis on native peoples of North America. Topics include early American Indian societies, the impact of European contact, trade, and colonization as well as the impact of United States political, economic, and social policies on Native Americans. Emphasis is placed on the attempts of American Indians to protect their sovereignty and revitalize their societies.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English 1A
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	
General Education: ECC	Area 2A - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English, Area D - Social Sciences

Term:	
Other:	
IGETC:	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Developing and Arguing a Persuasive Historical Thesis Students will develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural themes or patterns in American Indian history.</p> <p>SLO #2 Applying Historical Methods to Source Analysis Students will apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis in a essay addressing issues in American Indian history.</p> <p>SLO #3 Developing and Arguing a Persuasive Historical Thesis Upon completion of United States History: The American Indian Experience, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in American Indians history and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Describe the development of various types of societies from agricultural villages to complex communities using American Indian societies as examples before the arrival of Europeans. 2. Compare and contrast English, Spanish and French goals for colonization, the methods they used and the responses of American Indian societies. 3. Analyze the origins of the United States, its political and economic values, and how those values influenced U.S. and Native American relations. 4. Analyze the relationship between the development of slavery, the market revolution, and westward expansion by the United States with an emphasis on how that territorial and economic expansion impacted American Indian societies. 5. Analyze the Civil War, industrialization, urbanization, immigration, and imperialism, in the 19th and early 20th centuries and how these developments influenced American Indian societies. 6. Assess the impact of the economy and wars on American society, with special attention on American Indians from Reconstruction through the end of World War II. 7. Analyze American Indian experiences during the Cold War and 1960s. 8. Compare the American Indian movement to other social movements in the 1960s and 1970s. 9. Identify, describe and analyze social, cultural and economic developments facing American Indians in the late 20th and early 21st centuries, especially as these developments related to American Indian society.
Major Topics:	<p>I. Introduction to United States History from the American Indian Perspective (3 hours, lecture)</p> <p>A. Terminology</p>

- B. Historical Issues in the Study of American Indians

II. The Americas before European Colonialism (3 hours, lecture)

- A. Geography and Diverse Adaptations
- B. Development of Agriculture and Village Life
- C. Creation of Iroquois Confederacy

III. Spanish, French, English Colonization and Indigenous Responses (6 hours, lecture)

- A. Trade
- B. Settlements
- C. Christianity

IV. Slavery, Labor, and Resistance in the Colonies (3 hours, lecture)

- A. Economic and Social Development
- B. Warfare

V. War for Independence (3 hours, lecture)

- A. Tensions between Great Britain and the Colonies
- B. Declaration of Independence
- C. Articles of Confederation and U.S. Constitution
- D. U.S.-American Indian Relations

VI. U.S. Colonialism (6 hours, lecture)

- A. Market Revolution and Slavery
- B. Settler Culture and Colonialism
- C. Removal of Southeastern Tribes to Indian Territory: The Cherokees' Trail of Tears

VII. Manifest Destiny: War with Mexico and American Settlement in Indian Territories in Texas, Oregon, and California (3 hours, lecture)

- A. U.S. Migrations into Texas, Oregon, and California
- B. Mexican-American War and United States Acquisition of Mexican and Indian Territories
- C. Gold Rush in California and Impact on Native Californians

VIII. Civil War (3 hours, lecture)

- A. Growth of Anti-Slavery in the North and West
- B. Impact of Civil War on American Indians

IX. Post-Civil War America, 1865-1900 (6 hours, lecture)

- A. Reconstruction
- B. Warfare on the Great Plains
- C. Development of Indian Reservations
- D. Immigration, Industrialization, Urbanization, Imperialism

	<p>X. World War I, The Great Depression, World War II (6 hours, lecture)</p> <ul style="list-style-type: none"> A. The New Deal B. The Indian New Deal C. World War II and Urban Relocation D. Cold War and the Atomic Age E. Post-War Federal Indian Policies: Termination, Relocation and Compensation <p>XI. Social Movements in the 1960s and 1970s (6 hours, lecture)</p> <ul style="list-style-type: none"> A. American Indian Movement B. Sovereignty and Economic Development <p>XII. Progress and Challenges in the Late 20th Century and the 21st Century (6 hours, lecture)</p> <ul style="list-style-type: none"> A. Globalization, Prosperity, and Poverty in the World B. Increasing Rights and Opportunities C. Resistance and Struggle for Sovereignty
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	After reading the textbook chapter on European missionaries in North America, write a three- to five-page typed essay in which you compare and contrast the methods used by the French and Spanish in the 17th century to convert Indians to Christianity and advance European power in the region. Evaluate European effectiveness in accomplishing their goals.
Critical Thinking Assignment 1:	<p>Visit a site or attend an event related to Indian history and/or culture such as a Pow-Wow, Indian cultural center, or a museum exhibit. Prepare a written report of six- to eight-pages that:</p> <ul style="list-style-type: none"> a. Briefly describes the site or event. b. Places the site or event in relation to the themes of HIST 108. c. Analyze how an Indian or non-Indian point of view was emphasized at this event or site.
Critical Thinking Assignment 2:	In a six- to eight-page typed essay, compare and contrast socioeconomic, political, and cultural changes in U.S. mainstream society in general, and among American Indians in particular, during the post-World War II period. Analyze whether American Indians' views and experiences tended to be similar to, or different from, those of mainstream society.
Other Evaluation Methods:	Essay Exams, Objective Exam, Quizzes, Term or Other Papers, Written Homework, Other (Primary Source Analysis)
Instructional Methods:	Discussion, Lecture, Multimedia presentations
If other:	Internet Presentation/Resources

Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Colin G. Calloway. <u>First Peoples: A Documentary Survey of American History</u> . Bedford/St. Martin's, 2018. (Discipline Standard) Roxanne Dunbar-Ortiz, <u>An Indigenous Peoples' History of the United States</u> , Beacon Press, 2015. (Discipline Standard)
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
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Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, developing papers, and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts.

	Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Richard Schwarzman
Date:	11/09/1969
Original Board Approval Date:	
Last Reviewed and/or Revised by:	John Baranski
Date:	10/20/2022
Last Board Approval Date:	12/19/2022