



El Camino College
COURSE OUTLINE OF RECORD – Official

I. GENERAL COURSE INFORMATION

Subject and Number: History 108
Descriptive Title: United States History: The American Indian Experience
Course Disciplines: History
Division: Behavioral and Social Sciences

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.

Conditions of Enrollment:

Recommended Preparation: Eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to July 1992
Transfer UC: X Effective Date: Prior to July 1992

General Education:

El Camino College:
2A – Social and Behavioral Sciences – American Society and History
Term: Other: Approved

CSU GE:
C2 - Humanities
Term: Other: Approved
D3 - Ethnic Studies
Term: Other: Approved
D6 - History
Term: Other: Approved

IGETC:
3B - Humanities
Term: Other: Approved
4C - Ethnic Studies
Term: Other: Approved
4F - History
Term: Other: Approved

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. 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.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

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.
 - Quizzes
2. Compare and contrast English, Spanish and French goals for colonization, the methods they used and the responses of American Indian societies.
 - Quizzes
3. Analyze the origins of the United States, its political and economic values, and how those values influenced U.S. and Native American relations.
 - Written homework
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.
 - Quizzes
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.
 - Quizzes
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.
 - Quizzes
7. Analyze American Indian experiences during the Cold War and 1960s.
 - Written homework
8. Compare the American Indian movement to other social movements in the 1960s and 1970s.
 - Presentation
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.
 - Essay exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction to United States History from the American Indian Perspective A. Terminology B. Historical Issues in the Study of American Indians
Lecture	3	II	The Americas before European Colonialism A. Geography and Diverse Adaptations B. Development of Agriculture and Village Life C. Creation of Iroquois Confederacy
Lecture	6	III	Spanish , French, English Colonization and Indigenous Responses A. Trade B. Settlements C. Christianity
Lecture	3	IV	Slavery, Labor, and Resistance in the Colonies A. Economic and Social Development B. Warfare
Lecture	3	V	War for Independence 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
Lecture	6	VI	Early National Period and Jacksonian Democracy A. Market Revolution and Slavery B. Settlement West of the Appalachian Mountains C. Growth of Jacksonian Democracy, 1800-1828 D. Development of Textile Industry in New England E. Removal of Southeastern Tribes to Indian Territory: The Cherokees' Trail of Tears
Lecture	3	VII	Manifest Destiny: War with Mexico and American Settlement in Indian Territories in Texas, Oregon, and California 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
Lecture	3	VIII	Civil War A. Growth of Anti-Slavery in the North and West B. Impact of Civil War on American Indians
Lecture	6	IX	Post-Civil War America, 1865-1900 A. Reconstruction B. Warfare on the Great Plains C. Development of Indian Reservations D. Immigration, Industrialization, Urbanization, Imperialism

Lecture	6	X	World War I, The Great Depression, World War II 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
Lecture	6	XI	Social Movements in the 1960s and 1970s A. American Indian Movement B. Sovereignty and Economic Development
Lecture	6	XII	Progress and Challenges in the Late 20th Century and the 21st Century A. End of the Cold War B. Globalization, Prosperity, and Poverty in the World C. Increasing Rights and Opportunities for American Indians
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. 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.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

- 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 four- to six-pages that:
 - Briefly describes the site or event.
 - Places the site or event in relation to the themes of HIST 108.
 - Analyze how an Indian or non-Indian point of view was emphasized at this event or site.
- In a five- to six-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.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Objective Exams
Quizzes
Written homework
Term or other papers
Other (specify):
class discussion

V. INSTRUCTIONAL METHODS

Discussion
Internet Presentation/Resources
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Colin G. Calloway. First Peoples: A Documentary Survey of American History. Bedford/St. Martin's, 2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Editors: Theda Perdue and Michael D. Green, The Cherokee Removal: A Brief History with Documents, Bedford/St. Martin's, 2004.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation Eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
A student needs to have good reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Richard Schwarzman on 11/01/1969.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by John Baranski on 10/13/2016