INSTRUCTOR: Emily Rader            OFFICE: SOCS 116
EMAIL: erader@elcamino.edu       TELEPHONE: 660-3593, x3757
OFFICE HOURS: Mon. & Wed. 10:00-11:00; Tues. & Wed., 2:30-3:30;
other times by appointment. (See my full schedule at the end of this
syllabus.)

TEXTBOOKS
There are 4 books required for this course. You will need the first 2 right away.
The other 2 can be bought any time through the 4th week of the semester. If you
are unable to buy the required books right away, you may use the copies that are
on reserve in the library.

Colin G. Calloway, *First Peoples: A Documentary Survey of American
Indian History*, 4th ed.*
George H. Phillips, *The Enduring Struggle: Indians in California History*
N. Scott Momaday, *The Way to Rainy Mountain*
Theda Purdue and Michael D. Green, eds., *The Cherokee Removal: A Brief
History with Documents*, 2nd ed.*

*New copies of these two books are sold together in the ECC Bookstore as a
"bundle." This means that the price is discounted. If you do not want to buy the
bundle, which is labeled on the shelf, "Req.," you may buy the books individually.
At the bookstore, these are labeled "Opt."

ABOUT THIS COURSE
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 American Indians.
Emphasis is placed on the attempts of American Indians to protect their
sovereignty and revitalize their societies, in the past and the present.

Students who plan to transfer to a four-year college or university are required to
take a survey course in U.S. history. This course is one of several that fulfills
this requirement.

The History Department recommends that students taking this course (or any
history course) should be eligible for English 1A, in order to do well. While this is
not a requirement, we encourage students who have tested below this level to
improve their reading and writing skills before taking a history class. This class
has a lot of reading, some of it well above the freshman level, and there is also a
significant amount of writing.
# WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READING ASSIGN.</th>
<th>HISTORICAL TOPIC &amp; MAJOR ASSIGN.</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>“Native American Identity”</td>
<td>Intro. to Course and to Ancient Societies</td>
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<tr>
<td>Aug. 28 &amp; 30</td>
<td>FP, Chap. 1, photo essay</td>
<td><strong>Writing Sample due.</strong></td>
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<td><strong>Week 2</strong></td>
<td>FP, Intro., Chap. 1---Overview &amp; Docs.: &quot;Navajo Emergence Story&quot;; ES, Chap. 1</td>
<td>Ancient Societies, cont. Issues in Studying Nat. Amer. History (W.S. due for students who added Aug. 30 or Sept. 4.)</td>
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<td>Sept. 4 &amp; 6</td>
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<td><strong>Sept. 7: Last day to add and last day to drop and get full refund.</strong></td>
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<tr>
<td><strong>Weeks 3 &amp; 4</strong></td>
<td>FP, Chap. 2; ES, Chap. 2</td>
<td>Early Relations with Europeans 1500s &amp; 1600s</td>
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<tr>
<td>Sept. 11 &amp; 13</td>
<td></td>
<td>Test</td>
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<td>Sept. 18 &amp; 20</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>FP, Chap. 3; ES, Chap. 3</td>
<td>Indians in Colonial Worlds, 1680-1763</td>
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<td>Sept. 25 &amp; 27</td>
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<tr>
<td><strong>Week 6</strong></td>
<td>FP, Chap. 4</td>
<td>Revolutions East and West, 1763-1800 Discussion &amp; Paper</td>
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<td>Oct. 2 &amp; 4</td>
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<td><strong>Weeks 7-8</strong></td>
<td>FP, Chap. 5; Selections from The Cherokee Removal, Introduction, Epilogue, Chronology; additional readings to be assigned.</td>
<td>American Expansion and Indian Removal 1785-1845 Discussion &amp; Worksheet <strong>Oct. 20: Midterm classes begin.</strong></td>
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<td>Oct. 9 &amp; 11</td>
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<td>Oct. 16 &amp; 18</td>
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<td><strong>Weeks 9 &amp; 10</strong></td>
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<td>Defending the West, 1840-1890</td>
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<td>Oct. 23 &amp; 25</td>
<td>FP, Chap. 6; ES, Chaps. 4-6</td>
<td>Kiowa Histories Discussion &amp; Paper</td>
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<td>Oct. 30 &amp; Nov. 1</td>
<td>The Way to Rainy Mountain</td>
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<tr>
<td><strong>Weeks 11 &amp; 12</strong></td>
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<td>&quot;Kill the Indian&quot; 1870s-1920s Test <strong>Nov. 16: Last day to drop with a &quot;W.&quot;</strong></td>
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<td>Nov. 6 &amp; 8</td>
<td>FP, Chap. 7; ES, Chap. 5, pp. 57-61</td>
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<tr>
<td>Nov. 13 &amp; 15</td>
<td>and Chap. 6, pp. 62-66</td>
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<td><strong>Week 13</strong></td>
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<td>Nov. 20 (Thurs., Nov. 22, is Thanksgiving--No classes)</td>
<td>Work on Site/Event Paper and Current Issues Project</td>
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<tr>
<td><strong>Week 14</strong></td>
<td>FP, Chap. 8; ES, Chap. 6, pp. 66-70</td>
<td>Indians Gain Rights and Reclaim Their Voices 1929-1969</td>
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<td>Nov. 27 &amp; 29</td>
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<td><strong>Week 15</strong></td>
<td>FP, Chap. 9; ES, Chap. 7</td>
<td>Self-Determination and Sovereignty</td>
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<td>Dec. 4 &amp; 6</td>
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COURSE GRADE
Most colleges and universities require a grade of “C” or better for transfer credit for required courses. Since this course fulfills the U.S. History requirement for CSUs and UCs, and since many students take this course for that reason, I will refer to "C" as a passing grade and “D” as a failing grade.

ASSIGNMENT SCHEDULE AND POINTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Aug. 30 (Sept. 4)</td>
<td>Writing Sample</td>
<td>25</td>
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<tr>
<td>Sept. 18</td>
<td>Test</td>
<td>50</td>
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<tr>
<td>Oct. 4 &amp; 9</td>
<td>Discussion &amp; Paper</td>
<td>25 + 50</td>
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<tr>
<td>Oct. 16 &amp; 18</td>
<td>Discussion &amp; Worksheet</td>
<td>50</td>
</tr>
<tr>
<td>Oct. 30 &amp; Nov. 1</td>
<td>Discussion &amp; Paper</td>
<td>50</td>
</tr>
<tr>
<td>Nov. 15</td>
<td>Test</td>
<td>50</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>Site / Event Report</td>
<td>50</td>
</tr>
<tr>
<td>Dec. 11 &amp; 13</td>
<td>Current Issue Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>450</strong></td>
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</table>

To get an "A" or "B" in the course, students must complete all assignments and tests but may miss one discussion or worksheet. To get a "C" in the course, students must complete the Writing Sample, the Site/Event Report, and the Current Issues Project. Students who do not complete these three assignments will get a "D," even if they collect enough points for a higher grade.

Because this is a challenging class, I calculate the course grade a little flexibly. Instead of 90% of 450 points being the minimum requirement for an “A” grade, I use a slightly lower percentage, around 88%. The scale here is based on "A" = 88%.

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A = 396-450 \\ B = 351-395 \\ C = 306-350 \\ D = 261-305
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COURSE ASSIGNMENTS
1. Full descriptions of each graded assignment will be distributed in class and be available on the course page on MyECC.
2. Homework and specific reading assignments will be announced in class.

LATE ASSIGNMENTS and MISSED CLASS DISCUSSIONS and TESTS
1. I accept late papers, and I strongly encourage you to turn in all assignments, even if they are very late. However, I deduct points for late written assignments, according to the following scale:
   --Assignment turned in more than 15 minutes after the start of class and until I leave campus the same day = -3 points.
Assignment turned in the next day, and for each calendar day thereafter = -5 points.

2. Students who miss a graded class discussion forfeit those points, with the following exceptions:
   --Students who know they have to miss a discussion because of important, previously scheduled activities, may be assigned a substitute assignment. To do this, students must speak with me at least a week before the scheduled discussion. Substitutions are not automatic; I reserve the right to refuse to assign a substitute if I don't agree that your other activity is important.
   -- Students who are unexpectedly unable to attend class on the day of a graded class discussion may be allowed to make up the assignment if
      A. they contact me, in person, by phone, or by email, within 2 days of the absence,
      B. they have some “proof” or evidence for their absence, and
      C. their absence was due to a serious problem, according to my judgment.
   --Students who miss a graded class discussion and are allowed to make it up may have points deducted from the grade for the assignment being late.

3. Students who miss a class discussion and do not do a substitute assignment are still expected to turn in the written work.

4. Students who miss a test can take a make-up test within one week of the original date (or later if seriously sick or other significant reason). The test will not be the same as the original one.

SUBMITTING WRITTEN ASSIGNMENTS
I do not accept assignments sent by email, unless I have agreed to this before the assignment is sent. A hard copy still must be turned in.
COURSE DESCRIPTION

History 108 (formerly History 9)
United States History: The American Indian Experience
3 units; 3 hours lecture
Recommended Preparation: eligibility for English 1A
Credit, degree applicable Transfer CSU, UC

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 American Indians. Emphasis is placed on the attempts of American Indians to protect their sovereignty and revitalize their societies.

Note: This course meets the criteria of the CSU graduation requirement for United States History, Constitution, and American Ideals.

Course Objectives:
1. Describe the development of various types of societies from agricultural villages to complex communities using various Native American Indian societies as examples. 2. Compare and contrast English, Spanish and French goals for colonization. 3. Describe and evaluate the social, political, and cultural impacts of the territorial expansion of the British colonies and the United States on Indian nations and tribes. 4. Analyze the origins of the Constitution and the political system and ideals of the United States and their impact on American Indian nations and tribes. 5. Describe the westward expansion of the United States and its impact on American Indians. 6. Examine the rise of the anti-slavery movement and the growth of tensions between anti-slavery and pro-slavery advocates and the involvement of American Indian tribes in these debates. 7. Identify and analyze the causes of the Civil War and examine its impact on American Indians. 8. Analyze the origins of industrialization and its economic and social impact on Americans in different regions over time with particular attention to its impact on American Indians. 9. Compare and contrast patterns of immigration and efforts to assimilate various ethnic and racial groups, including American Indians, in the late nineteenth and early twentieth centuries. 10. Assess the impact of the Great Depression on American society, with special attention to American Indians. 11. Identify and describe changes in American ways of life during and after World War II, including gender roles, family structure, and changing expectations of ethnic and racial minorities, with special attention to American Indians. 12. Analyze the goals and impact of the civil rights movement of the 1950s-1970s on minority groups with particular emphasis on American Indians. 13. Evaluate the changing role of the United States and American Indian tribes in international affairs, post-World War II to the present. 14. List and evaluate the goals and results of United States policies towards American Indians during the nineteenth and twentieth centuries. 15. Identify, describe and analyze current social, cultural and economic issues facing American Indians in the late twentieth century and early twenty-first century.

Student Learning Outcomes: 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.

ADA Statement: El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability, who would like to request an academic accommodation, is responsible for identifying herself/himself to the instructor and to the Special Resources Center. To make arrangements for academic accommodations, contact the Special Resources Center.

FACULTY SCHEDULE

EMILY RADER
OFFICE: SOCS 116
erader@elcamino.edu

PHONE: (310) 660-3593 ext. 3757

TIME   DAY  LOCATION  ACTIVITY  SECTION

MONDAY

10:00-11:00  MW  SOCS 116  OFFICE PERIOD
11:15-12:40  MW  SOCS 209  HIST 102  2343
1:00-2:25  MW  SOCS 209  HIST 102  2347

TUESDAY

9:30-10:55  TTH  SOCS 209  HIST 101  2307
11:15-12:40  TTH  SOCS 209  HIST 108  2363
2:30-3:30  T  SOCS 116  OFFICE PERIOD
1:00-2:00  Most Tuesdays–Native American Club, meeting in SOCS 209.

WEDNESDAY

10:00-11:00  MW  SOCS 116  OFFICE PERIOD
11:15-12:40  MW  SOCS 209  HIST 102  2343
1:00-2:25  MW  SOCS 209  HIST 102  2347
2:30-3:30  W  SOCS 116  OFFICE PERIOD

THURSDAY

9:30-10:55  TTH  SOCS 209  HIST 101  2307
11:15-12:40  TTH  SOCS 209  HIST 108  2363
1:00-2:30  1st & 3rd Thursdays of the Month  Meetings—Not available to see students.

I am not on campus on Fridays.