

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

History 130 – U.S. History and Cultures: Native American Perspectives I

3 hours lecture, 3 units

Catalog Description

This course covers the social, political, cultural, economic, and intellectual history of indigenous groups in North America from pre-history to 1850. Areas of focus include: Native American perspectives of native and non-native cultures, the influence of Native Americans on the Federal Constitution and the U.S. political system, the impact of legislation on Native Americans, and Native American resistance and adaptability in response to land encroachment, racial and ethnic discrimination, and assimilation strategies. *Also listed as ETHN 130. Not open to students with credit in ETHN 130.*

Prerequisite

None

Course Content

- 1) Cultural values and attitudes of early Native Americans, including creation legends of various nations
- 2) Political organization and cultural legacy of Mesoamerican civilizations
- 3) Cultural, economic and social origins, issues and problems related to Native Americans
- 4) Diversity and similarities of Native American cultures
- 5) Impact of the European colonization on Native Americans, including but not limited to the effect of the concepts of race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism
- 6) Impact of the Revolutionary War (War for Independence) on Native Americans
- 7) Confederation Period – political structure and policy toward Native Americans
- 8) Development of the U.S. Constitution and the impact of the constitution on Native Americans
- 9) Native American role in the framing of the Constitution (influence of the Iroquois Confederation) and development of early American political organization and philosophies of the framers
- 10) Native American policy in the early Republic
- 11) Native Americans, the Louisiana Purchase, and white exploration of the Far West
- 12) Economic and political relationships of Native Americans with New Spain and Mexico
- 13) The impact of the fur trade on native economies and cultures
- 14) Tecumseh and Native American nationalism
- 15) The role of Native Americans in the War of 1812
- 16) Native American removal prior to 1830
- 17) The Indian Removal Act (1830), the Trail of Tears, and the creation of the Indian Territory
- 18) The effects of early American values, attitudes and legislation on Native Americans
- 19) The Supreme Court and significant decisions pertaining to Native Americans including the Marshall trilogy: Johnson vs. McIntosh (1823), Cherokee Nation vs. State of Georgia (1831), and Worcester vs. State of Georgia (1832)
- 20) Native American agency and resistance in response to land encroachment and Indian removal
- 21) Cultural preservation versus assimilation
- 22) The effects of assimilation campaigns, hierarchy, and racial/ethnic oppression on Native Americans in connection with other forms of difference, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age
- 23) Federal Native American policy from Jackson to 1850
- 24) Native Americans of the Mound Builder civilizations

- 25) Native Americans of the Great Plains to 1850
- 26) Native Americans of the Far West to 1850
- 27) Native Americans of the Southwest to 1850
- 28) California under Spanish and Mexican rule and the impact of the mission system on native Californians
- 29) The impact of the California Gold Rush on native Californians

Course Objectives

Students will be able to:

- 1) Identify cultural values and attitudes of early Native Americans including creation legends and oral traditions.
- 2) Analyze the ideologies of preservation and assimilation.
- 3) Apply theory to describe critical events in the histories, cultures, political trends, and intellectual traditions of Native Americans, and other communities of color, with a particular emphasis on agency and self-affirmation.
- 4) Analyze the origins of the U.S. political system, the political philosophies of the framers of the Constitution, and the United States Constitution particularly with reference to the impact on and influence of Native Americans.
- 5) Discuss legislation of the United States government treaty system as it has affected Native American culture and society.
- 6) Recognize and evaluate the evolution of American politics, such as constitutional interpretation and change, federal-state relationships, and the growth and power of the Supreme Court, and analyze how these developments impacted Native Americans.
- 7) Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
- 8) Identify and explain major themes, events, interpretations, and significant figures of early American history from the colonial period to 1850 from a Native American perspective; analyze the influence and impact of these events on Native Americans.
- 9) Evaluate the impact of Anglo-American values, attitudes, and legislation on Native Americans.
- 10) Describe how resistance, social justice, and liberation as experienced by Native Americans, and other communities of color, are relevant to current issues.
- 11) Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
- 12) Analyze California, and other territories, under Spanish and Mexican rule, and explain how the mission system impacted native Californians.
- 13) Explain the growth of the California population, including how that growth affected Native Americans.
- 14) Discriminate between primary and secondary sources.
- 15) Identify, recognize, and interpret the development of the United States and California constitutions, federal, state, and local governments, and the rights and responsibilities of citizens in an historical context.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes/exams that measure students' ability to identify, recall and evaluate major themes, events, figures and interpretations in early American history from a Native American perspective, and identify cultural values and historical, social and political trends in native societies.
- 2) Quizzes/exams that measure students' ability to identify and evaluate the origins, development and philosophy behind the U.S political system and Constitution as well as identify and draw

conclusions about the origins of the state of California and identify how these events impacted Native Americans.

- 3) In-class group activities and writing assignments which measure students' ability to evaluate the impact of Anglo-American values, attitudes and legislation on Native Americans, and recognize and explain the contributions of Native Americans to early American history.
- 4) Research papers/written homework that measure students' ability to contrast and evaluate the ideologies of preservation and assimilation within Native American societies and analyze issues of tribal sovereignty and tribalism; discriminate between primary and secondary sources.

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom with writing boards, overhead projector
- 2) Geographical and cultural maps of Native Americans

Method of Instruction

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Guest speakers
- 5) Individual and group projects, structured in-class exercises
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

Out-of-Class Assignments

- 1) **Reading:** course materials, response questions, journals, content on websites, and more.
- 2) **Writing:** reflections, quizzes, discussion posts, exams, group work, content for projects and presentations.
- 3) **Other:** map exercises, field exercises including museum and library research, visits to historic sites, group work, projects, presentations, and more.

Texts and References

- 1) Required (representative examples):
 - a. Calloway, Colin. *First Peoples: A Documentary Survey of American Indian History*. 7th edition. Bedford-St. Martins, 2024.
 - b. Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States*. Beacon Press, 2015.
 - c. Edmunds, R. David, et al. *The People: A History of Native America*, Volume 1: To 1861. Wadsworth Cengage, 2007.
 - d. Hurtado, Albert A. and Peter Iverson. *Major Problems in American Indian History*. 3rd edition. Wadsworth Cengage, 2015.
 - e. Hoxie, Frederick E. and Peter Iverson, eds. *Indians in American History: An Introduction*. 2nd Edition. Wiley-Blackwell, 1998.
- 2) Supplemental (representative examples):
 - a. Primary Sources
 1. Nabokov, Peter, ed. *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000*. Revised Edition. Penguin Books, 1999.
 2. Brooks, Joanna, ed. *The Collected Writings of Samson Occom, Mohegan*. Oxford University Press, 2006.
 3. Merrell, James H. ed. *The Lancaster Treaty of 1744*. Bedford-St. Martins, 2008.
 4. Salisbury, Neal, ed. *The Sovereignty and Goodness of God*. 2nd edition, Bedford-St. Martins, 2018.
 5. Calloway, Colin, ed. *The World Turned Upside Down: Indian Voices from Early America*. 2nd edition, Bedford-St. Martins, 2016.

6. Blaisdell, Bob, ed. *Great Speeches by Native Americans*. 1st Edition. Dover Publications, 2000.
7. Trafzer, Clifford and Joel Hyer. *"Exterminate Them:" Written Accounts of the Murder, Rape, and Slavery of Native Americans During the California Gold Rush, 1848-1868*. Michigan State University Press, 1999.
- b. Secondary Sources
 1. Connolly, Michael. *Kumeyaay History I: Precontact to 1900*. Sycuan Press, 2006.
 2. Oswalt, Wendell H. *This Land Was Theirs: A Study of Native North Americans*. Ninth Edition. Oxford University Press, 2008.
 3. Perdue, Theda, ed. *Sifters: Native American Women's Lives*. Oxford University Press, 2001.
 4. Wilson, James. *The Earth Shall Weep: A History of Native America*. Grove Press, 2000.
 5. Forbes, Jack D. *Apache, Navajo and Spaniard*. University of Oklahoma Press, 1994.
 6. Stannard, David. *American Holocaust: The Conquest of the New World*. Oxford University Press, 1993.
 7. Mann, Charles. *1491: New Revelations of the Americas before Columbus*. Random House, 2006.
 8. Hurtado, Albert A. *Reflections on American Indian History: Honoring the Past, Building the Future*. University of Oklahoma Press, 2008.
 9. Weeks, Phillip. *They Made Us Many Promises: The American Indian Experience 1524 to the Present*. 2nd edition. Harlan Davidson, 2002.
 10. Josephy, Alvin M. and Frederick E. Hoxie. *America in 1492: The World of the Indian Peoples Before Columbus*. PawPrints, 2008.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.