

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

History 131 – U.S. History and Cultures: Native American Perspectives II

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 1850 to the present. Areas of focus include: Native American perspectives of native and non-native cultures, the portrayal and influence of Native Americans in popular culture, the influence of Native Americans on the California State Constitution and government, the impact of State and Federal legislation on Native Americans, and Native American agency and resistance movements in the struggle for civil and political rights and indigenous sovereignty. *Also listed as ETHN 131. Not open to students with credit in ETHN 131.*

Prerequisite

None

Course Content

- 1) Cultural values and attitudes of early Native Americans since 1850 to the present
- 2) Cultural values and attitudes of contemporary Native Americans as related to the past
- 3) Cultural, economic and social origins, issues and problems related to Native Americans
- 4) Diversity and similarities of Native Americans cultures
- 5) Native American role in the framing of the Federal Constitution and continuing development of American political organization and philosophy
- 6) Comparison and contrast between reservation and urban life with special attention on the effect of the concepts of race and ethnicity in combination with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, ability, and/or age
- 7) The effect of Anglo-American values, attitudes, and legislation on Native Americans, including but not limited to an emphasis on the concepts of racialization, equity, ethno-centrism, eurocentrism, white supremacy, decolonization and anti-racism
- 8) Discussion of the issues of preservation of native cultures versus assimilation
- 9) Marshall Trilogy and its impacts and consequences on contemporary Tribal Governments and Tribal Sovereignty, tribalism, and the Native American Nations as Domestic Dependent Nations
- 10) Native Americans in the Far West since 1850, with an emphasis on California
- 11) Federal policy towards Native Americans from 1850 to the present
- 12) California acquired by the United States, the Gold Rush, and statehood;
 - a. California Constitution of 1849 and its impact on the treatment of native Californians
 - b. Interaction between Native Americans and Californios in California
 - c. California's impact on national politics
 - d. Growth of California cities and their impact on Native Americans, State law, and the economy
 - e. Impact of Anglo settlement on California law and politics and indigenous communities
 - f. California state constitution of 1879; social and economic reforms
 - g. Function of California state and local governments
 - h. Relationship between the US government and California's state and local governments
- 13) Civil War and Native American Nations (1860s)
- 14) Reconstruction in Indian Territory (1865-1870)
- 15) Native American Nations fight for their homelands (1850-1886)
- 16) Discussion of and implications of the Standing Bear Decision (1876)
- 17) Breakup of Indian Territory (1889):
 - a. Dawes Allotment Act (1887)

- b. Curtis Act (1887)
- c. Jerome Commission (1887)
- 18) Indian Citizenship Act (1924) and its implications
- 19) Indian Reorganization Act (1934) and its implications
- 20) Federal policies implemented to speed up the process of assimilation (1880s-1950s) and its impact on Native American Nations
 - a. Boarding School system
 - b. Relocation
 - c. Termination
- 21) Public Law 280 (1953) and its implications to native Californians
- 22) Comparison of the social status of Native Americans and indigenous peoples in key Latin American countries
- 23) Native American agency and group-affirmation in relation to self-determination and sovereignty from 1850 to the present
- 24) Impact of Native American resistance, social justice, and liberation movements, including the Days of Protest (1960s - 1970s)
 - a. American Indian Movement (AIM), with a focus in California
 - b. Trail of Broken Treaties
 - c. Fish-ins
 - d. Occupation of Alcatraz Island in California
 - e. Wounded Knee II
- 25) Indian Religious Freedom Act (1978) restoration and protection of Native American religions
- 26) Discussion of the policies of state and local governments as it relates to Native Americans in varied regions of the U.S., with a focus on California. Particular attention is given to contemporary issues over water, religion, land, pollution, education, treaty rights and economic development such as tribal gaming
- 27) Discussion of the policies of California state and local governments as it relates to native Californians. Particular attention is given to contemporary issues over water, religion, land, pollution, education, treaty rights and economic development such as tribal gaming
- 28) Trends: socio-cultural implications:
 - a. Education
 - b. Native American Identity—domestic and tribal contexts
 - c. Americanization (assimilation) of Native Americans
 - d. Economic development of Native American Nations
 - e. Portrayals of Native Americans in popular culture

Course Objectives

Students will be able to:

- 1) Identify cultural values, attitudes, political trends and philosophies of early and contemporary Native Americans.
- 2) 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.
- 3) Identify significant federal, state and local legislation that have impacted Native American cultures and societies, with a focus on California.
- 4) Explain the California State Constitution within the framework of federal-state relationships.
- 5) Analyze significant issues in California history, especially federal-state relationships and specifically issues relating to native Californians.
- 6) Analyze contemporary issues over water, religion, land, pollution, education, treaty rights and economic development, such as tribal gaming.
- 7) Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Native Americans with a particular emphasis on agency and self-affirmation.
- 8) Analyze important Supreme Court decisions, specifically those that relate to and affect Native Americans.

- 9) 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.
- 10) Identify and recall significant themes, figures, and interpretations in Native American and American history from 1850 to the present.
- 11) Describe the U.S. Constitution and California Constitution with special emphasis on the amendments that were passed since 1850 and describe their impact on Native Americans.
- 12) Describe how resistance, social justice, and liberation as experienced by Native Americans, and other communities of color, are relevant to current issues.
- 13) Explain Native American contributions and influence on American development from 1850 to the present.
- 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 American History since 1850 from a Native American perspective, and identify cultural values and historical, social and political trends related to Native American societies from 1850 to the present.
- 2) Quizzes/exams that measure students' ability to identify and analyze the key Constitutional issues concerning the United States Constitution and the California Constitution related to Native American history and analyze significant issues in California history relating to native Californians.
- 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.
- 4) Research papers/written homework that measure students' ability to recognize, describe and explain cultural, economic, social changes and political changes in early American history and analyze how those changes impacted Native Americans and contributions of Native Americans; 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 2: Since 1845*. Wadsworth Cengage, 2007.
 - d. Iverson, Peter and Wade Davies. *"We Are Still Here": American Indians Since 1890*. 2nd Edition. Wiley-Blackwell, 2015.
 - e. Hurtado, Albert A. and Peter Iverson. *Major Problems in American Indian History*. 3rd edition. Wadsworth Cengage, 2015.
 - f. 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. Blaisdell, Bob, ed. *Great Speeches by Native Americans*. 1st Edition. Dover Publications, 2000.
 3. 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.
 4. Wilkins, David E. *Documents of Native American Political Development: 1500s to 1933*. Oxford University Press, 2009.
 5. Hoxie, Frederick E. ed. *Talking Back To Civilization: Indian Voices from the Progressive Era*, Bedford-St. Martins, 2001.
 - b. Secondary Sources
 1. Oswalt, Wendell H. *This Land Was Theirs: A Study of Native North Americans*. Ninth Edition. Oxford University Press, 2008.
 2. Rice, Richard. *The Elusive Eden: A New History of California*. 5th Edition. McGraw Hill, 2019.
 3. Perdue, Theda, ed. *Sifters: Native American Women's Lives*. Oxford University Press, 2001.
 4. Kroeber, Theodora, et.al. *Ishi in Two Worlds: A Biography of the Last Wild Indian in North America*. University of California Press, 2002.
 5. Vuckovic, Miriam. *Voices from Haskell: Indian Students between Two Worlds, 1884-1927*. University of Kansas, 2007.
 6. Donovan, James. *A Terrible Glory: Custer and the Little Bighorn - The Last Great Battle of the American West*. Little, Brown and Co., 2008.
 7. Connolly, Michael. *Kumeyaay History I: Precontact to 1900*. Sycuan Press, 2006.
 8. Brown, Dee. *Bury My Heart at Wounded Knee*. Holt Press, 2007.
 9. Hurtado, Albert A. *Reflections on American Indian History: Honoring the Past, Building the Future*. University of Oklahoma Press, 2008.
 10. Weeks, Phillip. *They Made Us Many Promises: The American Indian Experience 1524 to the Present*. 2nd Edition. Wiley-Blackwell, 2002.

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.