

## COURSE SYLLABUS

<b>LAST REVIEW</b>	Spring 2021
<b>COURSE TITLE</b>	Native American Indians
<b>COURSE NUMBER</b>	ANTH 0106
<b>DIVISION</b>	Social and Behavioral Sciences & Public Services
<b>DEPARTMENT</b>	Sociology
<b>CIP CODE</b>	24.0101
<b>CREDIT HOURS</b>	3
<b>CONTACT HOURS/WEEK</b>	Class: 3
<b>PREREQUISITES</b>	None
<b>COURSE PLACEMENT</b>	Students must meet the correct placement measure for this course. Information may be found at: <a href="https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html">https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html</a>

### COURSE DESCRIPTION

This course focuses on the material and ideological development of Native American cultures and the forces, both within and from without, that determined the course of their development. Emphasis will be placed on the effects of European Invasion on the development of these cultural groups and the transformation in law that mystified the displacement of Native Americans from their territorial homelands.

### General Education Learning Outcome

- Basic Skills for Communication
- Mathematics
- Humanities
- Natural and Physical Sciences
- Social and Behavioral Sciences

### Institutional Learning Outcomes

- Communication
- Computation and Financial Literacy
- Critical Reasoning
- Technology and Information Literacy
- Community and Civic Responsibility
- Personal and Interpersonal Skills

### TEXTBOOKS

<http://kckccbookstore.com/>

## **METHODS OF INSTRUCTION**

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

## **COURSE OUTLINE:**

### **I. Ancient Native Americans**

- A. Peopling of the New World
- B. Paleo Indians
- C. Archaic Indians
- D. Formative and Classic Indians

### **II. Ancient Civilizations**

- A. Olmecs
- B. Mayas
- C. Toltecs
- D. Aztecs
- E. Other important Meso American Populations
- F. Civilizations of the Southwest
- G. The Mound Builders
- H. The Temple Mound Builders

### **III. Indian Lifeways**

- A. Geography and Culture
- B. Subsistence Patterns and Cultural Evolution
- C. Indian Population Density and Contact
- D. Indian Cultural Areas at Contact
- E. Art and Technology
- F. Shelter
- G. Clothing
- H. Transportation
- I. Indian Religion
- J. Stimulants, Intoxicants, and Hallucinogens
- K. Sociopolitical Organization
- L. Indian Languages

### **IV. Indians and Explorers**

- A. Transoceanic Contacts
- B. White Penetration of North America
- C. The Fur Trade
- D. A Chronology of North American Explorers and their Contacts with Indians
- E. Indian Wars

## V. Indian Land Cessions

- A. The Spread of European Diseases
- B. European use of Indian Land and Resources
- C. The Indian Claims Commission
- D. Original Indian Title
- E. Alaskan Indian Title
- F. The Oklahoma Indian
- G. The Pueblo Indians of New Mexico
- H. Indian Land and its Allotment

## VI. The People

- A. Who is an Indian?
- B. Indian Courts
- C. Constitutional Rights
- D. Hunting, Fishing, and Water Rights
- E. The Status of Canadian Indians
- F. The Reservation
- G. The Bureau of Indian Affairs
- H. Congress and the Indian
- I. Education and the Indian
- J. Anthropologists and the Indian

## VII. The Future

- A. The Indians new found White friends
- B. Social Life
- C. The Indian and the Future

## **COURSE LEARNING OUTCOMES AND COMPETENCIES**

Upon successful completion of this course, the student will:

- A. CLO #1 The student will be able to identify the stages of evolution of Native Americans
  1. The student will be able to understand the theories of human origin and Indian migration to the New World.
  2. The student will be able to describe the general developmental stages of Native American Culture in North and Central America.
  3. The student will be able to compare the British and Russian impact on Native Americans After 1650.
  4. The student will be able to understand Indian life and society in the periods 1800 to 1828 and Indian Removal origins.
  5. . The student will be able to describe the Jacksonian Policy toward Native Americans and how it affected Native Americans from 1828 to 1840.
  6. The student will be able to understand the evolution of the Indian Territory from 1840 to 1861
  7. The student will be able to describe the Native American Role in the Civil War.
  8. The student will be able to trace the evolution of ‘Indian Reform’ from 1945 to the late 1960’s.

- B. CLO #2 The student will be able to become familiar with the great civilizations in the New World prior to the European invasion.
1. The student will be able to compare the Indian Cultures of the Old and New Worlds.
- C. CLO #3 The student will be able to be acquainted with the life ways of Native American Cultures.
1. The student will be able to define the characteristic lifeway's of the North American Indian in primary culture areas.
  2. The student will be able to describe the various revitalization and resistance movements that characterize the modern Native American.
  3. The student will be able to define Land Cession from the point of view of the Native American.
  4. The student will be able to describe the concept of the 'Vanishing American' from 1900 to 1945.
- D. CLO #4 The student will be able to appreciate the relationship between the production for market exchange and the deterioration of Native Cultures.
1. The student will be able to understand the preconditions to European Imperialism in North America.
  2. The student will be able to describe the general impact of White contact on the Native American Population.
  3. The student will be able to understand the specific effect of the Spanish Empire on Native Americans.
  4. The student will be able to describe the Dutch Colonial establishment, their conduct and Aboriginal Insurgency which results from this contact.
  5. The student will be able to be familiar with the 'Indian Wars' and their effect on Native Americans.
  6. The student will be able to list the characteristics associated with the pacification of Indian Territory.
  7. The student will be able to compare Retrospective with Regenerative responses to Captivity.
  8. The student will be able to describe the relationship between Indian and White law as land cession increased and reservationism spread.
  9. The student will be able to understand the impact of Land Allotment on Native Populations.
- E. CLO #5 The student will be able to explore the situation of the contemporary Native American in America.
1. The student will be able to describe and compare Native American Political systems with White systems.
  2. The student will be able to describe the difference between 'Indian Wars' and contemporary economic Imperialism aimed at Native Americans.

3. The student will be able to identify the contemporary trends in Native American movements for greater assertiveness and self-determination.
  4. The student will be able to describe the variety of means by which contemporary Native American is reacting to the pressure to assimilate.
  5. The student will be able to identify the growth of understanding of the importance of Law among Native Americans and their participation in Law Schools.
  6. The student will be able to describe the impact that the Native American Grave Protection and Repatriation Act has had on Native American and Anglo Archeological Relationships.
  7. The student will be able to understand how education is changing to incorporate the history of the Native American in Public Curriculum
  8. The student will be able to explain the differing futures for 'reservation' versus 'urban' Native Americans.
- F. CLO #6 The student will have an understanding of cross-cultural comparison of economic, social and political systems under the condition of both social order and disorder.
1. Students will be able to explain why sex and gender differences vary cross-culturally.
  2. Students will be able to differentiate between the various methods of marrying in global cultural perspective.
  3. Students will be able to list the variations in marital residential patterning across cultures.
  4. Students will be able to describe the kinship terminology associated with lineage and property rights.
- G. CLO #7 The student will have an understanding of how anthropological knowledge is applied to contemporary urban cultures.
1. Students will be able to appreciate the relative status of women in various cultures.

### **ASSESSMENT OF COURSE LEARNING OUTCOMES AND COMPETENCIES**

Student progress is evaluated through both formative and summative assessment methods. Specific details may be found in the instructor's course information document.

### **COLLEGE POLICIES AND PROCEDURES**

*Student Handbook*

<https://www.kckcc.edu/files/docs/student-resources/student-handbook-and-code-of-conduct.pdf>

*College Catalog*

<https://www.kckcc.edu/academics/catalog/index.html>

*College Policies and Statements*

<https://www.kckcc.edu/about/policies-statements/index.html>

*Accessibility and Accommodations*

<https://www.kckcc.edu/academics/resources/student-accessibility-support-services/index.html>.

