Bemidji State University

HST 2500: Native Americans and the United States, 1600s-Present

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: Goal 05 - Hist/Soc/Behav Sci

This course will explore the history of American Indians' relations with Anglo Americans, dating from the 1600s to the present, in the region now covering the United States. In doing so, it will ask students to consider how this history shaped American society. This course will focus on the issues of contact, Native opposition to colonization, intercultural understanding and misunderstanding, and assimilation. It will also analyze the effects of the US government's policies confronting Native Americans, as well as how Native people creatively resisted, accommodated, and adapted to their changing realities to preserve their autonomy and cultural identities. Students will study the causes and effects of the French and Indian War, the creation of pan-tribal alliances, the Indian Removal Act, boarding schools and allotment, the Red Power Movement, and other events that shaped Native American history. [Core Curriculum Goal Area(s) 5 & 7]

B. COURSE EFFECTIVE DATES: 08/06/2021 - Present
C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction to Ethnohistory
2. Precontact American Indian Society and Culture
3. Contact and the Great Smallpox Epidemic
4. The Spanish Southeast and Southwest: The Pueblo Revolt of 1680
5. New France: The Beaver Trade and the Middle Ground
6. The Chesapeake: Jamestown, the Powhatan Wars, and Anglo-American Mythmaking
7. New England: Puritanism, Metacom's War
8. The Beaver Wars, The Iroquois League, and the Imperial Playoff System
9. The French and Indian War
10. Wars for Independence
11. The Northwest Confederacies and the Treaty of Greenville
12. Tecumseh and the War of 1812
13. The "Civilization Plan" and the Georgia Gold Rush
14. Indian Removal and the Trail of Tears
15. Manifest Destiny and the Great Indian Wars
16. The End of the Indian Wars
17. The Assimilation Era: The Dawes Act, Allotment, and Boarding Schools
18. The Indian New Deal: The Indian Reorganization Act
19. World War II and Relocation
20. Termination Policy
21. Self-Determination
22. Native American and Twentieth Century Popular Culture
23. The Red Power Movement and Indian Activism
24. Environmental and Legal Crises of the 1970s and 80s
26. Native America in the 1990s

D. LEARNING OUTCOMES (General)

1. recognize and examine the key people, events, and social processes that shaped American history through the Civil War. In doing so, they will empathize with the diverse perspectives of the cultural groups that have shaped American history, especially those groups that were marginalized by historical social structures and institutions.

2. develop critical thinking, speaking, reading, and writing skills. They will analyze and evaluate the interpretations of past events found in primary and secondary sources and formulate their own interpretations in writing and discussion. In doing so, the students will both evaluate historical significance and create their own explanations of historical causation.

3. in both writing and discussion, students will describe and compare the cultural identities and experiences of the diverse peoples who have shaped American history. In doing so, students will examine how and why these cultural perspectives have both changed over time and contributed to America's political, social, and economic systems.

4. construct sound historical arguments. They will learn the research and argumentation skills that historians use to interpret the past.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   Goal 05 - Hist/Soc/Behav Sci
   1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
   2. Examine social institutions and processes across a range of historical periods and cultures.
   3. Develop and communicate alternative explanations or solutions for contemporary social issues.

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted