

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

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DEPARTMENT/SCHOOL:   HISTORY AND PHILOSOPHY   COLLEGE:   ARTS AND SCIENCES    
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1. **Subject Code, Number, and Title:**   **HIST 105 Introduction to American Indian History**  

2. Credit Hours   3  

3. Course Description

This is a study of American Indian history and culture with an emphasis on the twentieth century. This course examines how interaction between native peoples and the diverse peoples of the U.S. has over time created a complex society and raised such issues as the theft of natural resources, poverty, the use of Hollywood stereotypes, inferior health care and educational opportunities, and the need to redefine traditional culture within the mainstream America.

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
  - Global Awareness
  - U.S. Diversity
- Knowledge of the Disciplines**
  - Arts
  - Humanities
  - Science
  - Social Science

**Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. **Rationale.** Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

The study of America's indigenous peoples offers an in-depth look at diversity within the United States today and in the past. Historically, interactions between Indians and peoples of European, African, and Asian backgrounds shaped the economies, settlement patterns, gender roles, and even the vocabularies of all. Today, Native Americans are often a forgotten minority depicted in literature and film as cruel warrior, environmentalist, or sports mascot. Their demands for political access and legal justice, however, are frequently ignored or met with hostility. This course meets the requirement for diversity in the U.S. because it explores the traditionally non-western cultures of indigenous Americans, examines the origins and consequences of intolerance, and links their history with indigenous movements in Central and South America.

**7. How the course meets the general education requirements**

*Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five. To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.*

**7.1**

- a.) *Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.* To accomplish this outcome, students will first compare and contrast the concepts of assimilation (melting pot) and cultural pluralism, which have dominated U.S. thinking. They will discover how and why their own identities reflect the American mainstream, outside cultures, or a combination of the two. Next, students will examine how arrivals to early North America from myriad European nations, Africa, and Asia found their Old World cultures altered through contact with American Indians and at the same time how these newcomers profoundly impacted natives. Students will see that in colonial America, Indians created a middle ground between cultures and thereby remained selective in what they accepted or discarded from others. Following the American Revolution, however, the majority culture took control of economics, politics and legal justice, religion, and social values and forced Native Americans to assimilate or face extermination if they attempted to maintain their own ways. Thus, students taking this course will not only study how assimilation and/or cultural pluralism affects and has affected their own cultures, but they will see how over time these views have affected American Indians.
- b.) **Assessment:** This outcome may be addressed using readings and in-class discussions. It may be assessed through multiple-choice or short-answer quizzes or using in-class writing assignments to examine students' understanding

of the concepts. Another possible assessment method—I have previously used this successfully—is to use short case studies and ask students to assess available solutions. One example is Cherokee Removal after 1830. The tribe broke into factions over whether to sign a treaty and move to Indian Territory, to stay on their own land and try to fight in the courts, or to flee into the mountains altogether and try to elude soldiers. I am assigning a document that focuses on these options and have a short film that graphically depicts this dilemma, but leaves the three options open. Students would work in groups of three or four to discuss the options and their consequences. Each individual would then write his/her choice and outline the reasons for that decision. This approach is similar to the mock Supreme Court sessions I regularly use in History 123. It encourages students to critically think through the ramifications of cultural diversity in a group setting and then as an individual. It reinforces the historical method of using supporting evidence. The end product is an in-class piece of writing, which allows the instructor to assess the reasoning and the process.

## 7.2

- a.) *Explore the causes and consequences of social intolerance in the U.S.* This outcome is met first by an examination of how the dominant society in the U.S. has historically constructed race, ethnicity, and determined gender roles and embraced ideologies such as American exceptionalism, rugged individualism versus communalism, and market economics. Students will discover that these are not inherent, but are socially constructed. Next, students will discuss how traditional native concepts of gender, for example, directly challenged European-American beliefs. Indians' spiritual connections to their land created a belief within the U.S. that native peoples were obstacles to progress and they were treated as such. Indian policy sought to destroy tribalism in favor of rugged individualism. Students will very clearly discover that these gulfs between native and newcomer caused social intolerance and this intolerance resulted in segregation (reservations), extermination and cultural genocide, and the prevailing belief that Indian culture had nothing of value to offer U.S. society.
- b.) **Assessment:** Reading Native American creation stories is one way to begin the search into the type of non-western concepts that we historically encounter when studying native peoples. It reveals how Indians are connected to their land, their Creator and other spiritual beings, and how they see strong links between generations. Creation stories also reveal gender roles and explain how Indian peoples see the world around them. When contrasted with creation stories of other cultures, students will see telling differences and, at times, similarities. One assessment method may be to assign take-home essays. Students can compare and contrast, for instance, the Judeo-Christian Creation story with the Navajo Creation story in terms of the concepts noted above. Or, they can explore a creation story from, say, Egypt, India, Celtic Europe, or Mali. It is probably best for students to compare stories from two cultures unfamiliar to them because they can (a) describe the culture involved using only what they find in the stories, and (b) they might be freer to look critically since there is less emotional baggage to overcome. Such an assessment method would probably prove more useful if the instructor modeled such an approach prior to making the assignment. Another method of assessment is through essay exams, which will allow the instructor to determine how well students have been able to observe accepted values with a more objective and critical eye, understand conflicting values, and assess sources of conflict and discrimination.

## 7.3

- a.) *Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.* The U.S. institutionalized racism and exclusion of Native Americans through federal Indian policy, which placed Indians under the jurisdiction of the federal government. They did not become citizens until 1924, and in fact, did not have the Bill of Rights protections extended to them until 1968. Therefore, the study of institutional racism versus social intolerance is relatively easy to define as it pertains to American Indians.
- b.) **Assessment:** One method of assessing this outcome is through the use of objective-type quizzes, which allow the instructor to determine whether students comprehend the historical information that they have been learning. Another is the use of take-home essay exams. One possible topic might be to ask students why American Indians were denied U.S. citizenship until 1924 and how did such exclusion affect Indians politically, legally, and socially?

A more value-laden question might be: "should Native Americans have been drafted into the military during World War I when they were not citizens?" This assessment method allows students to assess the reasons for institutionalized racism and exclusion and to determine the short- and long-range implications. It allows the instructor to determine how students are juxtaposing the history and the social content.

#### 7.4

- a.) *Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.* Again, a historical overview of Native Americans will reveal that reservations and the appropriation of land/ natural resources by the federal government and other outsiders generated extreme poverty for American Indians. This course, however, will also examine how, for example, casino gambling emerged as one attempt to circumvent federal policy. Native Americans are still frequently excluded from the political process in the U.S., but have, in recent years, encouraged the education of Indian lawyers and worked to draft what is commonly termed self-determination legislation in order to create more equitable partnerships with the federal government. They are also working through the United Nations to communicate with indigenous peoples in Chiapas, Guatemala, Brazil, the Caribbean, etc. This course will explore some of these social, political, and economic problems, their origins, and how Indian peoples have tried to solve them.
- b.) **Assessment:** Although I shy away from lengthy research projects in 100- and 200-level courses, one method of assessing the above outcome might be through shorter research projects, which could include a library component as well. I would assign students contemporary situations—the request for a new Indian gambling casino in Michigan, the religious use of peyote, the controversy over changing EMU's mascot from Hurons to Eagles, celebration of Columbus Day, etc.—and ask students to find the origins of these and determine how they directly relate to a lack of economic mobility, access to government, and poverty. If this proves too difficult, I can model such a project for students and then test their understanding via short in-class writing projects or essay exams. It might be possible to transform this assessment into a group project with students presenting their research orally. This way the instructor will not only use the presentations to determine the degree and quality of research, but through questions and questions from the class discover how well each member contributed.

#### 7.5

- a.) *Develop an awareness of alternative values, views, and communication styles in the U.S.* We will explore modern styles and views such as the new popularity of the Native American church, which combines Christianity with native religious values, the powwow and its cultural meaning today, how Native American writers express themselves, and how Indian artists and entertainers attempt to communicate through film, painting, and other types of art. We will examine Indian-made films, paintings, literature, and hopefully hear an occasional guest speaker to better comprehend the modern values and views of American Indians.
- b.) **Assessment:** One way I may assess this outcome is through pre- and post-quizzes. Students would take the pre-quiz during the first week of class, and I would be able to assess their awareness as they begin the class. The post-quiz, of course, would be given on the final day of class and would offer a means of comparison. By not grading the final quiz, I believe students would feel freer to express their opinions, how their views have changed, and how what they learned in the course might affect them in the future. Another means of assessment is a cumulative essay question on the final that asks students to examine change over time including their own changing concepts. In fact, both might ideally be used in order to assess the depth to which students understood the course content, concepts, and purpose of studying U.S. diversity issues.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above. *A syllabus is attached*

**Add to Request for New Course Form**

**A. Rationale/Justification for the Course**

This introduction to American Indian history examines diversity within the United States historically and today. The emphasis is on how interaction between first Americans and newcomers over time resulted in complex cultural identities for all. The course will place present-day Indian peoples with a historical framework so that students might discover the origins of social intolerance, institutionalized racism, and exclusion, and also the survival strategies devised by native peoples. This course is designed to meet the requirements of the U.S. Diversity category in the new General Education program.

**B. Catalog Description**

A study of American Indians and diversity in modern U.S. society. This course will emphasize the history of native peoples, their relationships with other racial and ethnic groups over time, and the origins of contemporary views and issues.

**Please submit all materials in electronic form.**

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**Action of the Department/College**

**1. Department**

Vote of department faculty: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

**2. College**

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

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**A. Action of General Education Advisory Committee**

Vote of General Education Committee: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee

\_\_\_\_\_  
Date

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**Approval**

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum

\_\_\_\_\_  
Date

**EASTERN MICHIGAN UNIVERSITY**  
**DEPARTMENT OF HISTORY AND PHILOSOPHY**  
**History 105: Introduction to American Indian History**  
**Dr. Kathleen P. Chamberlain**

**COURSE DESCRIPTION**

Contact between American Indians, Europeans, and people of African heritage created tremendous cultural diversity in early America. Sustained relations between these groups generated patterns of accommodation and conflict that continue today. This course examines modern Native Americans within this historical framework. Students will examine how traditional cultures changed over time. How did sustained contact and federal government policies frequently encourage poverty, exclusion, and even Hollywood stereotypes? At the same time, how have Native Americans managed to survive their history and, at times, influence mainstream American values? We will use readings, lectures, group discussions, video, music, and at times outside speakers to answer these questions.

**Course Objectives**

Students who successfully complete this course can expect to be able to:

1. Explain broadly the traditional views of several American Indian groups, including their relationships to the land, gender roles, and spirituality, how these differed from newcomers, and why these differences contributed to social intolerance.
2. Verbalize the historical relationship between the U.S. government and Native American peoples and how this created institutionalized racism and exclusion in the U.S. They will also be able to discuss the differences between such institutionalized racism and social intolerance.
3. Understand how the U.S. created laws that had at their core intolerance and injustice.
4. Analyze the consequences of intolerance and institutionalized exclusion/racism regarding how these led to poverty, educational disparity, health problems, and legal injustice for native peoples in U.S. society.
5. Compare and contrast the experiences of modern Indian peoples living in urban areas versus those on reservations and how both represent alternative values, views and communication styles within the borders of the U.S.
6. Discuss the impact of Hollywood and sports stereotypes upon native peoples and how these pseudo and/or negative views have affected mainstream awareness of these alternative values and views.
7. Explain how American Indians have assimilated yet retained some of their own culture and how they are currently attempting to relate with indigenous peoples in Mexico and Canada?
8. Discuss how their own cultural backgrounds were created over time and how their own ancestors/families sometimes struggled with the concepts of assimilation and cultural pluralism.

**Rationale (How this course meets the U.S. diversity requirement)**

The study of America's indigenous peoples offers an in-depth look at diversity within the United States today and in the past. Historically, interactions between Indians and peoples of European, African, and Asian backgrounds shaped the economies, settlement patterns, gender roles, and even the vocabularies of all. Today, Native Americans are often a forgotten minority depicted in literature and film as cruel warrior, environmentalist, or sports mascot. Their demands for political access and legal justice, however, are frequently ignored or met with hostility. This course meets the requirement for diversity in the U.S. because it explores the traditionally non-western cultures of indigenous Americans, examines the origins and consequences of intolerance, and links their history with indigenous movements in Central and South America.

**Required Readings**

Hoxie, Frederick E., and Peter Iverson, eds. *Indians in American History, An*

*Introduction.* Harlan Davidson, 1998.

Coursepack [designated as CP]: See attached for suggested entries

**Grades and Grading Policies**

Grades will be based upon the following:

Mid-term exams (2)	100 points (50 points each)
Final exam	100 points
Discussions (7)	70 points (up to 10 points each)
In-class projects (6)	60 (10 points each)
Attendance	50 points
<b>Total Points</b>	<b>380 points</b>

Attendance is mandatory and points will be based on taking attendance in each class. Students must come to class having read the material and prepared to participate. You **MUST** read the material for group discussions in advance of the discussion day. Grades are distributed on the basis of the following: 92-100% A; 90-91% A-; 88-89% B+; 82-87% B; 80-81% B-; 78-79% C+; 72-77% C; 70-71% C-; 68-69% D+; 61-67% D; below 60% E.

Following is an overview of the course with suggested activities—lecture and discussion topics, films, slide presentations, and student projects.

## Overview of Course

### Section 1: Diversity in American Indian Cultures

#### Week 1: Read Hoxie, Chapter 1, "America Before Columbus"

Introduction to course. Native American culture and lifestyles. Pre-quiz (first day) on "awareness of alternative values in the United States."

##### Suggested activities:

- Constructing cultures in the U.S. today. What is the melting pot? What is cultural pluralism? Where do you fit?
- Traditional cultures in 1491. What if there had been no Natives?

#### Week 2: Read Hoxie, Chapter 2, "Indians' Old World" and CP #1

Traditional cultures. Comparing representative groups from the Northeast, Southeast, Great Plains, Southwest, and West Coast.

##### Suggested activities:

- Lecture with slides, maps, transparencies, and film clips comparing various tribes from around the U.S. Emphasis is on traditional cultures.
- **Discussion 1: Hoxie, chapter 2.**
- Examination of CP #1 (Creation story). What does this reveal regarding Navajos and their (1) relationship to the land, (2) relationship to Spiritual beings, (3) views of animals, plants, etc., (4) gender. We will compare this to the Judeo-Christian Creation story.

**Project #1:** in class, we will examine a Creation story from yet another culture in terms of the above and write conclusions. We will discuss how these fundamental differences form a basis for social intolerance and misunderstanding.

### Section 2: Europeans and Africans Arrive

#### Week 3: Read Hoxie, Chapter 3, "Colonial Spanish Borderlands" & Intro

Contact and diversity. This week is devoted to how native cultures interacted historically with the Dutch, Spanish, Russians, French, and English. How these initial contacts demonstrate different values, communication styles, and world views and how they ultimately lead to social intolerance.

##### Suggested activities:

- Lecture: Comparing the French, Dutch, and English
- Lecture: Comparing the Spanish and Russians.

- Creating ethnic identities: how did Native peoples and Europeans change each other?

**Project #2:** there will be an objective-style quiz over readings and concepts to date.

**Week 4: Read CP #2 and #3**

Indians in Colonial American history. We will examine such events as the arrival of English colonists in Jamestown in 1607 and the impact of Indians of the Southeast, the first Thanksgiving, the Pequot and King Philips wars, and the fur trade. How did Native Americans create a middle ground between their own and European cultures? This week will also introduce primary source documents to students. We will examine these in terms of how historians use European-generated documents to study American Indians and compare them in terms of usefulness and accuracy to the oral sources seen in the Creation stories.

**Suggested activities:**

- Lectures on Jesuits, traders, and the Hurons, Pocahontas and the Indian Princess origin, and/or Thanksgiving versus the Pequot War.
- Discussion of the *Jesuit Relations* document and how to read and evaluate it.
- Discussion of how Indians created this middle ground between cultures, but how it also shrunk following the French and Indian War.
- Begin to construct a list of ways Indians dealt with newcomers (trade, gift-giving, marriage, war, flight, spiritual revivals, etc.)

**Week 5: Read CP #4 and #5**

African Americas, slavery, and maroon colonies. Students will examine how English colonists tried to enslave Indians and finally turned to importing Africans. This created opportunities for intermarriage and cultural exchanges. However, Europeans early on devised a divide-and-conquer mentality that often pitted African Americans against native peoples.

**Suggested activities:**

- Lecture: Case Study: Runaway slaves and the Seminole Maroon Colonies
- **Discussion 2:** Cherokees and slavery (CP 4 and 5)
- Lecture: Indians as slaves: creating mixed race and mixed cultures. This would allow us to consider slavery among the Spanish-allied Indians as well.

**There will be a 50-point midterm exam at the end of week 5. Sample questions are attached.**

**Section 3: How Cultures Changed Over Time**

**Week 6: Read Hoxie Chapters 4, "American Revolution" and 5, "Indians and The Constitution"**

Following the American Revolution, the new United States government created a policy that placed Indians under federal jurisdiction. Designed to protect them, this also made it easier to exclude them from the economic, political, and social development of the U.S. and to confiscate their land legally.

**Suggested activities:**

- Lecture: Native Americans, African Americans, and the American Revolution

- Lecture: the creation of U.S. federal Indian policy and the meaning of treaties
- **Discussion 3:** The Iroquois as a model for the Constitution (Hoxie 5)

**Project 3:** there will be an objective-question quiz over federal Indian policy and the Hoxie readings.

**Week 7: Read Hoxie Chapters 6, "Indians in Southern History" and 7, "National Expansion. . ."**

Removal, Reservations, and Loss of Identity. It was in May 1830 that the U.S. passed a Removal Act, and within the next twenty years, virtually all Native American tribes east of the Mississippi River would be forced to relocate in Indian Territory. This was, in part, the result of social intolerance by whites, but truly institutionalized Indian exclusion from the political and economic process, made them racially and socially isolated, and dubbed them "obstacles to American progress." At the same time, the U.S. embarked on an assimilation policy of Christianization, white schooling, and subsistence farming.

Suggested activities:

- Film on Cherokee removal, which shows the options available to them in 1830
- Lecture on the removal of tribes from Michigan and Ohio
- Discussion of social and cultural intolerance versus the legalization of exclusion and isolation
- Discussion of how a people might react to these limited options

**Project 4:** students will spend a class period discussing the film, readings, and the options that the Cherokees were faced with regarding removal. They could flee, remove, or fight in the courts. Students will work in small groups to determine the best option, but each individually will write the reasons for his/her decision. In the following class period, we will take time to discuss their critical thinking process and conclusions.

**Week 8: Read Hoxie Chapters 8, "How the West Was Lost," and 9, "Reformers. . ."**

Assimilation and Change. This week will be devoted to the Indian Wars in the West, the creation of a hard-core reservation policy followed by allotment and breaking up the Indian land base, and how American Indians themselves became part of the assimilation versus cultural pluralism debate.

Suggested activities:

- Lecture and film: the Indian Wars in the West including the Battle of the Little Big Horn, with which many are already familiar. This could be followed by a discussion on why this battle was fought and why such warriors as Crazy Horse and Sitting Bull resisted assimilation and change.
- Lecture on the Gold Rush in California and interaction with Chinese; how laws were crafted that treated both similarly under the law
- The role of the reservation versus the policy of allotment. How were both designed to break the Indian spirit and force assimilation?
- **Discussion 4:** The Red Progressives (Hoxie 9) and how this debate was similar to that of African Americans during the late 19<sup>th</sup> century

**Project 5:** students will have a take-home writing project. They will use the list we compiled—and subsequently added to—to understand the many—and creative—ways that Native peoples tried to deal with Americans. They will write 1-2 pages on how these worked or did not work regarding (1) control and loss of the land, (2) gender roles, (3) economic opportunities, (4) religion and loss of native spirituality.

**Week 9: Read Hoxie Chapters 10, "Modern America," and 11, "Civil Rights"**

The Legacy of Federal Neglect. The Meriam Report of 1928 revealed that American Indians were the poorest of any minority in the U.S., the rate of infant deaths was by far the highest, that they had no ability to participate in the political process, and that 150 of federal neglect had robbed them of nearly all of their land. It also showed that under

the federal government, Native American children were the poorest educated of all minorities. This led to some federal attempts to change policies.

Suggested activities:

- Discussion of Citizenship Act of 1924 and its implications
- Lecture on John Collier, commissioner of Indian Affairs 1933-45 and his Indian New Deal.
- Indians in World War II and the growth of a new Indian activism by veterans
- Film on the Navajo Code talkers and a discussion of their role in the war

**There will be a 50-point mid-term exam following week 9. It will combine objective, multiple-choice questions and essays. Sample questions are attached.**

**Section 4: Activism and “Agency”**

**Week 10: Read CP 7 and 8**

Red Power and self determination. The Civil Rights movement in the U.S. also included American Indians. At the same time, their increased activism led to their inclusion under the U.S. Bill of Rights and to a series of legislation dubbed "self-determination."

Suggested activities:

- Lecture on the Indian Civil Rights Act of 1968
- Film—"In the Spirit of Crazy Horse"—and discussion of the American Indian Movement
- **Discussion 5:** CP 8. Clyde Warrior's statement regarding Indian Civil Rights And the rise of the National Indian Youth Council and AIM. How does 150 Years of institutional exclusion result in poverty, political exclusion, educational disparity, and health problems.
- Examine the legislation called "self-determination" to see how it differs from previous laws. This legislation involved child adoptions, repatriation, the use of peyote for spiritual reasons, gambling casinos, etc.
- We will return to the Creation stories and reexamine them in terms of such contemporary problems as natural resource development and disease. Students will find that with these ancient stories are some solutions.

**Week 11: Read Hoxie Chapter 12, "American Indian Women," and CP 9**

Native American women. How they represent both traditional culture and the activist tradition. Many led the activist organizations, while others worked behind the scenes in tribal councils, even as tribal chiefs to bring about greater inclusion in American economic, legal, political, and social institutions.

Suggested activities:

- Lecture on U.S. Termination Policy of the 1960s-70s and Ada Deer. She was also President Bill Clinton's commissioner of the BIA
- **Discussion 6:** Wilma Mankiller as traditional woman and chief of the Cherokee Nation. CP 9.
- Discussion of Indian views of feminism. Many believe that their first obligation is to their people and not to feminist ideology.

**Week 12: Read CP 10 and 11**

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The new urban Indian. The policy of relocation to cities and its implications for Native peoples will be discussed here. By 1970, more than 50 percent of all Indian peoples were living in cities. Before World War II, the number represented fewer than 10 percent.

Suggested activities:

- Discussion of the Bureau of Indian Affairs: historical views and its legacy
- Discussion of whether urbanization offered economic and political opportunities or simply isolated Indian peoples into ghettos
- Lecture on casino gambling. Is this self-determination or cultural genocide? The instructor can also model the origins of this issue and demonstrate to students how to provide a historical basis for current issues.

**Project 6:** Short research project. Students are assigned a contemporary issue (use of peyote, celebration of Columbus Day, Indian tribes/ terms such as "red skin" as mascots, etc.) One day will be dedicated to the library. Students will meet there and become familiar with sources. Students (or groups of students) will write a 2-3-page paper. There will be class time devoted to presentation of results. If a group project, then presentations will be in the form of panels with other students and the instructor questioning the group. Presentations will begin by week 12.

**Section 5: Into the 21<sup>st</sup> Century**

**Week 13: Read CP 12**

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Hollywood pseudo histories and stereotypes. We will spend the week examining American Indian art and film. How has Hollywood over the years created a false impression of Native Americans and how has this affected their attempts to obtain economic, educational, and political parity? How have they begun to express themselves artistically in order to counter these images?

Suggested activities:

- Lecture on Hollywood and Indian history: a long legacy
- Lecture on the Indian art renaissance using slides
- Using film clips, discuss how Indians have been viewed by Hollywood (and consequently the American public) over the years. CP 12 will assist in this.
- Discussion on the controversy over Eastern's Hurons

Panels and/or individual presentations will continue

**Week 14: Read CP 13 and 14**

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Indigenous peoples in the U.S., Central and South America. This will introduce students to the methodology of comparison history. It will also take students outside of the U.S. and demonstrate how Native peoples have begun to influence indigenous peoples elsewhere.

Suggested activities:

- Lecture: historical differences between Indians in the U.S., Canada, and Latin America
- **Discussion 7:** CP 13 and 14. How have Native Americans in the U.S., despite their own political isolation, worked with the United Nations to create a policy for indigenous peoples internationally

- Discussion of how social intolerance and institutionalized racism and exclusion have also affected income, mobility, political access, and visibility of Indian peoples in the Americas overall. We can even look at indigenous peoples in places such as Africa and see how dominant cultures have created environmental crises for indigenous populations and how they have begun to fight back.

Panels and/or individual presentations will conclude.

### **Week 15: No readings**

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Putting it all together. Conclusions and review.

#### **Suggested activities:**

- Discussion of how we can use history to understand diversity
- Discussion of how we can use history to understand intolerance and institutional racism, ethnocentrism, isolation. How does history provide explanations and how might it contribute to solutions?
- Students will discuss their own cultures again and how they have gained insights into the forces that created their cultures, their understanding of history, and the value of a diverse U.S.
- Students will take a post-quiz and reflects the one taken on the first day of this class. We will discuss the results, and the instructor will collect the post-quizzes in order to compare them against the pre-quizzes and determine, in part, how well students grasped content and ideas.

#### **Note on discussions**

Although discussion plays a major part in this course, there are seven announced discussions, which focus on specific readings. You will get 5 points for simply attending on these discussion days. To earn the remaining 5 points, you must demonstrate that you have read the assignment.

**Suggested Coursepack Entries**

1. Primary sources: “Navajo Creation Story” and “Iroquois Great League of Peace”
2. Biographical essays: “Joseph Brant” and “Old Briton”
3. Primary source: *Jesuit Relations*, “Father LeBeuf’s Letter to the Hurons, 1646”
4. Biographical essay: “John Ross”
5. Primary source: “A Report from Cherokee Country”
6. Primary sources: “Chief Joseph’s Plea” and Luther Standing Bear, “What a School Could Have Established.”
7. Biographical sketch: “Peter McDonald”
8. Primary source: Clyde Warrior, “We Are Not Free”
9. Primary source: Wilma Mankiller, “Returning the Balance”
10. Excerpts from Dennis Bank’s book, *Ojibwa Warrior*
11. Pictorial essay: “American Indians and the American Flag”
12. Excerpts from Jacqueline Kilpatrick, *Celluloid Indians*
13. Essay: Jose Barreiro, “Central and South America”
14. Speech: Russel Barsh, “A New Partnership: Can the United Nations Make a Difference?”

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There are also numerous novels, short stories, and poetry collections should I want to incorporate fiction into the course.

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EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR NEW COURSE

DEPARTMENT: HISTORY AND PHILOSOPHY

COLLEGE: ARTS AND SCIENCES

DEPARTMENT CONTACT: KATHY CHAMBERLAIN

CONTACT PHONE: 487-7885

CONTACT EMAIL: [KATHY.CHAMBERLAIN@EMICH.EDU](mailto:KATHY.CHAMBERLAIN@EMICH.EDU)

**A. Rationale/Justification for the Course**

The study of America’s indigenous peoples offers an in-depth look at diversity within the United States today and in the past. Historically, interactions between Indians and peoples of European, African, and Asian backgrounds shaped the economies, settlement patterns, gender roles, and even the vocabularies of all. Today, Native Americans are often a forgotten minority depicted in literature and film as cruel warrior, environmentalist, or sports mascot. Their demands for political access and legal justice, however, are frequently ignored or met with hostility. This course meets the requiring for diversity in the U.S. because it explores the traditionally non-western cultures of indigenous Americans, examines the origins and consequences of intolerance, and links their history with indigenous movements in Central and South America..

**B. Course Information**

1. Subject Code and Course Number: HIST 105

2. Course Title: Introduction to American Indian History

3. Credit Hours: 3

4. Catalog Description (Limit to approximately 50 words.):

This course is a study of American Indian history and culture with an emphasis on the twentieth century. This course examines how interaction between native peoples and the diverse peoples of the U.S. has over time created a complex society and raised such issues as the theft of natural resources, poverty, the use of Hollywood stereotypes, inferior health care and educational opportunities and the need to redefine traditional cultures within the mainstream America.

5. Prerequisites: (List by Subject Code, Number and Title.) Students MUST complete prerequisites before they can take this course.

None

6. Corequisites: (List by Subject Code, Number and Title.) Students MUST take corequisites at the same time as they are taking this course.

None

7. Concurrent Prerequisites: (List by Subject Code, Number and Title.) Students MUST take concurrent prerequisites EITHER before or at the same time as they are taking this course.

None

8. Equivalent Courses: (List by Subject Code, Number and Title) Students may not earn credit for both a course and its equivalent.

None

9. Course Restrictions:

a. Academic/Class Level (Check all those who **will be allowed** to take the course for credit within their academic program.):

Undergraduate

Graduate

Freshperson  X

Certificate \_\_\_\_\_

Sophomore  X

Masters \_\_\_\_\_

Junior  X

Specialist \_\_\_\_\_

Senior  X

Doctoral \_\_\_\_\_

**Note: Only** 400-level undergraduate courses can be taken by graduate students for credit within their graduate program. **Only** Certificate and Masters students may take these courses. If this is a 400-level course to be offered for graduate credit, attach Approval Form for 400-level Course for Graduate Credit.

**Note: Only** 500-level graduate courses can be taken by undergraduate students.

b. Will only students in certain majors/programs be allowed to take this course? Yes \_\_\_\_\_ No  X

If yes, list the majors/programs

\_\_\_\_\_  
\_\_\_\_\_

c. Will Departmental Permission be Required? Yes \_\_\_\_\_ No  X

(Note: Department permission requires the department to enter authorization for every student registering.)

d. Is admission to a specific College Required? No

College of Business Yes \_\_\_\_\_ No \_\_\_\_\_

College of Education Yes \_\_\_\_\_ No \_\_\_\_\_

10. Will the course be offered as part of the General Education Program?

Yes  X  No \_\_\_\_\_

If yes, attach Request for Inclusion of a Course in the General Education Program: Education for Participation in the Global Community form.

Note: All new courses proposed for inclusion in this program will be reviewed by the General Education Advisory Committee. If this course is NOT approved for inclusion in the General Education program, will it still be offered? Yes \_\_\_\_\_ No \_\_\_\_\_

### C. Relationship to Existing Courses

#### Within the Department:

11. Will this course will be a requirement or restricted elective in any **existing** program(s)? Yes \_\_\_\_\_ No  X

If yes, list the programs and attach a copy of the programs that clearly shows the place the new course will have in the curriculum.

Program \_\_\_\_\_ Required \_\_\_\_\_ Restricted Elective \_\_\_\_\_

Program \_\_\_\_\_ Required \_\_\_\_\_ Restricted Elective \_\_\_\_\_

12. Will this course replace an existing course? Yes \_\_\_\_\_ No  X

**NOTE: Complete #13 only if the answer to #12 is "Yes." Complete #14 only if the answers to #12 and #13b are both "Yes."**

**13. (Complete only if the answer to #12 is "Yes.")**

a. Subject Code, Number and Title of course to be replaced:

\_\_\_\_\_

b. Will the course to be replaced be deleted? Yes \_\_\_\_\_ No \_\_\_\_\_

**14. (Complete only if the answers to #12 and #13b are both "Yes.") If the replaced course is to be deleted, it is not necessary to submit a Request for Graduate and Undergraduate Course Deletion.**

a. When is the last time it will be offered? Term \_\_\_\_\_ Year \_\_\_\_\_

b. Is the course to be deleted required by programs in other departments?  
Contact the Course and Program Development Office if necessary. Yes \_\_\_\_\_ No \_\_\_\_\_

c. If yes, do the affected departments support this change? Yes \_\_\_\_\_ No \_\_\_\_\_  
If yes, attach letters of support. If no, attach letters from the affected department explaining the lack of support, if available.

**Outside the Department:** The following information must be provided. Contact the Course and Program Development office for assistance if necessary.

15. Are there similar courses offered in other University Departments? Yes \_\_\_\_\_ No X \_\_\_\_\_  
If yes, list courses by Subject Code, Number and Title

\_\_\_\_\_  
\_\_\_\_\_

16. If similar courses exist, do the departments in which they are offered support the proposed course?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, attach letters of support from the affected departments. If no, attach letters from the affected department explaining the lack of support, if available.

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## D. Course Requirements

17. Attach a detailed Sample Course Syllabus including:

- a. Course goals, objectives and/or expected student outcomes
- b. Outline of the content to be covered
- c. Student assignments including presentations, research papers, exams, etc.
- d. Method of evaluation
- e. Grading scale (if a graduate course, include graduate grading scale)
- f. Special requirements
- g. Bibliography, supplemental reading list
- h. Other pertinent information.

**NOTE: COURSES BEING PROPOSED FOR INCLUSION IN THE EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY PROGRAM MUST USE THE SYLLABUS TEMPLATE PROVIDED BY THE GENERAL EDUCATION ADVISORY COMMITTEE. THE TEMPLATE IS ATTACHED TO THE REQUEST FOR INCLUSION OF A COURSE IN THE GENERAL EDUCATION PROGRAM: EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY FORM.**

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**E. Cost Analysis** (Complete only if the course cannot be implemented without additional University resources. Fill in Estimated Resources for the sponsoring department(s). Attach separate estimates for other affected departments.)

Estimated Resources:	Year One	Year Two	Year Three
Faculty / Staff	\$ _____	\$ _____	\$ _____
SS&M	\$ _____	\$ _____	\$ _____
Equipment	\$ _____	\$ _____	\$ _____
Total	\$ _____	\$ _____	\$ _____

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## F. Action of the Department/College

### 1. Department

Vote of department faculty: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_  
(Enter the number of votes cast in each category.)

\_\_\_\_\_  
Department Head Signature

\_\_\_\_\_  
Date

### 2. College/Graduate School

#### A. College

\_\_\_\_\_  
College Dean Signature

\_\_\_\_\_  
Date

#### B. Graduate School

\_\_\_\_\_  
Associate Dean Signature

\_\_\_\_\_  
Date

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## G. Approval

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum Signature

\_\_\_\_\_  
Date