A. Course Description

Credits: 4

Prerequisites:

WRIT 131 Writing I or equivalent.

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: Goal LS - Upper Division Liberal Studies, Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity

History 310 is a general survey of the history of Native North American nations from pre-contact to the contemporary era. The course makes use of readings, lectures, films, group projects, community investigation, and class discussion to introduce students to the rich diversity of Native North American societies and cultures. American Indian tribes are sovereign nations. Students will explore how Euro-Americans used the construct of race as a tool during the process of settler colonialism to diminish and erode tribal sovereignty and avoid recognizing tribes as politically sovereign entities. Throughout this relationship the legalistic erosion of tribal sovereignty was paired with genocidal policies including wars of removal, forced assimilation through the use of boarding schools, and other acts of ethnocide that continue to contribute to contemporary issues in Native American communities. Despite these settler colonial actions, tribal governments and Native American peoples continue to survive, persist, and work for cultural revitalization. Class discussions will address, among other issues, the impact of settler colonialism, including how the concept of race homogenized the over 500 distinct culturals and histories into a single concept of American Indian, the responses of individuals, communities, and institutions to historical and contemporary forms of racism that still affect descendents today, and contemporary issues including efforts to diminish Indian Child Welfare Act (ICWA), environmental racism, and the impact of historical trauma. Students will be given the opportunity to explore Twin Cities' resources and take a turn at leading a class discussion. Significant focus is given to issues of race and racism.

B. Course Effective Dates: 08/01/1998 - 09/05/1999, 09/06/1999 - 05/04/2002, 05/04/2002 - 12/16/2006, 12/17/2006 - 05/05/2017, 05/06/2017 - 05/07/2019, 05/08/2019 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Analyze history in a way that features an appreciation for how people incorporate change within their various culturally persistent beliefs and practices, particularly with respect to race and racism, consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university.

2. Describe how Native Americans and Europeans interacted and influenced each other throughout North American history that emphasizes the role of race and racism in those interactions and influences, including the use of race to pave over differences in tribal communities and erode tribal sovereignty consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university.

3. Effectively and respectfully engage in classroom discussion, particularly with respect to the characteristics of socially constructed forms of race, racism, and institutional responses to the historical legacy of racism, consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university.

4. Recognize the continued work of Native American individuals and societies to persist and resist Euro-American genocidal attempts of removal and erasure. Use this understanding to assess the legacy and responsibility of both individuals and society in general in the contemporary era consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university.

5. Recognize the vast diversity of American Indian culturals by dismantling the social construction of an American Indian race and explain the diversity of tribes as political sovereigns and culturally distinct entities in a manner consistent with the analytical and expressive complexity and sophistication that are distinctively characteristic of upper-division courses completed at a comprehensive university.

6. Evaluate the concept of settler colonialism and its impact on relations between Euro-Americans and American Indian
tribes, its influence in constructions of concepts of race, and the mechanisms used to perpetuate systems of erasure and
domination in a manner consistent with the analytical and expressive complexity and sophistication that are distinctively
characteristic of upper-division courses completed at a comprehensive university.

E. Learning Outcomes (MN Transfer Curriculum)

Goal LS - Upper Division Liberal Studies
   None

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. Use and critique alternative explanatory systems or theories.
   3. Develop and communicate alternative explanations or solutions for contemporary social issues.
   4. Examine social institutions and processes across a range of historical periods and cultures.

Goal 07 - Human Diversity
   1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in
      contemporary society.
   2. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
   3. Understand the development of and the changing meanings of group identities in the United States' history and culture.
   4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape
      American society and culture, in particular those groups that have suffered discrimination and exclusion.
   5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

G. Special Information

Racial Issues Graduation Requirement