SYLLABUS

DATE OF LAST REVIEW: 02/11/2013

CIP CODE: 24.0101

SEMESTER: Departmental Syllabus

COURSE TITLE: Native American Indians

COURSE NUMBER: ANTH-0106

CREDIT HOURS: 3

INSTRUCTOR: Departmental Syllabus

OFFICE LOCATION: Departmental Syllabus

OFFICE HOURS: Departmental Syllabus

TELEPHONE: Departmental Syllabus

EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

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.

METHOD 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

EXPECTED LEARNER OUTCOMES:
A. The student will be able to identify the stages of evolution of Native Americans.
B. The student will be able to become familiar with the great civilizations in the New World prior to the European invasion.
C. The student will be able to be acquainted with the life ways of Native American Cultures.
D. The student will be able to appreciate the relationship between the production for market exchange and the deterioration of Native Cultures.
E. The student will be able to explore the situation of the contemporary Indian in America.

COURSE COMPETENCIES:

*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.
The student will be able to become familiar with the great civilizations in the New World prior to the European invasion.

9. The student will be able to compare the Indian Cultures of the Old and New Worlds.

The student will be able to be acquainted with the life ways of Native American Cultures.

10. The student will be able to define the characteristic lifeway’s of the North American Indian in primary culture areas.
11. The student will be able to describe the various revitalization and resistance movements that characterize the modern Native American.
12. The student will be able to define Land Cessation from the point of view of the Native American.
13. The student will be able to describe the concept of the ‘Vanishing American’ from 1900 to 1945.

The student will be able to appreciate the relationship between the production for market exchange and the deterioration of Native Cultures.

14. The student will be able to understand the preconditions to European Imperialism in North America.
15. The student will be able to describe the general impact of White contact on the Native American Population.
16. The student will be able to understand the specific effect of the Spanish Empire on Native Americans.
17. The student will be able to describe the Dutch Colonial establishment, their conduct and Aboriginal Insurgency which results from this contact.
18. The student will be able to be familiar with the ‘Indian Wars’ and their effect on Native Americans.
19. The student will be able to list the characteristics associated with the pacification of Indian Territory.
20. The student will be able to compare Retrospective with Regenerative responses to Captivity.
21. The student will be able to describe the relationship between Indian and White law as land cessation increased and reservationalism spread.
22. The student will be able to understand the impact of Land Allotment on Native Populations.

The student will be able to explore the situation of the contemporary Indian in America.

23. The student will be able to describe and compare Native American Political systems with White systems.
24. The student will be able to describe the difference between ‘Indian Wars’ and contemporary economic Imperialism aimed at Native Americans.
25. The student will be able to identify the contemporary trends in Native American movements for greater assertiveness and self-determination.
26. The student will be able to describe the variety of means by which contemporary Native American is reacting to the pressure to assimilate.

27. 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.

28. 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.

29. The student will be able to understand how education is changing to incorporate the history of the Native American in Public Curriculum

30. The student will be able to explain the differing futures for ‘reservation’ versus ‘urban’ Native Americans.

**ASSESSMENT OF LEARNER OUTCOMES:**

Student progress is evaluated by means of participation in classroom discussions, out-of-class and in class written assignments, library and Internet research skills progress, out-of-class and in class tests and a cumulative final examination.

**SPECIAL NOTES:**

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
Kansas City Kansas Community College
21st Century General Education Learning Outcomes

Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s
21st century learning outcomes for general education.