

PALOMAR COLLEGE  
COURSE OUTLINE OF RECORD FOR  
DEGREE CREDIT COURSE

Transfer course     A.A. degree applicable course

(check all that apply)

**COURSE NUMBER AND TITLE:** AIS 101 The American Indian Frontier from  
Colonialism through the Present

**UNIT VALUE:** 3

**MINIMUM NUMBER OF SEMESTER HOURS:** 48

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** None

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:** The historical, economic, and cultural development of the American Indian in relation to European and American contact. Extensive use and analysis of historical sources from the colonial period through the present.

**SPECIFIC COURSE OBJECTIVES:**

The student will be able to:

1. identify and apply political concepts and institutions to Indian/early-American relations.
2. identify the major components of trade and analyze the pre- and post-socioeconomic class structures of the Iroquois,

Cheyenne, Cherokee, and Haida after European/American trade impact.

3. trace and explain the evolution of American political concepts through a historical framework.
4. compare and contrast the Articles of Confederation, American Constitution and other early documents with that of known Indian political institutions, such as the Iroquois Confederacy.
5. identify the evolution of states' rights, federalism, and foreign policy.
6. analyze and compare evidence of or a lack of evidence of gender equity in women's literature comprising journals, diaries, and ethnographic field notes on social customs and practices, educational goals and family development both in Indian and non-Indian groups.
7. Analyze and compare, through historical documents and narratives, the socio-political relationships of the Latino and Black communities, in the South and Southwest, to the resident tribes and to each other.

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

- I. The Indian Encountered
  - A. Indian Queen (Amazonia) versus Diana, Greco-Roman goddess
  - B. Physical Attributes
  - C. Cultural Characteristics
    1. Religious practices performed by men and women
    2. Age-gendered societies
    3. Gender-based division of labor
- II. European Man
  - A. Philosophy
  - B. Reason(s) for Explorations
  - C. Significance of Religion and Economy in Colonization
- III. Political Philosophy and Theory
  - A. Define Politics
  - B. Law
  - C. State
  - D. Sovereignty
    1. European understanding
    2. American Indian understanding
      - a. Female leaders
      - b. Male leaders
- IV. Historical Explorations
  - A. Pre-Columbian
  - B. Spanish Explorations in Southeast U.S.A.

- C. French Explorations in Northeast U.S.A.
- D. English Explorations in East U.S.A.
  - 1. Pocahantas
  - 2. Squanto
- V. Early Colonial Government Policy
  - A. French-Indian War
  - B. Licensing System
  - C. Colonial Trade and Treaties
  - D. Economic Issues
    - 1. Slavery
    - 2. Indenture
  - E. Captivity Narratives
    - 1. Female v. male treatment
    - 2. Romantic v. religious inspired tracts
  
- VI. American Revolution
  - A. Iroquois Confederacy
    - 1. Matriarchal and matrilineal society
    - 2. Control and development of government
    - 3. Molly Brant
  - B. Continental Congress
  - C. Proclamation of 1763
  - D. Treaty of Paris
- VII. Warfare/Treaty-Making Between 1800-1850
  - A. Northwest Ordinance
  - B. Tecumseh
  - C. Seminole Wars
  - D. Black Hawk War
  - E. Andrew Jackson and the Removal Policy
  - F. Five Civilized Tribes
    - 1. Nancy Ward
    - 2. George Guess
  - G. Slavery
- VIII. Civil War
  - A. Contributions Negative and Positive Made by Apache, Navajo, Plains Indians, and the Five Civilized Tribes
  - B. First Treaties with Plains Indians
- IX. Plains Wars
  - A. Early 1860s - Army Policy of Containment
  - B. Late 1860s - Army Policy of Extermination
  - C. 1870s - Removal and Acculturation
    - 1. Philanthropic organizations
    - 2. Women and maintenance of traditional roles
  - D. Buffalo soldiers
- X. Southwest
  - A. Mexican-American War
  - B. Reservation Failures
  - C. Apache Rebellion
  - D. Slavery/Captives

1. Economic issue
  2. Social issue
- XI. Far West
- A. Oregon and Washington
  - B. California Gold Failures
    1. Helen Hunt Jackson
    2. Captain Jack
  - C. Nevada/Colorado Mining and Last Holdouts
    1. Sarah Winnemucca
    2. Clara Brown
- XII. Gender Equity as Experienced By Indian/Non-Indian Women
- A. Cheyenne
  - B. Blackfeet
  - C. Lakota Sioux
  - D. Apache
  - E. Pioneer Women on Plains
  - F. Saloon/Call Girls in Mining Country
  - G. Dime Novel "Damsel in Distress"
- XIII. Analysis of Early American Political Documents
- A. Articles of Confederation
  - B. American Constitution
  - C. Others
- XIV. Reservation System (1870 to present)
- A. Initial Farming Attempts
  - B. Revitalization Movements
  - C. Women and Elders
    1. Retention of tradition
    2. Promoters of change
- XV. Cowboys and Indians
- XVI. Sovereignty and Emerging Federal Policies (1900 to present)
- A. Definition of Civil Rights, Civil Liberties
  - B. Reconciliation of Nation within Nation
  - C. Economic Options

**REQUIRED READING:**

These texts are classics in the field.

ONE or more of the following:

Ball, Eve. In the Days of Victorio. Tucson: University of Arizona, 1978.

Deloria, Ella. Waterlily. Lincoln: University of Nebraska, 1988.

Gibson, Arrell Morgan. The American Indian: Prehistory to Present. Lexington: D. C. Heath & Company, 1980.

Green, Rayna. Women in American Indian Society. New York: Chelsea House Publishers, 1992.

Hagan, William. American Indians. Chicago: University of Chicago Press, 1993.

Hoxie, Frederick. Indians in American History. Arlington Heights:  
Harlan Davidson, 1988.

**SUGGESTED READING:**

Any basic American history text. Especially recommended are:  
Bailey, Kennedy. The American Pageant, 10th ed. Lexington:  
D.C. Heath and Company, 1994.

Kelley, Robert. The Shaping of the American Past. Englewood:  
Prentice-Hall, 1988.

**REQUIRED WRITING:**

Research paper on any person or event that played a significant role  
in the political/historical development of American Indian-Federal  
policy, 7-10 pages.

**OUTSIDE ASSIGNMENTS:**

**Students are expected to spend a minimum of three hours per unit per  
week in class and on outside assignments, prorated for short term  
classes.**

The student must read text assignments, newspapers, and one current  
event magazine of his or her choice for updated information on the  
subject area on a weekly basis. Term paper, research, note taking,  
outline, rough draft, final paper are also required.

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination
- directed study

**This course may be offered as a distance education course and meets  
Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply.** (See guidelines for preparation for  
definitions.)

- telecourse
- mediated instruction
- computer assisted instruction

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students):

Typical Percentages:  
Essay exams 50%  
Research 30%  
Participation/discussion 10%  
Quizzes 10%  
Total: 100%

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes \_\_\_\_\_ No  Number of times course may be taken for credit: \_\_\_\_\_

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

**CONTACT PERSON:** Patricia A. Dixon, ext: 2427

**SIGNATURES:**

**SIGNATURES ON FILE**