

**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 110: History of the Plains Indians

**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:**

An analysis of the Plains Indian. Examines lifestyles, mores, traditions, and tactics of war. Attention will be given to relations with the U.S. Government and to the background and evolution of acculturations.

**SPECIFIC COURSE OBJECTIVES:**

Students will:

1. Analyze the classic core study of the American West frontier: Plains, Indians, trappers, traders, entrepreneurs, cowboys, and settlers, etc.
2. Compare and contrast the similarities and dissimilarities between Plains Indian cultures and gender roles and that of the various Euro-American (including Hispanic/Latino), Asian, and African

American subcultures. Socioeconomic and age variance are analyzed in all the cultures involved in the Plains frontier.

3. Identify the human strategies of environmental and socio-political survival under relatively intensive and rapidly changing conditions.
4. Utilize various historical methods involving data collecting and interpretation of historical documents.
5. Through his/her core study, develop the skills of critical thinking and comparative analysis of different social/cultural norms of a historical event.

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

- I. Introduction
  - A. Geography
  - B. Prehistory
  - C. Buffalo, Horses and People
- II. Great Indian Migrations to the Plains
  - A. Movement
  - B. Languages and Cultures
- III. Early Non-Indian Westward Migrations
  - A. Trappers
  - B. Traders
  - C. Missionaries
  - D. Early Forts
- IV. Plains Cultural Traditions  
(includes age/vision/gender societies or phratries)
  - A. Blackfoot
  - B. Mandan, Arikara, Hidatsa
  - C. Crow
  - D. Teton Dakota
  - E. Comanche
- V. More Euro-American Migrations
  - A. Miners
  - B. Buffalo Hunters
  - C. Railroaders
  - D. Sodbusters, etc.
- VI. Socio-cultural Milieu in the American Plains  
(18th and 19th centuries)

- A. Hispanic Expansion and Horse Culture
- B. French Trappers
- C. Buffalo Soldiers and the Black Cowboy
- D. Other Immigrants as Workers, Artisans, and Pioneers

VII. Military/Political Response

- A. Pressure
- B. Policies and Treaties
- C. Military Action

VIII. Plains Indian Response

- A. Tribal Policy
- B. Warriors
- C. Loafers
- D. Peacemakers

IX. Reservations

- A. High Plains
- B. Oklahoma

X. Last Revitalization Efforts

- A. Migrations
- B. Ghost Dance
- C. Other Strategies

XI. Historical Project and Summary

**REQUIRED READING:** Any or all of these

Chan, Sucheng, et al, ed. Peoples of Color in the American West.  
Lexington: D.C. Heath and Company, 1994.

Gibson, Arrel M. The West in the Life of the Nation. Lexington: D.  
C. Heath and Company, 1984.

Hoebel, E. Cheyennes: Indians of the Great Plains. San Diego:  
Harcourt, Brace, Jovanovich, 1990.

Kehoe, Alice Beck. The Ghost Dance, Ethnohistory and Revitalization.  
New York: Holt, Rinehart and Winston, 1989.

Leckie, William H. The Buffalo Soldiers, A Narrative of the Negro  
Cavalry in the West. Norman: University of Oklahoma, 1967.

Linderman, Frank. Pretty-Shielf, Medicine Woman of the Crow.  
Lincoln: University of Nebraska, 1974.

Sandoz, M. Crazy Horse. Lincoln: University of Nebraska Press, 1961.

Stands in Timber, John and Margot Liberty. Chayenne Memories. New Haven: Yale University Press, 1967.

Utley, Robert H. The Indian Frontier of the American West, 1846-1890. Albuquerque: University of New Mexico Press, 1984.

**SUGGESTED READING:**

None

**REQUIRED WRITING:**

Native American cultural assessment (prehistory, traditional, contemporary)

Analysis of a historical event from a Native American view and all participants' cultural views (5-7 pages)

Two essay exams (minimum of 3-5 paragraphs per essay)

Three one-page critiques of films, cultural events, or journal articles.

**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 will read text assignments, analyze a historical event (research, outline, rough draft, final paper), and write three one-page critiques of scheduled movies.

**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):

The students will be required to exhibit his or her ability to analyze and apply learned material through essay exams that will test use of integration of class readings, lecture notes and outside research. The students will also apply techniques of comparative analysis. The historical analysis utilizes research methods that involve data collection and interpretation of documents. The movie critiques of classic studies of the American West frontier will exhibit knowledge and awareness of these studies, development of cultural motifs, and identification of socio-political values.

Suggested percentages:

Essay exams	60%
Movie critiques	10%
Historical analysis	30%
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:** Steven J. Crouthamel, X2428