

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 115 History of Southwest 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:

A history, transculturation, and present culture of the Southwest Indians with emphasis upon their retention of traditional customs.

SPECIFIC COURSE OBJECTIVES:

The student will

1. analyze the significance of sources, historic context, and language in working with historical documents.
2. apply principles of contextual and culturally relativistic techniques when researching historical events and their effect on various cultures in the Southwest.
3. identify, compare and contrast the uniqueness and depth of Southwest cultures, socioeconomic classes, and gender roles through case study, movies, and guest speakers.
4. analyze and evaluate the impact of Euro-Americans on the major Southwestern cultures in terms of cultural syncretisms in socio-economics, gender, and political roles and expectations.

5. evaluate contemporary strategies for using traditional Native American cultural traditions in modern settings.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Introduction to the Course
- II. Tribes Studied in Detail
 - A. Tribes
 1. Navajo
 2. Apache
 3. Pima and Papago
 4. Pueblo
 - B. Emphasis of tribal studies on:
 1. Mythic origin
 - a. Female deity
 - b. Male deity
 2. Economic subsistence
 - a. Gender oriented
 - b. Hunting
 - c. Farming
 3. Life Crises
 - a. Birth
 - b. Naming
 - c. Puberty
 - d. Marriage
 - e. Death
 4. Political Development
 5. Medicinal Practices
 - a. Shamanism
 1. Male
 2. Female
 - b. Priests
 - c. Sodalities
 6. Arts/Literature
- III. Early Spanish Rule
 - A. Controversy on "Natural Slavery"
 - B. Major Attempts at Control of Tribes
 1. Requiremento
 2. Encomienda
 3. Repartimiento
 - C. Major Institutions
 1. Mission
 2. Presidio
 3. Pueblo
 - D. Cultural Issues
 1. Interracial marriages
 2. Gender issues
 3. Economic transition
- IV. Mexican Rule
 - A. Coalition Governments between the Pueblos and Mexico
 - B. Mexican and Indian wars
 - C. Anglo-American Scavengers/Mexican Entrepreneurs
 1. Slavery
 2. Scalp Hunting
 - D. Treaty of Guadalupe Hidalgo
 1. Land Grants
 - a. Rights of Indians

- b. Rights of Mexicans
 - 2. Gadsden Purchase
- E. Mexican Hacienda Era
 - 1. Marriage
 - 2. Slavery
 - 3. Farming versus Grazing

V. American Rule

- A. Mangas Coloradas
- B. Cochise
- C. Geronimo
- D. Reservation Era
 - 1. Marriage
 - 2. Convert and civilize (Americanization)
 - 3. Gender issues
 - 4. Economic development
 - a. Capitalism
 - b. Agrarianism
 - c. Jewelry and Rug Making
 - 5. Education
- E. Major Federal Legislation
 - 1. 19th Century
 - 2. 20th Century

VI. Socio-Cultural Issues

- A. Who is Indian?
- B. Whose rules or norms take precedence?
- C. Whose language do we speak?
- D. Traditional synthesis into a modern context

REQUIRED READING:

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

Roscoe, Will. The Zuni Man-Woman. Albuquerque: University of New Mexico Press, 1991.

Trimble, Stephen. The People: Indians of the American Southwest. Santa Fe: School of American Research, 1993.

SUGGESTED READING:

These are classic texts.

Ball, Eve. In the Days of Victorio. Tucson: University of Arizona Press, 1970.

Dale, E.E. The Indians of the Southwest. Norman: University of Oklahoma Press, 1971.

REQUIRED WRITING:

Essay Exams: Major essays that will involve the student applying, in an integrated manner, assigned readings, lecture notes and outside research. A series of questions are provided for study. The instructor selects from the list. Student must answer in a

comprehensive fashion and with documentation.

Event Analysis: This 5-7 page paper is an application of both the student's recognition and ability to utilize significant historical documents and analyze cultural change through studying a specific event such as a war, a treaty, Congressional Act. etc.

Biographical Report: This 5-7 page paper will emphasize the case study approach of (1) comparing historical events, in an objective manner against the memories of an individual, and becoming aware of the impact a person can make either historically, politically or socially.

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.

Reading assignments are from text. In addition, the student will read approximately 500 pages of material and write two reports.

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):

Suggested percentages:

Exam I	33.5%
Exam II	33.5%
Event Analysis	16.5%
Biographical Report	16.5%
TOTAL	100.0%

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

Yes _____ No X _____ 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:

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