

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number:** HSTY 252  
**Course Title:** Native American History I: Colonial Policies

**Year:** 2023-2024  
**Credit Hours:** 3

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

A consideration of the development and maintenance of colonial policies toward Native Americans from the point of European contact to the War of 1812. The political, social, economic, and religious changes that resulted from national claims by the Spanish, Dutch, French, and British are examined. The course also examines how non-native peoples represented Native Americans and how these images (and misrepresentations) changed over time. Native American art and literature are introduced. HSTY 252 fulfills the SUNY General Education Other World Civilizations requirement. Prerequisites: ENGL 101; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

### **Course Context/Audience**

This course is a general education course and appropriate for someone with general interest in the subject matter. It will contribute to the course diversity offered by the Social Sciences Department.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M0 Course requires very little or no math.

**Reading:** R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

### **Course Goals**

As a result of successfully completing this course, the student should be able to demonstrate

1. An understanding of how Native Americans were affected by political, social and economic factors from the time of colonial contact until the War of 1812.
2. An appreciation of issues, such as sovereignty, land claims and the problems associated with artistic and literary representation.

### **Course Objectives/Topics**

Objective/Topic	# Hours
Students will be able to discuss the major political, social and economic transformations in Native American communities from the colonial period to the War of 1812.	15 Hours

Students will be able to define the causes and intricacies of social issues, including sovereignty and land claims.	10 Hours
Students will be able to discuss issues surrounding Native American art and literature and the controversies regarding representation.	10 Hours
Students will be able to research, write and orally present a research paper.	10 Hours

### General Education Objectives/Emphasis

<b>CRITICAL THINKING OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ consider analytically the viewpoints of self and others.</li> <li>➤ reach informed conclusions and solutions.</li> </ul>	<p>Students will be able to recognize mistreatment of native population from point of European contact forward by settlers from Europe and later by colonial government.</p> <p>Student will be introduced to relevant resources including primary resources. They will also begin to understand that artifacts rather than print resources are crucial to understanding of native history.</p> <p>Students will be introduced to relevant schools of thought surrounding native history/studies.</p>
<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Students will begin to understand how the native experiences have affected the world and locality in which they reside.</p> <p>Students should understand how native traditions and cultures have influenced U.S. history.</p> <p>Students will understand the effect of government policies on native economies. The Dawes Severalty Act will be examined.</p> <p>Students will understand the difference between shared-use policies of native and private property concepts of Europeans.</p>

### Instructional Methods

The course should start with a textbook that will give students the necessary background. The overview of the major political, economic and social events should take place in the first half of the course. Classes should be partly based on lectures and partly on class discussions. Once this foundation is established, students should take an examination to demonstrate their knowledge. The remainder of the course should introduce students to contemporary problems and issues of representation. Students should be introduced to case studies and, if possible, field trips should be arranged. In addition, the instructor should invite guest speakers and use videos and other media during the class sessions. Students should be given short written assignments based on the guest lectures and the videos shown in class. A research paper (8-10 pages) assignment that allows the student to choose a topic and explore it in depth will facilitate the learning

process.

### Methods of Assessment/Evaluation

Method	% Course Grade
Research paper	25%
Exam I	20%
Exam II	20%
At least 2 short written assignments	20%
Attendance/Participation	15%

### Text(s)

First People: A Documentary Survey of American Indian History, Calloway, Colin G., Latest edition, © 2003 Bedford/St. Martin's.  
Required

### Bibliography

Bataille, Gretchen M (ed). Native American Representations: First Encounters, Distorted Images and Literary Appropriations. Lincoln: University of Nebraska Press, © 2001.

Berkhofer, Robert F. The White Man's Indian: Images of the American Indian from Columbus to the Present. New York: Alfred Knopf, © 1978.

Béteille, André. "The Idea of Indigenous People," American Indian Quarterly, Winter 1996, Vol. 20(1), © 1996.

Billington, Ray Allen. Land of Savagery Land of Promise: The European Image of the American Frontier in the Nineteenth Century. New York: Norton & Company, © 1981.

Bird, S. Elizabeth. Dressing in Feather: the Construction of the Indian in American Popular Culture. Boulder, CO: Westview Press, © 1996.

Cook, Curtis and Juan D. Lindau, Aboriginal Rights and Self-Government. Montreal: McGill-Queen's University Press, © 2000.

Fixico, Donald L. (ed.). Rethinking American Indian History. Albuquerque: University of New Mexico Press, © 1997.

Mihesuah, Devon A. (ed.). Natives and Academics: Researching and Writing about American Indians. Lincoln: University of Nebraska Press, © 1998.

Hurtado, Albert L. and Peter Iverson, (eds.). Major Problems in American Indian History. Boston: Houghton Mifflin, © 2001.

The Smithsonian Book of North American Indians: Before the Coming of the Europeans.

Herman J. Viola. After Columbus: The Smithsonian Chronicle of the North American Indian. New York: Orion Books, © 1990.

William C. Sturtevant, general editor. Handbook of North American Indians; Vol. 15: Northeast. Smithsonian Institution, © 1978.

Alvin M. Josephy Jr. 500 Nations: An Illustrated History of North American Indians.

Anthony F. C. Wallace. The Death and Rebirth of the Seneca. New York: Vintage Books, © 1972.

The Native Americans: An Illustrated History. Turner Publishing Inc., Atlanta, Georgia.

Reviewed Spr 14

## Other Learning Resources

<b>Audiovisual</b>
No resources specified
<b>Electronic</b>
No resources specified
<b>Other:</b>
No resources specified