Course - General Education Status

(Course must be approved prior to submission for General Education Status.)

For help filling out form press F1 or look at the bottom of the screen. For additional instruction see course Form Instructions.

Type of Action **General Education Status – Add or Delete General Education Status for Approved Courses** *(If adding course, complete questions 1-13 and 14 (if applicable); if deleting course, complete questions 1-6 and 15.)*

Add: ☒ **Delete:** ☐ **Reaffirmation:** ☐

1. Catalog Prefix /Number: **HIS 220**

2. General Education Course Category: *(From CPE Reporting Guidelines)* **History**

3. Title: **Native American History: Pre-Contact to 1865**

4. Submitting Entity: Curriculum Committee:

   College: **BCTC**

5. Person(s) Primarily Responsible for Proposal: **(Complete item only if not part of a curriculum package. Verify that members are sill current and active prior to submission.)**:

Name	Teaching Area	College
Karen L. Gauthier	**History**	**BCTC**
Robert Hinkle	**History**	**BCTC**
Diana Martin	**English**	**BCTC**
Maureen Meyers	**Anthropology**	**BCTC**
Joanne Pope Melish	**History**	**University of Kentucky**

6. Involvement of Others (Designate Individuals):
   a. System Office Staff:
   b. Others:

7. Credit / Contact Hours:

7a. Semester Credit Hours: **3** Minimum **3** Maximum

7b. Semester Contact Hours: **45**

8. Proposed Effective Date for Addition: **Pilot - Fall 2013**

Full – Spring 2014

9. Course Description:

Surveys the struggle of Native Americans from pre-colonial times to 1865. Emphasizes the indigenous Native American culture and society, the Columbian and biological exchange, Indian-Anglo cultural interactions, the construction and reconstruction of Indian identities, U.S. Indian policy development, and forced Indian removal.

10. For inclusion in General Education list:

Credential Area: ☒ AA/AS ☐ AAS

☐ AFA ☐ Diploma

11. Across the Curriculum Competencies: (List implementation activities for applicable competencies listed below. For a class to be approved for Gen Ed status, it must meet multiple competency statements.)

A. Knowledge of human cultures and the physical and natural worlds through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts.

Students evaluate human culture and the physical and natural worlds through the study of humanities and history in written exams and essays.

B.. Intellectual and practical skills, including

- inquiry and analysis

Students apply the basic principles of historical thinking, research, and analysis based on primary and secondary sources.

- critical and creative thinking

Students demonstrate critical thinking skills by summarizing, interpreting, and analyzing historical facts and concepts and by evaluating historical sources in written exams, essays, papers and projects.

- written and oral communication

Students develop reading and listening comprehension through active listening and participation as well as by reading a textbook and other primary and secondary historical source readings as assigned. Students demonstrate their comprehension of the course content by their answers in discussions, oral reports, test questions, and written essays.

- quantitative literacy

- information literacy

Students use the basic formal elements, techniques, concepts, and vocabulary of American History.

- teamwork and problem solving

C. Personal and social responsibility, including

- civic knowledge and engagement (local and global)

Students demonstrate their civic knowledge and their engagement in local and global affairs

through discussions, essays and projects.

- intercultural knowledge and competence

Students demonstrate intercultural knowledge and competence through an understanding and an appreciation of cultural differences by viewing America as a culturally plural nation.

- ethical reasoning and action

Students demonstrate awareness of ethical reasoning and action by expressing original ideas and interpretations in discussions, written exams, essays , and projects.

- foundations and skills for lifelong learning

Students demonstrate awareness of the foundations and skills for lifelong learning in their roles as a member of a multicultural local and global community by learning, reading, comparing, discussing, and producing essays and projects on topics related to the history and culture of Native Americans.

D.
- Integrative and applied learning, including synthesis and advanced accomplishment across general and specialized skills.

Students demonstrate a broad base of knowledge which contributes to the political, moral, social, and cultural enrichments of American society. The information is specific to Native American History but the study of race and stereotypes is applicable to multiple areas of study.

12. KCTCS Course (Complete #13) ☒ University Course (Complete #14) ☐

13. a. Approved Course Competencies: (Insert Official Approved Competency Listing)
    1. Describe the dynamics of cultural and economic interactions between Native Americans and Euro-Americans from pre-contract to 1865.
    2. Explain the historical basis for and the economic uses of stereotypes of Native Americans-both the "noble-savage" and the "ignoble-savage" images-to overcome the victim/villain dichotomy from pre-contract to 1865.
    3. Examine the view of Native Americans as active participants in history and not as passive observers from pre-contract to 1865.
    4. Identify the effects of westward expansion of Euro-Americans to the Native Americans' religion, economy, culture, and society from pre-contract to 1865.
    5. Identify the Native American initiatives and survival strategies in the face of Euro-American political hegemony from pre-contract to 1865.
    6. Identify the Native American resourcefulness in reconstructing their nations and renewing their language, religion, culture, and society from pre-contract to 1865.

b. Course Outline (Insert Official Course Outline)

I. Pre-European Contact
   a. Overview of Pre-contact Period
   b. Glimpses of Pre-contact Societies

II. The Invasion of America
   a. Native Americans through the European Lens
   b. Columbian Exchange
   c. Indians Confront the Spanish
   d. Indians Confront the French
   e. Indians Confront the English

III. Indians in Colonial America
   a. Economic and Cultural Exchanges
   b. Fur Trades and Slave Trades
   c. Diplomacy in Colonial America
   d. Responses to Changes in the West

IV. Revolutions East and West

a. Pontiac's War
b. The American Revolution
c. Expanding Upheavals in the West

V. American Indians and the New Nation
a. Resisting Changes
b. Lewis and Clark in Indian Country
c. Indian Removals

c. Rationale for adding to list:
This course fills a void in the History curriculum and offers another option for the General Education and Heritage requirement. Scholars have realized that Indian peoples have fundamentally shaped and defined our nation's past. Indeed, Native Americans were active agents, not just victims, in producing their history both before and after the European invasion of North America.

14. a. Approved University Course Objectives/Competencies (If objectives/competencies are not available from the university, the submitting entity should prepare competencies compatible with the course description and outline/syllabus obtained from the university.)

1.

b. Course Outline (If an outline has not been developed, the submitting entity should prepare an outline compatible with the course description.)

I. Click here to enter the first main topic. To tab within the outline, press CTRL+TAB.
A. Click here to enter the subtopic.
B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

II. Click here to enter the second main topic. To tab within the outline, press CTRL+TAB.
A. Click here to enter the subtopic.
B. Click here to enter the second subtopic. To add additional subtopics, press the ENTER key then press CTRL+TAB.

15. Delete from General Education List.

a. Competency Area:

b. Competency Statement:

c. Rationale for Deletion:

d. Last Term Valid:

Signatures: Complete and submit a signature page for every proposal.