New Course Form

For help filling out the form press F1 or look at the bottom of the screen. For additional instructions, see Course Form Instructions.	
Type of Action	**New Course – Course not previously offered.**

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

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

   Pilot Course Information:

   Are you requesting pilot status only at this time? **Yes** ☐ **No** ☒
   Implementation Date?

   Are you requesting pilot status in addition to regular approval process? Yes ☒ **No** ☐
   Implementation date? Fall Year? 2013

   Has this course been previously approved as pilot status Yes ☐ **No** ☒

3. Justification for requested action.
   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.

4. Submitting Entity: Curriculum Committee:
   Or College: **BCTC**

5. Person(s) Primarily Responsible for Proposal **(Complete item only if course is not part of a curriculum package. Verify that members are still 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**

Involvement of Others (Identify Individuals):

6. System Office Staff:

7. Others:

8. Is this course offered at other colleges? ☐ Yes ☒ No
   If yes, have they been involved in the development of this course? ☐ Yes ☐ No ☒ N/A

9. Is this course duplicative or similar to other courses offered by KCTCS? ☐ Yes ☒ No
   If yes, Justification:

10. Credit / Contact Hours: 10a. Semester Credit Hours: Minimum **3** Maximum **3**
    10b. Semester Contact Hours: **45** If lab, etc., ratio of contact hours to credit hours. (See contact/ credit hour ratio chart)

11. Grading Basis: ☒ Letter Grades ☐ Pass/Fail ☐ Letter Grades/No GPA

12. Repeat for additional credit: ☐ Yes ☒ No

If yes, complete the following:

Total credit earned in course: Total completions:

13. Open Entry – Open Exit: ☐ Yes ☒ No

14a. Components (Check all components that require scheduling. For each component that is checked, enter the credit hours and contact hours for each component that is checked.):

	Component	Credit Hours	Contact Hours		Component	Credit Hours	Contact Hours
☒	Lecture	**3**	**45**	☐	Practicum		
☐	Laboratory			☐	Co-Op		
☐	Clinical			☐	Discussion		

OR

14b. Integrated Components (If components are integrated, and only one component (lecture or lab) needs scheduling, rather than both lecture and lab, complete this section.)

Lecture/ Lab	Lecture Credit	Lecture Contact	Lab Credit	Lab Contact

15. Requisites:

Pre-requisite	☐	Yes	☒	No	If yes, list:
Co-requisite	☐	Yes	☒	No	If yes, list:
Pre-requisite or Co-requisite	☐	Yes	☒	No	If yes, list:

16. Implementation Term (Course scheduled to begin, ex. Fall 2012): **Pilot – Fall 2013**
Full – Spring 2014

17. Proposed Course Description (Course description as it will appear in the catalog. Begin each statement with a verb.):

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.

Course Proposal Rationale:

18. Will this course be a part of an approved curriculum/curricula? ☐ Yes ☒ No

If yes, which curriculum/curricula?
(Submit a New Curriculum or Revision Form)

Course Competencies and Delivery:

19. Proposed Course Competencies/Student Outcomes *(If part of an organized curriculum, how does it relate to program competencies /outcomes?* ***Begin statement with a capital letter and end with a period.****):*

Upon completion of this course, the student can:

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.

20. Course Outline *(Two-level outline required. Although courses may have more than two levels, the third level is not necessary.)*

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

21. List of experiments/activities *(Courses with components other than lecture. e.g., laboratory, clinical, practicum, etc., must include a* ***sample*** *list of experiment topics or activities. Does not have to be all -inclusive.)*:

22. Indicate sample suggested classroom resources for course (Should not have publishing date greater than five years.)

Callaway, Colin G. (2012) *First Peoples: A Documentary Survey of American Indian History*
Boston:Bedford/St.Martin's ISBN-10: 0-312-65362-X ISBN-13: 978-0-312-65362-0

SUGGESTED LEARNING RESOURCES FOR THIS COURSE

23. Provide a rationale for using textbook/references older than five years.

24. May this course be used as an equivalent for other courses? **Yes** **No X**
If yes, please list.

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

*The System Office assigns new course numbers. Contact Mary Kleber at Mary.Kleber@kctcs.edu