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.								
13	pe of Action	New Course – Course not previou	usiy offerea.					
1.	Catalog Prefix and Number*: HIS 221							
2.	Course Title:	Native America History: 1865 to Present						
		Pilot Course Information:						
	Are you requesting pilot status <u>only</u> at this time? Yes \square No \boxtimes Implementation Date?							
	Are you requesting pilot status <u>in addition to</u> regular approval process? Yes No Implementation date? Fall or Spring? Year?							
	Has this course been previously approved as pilot status Yes \square No \boxtimes							
3.	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 and into the twenty-first century.							
4.	Submitting Entity: Curriculum Committee:							
	Or College: BCTC							
5.	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.):							
	Nan	ne <u>Teaching Are</u>	<u>College</u>					
Karen L. Gauthier		History	BCTC					
Robert Hinkle		History	BCTC					
Diana Martin		English	ВСТС					

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Anthropology

History

 \mathbf{BCTC}

University of Kentucky

Maureen Meyers

Joanne Pope Melish

Invo	vement of Others (Identify	Individuals):							
6.	System Office Staff:								
7.	Others:								
8.	Is this course offered at other If yes, have they been involved development of this course?	ved in the	☐ Ye		No No		N/A		
9.	Is this course duplicative or	similar to other cours	ses offered b	y KCTCS?			Yes	\boxtimes	No
	If yes, Justification:								
10.		0a. Semester Credit F 0b. Semester Contact	Minimum 45	3 If lab, etc.,		imum of	3		
					contact horhours. (See credit hour chart)	e cont			
11.	Grading Basis: L	etter Grades	Pass/Fail	☐ Le	tter Grades	/No G	PA		
12.	Repeat for additional credit:	Yes	No No						
If yo	es, complete the followi	ing:							
	Total credit earned in cours	e:		Total co	mpletions:				
10			N						
13.	Open Entry – Open Exit:	☐ Yes ⊠	No						
14a.			ent that is ch		Cr	at is c edit ours		, enter ntact H	
	Lecture 3	45		Practicum					
	Laboratory			Co-Op					
	Clinical			Discussion	1				
OR									

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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/ Lecture Lecture Contac Lab Credit			ontact	Lab Credit		Lab Co	ntact		
15.	Requisites:		X7.	∇	NT.	IC Lat				
	Pre-requisite		Yes		No	If yes, list:				
	Co-requisite		Yes Yes	\boxtimes	No No	If yes, list: If yes, list:				
	Pre-requisite or		168		NO	II yes, list.				
	Co-requisite									
16.	Implementate 2012):	ion Tern	n (Course	schedul	ed to be	egin, ex. Fall	Pilot – F Full – Sp		4	
17. verb		urse Des	scription (Course	descript	ion as it will app	ear in the cata	log. Beg	in each sta	atement with a
	Indian ident developmer children, ter	tities, an at in rela rminatio	d the strug tion to for n policy, a	ggles for ced Ind	the Gro	cultural interaction eat Plains and the oval, Americaniz	Great Basin.	Assesses	s the U.S.	Indian policy
10	Course Prop				l:	1/:1-9		V	\square	Ma
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:									
	 Describe the dynamics of cultural and economic interactions between Native Americans and Euro-Americans from 1865 to present. 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 1865 to present. 3. Examine the view of Native Americans as active participants in history and not as passive observers from									
	1865 to present.4. Identify the effects of westward expansion of Euro-Americans to the Native Americans' religion, economy									igion, economy,

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culture, and society from 1865 to present.

- 5. Identify the Native American initiatives and survival strategies in the face of Euro-American political hegemony from 1865 to present.
- Identify the Native American resourcefulness in reconstructing their nations and renewing their language, religion, culture, and society from 1865 to present.
- 20. Course Outline (Two-level outline required. Although courses may have more than two levels, the third level is not necessary.)
 - I. Defending the West
 - a. Invaders from the East
 - b. Wars and Treaties
 - c. Land Seizure and Removal to Reservations
 - d. Different Strategies for Survival
 - II. Americanizing the American Indian
 - a. Policies of Detribalization
 - b. Dawes Allotment Act
 - c. Educational Assault on Indian Children
 - d. Native Americans Enter the Twentieth Century
 - III. From the Great Depression to Alcatraz
 - a. A New Era in Indian Affairs?
 - b. Termination
 - c. A Younger Generation Responds
 - IV. Self-Determination and Sovereignty
 - a. New Policies, New Militancy
 - b. From Paternalism to Partnership
 - c. Taking Back Education and Bringing Home Ancestors
 - d. Struggle for Natural Resources
 - e. Sovereignty Goes to Court
 - V. Nations within a Nation
 - a. A Twenty-First Century Renaissance
 - b. A New Era in Washington?
 - c. Self-Rule and Self-Help
 - d. Homelands or Wastelands
 - e. Building Prosperity in Indian Country
 - f. Building Well Nations

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

21. 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

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- 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.

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