

III. Statement of Course Need

- A. This course has a long standing place within the anthropology offerings of the college with enrollment ranging from 15 to 25 students. The course provides an opportunity to learn about Native Peoples in an area often overlooked in the curricula at various educational levels and to unravel the many stereotypes often associated with Native Peoples
- B. Please describe the transferability of this course.
 - 1. This course generally transfers as a Social Science general education course. (pending)
 - 2. This course generally transfers as an Anthropology program requirement.
 - 3. This course generally transfers as an Anthropology program elective.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a General Education course in the Social Science (pending) and Global/Cultural Awareness.
- C. This course meets a program requirement for Liberal Arts, Environmental Studies Option.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. Introduction to Native North America
 - 1. What does it mean to be a Native American
 - a. Tribal, governmental and self-identification
- B. The Origins of Native Americans
 - 1. Competing and often conflicting interpretations
 - a. The Scientific interpretation
 - 1. The Bering Land Bridge
 - 2. Across the Atlantic
 - b. Native American Cosmology
 - 1. Three or four different tribes
- C. The General Historical Overview Euro-American Relations
 - 1. First contacts
 - a. The Vikings
 - b. Other cultural groups
 - 1. Pre-Columbus
 - 2. The Colombian Exchange
 - a. The Great European Exploration and Conquest
 - 1. The major colonial powers
 - a. Varying economic models

- 2. The consequences
 - a. Demographic collapse
 - b. Population displacement
 - c. Acculturation
 - d. Treaties
- 3. US/Canada relations
 - a. The Early Period
 - b. Manifest Destiny in US
- D. The Culture Area Approach
 - 1. Organization of the Course
 - a. Examine the differing culture area
 - 1. General patterns of adaptation at time of contact
 - 2. Immediate consequences of contact
 - 3. US tribal relations in area
 - 4. Contemporary issues faced by specific tribes in each area
 - a. Native responses
 - 5. Exploration of the ethical issues regarding the treatment of Native Americans
 - 2. Approach above followed in each of the culture areas
 - a. Arctic
 - b. Sub-arctic
 - c. Plateau
 - d. Pacific Northwest
 - e. Great Basin
 - f. California
 - g. Southwest
 - h. Plains
 - i. Southeast
 - j. Northeast
 - 3. Exploration of contemporary issues
 - a. Canada
 - b. US
 - 1. States
 - 2. Federal
 - c. Native American responses
 - 1. Pan-tribal
 - 2. Individual tribe
 - 3. Individual

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

State the **General Education Learning Outcomes** for the academic course.
Goals for the course are:

At the completion of the course, students will be able to:

1. Define the great degree of diversity amongst Native peoples and discuss the critical differences and reasons for those differences amongst the various culture areas (NJ-5, NJ-8 *)
2. Evaluate the enormity of the consequences following contact with Euro-Americans beginning in the late 15th century. (NJ-5, NJ-6 *)
3. Describe the responses by Native Americans to the contact with Euro-Americans. (NJ-5, NJ-6)
4. Identify the significant ongoing issues resulting from contact with Euro-Americans. (NJ-5, NJ-6, NJ-ER)
5. Identify the critical issues Native Americans face today and assess how these issues might be redressed.*
6. Utilize the internet to gain access to the current issues facing Native Americans as they define them. (GE-NJ IL *)
7. Evaluate the critical issues facing contemporary Native Americans. (NJ-1, NJ-ER).

B. Course Learning Outcomes:

Students will be able to:

1. Cite the different culture areas associated with Native peoples and discuss the reasons in at least four areas for their uniqueness and/or similarities. Special emphasis shall be placed upon the ecology of the areas.
2. Distinguish among the economic, political and social practices associated with the four major Euro-American powers and analyze the differing consequences on Native peoples.
3. Analyze the reasons for pan-tribalism amongst Native Peoples citing both their successes and difficulties.
4. Cite three contemporary issues facing native peoples from different culture areas and analyze the implications for Native peoples.
5. Analyze the contributions made by Native peoples to other cultures.

C. Assessment Instruments

- A. Map quiz of North America where students will be responsible for the primary topographic features and culture areas
- B. Three exams including essays asking for comparative analysis of different ethnographies and identifications
- C. Oral presentation which may be done in teams of two people discussing a contemporary issue faced by Native peoples. Information to be gained through the internet.

- D. Internet based, two written papers analyzing a contemporary issue from two additional tribal groups. This assignment to be done by individual students. (required)

VII. Grade Determinants

What factors may enter into the determination of the final? LIST the grade determinants. Please note any grade determinants that will be *required* for the course. For example:

- A. Research papers (required)
- B. Presentations
- C. Essays
- D. Identifications
- E. Other

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- F. Lecture/discussion
- G. Small-group work
- H. Guest speakers
- I. Student oral presentations
- J. Student collaboration
- K. Other

VIII. Texts and Materials

In Introduction to North America by Mark Sutton, Pearson, ISBN13-978-0-205-51087

The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

IX. Resources

- A. Film and video
- B. Audio sources
- C. Web sources