COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1628: History of Americas

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College level reading and writing
4. Co-requisites (Course discipline/number): None

This course will examine the cultures of the Western Hemisphere from the Paleo-Homosapiens to the present day Amerindian societies. It will show that there existed in the Western Hemisphere a social structure that was as advanced, in some instances more so, than the European cultures that encountered it. The course will also explore the relationships between the Amerindian and European cultures beginning in the 15th century through the present day.

B. DATE LAST REVISED (Month, year): January, 1997

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Section One-The People
   a) Classification of the Civilizations
      i. Derivation of the Term “Savage”
      ii. Justification for Subjugation of Native Population
      iii. Man in America before Columbus
   b) North American Societies
      i. Northern Hunters-Inuits, Copper Eskimos, and Beothuk (Aleutian and Eskimoan)
      ii. People of the Salmon-North American Pacific Coast
      iii. Taking Care of the Earth and Sky-Southwestern Cultures
      iv. Farmers of the Woodlands-Eastern and Central North America
   c) Central America
      i. Men of Maize-Aztec and Mayan Cultures
   d) South America
      i. A Continent on the Move
      ii. In the Realm of the Four Quarters
2. Section Two-Civilizations
   a) Languages
      i. A richness of Voices
   b) Religion
      i. Religious forms and themes
      ii. A kinship of Spirit
   c) Education, Scholarship, and Art Forms
      i. Systems of knowledge
      ii. The Pervasive World of Arts
3. Section Three-Political Confrontations
   a) Nations in Revolt
      i. The Trail of Tears-The Cherokee Removal
      ii. The Rosebud Reservation-Treaty Rights of the Ogalalakota
      iii. Quebec Province-Northern Cree and French Canadians

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
Achieve and appreciation and understanding of the philosophical principles which contributed to the evolution of the Western Hemisphere from the Paleo culture to the late 20th century.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
E. LEARNING OUTCOMES (MNTC): Continued...

2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 7/Human Diversity: The student will be able to:
1. Understand the development of and the changing meanings of group identities in the United States’ history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Research paper
2. Short oral presentation
3. Exams
4. Class discussion

G. SPECIAL INFORMATION (if any): None