HIBBING COMMUNITY COLLEGE
COURSE OUTLINE

COURSE NUMBER & TITLE: MCS 1105: Multicultural Studies Special Topic: Historical Trauma and American Indians
CREDITS: 2 (2 Lec/0 Lab)
PREREQUISITES: English 1060: Freshman Composition

CATALOG DESCRIPTION:
Historical Trauma and American Indians introduces students to the boarding school system that American Indians experienced, the legacy of that system, and the trauma resulting to American Indian families. Students will share their understanding of this experience through a readers' theater performance. MNTC goal areas: (5) History, the Social and Behavioral Science and (7) Human Diversity

OUTLINE OF MAJOR CONTENT AREAS:
I. Historical Context
   A. The Spanish, French, and American Indian Education, 1500-1700.
   B. The British and American Indian Education, 1620-1800
   C. Indian Boarding Schools in 19th Century America
   D. The Modern Boarding School Experience, 1900-present
II. Assimilation and Education
   A. The Philosophy of Assimilation
   B. The British Colonial Model
   C. Assimilation and American Indian Education in Colonial America
   D. Richard Henry Pratt and the Carlisle Model
   E. The Boarding School Curriculum
   F. A Day at the Boarding School
III. Boarding Schools, Historical Trauma, and Cultural Genocide
   A. The United Nations definition of genocide
   B. The definition of historical trauma
   C. Genocide and the American Indian experience
   D. Historical trauma and its impact on American Indian communities

COURSE GOALS/OBJECTIVES/OUTCOMES:
Students will
1. analyze and evaluate materials written about American Indian people, both historic and contemporary.
2. describe U.S. government policies in the 19th century and their effect on American Indian families and communities.
3. explain the impact of the 1886 Annual Report of the Commissioner of Indian Affairs to the Secretary of the Interior on boarding school education.
4. describe the 1928 Meriam Report’s recommendations about American Indian education.
5. map the location of major on and off-reservation boarding schools in the 19th and 20th centuries.
6. explain the difference between on and off-reservation boarding schools.
7. explain the difference between religious-affiliated and government boarding schools.
8. explain how the United States definition of genocide relates to the American Indian boarding school experience.
9. describe how the boarding school experience contributed to contemporary challenges facing native communities (high school dropout rate, destruction of native languages and culture, alcohol and drug abuse, unemployment, suicide and other social and political struggles).
10. list the major elements of Richard Henry Pratt’s philosophy of boarding school education.
11. describe a typical boarding school day from a student’s perspective.
12. list the challenges that suppressing native cultures and languages posed for boarding school students.
13. describe the physical and mental abuse boarding school students experienced.
14. analyze how the boarding school curriculums suppressed American Indian culture during the 19th and 20th centuries.
15. describe the impact that banning American Indian spiritual practices among boarding school students had on native students and communities.
16. describe the impact that banning use of native languages among boarding school students had on native students and communities.
17. compare and contrast the boarding school policy of assimilation with the experience of 19th and 20th century immigrants to the United States.
18. compare and contrast the United States boarding school experience with the system in Canada.
19. explain how American Indian boarding schools served as a way to train American Indian students as manual laborers.
20. list examples of genocide that have occurred on a global basis.
21. list examples of genocide that have occurred in North America since 1500.
22. list examples of historical trauma that have occurred in American history.
23. read and act in a readers’ theater performance related to the boarding school experience.

**MNTC GOALS AND COMPETENCIES MET:**
Goal 5: History, the Social and Behavioral Science
Goal 7: Human Diversity

**HCC COMPETENCIES MET:**
Working Productively and Cooperatively
Communicating Clearly and Effectively
Thinking Creatively and Critically
STUDENT CONTRIBUTIONS:
Student will attend class regularly, participate in class discussions and online
discussions, participate in the Readers’ Theater, respect beliefs and opinions of others,
and finish all assignments.

STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS
SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.

SPECIAL INFORMATION: (SPECIAL FEES, DIRECTIVES ON HAZARDOUS
MATERIALS, ETC.):

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