



ETHS 111 - Native American Studies Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000632750

Discipline(s) Ethnic Studies

Division Arts and Humanities

Subject Area Ethnic Studies

Subject Code ETHS

Course Number 111

Course Title Native American Studies

TOP Code/SAM Code 2203.00 - Ethnic, Cultural Minority, and Gender Studies, Other / E
- Non-Occupational

Rationale for adding this course to the curriculum New course to serve needs of Native American students and entire student population and meet the AB 1460 CSU Ethnic Studies graduation requirement.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment 50

Grading Option Letter Grade or P/NP

Distance Education Mode On-Campus
of Instruction Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course provides an interdisciplinary survey of Native Americans from the 1600s to the present. Drawing upon artistic, philosophical, religious, social, historical, and political perspectives, this course examines the diverse customs, cultural beliefs, and long-standing history of self-governance and leadership among tribal nations. Students will also examine recent scholarship and social justice movements that focus on Indigenous resurgence, resilience, and futurity.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Analyze contemporary issues using Native American Studies theoretical frameworks and methodologies.
- B. Demonstrate critical understanding of how the struggle for social justice, resistance, solidarity, and resilience have been experienced and enacted by Native Americans.
- C. Critically assess the significant impact of Native American culture on the development of the United States.
- D. Examine and demonstrate critical understanding of the intersection of (social categories including but not limited to) race, ethnicity, gender, sexuality, religion, class, and ability within the Native American community.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Analyze and articulate core concepts such as: 1) race, ethnicity, racism, prejudices, biases; 2) ethno-centrism, eurocentrism, white supremacy, racialization, imperialism, settler colonization, loss of land and language, forced assimilation, internalized oppression; 3) self-determination, liberation, decolonization/decolonizing methodologies, equity, anti-racism, tribal sovereignty, indigenous resurgence, resilience, revitalization, and futurity as analyzed in Native American Studies.
- B. Apply theory and knowledge produced by Native Americans to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-experiences, and social

struggles of those groups with a particular emphasis on agency, self-governance, and group-affirmation.

- C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
- D. Examine the lived experiences, stories, and scholarship of Native Americans from the 1600s to present, including the extensive research, territory mapping, and subsequent forced removal of Native Americans from their homeland.
- E. Identify and demonstrate the concepts of unoccupied lands, westward expansion, and manifest destiny common among settler colonial peoples in the United States between 1620 to 1800s.
- F. Critically examine the current social issues faced by Native Americans and how these issues can be traced back to social and structural issues from the past such as Indian boarding schools, missing and murdered Indigenous and two-spirit women, inequities in access to fresh water, electricity, education, and medical resources.
- G. Evaluate how resistance, the fight for social justice, solidarity, and resilience have been experienced and enacted by Native Americans throughout history in the United States.
- H. Identify the significance of the arts in combination with healing in various creative modalities such as Native American talk story and other oral narratives, art, tales of resistance, theater, dance, literature, and digital arts.
- I.

3. Course Content

Lecture Content:

The following outlined topics will be used to:

- Analyze and articulate core concepts such as: 1) race, ethnicity, racism, prejudices, biases; 2) ethno-centrism, eurocentrism, white supremacy, racialization, imperialism, settler colonization, loss of land and language, forced assimilation, internalized oppression; 3) self-determination, liberation, decolonization/decolonizing methodologies, equity, anti-racism, tribal sovereignty, indigenous resurgence, resilience, revitalization, and futurity as analyzed in Native American Studies.
- Apply theory and knowledge produced by Native Americans to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-experiences, and social struggles of those groups with a particular emphasis on agency, self-governance, and group-affirmation.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
- Examine the lived experiences, stories, and scholarship of Native Americans from the 1600s to present, including the extensive research, territory mapping, and subsequent forced removal of Native Americans from their homeland.
- Identify and demonstrate the concepts of unoccupied lands, westward expansion, and manifest destiny common among settler colonial peoples in the United States between 1620 to 1800s.

- Critically examine the current social issues faced by Native Americans and how these issues can be traced back to social and structural issues from the past such as Indian boarding schools, missing and murdered Indigenous and two-spirit women, inequities in access to fresh water, electricity, education, and medical resources.
- Determine how resistance, the fight for social justice, solidarity, and resilience have been experienced and enacted by Native Americans throughout history in the United States.
- Identify the importance of the arts in combination with healing in various creative modalities such as Native American talk story and other oral narratives, art, tales of resistance, theater, dance, literature, and digital arts.

Course Topics

- A. Introduction to the concept of Native American Studies
 - a. Ancient evidence of Paleo Indians in rock art and mythology throughout the Americas. Clan size, migration, and interactions between tribes.
 - b. The concepts of self-determination, autonomy, sovereignty, and self-governance, radical interconnectedness
 - c. Affirmative framing of Native American contributions, pow-wow gatherings, practices of social upliftment, group empowerment, applied decolonization techniques, cultural assets, expression of community cultural wealth, gender and Indigenous identity formation.
 - d. Stereotypes of and biases toward Native Americans
- B. Key concepts: 1) race, ethnicity, racism, prejudices, biases; 2) ethno-centrism, eurocentrism, white supremacy, racialization, imperialism, settler colonization, loss of land and language, forced assimilation, internalized oppression; 3) self-determination, liberation, decolonization/decolonizing methodologies, equity, anti-racism, tribal sovereignty, indigenous resurgence, resilience, revitalization, and futurity as analyzed in Native American Studies.
- C. Precolonial Native American Civilizations
 - a. Belief systems
 - b. Values
 - c. Practices
 - d. Social structures
 - e. Gender(s) & Sexuality
 - f. Languages
 - g. Philosophies
 - h. Epistemologies
 - i. Folklore
 - j. Religion/Spirituality
- D. Sacred Artifacts:
 - a. Beaded adornments and practices.
 - b. Stories and seasons for story telling. Oral histories, origin stories, and storytellers.
 - c. Mythology and the teachings of animals.
 - d. Medicine men and women and a connection to nature
- E. "Talking Leaves": Laws, Treaties, and other Legislation
 - a. Treaties
 - b. Federal recognition and challenges to becoming a recognized tribal nation.
 - c. The Indian Removal Act

- d. Identify and demonstrate the concepts of settler colonization, unoccupied lands, Westward Expansion, and Manifest Destiny.
 - e. The Code of Indian offenses
 - f. Native American Graves Protection Act (NAGPRA)
 - g. The concepts of tribal sovereignty and governance, modern tribal governments, criteria for federal recognition, Indian gaming, etc.
- F. Food and reciprocity among Native American tribal nations
- a. The divine harvest and the importance of care when harvesting medicine and food
 - b. The three sisters corn, beans, and squash
 - c. The story of sweetgrass
 - d. The story of white buffalo woman and the sacred pipe
 - e. The importance of the kiva and other ceremonial gathering sites where food was shared
 - f. Spiderwoman and other stories that relate to the practice of weaving and textile making
 - g. The story of We:wa (Zuni two-spirit weaver and potter)
 - h. The concepts of sacred, the honorable harvest, shared knowledge, reciprocity, and intertribal gatherings.
 - i. Critically examine legal challenges tribal members face when attempting to gather sacred medicines and foods.
- G. Resistance, Resilience, Revitalization, & Futurity
- a. Interdisciplinary approaches to Native Americans resistance, resilience, revitalization and futurity
 - b. Health and Wellness: Mental illness, chronic illness, alcoholism, abuse, suicide rates, trauma-informed care, etc.
 - c. Scholarship on Indigenous futurity
 - d. Examine the concepts of suspending damage, resilience, resurgence, and the revitalization of Native American ceremonies.
 - e.

4. Methods of Instruction:

Activity: Group Projects/Presentations, Creative activities: art, dance, movement, song, drumming, storytelling, medicine wheels, planting, harvesting, Small/large group activities

Discussion: Small and Large group discussion

Lecture: Lecture w/ slide presentation

Other: Film/Documentaries; Audio/Visual Media, Audio-visual presentations

Online Adaptation: Activity, Discussion, Group Work, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: The coordination of lectures, group activities, and small/large group discussion will help students meet the SLO's for this course.

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions)

Quizzes -- Daily reading response quiz and/or quiz on weekly material

Papers -- Reflection and research papers

Oral Presentation -- Individual or Group presentation

Projects -- Final Project

Final Exam -- Final Project: Paper & Presentation

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Selected readings from the required texts covering women from diverse ethnic backgrounds, sexual orientations, and social classes.

For Example:

1) Read pages 1-117 in *Braiding Sweetgrass* (Kimmerer, 2013) a memoir from the botanist and author of the Citizen Potawatomi Nation who explores scientific knowledge and Indigenous wisdom in her text. Share one story you feel strongly connected to. Share a detail relevant to Native American Studies that you were not aware of prior to reading this section of the text.

2) Read the article *Decolonization is not a Metaphor* by Eve Tuck which describes the ways terms like decolonization can become trendy and misused.

B. Writing Assignments

1) Critical Analysis Papers (1-3 papers)

For Example:

Apply critical thinking and problem solving skills as you design ways to address the lived experiences of Native Americans. Write a four to five-page paper and give at least three specific examples from the tribal nation of your choice.

2) Topical essay based on course material.

For Example:

Read Harjo, J., Howe, L., & Foerster, J. E. (Eds.). (2020). *When the Light of the World was Subdued, Our Songs Came Through: A Norton Anthology of Native Nations Poetry*. W.W. Norton. In four to five pages, explain how the authors use poetry to document their resilience. Write a poem in response to the text.

C. Other Assignments

1) Written responses to the assigned reading

2) Discussion posts

3) Film notes and papers in response to videos, documentaries, etc.

4) Midterm may be a quiz or a project. A quiz may include objective and essay questions. For example of a project: Work with the midterm group to put together a presentation based on the assigned article written by a contemporary Native American author.

5) Final Project. Select and research any tribal nation in the United States. Describe the following: Belief systems, Values, Practices, Social structures, Gender(s) & Sexuality, Languages, Philosophies, Epistemologies, Folklore, Religion/Spirituality. Give specific attention to the tribe's plans for the future as they relate to the physical, emotional, and mental health of the tribal members. Turn in a six to eight page paper. Share a brief presentation in class on the paper.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Teves, S. N., Smith, A., & Raheja, M. (Eds.)
Title: Native Studies Keywords: Critical Issues in Indigenous Studies
Publisher: University of Arizona Press.
Date of Publication: 2015
Edition:

Book #2:

Author: Simpson, L. B
Title: Dancing on our Turtle's Back: Stories of Nishnaabeg Re-creation, Resurgence and a New Emergence
Publisher: Arbeiter Ring Publisher
Date of Publication: 2011
Edition:

Book #3:

Author: Sarris, G
Title: Watermelon Nights
Publisher: University of Oklahoma Press
Date of Publication: 2021
Edition:

Book #4:

Author: Harjo, J., Howe, L., & Foerster, J. E. (Eds.)
Title: When the Light of the World was Subdued, Our Songs Came Through: A Norton Anthology of Native Nations Poetry
Publisher: WW Norton.
Date of Publication: 2020
Edition:

B. Other required materials/supplies.