

College of San Mateo
Official Course Outline

1. **COURSE ID:** ETHN 107 **TITLE:** Introduction to Native American Studies
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Letter Grade Only

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E1a. American History and Institutions
 CSM - GENERAL EDUCATION REQUIREMENTS: E1b. Ethnic Studies
 CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)
 CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions
 CSU GE Area D: SOCIAL SCIENCES: US-1
 CSU GE Area F: ETHNIC STUDIES: Ethnic Studies
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities
 IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 This course provides an introduction to the study of Native American histories, experiences, intellectual traditions, and forms of artistic expression. Students will engage with texts that confront the structural genocide underlying the construction of the U.S. settler state, and will explore Native practices of resistance, resilience, and regeneration. Course materials will include fiction, poetry, spoken word, and other creative texts, as well as historical and archival studies.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Describe the construction of what we now call “the United States” in terms of how this geopolitical entity has depended upon the displacement of Indigenous peoples.
 2. Discuss structures, events, and processes that have formatively contributed to racialization within the U.S. historical context.
 3. Discuss contemporary Native American activist movements for land and life.
 4. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within Native American studies and ethnic studies.
 5. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of Native Americans with a particular emphasis on agency and group-affirmation.
 6. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, with a focus on Native American communities.
 7. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American communities, 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.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Describe the construction of what we now call “the United States” in terms of how this geopolitical entity has depended upon the displacement of Indigenous peoples.
 2. Critique settler-colonial discourses that position Native peoples as savages or as romanticized “noble

- savages,” as disposable enemies, as objects/artifacts, or as extinct.
3. Discuss contemporary Native American activist movements for land and life.
 4. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within Native American studies and ethnic studies.
 5. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of Native Americans, with a particular emphasis on agency and group-affirmation.
 6. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly in Native American communities.
 7. 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.

6. COURSE CONTENT:

Lecture Content:

1. “People of the Corn” – the Americas before Columbus
 - Corn as a technology connecting the Americas
 - Overview of native communities, tribes, and nations prior to European invasion
2. Theoretical perspectives on indigeneity and settler colonialism
 - Differing understandings of indigeneity. Focus on UN definition.
 - Settler colonialism and its differences from franchise colonialism
3. Slavery and the Indian
 - Native people as both victims and perpetrators of chattel slavery
 - Westward settler expansion during the Civil War
4. Reservation incarceration/reservation home
 - Reservations as a carceral technology
 - Resistance, accommodation and survival in the context of reservation life
5. Incorporation as a settler-colonial strategy
 - Allotment and the expropriation of indigenous lands
 - Blood quantum as a means of population reduction “by paper”
 - Indigenous intellectuals and activists resisting the mythology of blood quantum as a determinant of Native identity
6. Education and de/colonization
 - Boarding school abuse vs. student survival
 - Decolonial education movements
 - Linguicide vs. language revitalization
7. Termination and urbanization
 - Federal and state “Indian termination” policies from the 1940s-1960s
 - Urban Indian life in the second half of the 20th century
8. Red Power!
 - The American Indian Movement and its relationship to other 1960s liberation movements
9. Contemporary tribal governments and economies
 - Enrollment controversies and Native American identities
 - Present-day tribal sovereignty
 - Gaming issues and other financial considerations
10. Native nations, settler borders
 - Effects of the U.S.-Mexico border cutting through Native nations (e.g., the Tohono O’odham Nation)

11. Settler microaggressions and Native health

- Anti-Native microaggressions inherent in the endless repetitions of U.S. settler mythology
- Impact of microaggressions on health
- Combined impacts of microaggressions, historical trauma, and contemporary inequality

12. Native activism today

- Environmental activism – protecting land, water, and air; fighting climate change; promoting food justice
- Standing Rock as a milestone
- Native America and transnational indigenous rights movements

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Discussion
- C. Guest Speakers

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Students will complete written assignments in which they analyze, synthesize, and critique the readings and other course materials.

Reading Assignments:

Weekly readings from peer-reviewed Ethnic Studies texts, along with selections of Native American fiction, poetry, memoirs, etc.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Oral Presentation
- F. Papers
- G. Quizzes
- H. Written examination

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Veracini, L.. *Settler Colonialism: A Theoretical Overview*, ed. Palgrave MacMillan, 2010
- B. Lyons, S. R.. *X-marks: Native signatures of assent*, ed. University of Minnesota Press, 2010
- C. Goeman, M.. *Mark my words: Native women mapping our nations*, ed. University of Minnesota Press, 2013

Possible periodicals include:

- A. . *American Quarterly*, Volume 2017

Origination Date: December 2020

Curriculum Committee Approval Date: December 2020

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Course Originator: Malathi Iyengar