

Lassen Community College Course Outline

ES 2: Introduction to Native American Studies

3.0 Units

I. Catalog Description

This course provides an introduction to the study of Native American histories, experiences, intellectual traditions, and forms of artistic expression. Students engage with texts that confront the structural genocide underlying the construction of the U.S. settler state, and explore Native practices of resistance, resilience, and regeneration. Course materials include fiction, poetry, spoken word, and other creative texts, as well as historical and archival studies. This course has been approved for online, correspondence and hybrid delivery.

Recommended Preparation: English 105 or equivalent-multiple measures placement.

Transfers to CSU

51 Hours Lecture, 102 Expected Outside Class Hours, 153 Total Student Learning Hours

Scheduled: Fall, Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass Credit

Credit Type: Credit - Degree Applicable

TOP Code: 2203.00

III. Course Objectives

1. Course Student Learning Outcomes

Upon successful completion of this course, a student will be able to:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within Native American studies and ethnic studies.
2. 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.
3. 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.

4. 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.

2. Course Objectives

Upon completion of this course the 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.

IV. Course Content

1. “People of the Corn” – the Americas before Columbus
 - A. Corn as a technology connecting the Americas
 - B. Overview of native communities, tribes, and nations prior to European invasion
2. Theoretical perspectives on indigeneity and settler colonialism
 - A. Differing understandings of indigeneity. Focus on UN definition.
 - B. Settler colonialism and its differences from franchise colonialism
3. Slavery and the Indian
 - A. Native people as both victims and perpetrators of chattel slavery
 - B. Westward settler expansion during the Civil War
4. Reservation incarceration/reservation home
 - A. Reservations as a carceral technology
 - B. Resistance, accommodation and survival in the context of reservation life
5. Incorporation as a settler-colonial strategy
 - A. Allotment and the expropriation of indigenous lands
 - B. Blood quantum as a means of population reduction “by paper”
 - C. Indigenous intellectuals and activists resisting the mythology of blood quantum as a determinant of Native identity
6. Education and de/colonization
 - A. Boarding school abuse vs. student survival
 - B. Decolonial education movements
 - C. Linguicide vs. language revitalization
7. Termination and urbanization
 - A. Federal and state “Indian termination” policies from the 1940s-1960s
 - B. Urban Indian life in the second half of the 20th century
8. Red Power!
 - A. The American Indian Movement and its relationship to other 1960s liberation movements

9. Contemporary tribal governments and economies. Enrollment controversies and Native American identities
 - A. Present-day tribal sovereignty
 - B. Gaming issues and other financial considerations
10. Native nations, settler borders
 - A. 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
 - A. Imp act of microaggressions on health
 - B. 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
 - A. Standing Rock as a milestone
 - B. Native America and transnational indigenous rights movements

V. Assignments

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

Writing Assignments:

- o Research Paper (5-10 pages), 1/semester
- o Take-home essays (5-10 pages), 1-3/semester
- o Analytical paper (2-5 pages), 1/semester
- o Full-sentence outline/speech plan for oral presentations (1-2 pages)
- o Critical self-identity analysis (3-5 pages), 1/semester

Reading Assignments:

- o Assigned text readings (30-100 pages/week)
- o Scholarly Journal articles (10-20 pages/semester)
- o Links on District-approved LMS (10-20 pages/semester)

Other Outside Assignments:

- o Conduct appropriate research for essays and/or oral presentations
- o Conduct analysis of primary sources

Specific Assignments that Demonstrate Critical Thinking:

Writing assignments will include critical 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.

VI. Methods of Evaluation

Traditional Classroom Instruction

Term paper (topic choice, thesis statement, outline, bibliography, rough draft, final draft), homework, classroom discussion, essay, journals, multiple choice quizzes, and participation.

Correspondence Delivery

Same as face-to-face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Evaluation

All quizzes and exams will be administered during the in-person class time. Students will be expected to complete online assignments and activities equivalent to in-class assignments and activities for the online portion of the course. Electronic communication, both synchronous and asynchronous (chat/forum) will be evaluated for participation and to maintain effective communication between instructor and students.

Online Delivery

A variety of methods will be used, such as: research papers, asynchronous and synchronous (chat/forum) discussions, online quizzes and exams, and email communications using the districts approved learning management system (LMS).

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery Correspondence Delivery

Hybrid Delivery

Online Delivery

Traditional Classroom Instruction

This course will consist of lectures, student presentations, class discussions, media presentations, and research papers.

Correspondence Delivery

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face-to-face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours, or 1/3 of the lecture hours, will be taught face-to-face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids,

and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

Online Delivery

Online written lectures. Participation in forum-based discussions. Online exercises/assignments contained in LMS. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

VIII. Representative Texts and Supplies

- A. Rodriguez, Dylan. *White Reconstruction*, 1st ed. New York: Fordham University Press, 2020, ISBN: PB 9780823289394
- B. Stebbins, Native Peoples of North America, Open SUNY Textbooks, 2019: <https://www.oercommons.org/courses/native-peoples-of-north-america/view>

IX. Discipline/s Assignment

Ethnic Studies

X. Course Status

Current Status: Pending

Original Approval Date: 11/15/2022

Revised By: Toni Poulsen, Lisa Gardiner

Curriculum/Academic Standards Committee Revision Date:05/16/2023