All Fields Report

Basic Course Information

College	Cañada College
Discipline	ETHN-Ethnic Studies
Course Number	107
Full Course Title	Introduction to Native American Studies
Catalog Course 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.
Class Schedule Course 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.

Proposal Information

Proposed Start	Year: 2021 Semester: Fall
Proposed Curriculum Committee Meeting Date:	01/22/2021
Deadline for submission to Dean's Queue:	12/17/2020
Deadline for submission of curriculum proposal to the Technical Review Committee:	12/29/2020
Proposal Origination Date:	12/04/2020
Justification For Board Report OR Curriculum Inventory update:	1. For NEW Courses: Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense. 2. For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations): Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense. This course is being added to the curriculum in response to California Assembly Bill 1460 (AB 1460). It is being articulated for Ethnic Studies, Area F, and it is a selective requirement of the newly created AA Degree in Ethnic Studies.
Honors Course	No
Open Entry/Open Exit	No 0

Equivalent Courses

Will this course replace an existing course in the catalog,	No

or an experimental course?	
If yes, identify and explain.	

Similar Courses

Is there a similar or equivalent course in SMCCCD?	Yes
Added Similar Courses	ETHN 107 (College of San Mateo)

Units/Hours

Unit Types	Fixed
Units	Min: 3.00
Variable Range	Range (or)

Hours
Please enter hours as per term values

Method	Min Hours	Max Hours	Min Faculty Load	Min Units
Lecture	48.00	54.00	3.00	3.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	96.00	108.00	0.00	0.00
Other Hours				

Course Details

Repeatable for Credit	No
Grading Methods	Letter Grade Only
Audit	Yes

Materials Fee

Fee Required?	No

Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes:

1. 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.

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.

Course 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.

Course Lecture Content

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

Course Lab Content

TBA Hours Content

Frequently Recommended Preparation

Frequently Recommended	Eligibility for ENGL 100.
	Writing 1. Use complex sentences as well as correct punctuation and mechanical conventions. 2. Demonstrate basic knowledge of essay requirements. **Reading** 1. Read material at the 11th grade level applying literal and inferential comprehension skills. 2. Determine word meanings of vocabulary used in material at this level.

Justification for Frequently Recommended Preparation

Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

Students in ETHN 107 will be required to read a substantial volume of text per week in English, and will need to be able to demonstrate their comprehension through essays written in formal academic English.

Other Recommended Preparation

You have no defined requisites.

Prerequisites/Corequisites

You have no defined requisites.

Content Review

You have not defined content review.

Mode of Delivery

Modes of Delivery
Online
Hybrid
Lecture

Representative Instructional Methods

Methods	Lecture Discussion Guest Speakers

Other Methods

Representative Assignments

Writing Assignments
(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Research Paper (5-10 pages), 1/semester

- Take-home essays (5-10 pages), 1-3/semester

- Analytical paper (2-5 pages), 1/semester

- Full-sentence outline/speech plan for oral presentations (1-2 pages)

- Critical self-identity analysis (3-5 pages), 1/semester

Reading Assignments
(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Assigned text readings (30-100 pages/week)

- Scholarly Journal articles (10-20 pages/semester)

- Links on District-approved LMS (10-20 pages/semester)

Other Outside Assignments
(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Conduct appropriate research for essays and/or oral presentations

- Conduct analysis of primary sources

- Apply critical thinking skills

To be Arranged Assignments
(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable.

Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor?s syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

Methods	
	• Class Participation • Class Work • Exams/Tests • Group Projects • Oral Presentation • Papers • Quizzes • Written examination

Representative Texts

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks	
	1. Veracini, L.. *Settler Colonialism: A Theoretical Overview*, ed. Palgrave MacMillan, 2010
	2. Lyons, S. R.. *X-marks: Native signatures of assent*, ed. University of Minnesota Press, 2010
	3. Goeman, M.. *Mark my words: Native women mapping our nations*, ed. University of Minnesota Press, 2013
	4. Rodgriguez, Dylan. *White Reconstruction*, 1st ed. New York: Fordham University Press, 2020

Manuals	
	You have no manuals defined.

Periodicals	
	1. . *American Quarterly*, Volume 2017

Software	
	You have no software defined.

Other	
	You have no other defined.

Degree/Certificate Applicability

Designation	Degree Credit
Proposed For	AA/AS Degree
Course Designation Text	Are there degrees/certificates to which this course applies? Ethnic Studies AA Degree

General Education/Degree/Transfer Course

Page Last Saved on Friday, Dec 11, 2020 at 2:45 PM
By Jose Pena

CSU GE Area C: ARTS AND HUMANITIES

| | C2 - Humanities (Literature, Philosophy, Languages Other than English) Pending |

CSU GE Area D: SOCIAL SCIENCES

| | DSI - Social Institutions Pending |
| | US-1 Pending |

CSU GE Area F: ETHNIC STUDIES

| | Ethnic Studies Pending |

CSU Transfer Course

| | Transfers to CSU Approved |

Cañada GE Area C: ARTS AND HUMANITIES

| | C2: Humanities Pending |

Cañada GE Area D: SOCIAL SCIENCES

| | US 1: Pending |
| | Social Institutions: Pending |

Cañada GE Area F: ETHNIC STUDIES

| | Ethnic Studies Pending |

IGETC Area 3: ARTS AND HUMANITIES

| | B: Humanities Pending |

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES

| | Social and Behavioral Sciences Pending |

UC Transfer Course

| | Transfers to UC Pending |

Course Distance Education

Distance Ed Supplement	New distance education supplement
Distance Education	Distance education component was developed by an instructor with training in online pedagogy. Training: Faculty have received training through STOT I , STOT II, @One and Cañada's QOLT (Quality Online Training) or equivalent.
Method of Distance Education	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
Online Method Limitations	
Other Methods	
Course Content and Methodology	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
Instructional Methodologies (How will you deliver the course content?):	Announcements/Bulletin Boards Chat Rooms E-mail

Electronic Forum
One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
Online Presentations
Resource Links

Representative Courseware/Textbooks Materials:	No additional textbooks or materials apply
Methods of Evaluation of Student Performance:	a) Research Paper or Project b) Exam - essay and/or short answer questions c) Online quizzes and exams d) Weekly homework submitted electronically e) Regularly scheduled discussions of class material and current events f) Live Sessions/Conferences for exam review and reading review.
How are you ensuring that students with disabilities can access your course in accordance with Section 508?	1. Videos are captioned 2. Lecture screen-casts are captioned 3. Transcripts are provided for all multi-media files (audio and visual) 4. Alt-text is used for embedded images 5. Standardized formatting is used to support screen readers 6. All files are assessed with Accessibility Check options in Microsoft Office 7. Course is evaluated using the OEI Rubric (Online Education Initiative) 8. Faculty will work with DRC to ensure that proper accommodations are provided for students (e.g., extended time, Kurzweil, other UDI supports)

Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."

Announcements/Bulletin Boards - Weekly	
Chat Rooms - Periodically	
Discussion Boards - Weekly	
Email Communication - Daily (with a frequency of 24-48 hours)	
Office hours - Weekly	
Scheduled Face-to-Face Meetings - As needed	
Telephone - Regularly	
Study and/or Review Sessions - Regularly	

Resources Needed

Adequate Library Resources	Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Inadequate to support the course Please Specify: We have submitted a list of multiple Ethnic Studies books that we hope the library will be able to purchase.
Affected Resources	Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate. None of the above
Explain what effect the areas you have checked will have upon this college:	

Comparable Transfer Course Information

Are there comparable courses?	Yes
Edit/Del	**College Info**
	UC UC Riverside

2017
Introduction to Native American Studies in Comparative Perspective
ETST 7
We have designed this course to be comparable to an Intro to Native American Studies at a UC campus, such as Riverside. We have consulted UC syllabi in order to create the course.

Minimum Qualification

No Minimum Qualifications For this Course

CB Codes

CB03 TOP Code	2203.00 - Ethnic Studies
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	A = Transferable to both UC and CSU
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB11 California Classification Codes	Y - Credit Course
CB21 Levels Below Transfer	Y = Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Codes/Dates

Entry of Special Dates

Instruction Office Review	01/22/2021
Last Outline Revision	01/22/2021
Content Review	
CC Approval	01/22/2021
DE Approval	01/22/2021
Effective Term	Term: Fall Year: 2021

Web Catalog

Course Family	
Web Catalog	☐ Exclude from Web Catalog

Instructional Services

Implementation Date	
Originator	Lezlee Ware
Origination Date	12/04/2020
Proposal Type	Cañada New Course
C-ID Numbers	
CB00 State ID	
CB03 TOP Code	2203.00 - Ethnic Studies
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	A = Transferable to both UC and CSU
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB10 Course COOP Work Exp-ED	N = Not part of Coop Work Exp
CB11 California Classification Codes	Y - Credit Course
CB13-Special Class Status	N - Not Special
CB21 Levels Below Transfer	Y = Not Applicable
CB22 Non Credit Course Category	Y - Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB24-Program Course Status	1 = Program Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Web Catalog Metadata

Key
custom_transfer
Value
CSU (CSU Area C2 or D and US-1), UC (IGETC Area 3B or 4)