



ETHS-104: INTRODUCTION TO NATIVE AMERICAN STUDIES (FORMERLY ANTH-105)

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

ETHS - Ethnic Studies

Course Number

104

Course Title

Introduction to Native American Studies (formerly ANTH-105)

Short Title

Native American Studies

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course examines the histories, cultures, identities, and contemporary topics in Native American communities in the United States. Topics include colonialism, tribal sovereignty, historiography, popular representation, economic development, environmental justice, urbanization, ethnic identity, racialization, language, spirituality, and cultural diversity. This course discusses the processes of colonization, racialization, land dispossession, and Native American resistance through key events in law and politics, community organizations, and sovereignty, which are integral to understanding Native American communities. (formerly ANTH-105)

Codes

TOP Code (CB 03)

2203.00 - Ethnic Studies

CIP Code

05.0202 - American Indian/Native American Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Ethnic Studies (Masters Required)	Or
Native American/American Indian Studies (Masters Required)	Or
Anthropology (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

AA/AS F - Ethnic Studies



Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze and articulate concepts of sovereignty, race and racism, racialization, self-determination, blood quantum, colonization, imperialism, treaties and policies, agency, indigeneity, settler colonialism, tribal rights, white supremacy, whiteness, decolonization, federal recognition, and decolonization as analyzed in Native American Studies.
2. Examine and apply theory and knowledge produced by Native Americans to describe the processes of settler colonialism, epidemics, war, anti-Indian policies, and environmental degradation upon Native American communities, as well as the emergence of Native American activism and social justice movements in different times and places, and with a particular emphasis on agency and group-affirmation.
3. Critically analyze the historical and contemporary intersection of race and racism as they relate to Native American identity and nationhood, and the impact of racialization on Native American citizenship, land rights, political and economic sovereignty, religious freedom, and contemporary representations and stereotypes, in both academic discourse and the media, and investigate indigenous responses to these representations.
4. Assess and explain how struggle, resistance, racial and social justice, solidarity, liberation, as experienced, enacted, and studied by Native Americans, are relevant to current and structural issues such as sovereignty, decolonization, cultural and linguistic revitalization, religious freedom, land repatriation, and cultural heritage protections.
5. Examine the concept of intersectionality as it pertains to the experiences of Native Americans to recognize the enormous diversity of Native American cultures and histories, as well as the shared experiences that have shaped them over time.
6. Evaluate the purpose of culture-specific rules about marriage, child-rearing, and kinship in reference to a particular Native American communities and their culture histories, as well as worldview and religious practices and differing aesthetic traditions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will articulate key concepts in Native American Studies, including sovereignty, racialization, indigeneity, settler colonialism, decolonization, blood quantum, colonization, agency, self-determination, resistance, spirituality, treaties and policies, and federal recognition to understand the vast and complex ramifications of European settler colonialism upon the language, cultural heritage, and political and economic sovereignty of Native American communities in the United States.
2. Students will identify and explain Indigenous theory, knowledge, key concepts, historical events, contemporary topics, and perspectives on key issues affecting Native American communities to describe the relationships between current issues facing Native Americans and the events of the historic period.
3. Students will assess the historical and contemporary representations and stereotypes of Native American communities and evaluate social justice efforts from Native American communities that challenge stereotypes and misrepresentations to discern between stereotypical ideas and accurate information concerning Native American individuals and societies.
4. Students will distinguish the diversity of Native American cultures and histories and the shared experiences that have shaped them over time and across space, documenting the experience of Native Americans before European contact to the present.
5. Students will apply the concept of intersectionality to the experiences of Native Americans to understand the dynamic identities and societies that include gender, sexuality, sovereignty, age, tribal rights, ethnicity, race, and religion.

Content

Course Lecture Content

1. Introduction to Native American Studies
 - a. Background and History of Native American Studies
 - b. Theoretical Perspectives in Native American Studies
 - c. Main objectives of Native American studies
 - d. Multi and Interdisciplinary nature of Native American Studies
 - e. Centering theory and knowledge produced by Indigenous people

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2. Terminology and Core Concepts
 - a. Sovereignty
 - b. Genocide
 - c. Decolonization
 - d. Oral History
 - e. Tribalism
 - f. Doctrine of Discovery
 - g. Indigeneity
 - h. Land
 - i. Nation
 - j. Colonialism
 - k. Imperialism
 - l. Settler Colonialism
 - m. Tribal Identity
 - n. Blood Quantum
 - o. Nation
 - p. Tradition
 - q. Indigenous Knowledge
 - r. Reservations
 3. Native American Nations before European Contact
 - a. Native American cultural diversity
 - b. Directly counters the myth that Native American cultures are or were less "advanced"
 - c. Tribes
 - d. Economic systems
 - e. Spiritual practices
 - f. Environmental practices
 - g. Languages
 - h. Ecology of precontact North America
 - i. Climate history
 - j. "Tending the Wild" and Traditional Ecological Knowledge (TEK)
 - k. Cultural adaptations (for instance: material culture; religious practices; housing; subsistence; exchange, etc.)
 - l. Culture change over time: the archaeological record
 4. Tribalism and Nationhood
 - a. Native American Nations and cultures in the United States
 - b. Broad diversity of cultural practices (for instance: language; housing; subsistence; economics; kinship and marriage; political organization; material culture; religious practices; exchange, etc.)
 - c. Worldview of Native American Indian societies and how it impacts religious practices and aesthetic traditions in various Native American cultures
 5. Contact with European societies
 - a. Native American Wars and Tragedy
 - b. The Treaty System and Indian Policy
 - c. Migration, Relocation, Removal, Rancherias, Reservations
 - d. When, where, and how contact occurred
 - i. Settler colonialism
 - e. Effects of contact
 - i. Various detrimental impacts, for instance: violence; disease; economic and political disenfranchisement, and genocide
 - ii. Population size reduction
 - iii. Culture change and exchange
 6. History of governmental policies towards Native Americans
 - a. Conquest and settler colonization
 - b. Indian termination and removal
 - c. The reservation system
 - d. Assimilationist policies and Indian boarding schools
 7. Native American Identity and Representations

- a. Indians in the American imagination
 - i. Stereotypes
 - ii. Identities
 - iii. Representation in media and popular culture; for example: novels, films, cartoons, art, sports mascots
- 8. Racialization of Native Americans
 - a. The social construction of race and whiteness in European societies
 - b. Impacts of racialization
 - i. Tribal Identity and Blood quantum
 - ii. Genocide and violence
 - iii. War
 - iv. Boarding schools
 - c. Western values in conflict with traditional culture
 - d. Assimilation of Native American communities
- 9. Anti-Indian legislation
 - a. Broken treaties
 - b. Land dispossession
 - c. Removal
 - d. Others, for example: federal recognition; religious freedom; environmental exploitation
- 10. Modern Native American societies
 - a. Broad diversity of cultural practices
 - i. For example: language; subsistence; economics; kinship and marriage; political organization; supernaturalism; the arts
 - b. Current issues facing Native American communities
 - i. Political sovereignty and self-determination
 - 1. Economic, political, and/or social impacts, for instance: economic independence; political legitimacy and representation; religious freedom
 - ii. Museums and cultural heritage protections and preservation
 - 1. Native American archaeological and historic sites, artifacts, and human remains
 - a. History of abuses, for instance: Illicit excavations; stolen artifacts; grave robbing for artifacts and human remains
 - b. Cultural heritage protections, for instance: Cultural Resource Management (CRM) and Tribal Consultation; Repatriation and reburial; Tribal Historic Preservation Officers (THPOs); Native American Graves Protection and Repatriation Act (NAGPRA); Section 106 of the National Historic Preservation Act (NHPA); CA Assembly Bill 52 (AB52), also known as the California Environmental Quality Act (CEQA)
 - iii. Reservations and contemporary issues
 - 1. Gender-based violence and MMIWG (Missing and Murdered Indigenous Women and Girls)
 - 2. Others, for example: poverty; health; infrastructure; incarceration; tribal policies; treaties
 - c. Decolonization Practices
 - i. Indigenous Futurism and Transformative Practice of Healing
 - ii. Recentring Indigenous Ways of Knowing and Learning
 - iii. Reclaiming Knowledge, Traditions, and Practices
 - iv. Challenging Western Research Practices
 - d. Citizenship and identity
 - i. Religious Freedom: American Indian Freedom of Religion Act (AIRFA)
 - ii. Contemporary Cultural Expression and Community Spaces
 - 1. Economic development and autonomy
 - 2. Religious freedom: American Indian Freedom of Religion Act (AIRFA)
 - 3. Celebrations and forms of building community in Native American Nations, for example: Powwows; Pan-Indian identity; Linguistic revitalization; Cultural revitalization of coming-of-age ceremonies, etc.
 - 4. Native American languages
 - a. Linguistic variation
 - b. Threats to Native American languages: boarding schools, language loss
 - c. Linguistic revitalization
 - iii. Intersectionality and Native American Identities
 - 1. Urban Native Americans
 - 2. Two-Spirit Native Americans
 - 3. Mixed-Race Native Americans
 - 4. Identity Recognition
 - a. Cross-racial solidarity

11. Native American Resistance and Social Justice Movements

- a. Political Sovereignty
 - i. The importance of sovereignty and self-determination
 - ii. Struggles for sovereignty
 - iii. Tribal recognition
- b. Environmental Justice
 - i. Natural resources and land rights
 - ii. Land protections; land repatriation.
- c. Economic Justice
 - i. Reservation systems and issues, for example: poverty; health; infrastructure
 - ii. Economic sovereignty, for instance: land rights; gaming
- d. Activism and protest movements
 - i. For instance: American Indian Movement (AIM); 1969 Occupation of Alcatraz; 1973 Occupation of Wounded Knee; "Water Protectors"; Missing and Murdered Indigenous Women (MMIW); The Red Nation; Land Return (#Landback)

Methods of Instruction

Method

Film/video Viewing and Discussion

Integration

A variety of Native American filmmakers and their (accessible) works will be watched and their subject matter discussed. Other accessible documentary films with Native American subject matter will be included as supplementary for the lecture. Additionally, Native American authors will be used wherever possible.

DE Adaptations for MOI

Accessible audio recordings and videos will be made available to online students through the CMS as well as through online video databases that the MSJC Library subscribes to (such as Kanopy, Films on Demand or Alexander Street, all of which have accessibility built into their films).

Method

Homework

Integration

Homework activities allow students to pursue information about current and past events and issues for Native American communities, such as: representations of Native Americans in popular culture; racialization; genocide; anti-Indian legislation; land dispossession; current issues facing Native American communities (political sovereignty, economic justice, or environmental justice); decolonization practices; linguistic and cultural revitalization, etc. These may include research projects in the form of historical documentation, critiques of literature and/or accessible films, or conducting an oral history project.

DE Adaptations for MOI

Accessible instructions for class work will be provided through the CMS, and students will submit their completed worksheets into the Assignment Pages within the CMS using rubric and written feedback options. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Lecture

Integration

Lectures are useful for presenting information to all students at once including the use of appropriate vocabulary for the topic. Examples of a lecture topic for this course could include: "The Navajo Long Walk," "The Indian Relocation Act," "Events leading to the occupation of Alcatraz," or "Wounded Knee 1890 and 1973". Students, faculty and/or local tribal members could make presentations regarding material culture, traditional foods, language, music and customs that bring the course material to life and give important context for Native Americans today.



DE Adaptations for MOI

Lecture will be delivered through the CMS using accessible video conferencing software and/or pre-recorded lecture videos uploaded into the CMS.

Method

Discussion

Integration

Class discussions build students' skills in drawing connections between important concepts in Native American Studies and the experiences of Native American peoples and nations today. Class discussion with the instructor is also an effective way for students to practice identifying and analyzing central concepts in Native American Studies like settler colonialism, decolonization, recentring Indigenous ways of knowing and learning, Traditional Ecological Knowledge (TEK), intersectionality in Native American identities, and more. Class discussion also will examine concepts such as the impact of racialization on Native American citizenship and land rights, as well as the importance and impact of political sovereignty and self-determination, cultural revitalization and community building, and more.

DE Adaptations for MOI

Discussions will be conducted in an online environment in a synchronous format using accessible video conferencing software, or in an asynchronous format through tools within the CMS such as discussion boards or chat features. Students may also be assigned to small groups within the CMS, where they can use discussion and/or chat features to engage in discussion with their group members.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams and tests will measure student's knowledge of various topics in Native American Studies such as tribal identity and Blood Quantum; the impact of European settler colonization on Native American self-actualization and sovereignty; and current issues facing Native American nations such as economic revitalization in the face of European American encroachment and privatization of Native American natural resources, and more. Student exams will be evaluated on the accuracy of the answers as well as the students' ability to synthesize and evaluate information in short answers and short essays. Exam questions will take the form of True/False, Multiple choice and short answer.

DE Adaptations for MOE

Exams and Tests will be formatted for an online environment using the Quizzes tool in the CMS. Feedback will be given through the quizzes and instructor feedback sections within the CMS. Most often, instructor feedback will take place within 48 to 72 hours after the due date.

Method

Papers

Integration

Reviews of written or visual materials will be evaluated to determine if the student has incorporated concepts from Ethnic Studies to critically assess information presented in these media within the context of the course. Examples include accessible films such as, 'Reel Injun' or episode 5 of, 'We Shall Remain' (PBS) on the Occupation of Wounded Knee in 1973, or written or visual materials covering topics such as Missing and Murdered Indigenous Women (MMIW) or the historic Trail of Tears (1830s-1850s). Papers will be evaluated based on their content and their adherence to standards of APA, AAA, SAA or other standard style guides for the social sciences.

DE Adaptations for MOE

Accessible project instructions will be provided through the CMS, and students will submit their completed projects into the Assignment Pages within the CMS using rubric and written feedback options. Feedback will be given as instructor comments and through the use of rubrics within the CMS.



Method

Research Projects

Integration

Student research projects will be evaluated to see if the student has understood the sources he/she has used and then incorporated Ethnic Studies concepts into research within the context of this course. Possible research topics include: land repatriation to tribes; decisions of the Bureau of Indian Affairs in historic or modern periods; potlatch feasting amongst Native American tribes of the Pacific Northwest, or other similar topics.

DE Adaptations for MOE

Accessible project instructions will be provided through the CMS, and students will submit their completed projects into the Assignment Pages within the CMS using rubric and written feedback options. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

This assignment will enable you to assess the impact of settler colonialism on Native American communities. Using primary sources and a map, locate and label prehistoric archaeological sites identified with the ancestors of the Cahuilla. Then outline and color in the modern boundaries upheld by the modern Cahuilla. Find some pictures of artwork or artistically structured artifacts of both modern and prehistoric times for the same society. How are they similar and how do they differ? Why do you think those similarities and differences exist? Do the similarities & differences have any relation to the locations you have identified on the map? How has settler colonialism had a long-lasting impact on the Cahuilla people? Your completed assignment will include the map and a written discussion about the items you selected for comparison.

Student work will be assessed on the basis of accuracy, clarity, coherence, depth of analysis, and insightfulness in connecting their findings to major concepts in the course.

How assignment will be adapted in online format

Accessible project instructions will be provided through the CMS, and students will submit their writing into the Assignment Pages or by participating in asynchronous discussion in the CMS or by participating in synchronous discussion using accessible video conferencing software. Feedback will be given as instructor comments and through the use of rubrics within the CMS within a reasonable amount of time after student submission.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative



Assignment

Read the book chapter, 'Anthropologists and Other 'Friends' by Vine Deloria in his 1969 book, 'Custer Died For Your Sins: An Indian Manifesto'.

Answer the following questions. Be prepared to share your answers with the class:

1. What is the 'fundamental thesis of the anthropologist'?
2. What does an anthropologist look like? What is the significance of the objects that Deloria uses to describe them?
3. Why do you think that Deloria includes a description of the different types of anthropologists?
4. In what ways do Native communities fail to meet the expectations of anthropologists? List 3-4 examples from the text.
5. Why does Deloria discuss a school board in Moline, Illinois and the Irish in Boston? What point do you think he is trying to make?
6. What is Deloria's new plan for funding for research conducted at Native American communities? What do you think about this plan?

Part 2.

Working in groups of 3-4 students, answer the following reflection questions:

1. What do you think is the impact of this chapter, and Vine Deloria's activism and work in the legal profession, on Native American civil rights?
2. Is it fair for Native American cultures and communities to be assessed based on the expectations of academics? Why or why not?
3. In light of Vine Deloria's text, how could we imagine new ways of discussing and portraying Indigeneity in museums, college courses, and in public policy? Pick ONE of these areas, and brainstorm at least four different ideas.

Evaluation Criteria:

- Accuracy in answers from the reading
- Clarity and coherence in written answers
- Insightfulness in connecting ideas from the reading to larger themes in the course (settler colonialism; racialization; decolonization; sovereignty, etc.).

How assignment will be adapted in online format

The reading and accessible assignment instructions will be posted via the CMS, and students will submit the assignment using the Assignment pages or by participating in asynchronous discussion in the CMS or synchronous discussion using accessible video conferencing software. Feedback will be given as instructor comments and through the use of rubrics within the CMS within a reasonable amount of time after student submission.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

In David E. Wilkins' (2002) article, 'A History of Federal Indian Policy', he traces the history of government policy with respect to Native American nations. He identifies different eras; we can summarize them into four: a period of removal, relocation, and reservations (1830s-1880s); a period of allotment, Americanization, and acculturation (1880s-1920s); a period of limited self-rule, termination, and relocation (1920s-1960s); and a period of self-determination and self-governance (1960s-1980s). In this last era, individual states have begun to assert their right to have a say in what lands are allotted to tribes.

Write a 4-5 page essay answering the following questions. In your essay, incorporate at least three specific references to information from the Wilkins chapter. Cite your work using in-text citations. Insert a bibliography at the end of your paper for the research that you cited within the text. Follow the citations guide for this class in formatting both your in-text citations and your bibliographic citations.

Question:

1. Explain the multifaceted ways by which Native American communities were affected by Federal Indian policy in the 20th century (so, from 1900 to present). Which of these modern policies reference the underlying assumptions about Native people, and the



role of the federal government, that we see in earlier anti-Indian legislation from the 1800s? Which policies actually facilitated self-determination and self-governance? What limited the policies that were geared towards Native American self-determination, and why?

2. Should state governments or the Inspector General of the United States be the authority that allows, or denies, federal recognition for Native American groups? Why or why not? Connect your reasoning to at least two of the following major ideas from this course: settler colonialism; racialization; sovereignty; decolonization.

Evaluation Criteria:

- Clarity and accuracy in writing about Federal Indian legislation
- Clarity and accuracy in tracing modern recurrences of anti-Indian legislation from the 1700s and 1800s
- Clarity, coherence, and organization in writing
- Depth of analysis and understanding of the concepts of settler colonialism, racialization, sovereignty, and/or decolonization
- Insightfulness in connecting facts about Federal Indian legislation to larger themes in the course
- Accuracy and formatting of in-text and bibliographic citations

How assignment will be adapted in online format

Accessible project instructions will be provided through the CMS, and students will submit their papers via Assignment Pages in the CMS. Feedback will be given as instructor comments and through the use of rubrics within the CMS within a reasonable amount of time after student submission.

Course Materials

Textbooks

Ned Blackhawk (2024). *The Rediscovery of America: Native People and the Unmaking of U.S. History*. New Haven, Yale University
ISBN: 978-0300276671

Nancy Bonvillian (2024). *Native Nations: Cultures and Histories of Native North America*. 3rd Edition. ISBN: 978-1538170410

Other Resources

Roxanne Dunbar-Ortiz (2015). *An Indigenous Peoples' History of the United States (ReVisioning American History)*. Beacon Press.
ISBN: 0807057835

Nick Estes (2019). *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*. Verso Press. ISBN: 978-1786636720

Benjamin Madley (2017). *An American Genocide: The United States and the California Indian Catastrophe, 1946-1973*. New Heaven, Yale University. ISBN: 978-0300230697

Alexander Laban Hinton (2014). *Colonial Genocide in Indigenous North America* Duke University Press. ISBN: 0822357798

William Loren Katz (2012). *Black Indians: A Hidden Heritage* Atheneum Book. ISBN: 1442446374

Open Educational Resources

Susan Stebbins. 2013. *Native Peoples of North America*. Open SUNY. ISBN 13: 9781942341024.

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course centers the lived experiences, theories and knowledge, cultures, languages, and more of Native American cultures. These themes not only introduce students to the broad diversity of Native American cultures in the United States, but also the adaptability and complexity of Native American Nations by showing them the large-scale complex societies, with monumental architecture and expansive exchange systems, that existed in North America prior to European contact.

This course also leads students to trace the myriad ways that current issues facing Native American communities today are rooted in much larger processes of colonization, racialization, land dispossession, and anti-Indian legislation that began centuries ago. These processes have continued to impact the social, religious, economic, and political sovereignty of Native American communities in myriad ways in the present.

Finally, this course involves significant discussion and exposure to concepts that center Indigenous knowledge, agency, self-determination, and activism. This includes Traditional Ecological Knowledge (TEK) by explaining the diverse and extensive cultural adaptations that American Indians employed in communities across the continent. We also discuss Indian Civil Rights movements at length, as well as the impact on decolonization, language revitalization, and cultural heritage protections, and more.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To facilitate the instruction of diverse learners, assignments include both formative and summative formats to help scaffold the approach of students with different learning styles. Advanced texts that discuss complex topics like racialization, decolonization, or that trace Federal Indian policy can be made more approachable through the use of take-home worksheets, homeworks, in-class practice, and other formative assessments. This scaffolds the work and makes larger, complex ideas approachable for students. It also allows students to approach the readings with instructional supports that help them to analyze the texts effectively.

There are also a variety of methods of instruction and methods of evaluation employed in the course so that students can approach the material through various means. Lecture and film facilitate learning for students who learn well through a narrative or aural or visual format. Map assignments enable students to examine complex topics like land rights or a history of Federal Indian policy through more visual and hands-on methods.

Take-home worksheets also help break down the readings into manageable chunks, and point students to concepts that they will need to know for quizzes and class discussions. Students can also use the worksheets during class discussions to help them find points to contribute, and also help them to connect ideas from the readings to concepts from the course. Small group discussion allows students to work together in order to understand and apply difficult concepts such as settler colonialism, the social construction of race, sovereignty, and others.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course promotes student-to-student interaction through collaborative assignments such as map activities, and both small-group and whole-class discussions on films and readings about Native American cultures, historical processes, Native American civil rights, and more.

In face-to-face classes, these activities are done in the classroom through group work or collaborative class discussion. In online classes, this can be achieved using breakout rooms and video conferencing software, or asynchronous online discussion boards. Students may, for instance, compare kinship practices in two different regions of Native North America, and how these practices are far more complex than what was assumed by colonizing governments; or, students can work in small groups to identify the specific ways that public policy approaches to Native American communities by the United States have subverted traditional Native American kinship practices, concepts of private property, trade and exchange, or other. In this class we also trace the impact of this process on modern Native American communities today.

Students engage in analyses of readings, films, and contemporary issues together with their peers, which encourages diverse perspectives and collective problem-solving. By working together on research projects and discussions, students share insights, challenge assumptions, and deepen their understanding of complex topics like settler colonialism and sovereignty. These interactions help foster critical thinking and support an inclusive learning environment where students can learn from each other's experiences and viewpoints.

Explain how the course will incorporate instructor-to-student interaction.

This course facilitates instructor-to-student interaction through a variety of methods, including lectures, personalized feedback on assignments, and dynamic class discussions. In the class we discuss complex topics like settler colonialism, racialization, decolonization, anti-Indian legislation, and more. In these discussions, the instructor actively engages students, guiding them to better understand the complexity of these issues and how they continue to impact American Indian communities today.

In face-to-face classes, this is achieved through in-person lectures, and we have in-person collaborative discussions examining topics such as Vine Deloria's critiques of anthropologists that work with Native American communities, or tracing how imposed racial hierarchies continue to disenfranchise Native American communities in modern government policies today.

In an online class, these discussions can be done using online discussion forums, or in real time through video conferencing software. In both cases, the instructor engages with students as they share their ideas about these complex topics, offering additional information or new perspectives, and by referencing past or future topics in the course, leads students to make connections between material covered in different units, for instance land disenfranchisement methods in different areas of the United States or how modern policies of the Bureau of Indian Affairs address (or fail to address) the sovereignty of tribes in different regions.

Regular feedback on homework, research projects, and exams helps students refine their understanding and improve their critical thinking. Additionally, the instructor encourages direct communication through office hours, emails, and in-class support, creating a responsive and supportive learning environment.

Explain how the course will incorporate student-to-content interaction.

This course facilitates student-to-content interaction by providing a variety of engaging learning materials, including readings, films, lectures, and focused readings and films that immerse students in the topics of Native American history, culture, and contemporary issues. Students actively engage with the content through assignments that require critical analysis of texts, films, and research projects.

In face-to-face versions of this course, students work in groups to conduct a close reading of key texts in Native American Studies, sharing their ideas with each other and with the class (for instance, texts that critically examine how and why Native American people are depicted in popular culture, or the care that modern museums must take in depicting Native American lifeways). In online versions of this course, this is done in real time using video conferencing software or using online discussion forums.

In any of these formats, assignments are structured to encourage students to closely compare the words of Native American authors and researchers with concepts from Ethnic Studies that inform our ethics and best practices when depicting Native American cultures, and that should inform larger legislation concerning Native American lands and resources.

By connecting academic concepts such as settler colonialism, sovereignty, and decolonization to real-world examples, students apply course content to understand complex social and historical dynamics. This interaction is further supported by accessible course materials, including audio and video resources, that cater to different learning styles.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course promotes student-to-self interaction by encouraging students to reflect on their own learning processes and personal perspectives as they examine major concepts in Native American Studies and cultures of Native North America. Several assignments ask them to reflect on larger concepts such as problematic approaches to Native American communities in the past (through, for example, Vine Deloria's, 'Anthropologists and Other 'Friends'), or the importance of safeguarding and valuing Native American theories and knowledge. Students are asked to reflect on their own perspectives, and how their own identities intersect, when we discuss Native American activism and civil rights.

In face-to-face courses, this happens in real time through group projects, collaborative discussions, or active learning strategies like think-pair-share. In online versions of this course, students may complete projects on their own or in groups, and then present their findings to the rest of the class in the form of a poster, presentation, or written discussion.

Metacognitive activities, such as evaluating their understanding of complex concepts like decolonization, land dispossession and removal, Traditional Ecological Knowledge (TEK) and more, help students develop self-awareness about larger historical processes, and how they continue to impact American Indian communities today. Additionally, feedback on assignments encourages students to assess their strengths and areas for growth, fostering a deeper connection with the material and their own intellectual development.

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