



ANTH-121: INDIGENOUS PEOPLES OF CALIFORNIA

Also listed as: HIST-121

Effective Term

Fall 2023

BOT Approval Date

12/15/2022

Discipline

ANTH - Anthropology

Course Number

121

Course Title

Indigenous Peoples of California

Short Title

Indigenous Peoples of CA

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.

Cross Listed Course(s)

HIST-121

C-ID (Admin Only)

CB 00

CCC000075593

Course Title

Indigenous Peoples of California

Catalog Description

This is a survey course about the cultures and societies of the Indigenous Peoples of California from precontact to the present, including the Spanish and Mexican occupations and under the government of the United States. The course examines the broad diversity of Native Californian's cultures through their languages and lifeways, as well as their colonization, racialization, resistance and resilience. Includes an examination of current issues facing Native California communities today.

Codes

TOP Code (CB 03)

2202.00 - Anthropology

CIP Code

45.0201 - Anthropology.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

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. Appreciate the vast and encyclopedic traditional knowledge of Indigenous Peoples of California through their ecological and cultural adaptations in various environments, from precontact to the present day;
2. Evaluate the impact of historical trauma upon Indigenous Peoples of California arising from settler colonialism, introduced diseases, land loss, and genocide in historic periods including the Spanish mission system, the Gold Rush, reservations, and boarding schools;
3. 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 analyzed in Native American Studies;
4. 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;
5. Synthesize information from historic records and ethnographic or archaeological research to evaluate interactions between Indigenous Peoples of California and the Spanish missions of California;
6. Synthesize information from historic records and Native perspectives and histories to evaluate resistance by Indigenous Peoples of California, including resistance and resurgence in the present day;
7. 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 in Native American communities;
8. Compare and contrast the cultural frameworks of California's diverse first societies using anthropological concepts and principles;
9. Apply theory and knowledge produced by Indigenous people or Indigenous Peoples of California to evaluate the impact of cultural and linguistic revitalization, religious freedom, sovereignty, and land repatriation upon Native Californian communities;
10. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied 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, language policies.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze the vast and complex ramifications of the various invasions & occupations of Alta California upon the societies of Indigenous Peoples of California, including impacts of disease and genocide, as well as social, economic, and environmental impacts.
2. Students will describe the relationships between current issues facing Indigenous Peoples of California and the events of the historic period.
3. Students will be able to describe the diversity of Native Californian cultures and societies, as well as a history of resistance, resilience, and cultural and linguistic revitalization.

Program Learning Outcomes

Learning Outcome

- ANTH 1. Analyze the interrelationship between humans and their physical environment.
- ANTH 2. Apply the principles of cultural relativism to observations of human behavior.

ANTH 3. Recognize the validity of people's variable language histories and experiences.

ANTH 4. Abstract meaning (or Evaluate meaning) from the archaeological and fossil records.

ANTH 5. Use Natural Selection to explain hominin evolution.

ANTH 6. Incorporate the scientific method in observations of human attributes (biology, behavior, language, artifacts).

HIST 1. Demonstrate the ability to analyze, evaluate, and synthesize historical data into independent interpretations.

HIST 2. Demonstrate the ability to evaluate, analyze and synthesize the impact of class, gender, ethnicity, culture and politics as they relate to the process of history.

HIST 3. Demonstrate through coursework and discussion a breadth of knowledge of historical developments and trends related to the courses taken.

SJS 1. Critically analyze historical and contemporary issues based on social location/identities, including the power structure, oppression, and privilege components as they relate to one intersectional identity.

SJS 2. Develop an understanding of major sources of inequality, injustice, and violence and how these sources may serve as a benefit or detriment to individuals or institutions.

SJS 3. Analyze and identify social justice movements, and practice strategies toward equity, empowerment, transformation, and social change.

SJS 4. Work and communicate effectively with peers and diverse perspectives to build solidarity within and outside the college community.

SJS 5. Apply strategies and interdisciplinary understanding of systems of power, privilege, and domination including the personal, social, cultural, economic, and political consequences to develop a student driven project.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic
Personal
and Professional Responsibility

Content

Course Lecture Content

1. Introduction
 - a. The discipline of Anthropology
 - b. The nature of History
 - c. Ethnic Studies as a discipline
 - i. Unique positioning of Ethnic Studies: incorporates elements of history, sociology, and anthropology, yet is its own unique discipline, with a unique perspective, history of scholarship, and research methods, as well as a focus on service learning and centering theory and knowledge from the communities it examines
 - ii. The importance of centering theory and knowledge produced by Indigenous people (more specifically, Native Californians) in a course that examines Native California
 - d. Geography and Cultural Ecology of California
2. Precontact California
 - a. Human settlement
 - b. Ecology of precolonial California and manipulation of the environment by Native California foraging/hunter-gatherer societies

- c. Diversity of Native California societies
- d. Cultural adaptations (for instance: material culture; religious practices; housing; subsistence, etc.)
- e. Culture change over time in societies of Native California
- 3. Initial contact with European societies
 - a. Where, when, and how contact occurred
 - b. Effects of contact
 - i. Epidemics
 - ii. Population size reduction
 - iii. Culture change
- 4. The social construction of race and whiteness in European societies
 - a. Racialization of Indigenous peoples by European colonialist societies
 - b. Impact of racialization on Indigenous peoples in North America (for instance: blood quantum, which is a math that prioritizes whiteness; myth of the 'vanishing Indian', which constructs and permits processes for genocide, reservations, boarding schools, and more)
 - c. Political, social, and economic consequences upon Indigenous Peoples of California: land loss; threats to economic and political sovereignty; others
 - d. Physical consequences upon Indigenous Californians: genocide and violence
- 5. Waves of settler colonialism in Native California
 - a. Spanish Period
 - i. Missions
 - ii. Presidios & pueblos
 - iii. Oppression of and violence against Native Californians within the Spanish missions
 - iv. Resistance of Native Californians at Spanish missions (for example: The San Diego Revolt; The Chumash Rebellion; burning of Mission San Gabriel)
 - b. Mexican Period
 - i. Secularization
 - ii. Ranchos & rancherias
 - iii. Agency of Indigenous Peoples of California after secularization
 - iv. The position of Native Californians within the casta system (for example: racialization, lack of economic sovereignty, etc.).
 - c. American Period
 - i. Violence and genocide of Native Californians during the Gold Rush
 - ii. Militias
 - iii. Reservations
 - iv. Modoc War
 - v. History of laws pertaining to Native people, for instance anti-Indian legislation such as the 1850 Act for the Government and Protection of Indians
 - vi. Resistance of Native Californians in the modern period, for instance modern protest movements; decolonization; others
- 6. Culture and Ethnography of Native Californians
 - a. Centering oral histories and knowledge produced by Native Californians: being defined by our own histories facilitates self-determination
 - b. Modern Native societies in California (in general OR focusing on specific societies)
 - c. Diversity of cultural patterns
- 7. Current issues facing Native Californian communities
 - a. Sovereignty
 - i. Religious freedom
 - ii. Economic independence
 - iii. Political legitimacy & power
 - iv. Gaming
 - v. How sovereignty is related to federal recognition and land loss
 - b. Archaeological practices
 - i. The importance of cultural heritage preservation and ownership for Indigenous people, CA Assembly Bill 52 and the Native American Heritage Committee
 - ii. Archaeological legislation to protect human remains and burial objects of Indigenous people
 - iii. Repatriation
 - iv. Reburial
 - v. Consultation with Native communities in protection of archaeological sites
 - c. Others (for instance, but not limited to: health, adoption, pow wows, casinos, education, isolation, labor, poverty)

8. Cultural revitalization movements in Native Californian communities
 - a. Language revitalization programs and initiatives
 - b. Land repatriation and restoring Native access to traditional territories
 - c. Impact of cultural and linguistic revitalization on Native identity and self-determination

Methods of Instruction

Method

Discussion

Integration

In-class discussions and/or discussion groups are used to stimulate critical evaluations of various ideas pertaining to Indigenous Peoples of California and present and analyze theory and knowledge produced by Indigenous people or Native Californians. Discussion is an ideal method to examine concepts such as sovereignty, historical trauma, and the methods and impact of cultural and linguistic revitalization from an Indigenous perspective using knowledge, research, and theory produced by Native people. Additional topics for discussion include how race and racism intersect with citizenship, self-determination, and sovereignty; comparing the cultural frameworks of the diversity of California Indigenous societies; appreciating the traditional knowledge of Indigenous Peoples of California through cultural and ecological adaptations; and current issues for Indigenous Californians including gaming and laws applicable to gaming; religious freedom; sovereignty; and reburial and repatriation of human remains and cultural patrimony. Discussions also help lead students to evaluate the impact of the theft and destruction of Indigenous Californian cultural heritage, including burial objects and human remains, upon descendant communities with respect to cultural identity and achieving political and economic sovereignty.

DE Adaptations for MOI

Student discussion will be achieved using asynchronous threaded discussions with other students and the instructor within the CMS, or by participating in synchronous discussions using accessible video conferencing platforms. Students could also be divided into breakout groups during synchronous group meetings to compare their ideas as a class.

Method

Film/video Viewing and Discussion

Integration

Films will be employed to present historical events involving Indigenous Peoples of California, as well as their perspectives on these historical events. Films will also be used to familiarize students to current issues facing California's Indigenous communities. Films are effective at allowing the voices of Indigenous Peoples of California to be heard throughout the course, and also do demonstrate the diversity of perspectives of Indigenous people who reside in different communities and in very different areas of our state. Film also works well to demonstrate (visually) those environments that currently are home to various Indigenous societies within the state, and how current events affect the environments in those regions.

DE Adaptations for MOI

Accessible 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). Films that show concepts relevant to Indigenous Peoples of California include Reel Injun, Our Spirits Don't Speak English, and California's Lost Tribes; these are available through current MSJC Library streaming subscriptions.

Method

Lecture

Integration

In-class lectures and presentations may be used to introduce topics, present historical descriptions of events, to demonstrate similarities and differences between societies, and to clarify the issues of sovereignty faced today. Visual presentations are necessary to demonstrate geographic considerations for different Indigenous societies of California (from precontact through modern times), and to demonstrate differences in iconographic styles between the material culture of different Indigenous societies.

DE Adaptations for MOI

Lecture will be communicated through the CMS in a variety of formats including accessible PowerPoint presentations and video lectures. Websites and online videos can be incorporated as part of these lectures. Lectures can be delivered synchronously through video conferencing platforms.

Method

Homework

Integration

Out of class assignments will integrate information from the classroom with information from the textbooks and supplemental materials. Among those out of class assignments that can do this are journal-writing, keeping track of current events, research projects, map assignments, and take-home worksheets. Map assignments will re-enforce the class presentations about various societies and the regions they inhabit (or DID inhabit). Take-home worksheets will help students to locate and assess major ideas from outside readings, and can also be taken to class to be used as a resource to refer to during a class discussion or in pairs to analyze the readings during class time.

DE Adaptations for MOI

The Assignment will be done in the online format by supplying assignments to the students through the Assignment Pages in the CMS, and having students submit their worksheets to those pages in the CMS. Some assignments may also be completed using the Discussion options or Quiz options within the CMS. During synchronous class meetings, students can be grouped together to discuss the worksheets or use the worksheets to answer questions on an additional in-class assignment based off of the worksheet in Google docs or Google slides. The class can then discuss the assignment, their findings, questions, and reflections in a whole-class discussion after the activity using video conferencing software. Instructor feedback can be provided through feedback, or within the CMS using rubric and written feedback options, or through quizzes feedback.

Method

Reading

Integration

Out of class reading assignments and summaries of that reading will enhance student's understanding of theories and knowledge produced by Indigenous people or Indigenous Peoples of California. This will help the student to evaluate concepts and current events from an Indigenous perspective. Research and writing produced by Indigenous people will help students to fully grasp the concerns of modern Native Californian communities and evaluate the relevance and impact of proposed laws or solutions such as new gaming laws, land rights, and issues pertaining to religious freedom, access to land and water sources, amongst others.

DE Adaptations for MOI

Relevant readings will be delivered either through material provided in the CMS or through the assigned texts, or students can access current research through MSJC's online library collections. Some papers and projects related to class readings may also use asynchronous threaded discussions in Discussion Boards, where students can compare their ideas from a reading and also share resources or websites related to reading content. Students can also use discussion boards to share solutions to common issues related to the project, such as a Q and A forum where students can ask questions about a reading, and the Instructor or other students can answer.

Method

Reading

Integration

Case studies from specific Native Californian communities will enhance student's understanding of the impact of cultural and linguistic revitalization efforts, and methods to decolonize diet, ritual practices, subsistence and housing, and more. This will help students to understand an Indigenous perspective and more fully grasp the deep and longstanding impact of settler colonialism and the ways in which colonization continues into the present. Case studies also center the writings, theories, and knowledge of Indigenous people from their own perspectives, helping students to understand the historical trauma suffered by Indigenous Peoples of California and their communities, as well as orient students to community-based endeavors to re-right and re-affirm Native Californian identity through cultural and linguistic revitalization and decolonization.

DE Adaptations for MOI

Relevant readings will be delivered either through material provided in the CMS or through the assigned texts, or students can access current research through MSJC's online library collections. Discussion of case studies may also use asynchronous threaded discussions in Discussion Boards, where students can compare their ideas from a reading and also share resources or websites related to initiatives started from within Native Californian communities. Students can also use discussion boards to share their

reactions to case studies or work through ways to understand and present Indigenous perspectives or understand the specifics of cultural and linguistic revitalization methods.

Methods of Evaluation

Method

Other

Integration

Journal writing assignments are used to enable students to apply knowledge from class discussions and readings by Indigenous researchers and authors in order to synthesize their understanding of current and structural issues facing Indigenous Peoples of California. Journal writing assignments will be assessed on the basis of accuracy of understanding current and structural issues, accurately explaining core concepts from the reading, and identifying how these concepts relate to said issues.

DE Adaptations for MOE

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. Feedback will be given as instructor comments and through the use of rubrics within the CMS.

Method

Research Projects

Integration

Research projects will allow students to investigate a topic pertaining to Native California in greater depth. Projects also enable students to apply guidelines for how to present material about Native Californians in a manner that is not only accurate, but also in a manner consistent with Indigenous perspectives and mindful of problematic depictions of Native people. Projects are evaluated for relevant sources, appropriate use of source material, accurate representation of others' ideas, and for supportable synthesis of various perspectives.

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

Other

Integration

Reviews of documents, maps, and photographs will enable students to assess historic materials or ethnographic information about Indigenous Peoples of California, in the past or present, according to an anthropological perspective. Students will then be able to evaluate what information can be extracted from the documents, maps, and photographs, and how it should be integrated into an understanding of Native California lifeways and perspectives. Reviews are evaluated on the basis of content, completeness, and accuracy, including the ability to incorporate concepts from anthropology to critique the information presented in those materials.

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. Documents, maps, and photographs will be delivered either through material provided in the CMS or through assignment texts or through accessible materials in MSJC's online library collections. Some reviews may also use asynchronous threaded discussions in the CMS, where students will post their ideas about the materials and compare or share resources or websites of content relevant to the materials. Instructor feedback will be given within the CMS using rubric and written feedback options.

Method

Exams/Tests

Integration

Exams/Tests will be used to assess student's understanding of information about the diversity of Native Californian societies and historic and current events, as well as their understanding of the parameters of anthropological concepts and historical information. Answers to short answer & essay questions are evaluated for accuracy and completeness including the use of supporting information.

DE Adaptations for MOE

Exams and Tests are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a culturally relevant manner. 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

Quizzes

Integration

Quizzes will be used to assess students' ability to recall necessary information at regular intervals during the semester. Most quizzes will be composed of primarily multiple-choice, fill-in-the-blank, short answer, or definition questions and will be evaluated on accuracy and relevance.

DE Adaptations for MOE

Quizzes are submitted through the CMS and will be evaluated on the basis of the presentation of correct factual material and the identification of appropriate connections between different concepts in a culturally relevant manner. Feedback will be given through the quizzes and instructor feedback sections within the CMS.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

MAP. You are assigned one specific area of California to explore. Use the California Indian Tribal Homelands and Trust Map to find the location of current rancherias and reservations for Native Californians in this area. Outline and color in the location of these reservations and rancherias on the blank relief map of California given to you for this assignment. Then, use the attached list of 44 tribes in California whose reservation rights were terminated, or terminated and restored, by the federal government. Mark on the list which rancherias and reservations are located in your area (you are marking the current rancherias and reservations in your area). Read through the rest of the list and find and mark (in a different color) any rancherias that were terminated and never restored in your area of California.

Students with visual and/or mobility impairments will require accommodations or an alternative assignment, for instance researching one particular California tribe whose reservation rights were terminated or terminated and restored. The student would then research any efforts by the tribe to restore land rights, and provide an update on the current situation. Alternatively, students can be put into groups to complete this assignment, with some members of the group completing a text-based research component of the assignment, and relaying that information to their group who would then prepare the map.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS. The California Indian Tribal Homelands and Trust Map is a very high resolution and high quality map, accessible as an online PDF, that students can use to zoom in to specific regions of California and view both current and historical reservation and rancheria boundaries. Students will use this map to create their own map, and submit pictures of their completed map and marked list into the Assignment Pages within the CMS, which will be formatted to receive JPEG, TIFF, or PNG images so that their map can be submitted.

Students with visual and/or mobility impairments will require accommodations or an alternative assignment, for instance researching one particular California tribe whose reservation rights were terminated or terminated and restored. The student would then research any efforts by the tribe to restore land rights, and provide an update on the current situation.

Instructor feedback will be provided through feedback, or within the CMS using rubric and written feedback options.

As a synchronous class assignment, the class can be divided into breakout groups, with groups of students completing the assignment together using Google Docs. Students with visual impairments would complete the text-based research component of the assignment, and relay information to their group. The class will then discuss the assignment, their findings, questions, and reflections in a whole-class discussion after the activity using video conferencing software.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

You are assigned one area of California to explore as a group, with other students. Use the California Indian Tribal Homelands and Trust Map, the attached list of 44 tribes in California whose rancherias were terminated, a topographical map of California, as well as information from lectures and readings about the history of Native reservations in California. Working as a team, construct a basic timeline for the history of land ownership and land dispossession for Native people in the area that your group is assigned. Include on your timeline when specific rancherias were terminated, and when those rancherias were restored (if applicable). Look at the topographical map of your area. What natural resources were probably attractive to non-Native people looking to settle in this area? Are those resources located in areas that are currently reserved for Native use (as rancherias or reservations)? Using your lecture notes, brainstorm a list of methods that European colonists used to consolidate natural resources in the hands of people who are not Indigenous, and prevent Native access to these resources. Which methods do you suspect might have been used in your area of California? What information are you missing that you would need in order to understand this process? Add these ideas to your list. Be prepared to share your ideas with the rest of the class so that we can piece together an introductory understanding of the process of settler colonialism across different regions in California.

Students with visual and/or mobility impairments will require accommodations or an alternative assignment, for instance researching one particular California tribe whose reservation rights were terminated or terminated and restored. The student would then research a history of land dispossession and natural resources in the area using text-based resources or other resources that are accessible to the student.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS. The California Indian Tribal Homelands and Trust Map is a very high resolution and high quality map, accessible as an online PDF, that students can use to zoom in to specific regions of California and view both current and historical reservation and rancheria boundaries. Students will submit their completed assignments into the Assignment Pages within the CMS, or through asynchronous threaded discussions in a discussion board that all members of the group are assigned to. In an asynchronous threaded discussion in a discussion board, students will compare their ideas and embed images of their maps. Instructor feedback will be provided within the CMS through comments on discussion posts or using rubric and written feedback options. As a synchronous class assignment, the class can be divided into breakout groups, with groups of students completing the assignment together using Google Docs. The class will then discuss the assignment, their findings, questions, and reflections in a whole-class discussion after the activity using video conferencing software.

Students with visual and/or mobility impairments will require accommodations or an alternative assignment, for instance researching one particular California tribe whose reservation rights were terminated or terminated and restored. The student would then research a history of land dispossession and natural resources in the area using text-based resources or other resources that are accessible to the student.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read Chapter 3 of M. Kat Anderson's text, 'Tending the Wild: Native American Knowledge and the Management of California's Natural Resources' (2005). Complete the attached worksheet on the chapter, which asks you to do the following: (1) List three things from the reading about the Spanish mission system that surprised you, and which are not commonly understood about the mission system in California. (2) List three examples from the text for how gold mining permanently altered the natural landscape in California. (3) After the Spanish mission period, and after the Gold Rush, Colonel Henley established the first reservations for Indigenous people in California, but many Native people did not use them because of the risk of violence, murder, kidnapping, and more. What do you think you would have done, if you grew up as a Native person during the period when reservations were first established? Explain in your own words. Also list any lingering questions that you have about why the reservation system was unsuccessful – what further information do you need in order to understand this time period?

How assignment will be adapted in online format

A free eBook of M. Kat Anderson's text is available through the MSJC library. Assignment instructions will be provided through the CMS, and students will submit their completed answers to the worksheet using the Assignment Pages within the CMS. Instructor feedback will be provided within the CMS through comments on discussion posts or using rubric and written feedback options. This assignment can also be used as out-of-class preparation for a synchronous class discussion using video conferencing software.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

You are assigned one language of Indigenous California to examine as a group. Use the UC Berkeley California Language Archive to find and read information about your language (don't go to the list of languages; instead, navigate to, 'California Languages' under, 'Resources'. Information in this section will give you what you need to classify your language). Read about how the language is classified and draw a classification chart for your language: classify it into the correct language family, sub-group of language family, and branch of language family (if available). You will have to read carefully in order to understand how the language is classified, and how to represent this visually. Using the California Language Archive, find the estimated number of speakers of this language before and after European contact. Read about language revitalization efforts about this language, and listen to sound recordings of the language. Discuss as a team what the language sounds like, and your answers to the attached questions. Be prepared to share your ideas with the class.

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS. Students will submit their completed assignments into the Assignment Pages within the CMS, or through asynchronous threaded discussions in a discussion board. Instructor feedback will be provided within the CMS through comments on discussion posts or using rubric and written feedback options. As a synchronous class assignment, the class can be divided into breakout groups, with groups of students completing the assignment together using Google Docs. The class will then discuss the assignment, their findings, questions, and reflections in a whole-class discussion after the activity using video conferencing software.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Service Learning Project: For this project, you will conduct research and prepare a display to educate the public about some aspect of Indigenous Californian lifeways, cultural practices, historical events and processes, or current ecological and environmental threats. You will also write a paper explaining your display and the choices that you made when deciding how to present information from your research. Your display, as opposed to many others about Indigenous Peoples of California, will center Indigenous perspectives and voices, and present this material using an anthropological perspective of human cultures and human behavior. You can also visit a Spanish mission and select a museum display on the life of Indigenous Californians at the missions to revise with more accurate information, and according to an Indigenous perspective. Your display should be designed to quickly and effectively communicate your topic to visitors; use the advice of the International Council of Museums on museum displays that we reviewed during class time to design and plan your display. We will turn our classroom into a museum for the last two class meetings; come prepared to set up and explain your display to the class!

How assignment will be adapted in online format

Assignment instructions will be provided through the CMS. Students will submit their completed assignments into the Assignment Pages within the CMS that is formatted to accept JPEG, TIFF, and PNG files so that students can submit images of their display. Some papers and projects related to class projects may also use asynchronous threaded discussions in Discussion Boards, where students can compare their ideas from a reading and also compare research projects or share resources or websites related to reading content. Students can also use discussion boards to share solutions to common issues related to the project, such as a Q and A forum where students can ask questions about the project, and the Instructor or other students can answer. Instructor feedback will be provided within the CMS through comments on discussion posts or using rubric and written feedback options. In a synchronous online class meeting, students can present their displays to the class and the class can discuss the different displays using video conferencing software.

Course Materials

Textbooks

Akins, Damon B. and Bauer Jr., William J. 2022. *We Are the Land: A History of Native California*. University of California Press. ISBN: 9780520280502

Margolin, M. (1993). *The Way We Lived: California Indian Stories, Songs & Reminiscences*. Heyday Books. ISBN: 0-930588-55-x

James, Cheewa (2008). *Modoc: The Tribe That Wouldn't Die*. Naturegraph. ISBN: 13:978-0-87961-275-7

Madley, B. (2016). *An American Genocide: The US & the California Indian Catastrophe*. Yale Univ. ISBN: 10:0300181361

Anderson, K. (2013). *Tending the Wild: Native American Knowledge & the Management of California's Natural Resources*. UC Press. ISBN: 978-0520280434. A free eBook of this text is available in MSJC library collections.

Other Resources

"News from Native California." magazine Volume all volumes 07-08-1905.

Films such as, but not limited to, the following:

California's Lost Tribes (about Native American gaming in California); Reel Injun; Who Owns the Past; Tell Them Willie Boy is Here; In Whose Honor; Rabbit Boss; Our Spirits Don't Speak English (about boarding schools); Forty-Seven Cents; Cry of the Yurok; With Liberty and Justice for Some.

California Language Archive (UC Berkeley) list of California languages: <https://cla.berkeley.edu/california-languages.html>

*To locate information relevant for how Native California languages are classified, navigate to, 'California Languages' under, 'Resources'. This information is somewhat hidden, and students may need assistance to locate it. Here is a URL directly to that location: <https://cla.berkeley.edu/california-languages.html>

California Indian Tribal Homelands and Trust Land Map from the Bureau of Indian Affairs. One URL where the map can be located is: https://www.lessonsofourland.org/wp-content/uploads/2017/09/CaliforniaIndianTribalHomelands36x45_2.pdf Alternatively, the

California Dept of Water Resources offers the map (which is 8.9 MB in size) to anyone who requests it by writing to this address: tribalpolicyadvisor@water.ca.gov per instructions at this website: <https://water.ca.gov/About/Tribal-Policy>

The Bureau of Indian Affairs maintains a list and a high resolution map of all federally recognized tribes in the United States at the website of the California Courts Judicial Branch of California under, 'Tribal Communities' at this address: <https://www.courts.ca.gov/3066.htm>

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

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

The central goal of this course is to expose students to the perspectives and histories of Native / Indigenous Peoples of California, including the diversity of Indigenous Californian societies, from before European invasion to the present day. This course centers the histories and experiences of Indigenous Californians as well as theories and knowledge produced by Native people in order to allow students to understand Native Californian perspectives as well as contemporary social, political, and economic issues facing their communities. All course material centers the theories and knowledge of Indigenous Californians and their perspectives, through pre-contact to historical periods to the present day.

A significant portion of the course is dedicated to an appreciation of the complex and intelligent cultural and ecological adaptations of Native Californians before colonization by European societies. Most Native California societies before European invasion were foraging or hunter-gatherer societies, which in the European imagination, and according to racialized constructions by European settler colonialists, are lesser in value and ingenuity. This course directly counters that narrative by demonstrating that hunter-gatherers in California possessed an incredible and encyclopedic knowledge of plant and animal resources, and developed innovative technologies in order to adapt to their surroundings. This can be contrasted, in the course, to approaches to the California landscape by European settlers, which has led to degradation and mismanagement because of a lack of understanding and knowledge of the ecological parameters of this diverse region.

This course also traces the impact of settler colonialism upon the First Californians far beyond diseases and land loss. European colonists constructed the idea of all Indigenous peoples according to a racialized hierarchy, which had a very real impact upon the bodies of Indigenous Californians, up to and including genocide. This was facilitated by methods that included anti-Indigenous legislation that rewarded genocide (the ironically-named 1850 Act for the Government and Protection of Indians). A history of violence, oppression, murder, and enslavement of Native people followed directly from racialized constructions of Native people, and brought severe consequences upon their societies and economic and political sovereignty. We can trace the impact of these historical processes to current issues facing Indigenous Californian peoples and communities, as is done in this class.

Finally, this course includes a substantial discussion of the resistance and resiliency of Indigenous Californians, as well as objectives and methods of decolonization. Beyond the importance of decolonization and sovereignty, this course discusses the protection and repatriation of Indigenous cultural heritage, including burial objects and human remains. This course also discusses cultural and linguistic revitalization movements and their impact upon Native communities and identity. Also discussed are movements to restore Native Californians' access to and ownership of traditional resources and territories. Students come away from the course not just with an understanding of the importance of these objectives, but armed with real ways for how they can participate in and/or support community-based initiatives in a manner that is consistent with the objectives that Native Californian communities themselves define.

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, written by Indigenous researchers and scholars, can be made more approachable through the use of take-home worksheets and homework and in-class practice, which allows students to approach the readings with instructional supports that help them to analyze the texts and respond with their own ideas.

Methods of instruction and methods of evaluation also present course information in a variety of ways in order to cater to different learning styles. Lecture and film are used to facilitate learning for students who learn well through a narrative or aural or visual format. Through lecture and film, students can discern between the iconography of different artistic styles of various Indigenous Californian cultures, as well as identify and understand details of settlement, lifeways, food procurement and subsistence, and

different technologies in basketry, boat design, shell money, hunting technologies, and more. Ritual and religious practices are also effectively conveyed through lecture, images, and film. Map assignments enable students to better understand different Indigenous Californian cultures and the different environments in which they are situated, and connect size and scale of societies as well as long-distance exchange networks and transportation methods to natural resources in California's landscape.

Outside readings help students to understand the perspective of Indigenous peoples, including perspectives on current social, political, and economic issues facing Native Californian communities. Take-home worksheets, again, help students to approach the readings, which can be difficult to understand if they are academic or written from a perspective that is different from what the student is familiar with – this is often the case with theories and knowledge produced and written by many academic scholars, including Indigenous scholars. Worksheets 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.

Journal writing assignments enable students to synthesize information from various sources, including outside readings, and connect concepts from the readings to major themes in the class – and from there, to develop their own connections with and responses to the readings. Journal writing provides an effective means for students to gather their thoughts and work through their responses to texts, and also brainstorm ideas to bring up in class discussions.

Projects, including service learning and museum display projects, enable students to explore different areas of Native Californian cultures and histories that interest them, and also to learn firsthand how California Indigenous communities or other Indigenous communities approach current issues, and endeavor to solve them. Such projects enable students to explore different areas of the course content and apply their own creative reproduction of, and innovation from, course material – and practice centering Indigenous perspectives, theory, and knowledge in the process.

Case studies of Indigenous Californians in historical periods can also be used to enable students to better understand historical events from various perspectives, as well as to grasp the reverberating effects of social and cultural institutions when they collide. Case studies of modern cultural and linguistic revitalization endeavors within California Indigenous communities can also be examined. These teaching and learning methods empower students to explore the material and make it relevant to their own lives and lived experiences, and at the same time gain confidence in their abilities to handle difficult source material and apply appropriate analytical techniques of both anthropology and history.

Interactions

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

Student-to-student interaction is facilitated through the use of small group discussion, either in person, through the use of breakout rooms in synchronous online classes, or through the CMS Discussion Boards for asynchronous classes. In small group discussion, students will complete activities such as creating a typology of an Indigenous Californian language, or identifying, using maps, natural resources in proximity to various Indigenous Californian cultures or the accumulation of those resources in the hands of colonizing groups. Class-wide discussions either in real time in-person or online, or through the CMS Discussion Board, also enable students to talk through and better understand concepts such as the social construction of race, the racialization of Indigenous people in an European imagination, or how current issues facing Indigenous Californian communities have implications for political sovereignty or economic independence. Discussions also help lead students to evaluate the impact of the theft and destruction of Indigenous Californian cultural heritage and burial objects, including human remains, upon descendant communities and cultural identity.

Through such activities, students are led to evaluate the knock-on effect of racialization and settler colonialism upon cultural identity, political and economic sovereignty, and how incomplete or inaccurate depictions of the diversity of Native California lifeways, religion, and culture can lead to the theft or destruction of cultural heritage, or even facilitate or retard struggles for political sovereignty.

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

Instructor-to-student interaction will be achieved through the use of lecture, either in person or online through video conference software (if synchronous online) or through the use of online lectures (Video, audio or text lectures). Instructor-to-student interaction is also facilitated through feedback on assignments, exams, and projects. The instructor will also lead group discussions either face to face or through CMS Discussion boards, with the instructor providing guidance and clarification on key concepts from the class as well as how to understand the material, for example how to identify the iconographic styles of different Indigenous Californian basketry, subsistence practices in various regions, or the features of Indigenous Californian religious practices or social structures. Instructor-to-student interaction also empowers students to break down complex concepts such as sovereignty, racialization, settler colonialism, and more in order to apply an understanding of these concepts and identify how current events can be traced back to historical events and processes.

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

Student-to-content interaction will be achieved through assignments, homework, lectures, and service learning projects that enable students to apply Indigenous perspectives to understanding current issues facing Indigenous Californian communities, or other topics.

Homework, worksheets, and in-class practice help students to differentiate between an Indigenous approach and an approach that references European constructs of race, inferiority, and more. Take-home worksheets also empower students to work through difficult texts and discern between different course concepts, and learn to apply them to understand larger topics such as tracing the widespread impact of colonization to understand Indigenous responses, including resistance, protest, and decolonization endeavors including land repatriation and cultural and linguistic revitalization.

Projects and assignments allow students to practice their application of an Indigenous perspective to presenting cultural information or explaining the approaches and solutions of Indigenous Californian communities to current issues. These techniques provide opportunities for students to try out ideas and gain feedback, identify strengths and areas for improvement, and at the same time to strengthen critical thinking skills and their abilities to approach issues from an Indigenous perspective.

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

Student-to-self interaction will be achieved through the use of various instruction and evaluation methods that encourage students to think deeply about course concepts and apply them to new situations. These methods affirm the relevance of Ethnic Studies curriculum to centering the knowledge, narratives, objectives, perspectives, and concerns of Indigenous people, and the importance of centering approaches to these issues that are generated within Indigenous communities.

The course discusses at length specific features of Native California societies in the past as well as the present. Through an examination of languages, subsistence methods, social structure and more, students come to understand that Indigenous Californian societies were and are immensely diverse. This leads them to reflect upon how their previous understanding of Native Californian cultures and lifeways has expanded with a deeper understanding of material from the course.

Through readings, lectures, activities, and discussions, students will be encouraged to consider how settler colonialism impacted Indigenous Californian communities in the past, and how it continues to do so in current events and issues. Such activities prompt students to examine ways in which their prior conceptions of Native Californian peoples, lifeways, and perspectives may have actually been a reflection of Euro-centric constructions of race, 'progress', subsistence, value, efficiency, and more.

Case studies and readings by Indigenous authors and researchers lead students to understand histories and issues from an Indigenous perspective, and further, to understand the objectives and concerns of Indigenous and Indigenous Californian communities, which may be very different from how they are used to thinking. Through written reflections, projects, and class discussions, students assess the degree to which legislation is effective at safeguarding and affirming the sovereignty of Native societies in California, and the extent to which state-wide legislation or initiatives are consistent with what Native Californian peoples and communities actually want. This empowers students to think critically and flexibly, as well as consider events from others' perspectives, and innovate solutions.

This course also discusses the importance of safeguarding and repatriating Indigenous cultural heritage. Such discussions lead students to consider the role of prehistoric and archaeological material of Native Californian societies to cultural identity, and to consider the impact that protection and repatriation has upon descendant communities. They come away from the course with a new respect for how material culture, human remains, and burial objects play a significant role in not just affirming cultural identity, but also how such materials and remains impact Indigenous political and economic sovereignty.