

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-096-156

EWS 4030 – Contemporary Native American Studies (GE Area D4)

General Education Committee

Date: 07/13/2016

Executive Committee  
Received and Forwarded

Date: 08/17/2016

Academic Senate

Date: 08/31/2016  
First Reading

BACKGROUND:

This is a revised course for the semester calendar.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-096-156, EWS 4030 – Contemporary Native American Studies for GE Area D4.

## EWS - 4030 - Contemporary Native American Studies

### C. Course - New General Education\* Updated

#### General Catalog Information

<b>College/Department</b> Ethnic and Women's Studies	
<b>Semester Subject Area</b> EWS	<b>Semester Catalog Number</b> 4030
<b>Quarter Subject Area</b> EWS	<b>Quarter Catalog Number</b> 403
<b>Course Title</b> Contemporary Native American Studies	
<b>Units*</b> (3)	
<b>C/S Classification*</b> C-02 (Lecture Discussion)	

To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

<b>Component*</b> Lecture
<b>Instruction Mode*</b> Asynchronous Local Face-to-Face Fully Asynchronous Fully Synchronous

<b>Hybrid w/Asynchronous Component</b> <b>Hybrid w/Synchronous Component</b> <b>Synchronous Local</b> <b>Web-Assisted</b>	
<b>Grading Basis*</b>	<b>Graded Only</b>
<b>Repeat Basis*</b>	<b>May be taken only once</b>
<b>If it may be taken multiple times, limit on number of enrollments</b>	<b>1</b>
<b>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</b>	
<b>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)</b>	
<b>Choose appropriate type (s) of course(s)*</b>	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
<b>General Education Area / Subarea*</b>	<b>D4</b>

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

## I. Catalog Description

### **Catalog Description**

This course offers a critical and interdisciplinary analysis of contemporary Native American communities by synthesizing perspectives from the social sciences and humanities. Topics include economic status, education, gender, identity, prisons, federal and state policies, tribal governance, systems of oppression, reservations, communities, religion/spirituality, health, politics, activism and social justice movements, environmental justice, self-determination, popular culture, art, and media representations.

**II. Required Coursework and Background**

**Prerequisite(s)**

Completion of courses in GE Area A and D and sub-areas 1, 2, and 3. Good academic standing.

**Corequisite(s)**

**Pre or Corequisite  
(s)**

**Concurrent**

### III. Expected Outcomes

**List the knowledge, skills, or abilities which students should possess upon completing the course.\***

This course affords students the opportunity to synthesize historical, sociological and comparative approaches learned in the lower division social science courses and apply them to the understanding of a particular social group. This approach is ideally suited for G.E. students as it provides them with the knowledge necessary to both understand the complexity of social issues and work for effective solutions. The course incorporates history, sociology, anthropology, political science as well as biography and narrative.

Upon successful completion of the course, students will be able to:

1. Demonstrate an understanding of the intersection of economics, politics, and cultural change in shaping contemporary Native American communities in North America.
2. Explain the inter- and intra-group relationships between various Native American communities and dominant society.
3. Engage with various disciplines and methodologies, including sociology, anthropology, history, and political science.
4. Apply research skills and concepts to the study of Native American communities.
5. Develop critical thinking, writing and oral presentation skills.
6. Analyze the role of Native Americans in a changing multi-ethnic society.
7. Synthesize strategies for resistance and comprehensive and effective solutions to current issues affecting North American communities.

**Relationship of Course Learning Outcomes to Dept.'s Program Outcomes**

Course Learning Outcome	PO#1: Apply interdisciplinary concepts, theories, and methods in the fields of Ethnic and Gender Studies	PO#2: Analyze hist& contemp. U.S. ethnic, racial, and gendered grps from cross cultural and global perspectives	PO#3: Engage in a variety of scholarly and community based social practices	PO#4: Demonstrate mastery of skills essential for career development & life-long learning, incl. critical thinking & problem-solving skills	PO#5: Demonst mastery skills essentia pre-teac incl. hist knowled of ed. iss & divers pedagog practice s
1		X		X	
2	X				
3		X			X
4	X				
5			X	X	
6		X		X	
7	X			X	X

**If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.**

The Ethnic and Women's Studies Department is dedicated to a critical analysis of society through the lens of race, ethnicity, class, gender, sexuality, and other forms of marginalization. We examine social inequalities in the U.S. shaped by historical, political, social, and global economic forces. This course examines the intersection of race, gender and sexuality with other social identities in understanding Native American contemporary issues. The EWS program learning outcomes, students learning outcomes, and this course's specific learning outcomes all align with the goals and objectives of the GEMS major.

**Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

**Area D4: Social Science Synthesis (upper division)**

'Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.'

This course focuses on a deeper understanding of a set of concepts and their application in the solution of a variety of specific social problems that impact Native American contemporary society. The course takes a broad social science, integrative approach to examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches to understand the contemporary experience of Native American communities in the U.S. and within a global context.

Upper-division synthesis requirements:

1. Include readings from original primary/historical sources, as opposed to only secondary sources. The course will include analysis and interpretation of primary and secondary sources in Native American Studies.
2. Promote original and critical thinking in writing and/or discussion. This course will critically evaluate the literature and present original ideas and personal connections.
3. Focus attention on understanding the interrelationships among the disciplines and their applications. Students will study the role and value of interdisciplinary learning and writing in various course readings in Native American Studies.



4. Examine ideas and issues covered in this area in deeper and/or broader more integrative ways. Course will integrate cross-disciplinary themes across Area D.

5. Encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas. Part of the research and/or group project is also a creative visual representation of the project in which students will synthesize main ideas and evidence of their research.

6. Identify and evaluate assumptions and limitations of ideas and models. In their research and evaluation of Native American studies, students will identify and critically evaluate authors' main ideas and models.

7. Develop written and oral communication skills appropriate for an upper division course. Students will have multiple written and oral communication assignments to develop and assess these skills.

8. Provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course. Students will demonstrate their learning in their individual and/or group research projects and oral presentations.

**Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

1a) Write effectively for various audiences.

Students will complete various written assignments reflecting on and interpreting course themes and reading related to contemporary study of Native Americans in the United States. (Course SLO# 1, 2, 6, 7; PO# 1, 2, 3)

1b) Speak effectively for various audiences.

Students will complete a group project and present findings in classroom presentation.

(Course SLO#1, 3, 4, 6; PO# 1, 2)

1c) Find, evaluate, use and share information effectively and ethically.

Students will conduct research for individual or group projects on a specific topic

in Native American studies, complete an annotated bibliography, and present their findings to class using various media as appropriate. (Course SLO# 3, 4, 7, PO# 1, 4)

1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Students will generate original ideas, evaluate and organize evidence, and support analyses and arguments as one of the main objectives of their research project. (Course SLO #1, 5, 7; PO#1, 2, 4)

2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

Students' research projects are required to draw connections across multiple perspectives and disciplinary frameworks and between academic, personal, and community life. (Course SLO #1, 2, 4; PO#1, 2, 3, 4)

3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

In their reading journal responses, exams and/or research projects, student will analyze and evaluate the assigned texts and explore contemporary Native American Studies, and specifically the role of race, gender, ethnicity, culture, class in shaping individual and social practices and embodied within specific institutions including: the state, economy, family, media, and education. (Course SLO# 1,4; PO#2 )

3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

In their research and/or group projects students will integrate moral, social, and ethical issues facing Native American local and global communities. (Course SLO #1, 4, 5; PO# 2, 3, 4)

**General Education Outcomes\***

**Ia. Write effectively for various audiences**

**Ib. Speak effectively to various audiences.**

**Ic. Find, evaluate, use, and share information effectively and ethically.**

**Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

**IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.**

**IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

**IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

#### **IV. Instructional Materials**

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

##### **Instructional Materials\***

There are numerous publications dealing with this topic. Texts will be selected from the following:

Alexie, S. (2012). *Blasphemy: New and Selected Stories*. New York, NY: Grove Press.

Alexie, S. (2007). *The Absolutely True Diary of a Part-Time Indian*. New York, NY: Hachette Book Group, Inc.

Anderson, K. (2003). *A Recognition of Being: Reconstructing Native Womanhood*. Toronto, ON: Sumach Press.

Archuleta, M. L., Child, B. J. and Lomawaima, K. T. (Eds.). (2000). *Away From Home: American Indian Boarding School Experiences*. Phoenix, AZ: Heard Museum.

Arden, H. (Ed.). (1999). *Prison Writings: My Life Is My Sun Dance Leonard Peltier USP #89637-132*. New York, NY: St. Martin's Griffin.

Barriero, J. (Ed.). (2010). *Thinking in Indian: A John Mohawk Reader*. Golden, CO: Fulcrum Publishing.

Barriero, J. and Johnson, T. (Eds.). (2005). *America is Indian Country: Opinions and Perspectives from Indian Country*. Golden, CO: Fulcrum Publishing.

Champagne, D. (Ed.). (1999). *Contemporary Native American Cultural Issues*. Walnut Creek, CA: AltaMira Press.

Deloria, V. (1994). *God is Red: A Native View of Religion*. Golden, CO: Fulcrum Publishing.

Hungry Wolf, B. (1980). *The Ways of My Grandmothers*. New York, NY: Quill.

DeJong, D. H. (1993). *Promises of the Past: A History of Indian Education in the United States*. Golden, CO: North American Press.

Goldberg, C., Washburn, K., and Frickey, P. (Eds.) (2011). *Indian Law Stories*. New York, NY: Thomson Reuters/Foundation Press.

Krupat, A. (Ed.) (1994). *Native American Autobiography: An Anthology*. Madison, WI: The University of Wisconsin Press.

Lobo, S., Talbot, S., and Morris, T. L. (Eds.) (3<sup>rd</sup>.Ed.). (2010). *Native American Voices: A Reader*. New York:NY: Prentice Hall.

Mihesuah, D. (2003). *Indigenous American Women: Decolonization, Empowerment, Activism*. Lincoln, NB: University of Nebraska Press.

Nielsen, M. O. and Silverman, R. A. (Eds.). (2009). *Criminal Justice in Native America*. Tucson, AZ: The University of Arizona Press.

Smith, A. (2006). *The Color of Violence: The Incite! Anthology*. Cambridge, MA: South End Press.

Smith, A. (2015). *Conquest: Sexual Violence and American Indian Genocide*. Durham, NC: Duke University Press.

Smithsonian Institution. (2007). *Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian*. New York, NY: HarperCollins Publishers.

Riley, P. (Ed.). (1993). *Growing Up Native American: An Anthology*. New York, NY: Avon Books.

Thorton, R. (Ed.). (1998). *Studying Native America: problems and prospects*. Madison, WI: University of Wisconsin Press.

Weatherford, J. (2010). *Indian Givers: How Native Americans Transformed the World*. New York, NY: Three Rivers Press.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

#### **V. Minimum Student Material**

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum Student  
Material\***

Students will need notebooks, required texts, access to a computer with printing, and Internet access.

#### **VI. Minimum College Facilities**

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College  
Facilities\***

Smart Classroom with space for breakout groups, audio-visual equipment, projector.

#### **VII. Course Outline**

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be

included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

**Course Outline\***

- 1) History and Demography of Native North America
  - a. National, State, and Regional data
  - b. Socio-economic status
  - c. Educational attainment
  - d. Health
- 2) Native American Identity
  - a. Tribal Identities
  - b. U.S. Government Federal/State Recognition
  - c. Blood and Enrollment
  - d. Self – Identity
  - e. Theoretical Frameworks of Native Identities
  - f. Stereotypes
- 3) Gender Roles
  - a. Traditional roles and kinship

- b. Colonialism and Disempowerment in Native American Women
  - c. Coerced Sterilization of women
  - d. Berdache roles and the Two-Spirited
  - e. Gender issues in Government and policy
- 4) US Government and Native Groups
- a. Federal Indian Policy
  - b. Self – Determination
  - c. American Holocaust
  - d. Genocide of California Indians
- 5) Interrelated Systems of Oppression
- a. 'The Only Good Indian...is a Dead Indian'
  - b. Kill the Indian Save the Man
  - c. BIA's 'Better Indian'
  - d. Indian Elitism
  - e. Disenrollment issues

- f. White Heroism
- g. Punishing Institutions
- 6) Tribal Governance and Nation Building
  - a. American Indian economic development
  - b. Native Sovereignty: Self-Governance
  - c. Indian Gaming and the Native American Gaming Act
  - d. Sustainable Development
- 7) The Sacred: Spirituality and Sacred Geography
  - a. The sacred land
  - b. Ceremonies/ In Balance
  - c. Recovering the sacred
  - d. American Indian Religious Freedom Act
  - e. Repatriation and religious freedom
  - f. Outsiders: New Ageism and Academic Study
- 8) Education



- a. Boarding School Era
- b. Merriam Report – Kennedy Report
- c. Missionary Schools and Seminary for Native women
- d. Bureau of Indian Education
- e. Higher Education and the State of the Nation

9) Health

- a. Indian Health Service
- b. Sterilization and Medical experiments
- c. Gender violence and labor
- d. Perspectives of traditional health practices
- e. Imbalance of traditional and modern foods
- f. Mother Earth and her medicines

10) Art, Media & Film

- a. Wiping the war paint off the lens
- b. The White Man's Indian- The Hollywood Indian

- c. Culture and marketing Native America
- d. Contemporary literature
- e. American Indian Arts & Craft Act
- f. Made in China at the pow wow

11) Native American/Indigenous Rights and the Environment

- a. Protecting Tribal home lands
- b. Protecting human remains and burial grounds
- c. Fishing and gaming rights
- d. Oil drilling, fencing, economic development

12) Activism in Indian Country

- a. Mascot issues
- b. Indian law case studies
- c. Alcatraz
- d. Leonard Peltier

13) Global perspectives and new directions

- a. Global movements
- b. Resistance
- c. Language Revitalization
- d. Cultural Revitalization
- e. Seventh Generation

### **VIII. Instructional Methods**

**Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**

#### **Instructional Methods\***

A variety of instructional methods will be used to support student achievement of the course outcomes. These methods include:

1. Lecture/discussion and small group discussion. Students are expected to attend class regularly, and to be prepared to discuss the assigned readings and course topics in large and small groups.
2. Group Presentations. Students will contribute to the course with classroom group presentations.
3. Online activities. Students will contribute to the course with online activities and discussion board.
4. LMS (Blackboard). If a LMS is used, student will be expected to check the site regularly, contribute to online discussions, get course information and submit course work through the site.

5. Guest speakers.

**IX. Evaluation of Outcomes**

**Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

1. Essay Exam (mid-term and final) that demonstrates the students' ability to understand the required course readings and in-class content.
2. Research Paper that demonstrates the student's synthesis and analysis of topics related to the course.
3. Group Project that explores particular themes in the course either within a U.S. context.
4. Class participation.

**Describe the meaningful writing assignments to be included.\***

Students will submit a rough draft of their research paper for peer editing and instructor feedback. Student will submit final draft.

**Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

Evaluation of Student Assessment	Expected Outcomes – Course Outcomes						
	1	2	3	4	5	6	7

1.	X		X		X		
2.		X		X			X
3.	X				X		
4.			X		X	X	X

**If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.\***

These are the SLOs for the selected GE subarea D4:

- 1a) Write effectively for various audiences.
- 1b) Speak effectively for various audiences.
- 1c) Find, evaluate, use and share information effectively and ethically.
- 1d) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
- 2d) Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.
- 3a) Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.
- 3b) Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

Evaluation of Student Assessment	GE Learning Outcomes for D4						
	1a	1b	1c	1d	2d	3a	3b
1.	X				X		X
2.	X	X		X			
3.		X			X		
4.			X			X	X