

Glendale College
Course Outline of Record Report
 Revision - May 2023

ETH S125 : Native American Studies

General Information

Author:	• Elizabeth Kronbeck
Course Code (CB01) :	ETH S125
Course Title (CB02) :	Native American Studies
Department:	ETH S
Proposal Start:	Fall 2023
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000029649
Curriculum Committee Approval Date:	05/10/2023
Board of Trustees Approval Date:	06/20/2023
Last Cyclical Review Date:	04/01/2019
Course Description and Course Note:	ETH S 125 provides an overview of the native American experience in the United States from antiquity to the present examining their social, cultural, political, and economic history with an emphasis on native adaptation, social organizations, and world views. This course reviews the 500 years of cultural growth, conflict, resistance, and adaptation, including the contemporary realities of indigenous peoples. The Native American experience is examined in relation to the dominant society as well as other racial and ethnic groups.
Justification:	Coding/Category Change
Academic Career:	• Credit

Academic Senate Discipline

Primary Discipline:	• Ethnic Studies
Alternate Discipline:	No value
Alternate Discipline:	No value

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
4C-Ethnic Studies	Ethnic Studies	Approved	No value	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
D-Social Sciences	Social Sciences	Approved	08/17/1999	No Comparable Course defined.
F-Ethnic Studies	Ethnic Studies	Not Transferable	No value	

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)	Noncredit Course Category (CB22)	Noncredit Special Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)
Credit Course. <input type="checkbox"/> Variable Credit Course	Not Applicable.	<input type="checkbox"/>

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory**

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose;
- apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support;
- develop varied and flexible strategies for generating, drafting, and revising essays;
- analyze stylistic choices in their own writing and the writing of others;
- write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence;
- integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism;
- find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format;
- proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings;
- Summarize readings;
- organize fully-developed essays in both expository and argumentative modes;
- compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;
- revise writing to eliminate errors in syntax, and grammatical constructions;
- employ basic library research techniques;
- compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

Entry Standards

Entry Standards

No value

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Field Activites (Trips)

Methods of Instruction Presentations

Out of Class Assignments

- Reading responses on knowledge and theories focused on struggle, resistance that allow for the application of Native American Studies concepts, terms, and/or definitions
- Essay writing (e.g., a five-page paper investigating how Native Americans have responded to efforts at assimilation to maintain independence
- Conduct a lived-experience, (e.g., visit museum or attend a pow wow) to see how Indigenous Americans have, and continue to contribute, to the development of the United States

Methods of Evaluation

Rationale

In-Class Activity (answering journal prompt, group activity)

Weekly discussion questions demonstrating a recognition of the weekly themes

Exam/Quiz/Test

Two to four one-hour examinations

Exam/Quiz/Test

A final examination evaluating the student's ability to think critically

Writing Assignment

Three to five in-class essay questions demonstrating mastery of the course exit standards

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Calloway, Colin G.	First Peoples: A Documentary Survey of American Indian History, 6th ed.	Bedford/St. Martin's	2018	978-1319104917

Other Instructional Materials (i.e. OER, handouts)

No Value

Learning Outcomes and Objectives**Course Objectives**

Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, and anti-racism for Native American Studies

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 those groups with a particular emphasis on agency and group-affirmation

Analyze critically 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

Review critically how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, reparations, multiculturalism, language policies

Demonstrate active engagement with anti-racist and anti-colonial issues and the practices and movements in Native American communities and a just and equitable society

SLOs

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.

Expected Outcome Performance: 70.0

Apply theory and knowledge produced by Native American communities that shape their critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles.

Expected Outcome Performance: 70.0

Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, are experienced and enacted by Native Americans, and are relevant to current and structural issues of community, as well as on a national and international level.

Expected Outcome Performance: 70.0

Additional SLO Information**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No Value

Is this proposal submitted in response to learning outcomes assessment data?

No Value

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Indigenous People's World; the indigenous continent, the three sisters, and the centrality of tribal vs. pan-indigenous identity. (3)

Contact and Resistance on the Atlantic seaboard; Native responses to early European contact. (6)

Contact and Resistance in the Borderlands.(3)

The fluid frontier; Traders, trappers and missionaries in the Great Lakes and Eastern Woodlands (6)

Response to Revolution; the Challenge of the American Revolution for indigenous communities (3)

Native Americans within the new United States; pan-Indian resistance, assimilation, removal, and the "vanishing Indian" (6)

Native Americans as an obstacle to American expansionism; California and the plains after the Civil War (4.5)

The final solution to the "Indian Problem;" Reservations and religious revivalism (4.5)

Making them like us: forced assimilation; Boarding Schools, the Dawes Act (3)

The New Deal and indigenous institutions; the Dawes Act (3)

Fighting for Self-determination; post World War II indigenous activism and changing US policies (3)

American Indian resurgence and decolonization; going to court, AIM and the pan-Indian movement, the promise and threat of Reservation gaming (9)

Total Hours 54