

San José State University

Sociology and Interdisciplinary Social Sciences

SOCI 142, Critical Native American Studies, Spring, 2023

COURSE AND CONTACT INFORMATION

Instructor:	Soma de Bourbon, Ph.D.
Office Location:	DMH 238A
Telephone:	N/A
Email:	soma.debourbon@sjsu.edu
Office Hours:	Mondays and Wednesdays 1:30-2:30 PM
Class Days/Time:	Mondays and Wednesdays 3:00-4:15 PM
Classroom:	DMH 231

COURSE DESCRIPTION

The course investigates current and historical issues that Indigenous peoples in the United States face or have faced. An interdisciplinary model will be utilized to unpack the complex relationship that Native nations have developed with the United States, and the impact that this unequal government-to-government relationship has had on Indigenous societies. Some historical issues such as slavery will be covered, but the primary focus will be on current Indigenous societal concerns such as Indian child welfare, land rights, sovereignty, and healthcare. A critical lens will be employed to understand the ways that Native societies have fought, struggled, and survived settler colonialism.

COURSE FORMAT

This class meets in person in DMH 231.

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU (or other communication systems as indicated by the instructor). To log onto Canvas, go to <https://one.sjsu.edu/>

COURSE LEARNING OUTCOMES (CLO)

CLO	Measurement
Critically think through, engage with, and summarize readings pertaining to some of the struggles of Native Americans.	1. Midterm 2. Final exam 3. Reading notes 4. In-class exercises
Demonstrate a working knowledge of some of the politics around Indigenous identity in the U.S., such as tribes being federally and non-federally recognized and individuals being enrolled or not eligible for enrollment.	1. Midterm 2. Final exam 3. Reading notes 4. In-class exercises
Identify some of the historical political struggles such as land dispossession, Indian child adoption, and rape, and be able to engage with some of the current political struggles such as access to sacred sites, mascots, the Indian Child Welfare Act, and Indian gaming.	1. Midterm exam 2. Final exam 3. Reading notes

Critically think, engage with, and summarize social, political, and legal literature pertaining to some of the *current* issues that Native Americans are struggling with.

1. Midterm exam
2. Final exam
3. Reading notes

REQUIRED TEXTS / READING

LaDuke, Winona. *All Our Relations: Native Struggles for Land and Life.* 1999. Cambridge: South End Press. ISBN-13: 978-0896085992 or ISBN-10: 0896085996 (Look on Canvas for this book)

Other required readings are available at the SJSU Library, on Canvas, and/or the internet.

COURSE REQUIREMENTS AND ASSIGNMENTS

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

****If you are struggling or think you may fail the class, please come and see me during office hours. The earlier you talk with me, the more I can assist you. Please do not come to discuss passing the class in the last three weeks of the semester.**

Exams (50%) (Midterm Exam, 25%; Final Exam, 25%)

There will be two exams for this course, one midterm and one final. The exams will consist of multiple choice, true/false, and short answers based on the readings, classroom presentations, and discussions. A makeup of a missed exam requires an official notice from a doctor, court officer, or other official. Exams will take place on Canvas.

Reading Quick Notes/Summary (20%)

To include in your Quick Notes/Summary

- In your own words, write at least three statistics, facts, or points the author discusses from the reading (not quotes).
- Write at least one paragraph on something you found interesting from the reading.
- Turn in your assignment by the due date. These will be turned in on Canvas.
- You will turn in 9 Quick Notes/Summaries over the semester.
- Your lowest score will be dropped.
- Do not turn in a page of quotes.
- Make sure the writing is in your own words.
- Your Turnitin Score must be under 10% for credit for this assignment.

Participation/Discussion/Films (15%)

You receive points for showing up to class and doing the in-class assignment on days we do in-class assignments, which is most days. Points are not assigned based on how many times you raise your hand or talk in class. Some students do not enjoy talking in front of the class, and other students enjoy it. I would like every person to participate as much as they are able. See classroom protocol for use of devices, which is a different issue. In addition, there will be a couple of times this semester where you will not come to campus for class. For those dates, I will assign something, and you will turn in your notes and/or post to a discussion board. For specifics, please see Canvas.

*I will drop one in-class assignment.

Native Nations Project (15%)

General Information

Make sure your information and/or your argument is not from a colonizer’s perspective. You want to make sure your argument aligns with that of the tribe you are writing about. I am not asking you to pretend you are an Indigenous person from this group (that would be cultural appropriation); rather, I want you to make sure you are standing firmly on the side of the Indigenous group. This class is meant to be taught from an Indigenous perspective, especially given almost all of what is taught in schools is from a colonized perspective. You are arguing as an ally of Indigenous people. If the Indigenous nation has a website, use it. In addition, each student must include at least two peer-reviewed sources (you can use the tribal website for one of your sources if the tribe has a website) for their portion of the presentation.

What your group's presentation might cover (You may decide as a group to focus on one area)

- Colonization by dominant group
 - Tactics, dispossession, resistance (there is always resistance—look at notes on settler colonialism)
- Culture
 - Do not try to cover sacred religious practices. We do not know if Indigenous communities want those practices discussed. Focus on language, traditional arts, foods, etc.
- Laws, right, protection within colonized space
 - Do the colonizer's laws recognize the Indigenous group? Is the group recognized by the United Nations? What is the history taught in schools about this Indigenous group?
- Land
 - Does the nation have land? Did they get pushed to the least desirable land?
- Current struggles/success of Indigenous group
 - Land, cultural, language retention
- Artists, singers, writers
- Stand with
 - How can we stand with this Indigenous group? Make sure you are not giving information about “white saviors” as this would be from a colonized perspective.
 - Why is it important to know this group's history and current struggles?
- For this project you will turn in group slides, a one-page write up of what you learned, and present your slides to the class

Notes about slides:

- Please submit your individual slides. Make sure each slide is labeled with the name of the student who created it. You can submit slides as a group or individually, but all slides should be labeled with a student name.
- Limit the words on each slide to 30 words
- Include any notes for the slides in the notes below the slide. If you create a PDF, I cannot see your notes, so you will have to attach them separately.
- Include a citation for where you got the information. Place this information either in the slide itself or in the notes.

LATE POLICY

I will accept assignments turned in to me before class up until one week past the due date (it will be set up on Canvas to accept the assignment up to one week past the due date). I will not accept assignments through email. If you turn in the assignment late, you will receive partial credit, up to one half of the full credit for the assignment.

CLASSROOM PROTOCOL

You are expected to arrive on time, participate in class discussions, and to be attentive during lectures and discussions. It is important to be courteous and respectful to your peers as well as to the instructor. Please refrain from using computers (unless typing notes from lecture for Sociology 151), cell phones or other devices during class. When someone is using their phone or browsing the web on their computer, it is difficult to lecture, and makes discussions impossible. It is also distracting to other students. We do activities in class, so if you cannot participate in class without your technology, you should find another class.

If you are using your phone or computer while in class (unless cleared ahead of time), you may be asked to leave for the rest of the class period. If you are talking while the professor is lecturing or other students are presenting, you may be asked to leave for the remainder of the class period. This is not meant as a punishment; it is meant to ensure the wellbeing of the class as a whole. If you come to class, I expect you will give the class your full attention.

PHONE: I do not check the phone assigned to me, so please see me in class or during office hours for any important issues.

UNIVERSITY POLICIES

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

SJSU COUNSELING SERVICES

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#).

GRADING

Percentage	Grade Assigned
100 or higher	A+
93-99	A
90-92	A-
88-89	B+
83-87	B
80-82	B-

78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-
59-	F

Assignment	Percentage of Final Grade
Reading Quick Notes	20
Discussions (In class and online) and film notes	15
Native Nations Project	15
Midterm	25
Final Exam	25
TOTAL	100

Course Schedule

Week	Dates	Topics, Readings, Assignments *Deadlines and reading materials subject to change with adequate notice
1	Jan 25,	TOPICS: Introductions
2	Jan 30, and Feb 1	TOPICS: Why Do We Always Start with Columbus? READINGS: <ul style="list-style-type: none">David Stannard, <i>The American Holocaust</i>, Chapter 1 “The American Holocaust: Columbus and the Conquest of the New World” (Canvas)

		<ul style="list-style-type: none"> Jenni Monet, “Honor the Treaties: Cherokee Freedmen Complicate Native Rights Mantra” https://indiancountrytoday.com/archive/honor-the-treaties-chokeee-freedmen-complicate-native-rights-mantra (Read online) And Harmeet Kaur, “The Cherokee Nation acknowledges that descendants of people once enslaved by the tribe should also qualify as Cherokee” https://www.cnn.com/2021/02/25/us/chokeee-nation-ruling-freedmen-citizenship-trnd/index.html <p>DUE:</p> <ul style="list-style-type: none"> Reading Quick Notes 1: due 1/30
3	Feb 6, 8	<p>TOPICS: Critical Race Theory and Tribal Critical Race Theory</p> <p>READINGS:</p> <ul style="list-style-type: none"> Brayboy “Toward a Tribal Critical Race Theory in Education” (Canvas) LaDuke, Chapter 1 (Canvas) <p>DUE:</p> <ul style="list-style-type: none"> Reading Quick Notes 2: due 2/6
4	Feb 13, 15	<p>TOPICS: Tied to the Land</p> <p>READINGS:</p> <ul style="list-style-type: none"> LaDuke, Chapter 2 LaDuke, Chapter 3 Boarding Schools <p>DUE:</p> <ul style="list-style-type: none"> Reading Quick Notes 3: due 2/13 Slides due: 2/15
5	Feb 20, 22 (No class Feb 20 th)	<p>TOPICS: Sovereignty</p> <p>READINGS:</p> <ul style="list-style-type: none"> LaDuke, Chapter 4 LaDuke, Chapter 5 Tuck and Yang, “Refusal” <p>DUE:</p> <ul style="list-style-type: none"> Reading Quick Notes 4 : due 2/20 Group 1 and 2 present 2/22 <p>SPECIAL NOTES: No in-person class meeting on February 20th</p>
6	Feb 27, Mar 1	<p>READINGS:</p> <ul style="list-style-type: none"> LaDuke, Chapter 6-8 <p>DUE:</p> <ul style="list-style-type: none"> Reading Quick Notes 5 (LaDuke, Chapter 8): 2/27 Group 3 and 4 present 2/27 Group 5 and 6 present 3/1
7	Mar 6, 8	<p>TOPICS: Midterm Review and Midterm</p> <p>READINGS: Study for Midterm</p> <p>MIDTERM (Take on Canvas or in person)</p>
8	Mar 13, 15	<p>TOPICS: Transracial Adoption and the Lost Tribe of Israel and the Mormon Placement Program</p> <p>READINGS:</p> <ul style="list-style-type: none"> Kate Davidson, “Saints and Indians” (Read and listen to the story online before class) http://www.npr.org/templates/story/story.php?storyId=4463101 <p>Film: We will watch a film in class and discuss</p>

9	Mar 20, 22	<p>TOPICS: Urban Indians</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Tommy Orange, <i>There There</i> (Part I) • Tommy Orange, <i>There There</i> (Part II) <p>DUE:</p> <ul style="list-style-type: none"> • Reading Quick Notes 6: due 3/20
10	Mar 27, 29	SPRING RECESS
11	Apr 3, 5	<p>TOPICS: Struggles</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Reading: Tommy Orange, <i>There There</i> (Part III) • Reading: Tommy Orange, <i>There There</i> (Part IV) <p>DUE:</p> <ul style="list-style-type: none"> • Reading Quick Notes 7: due 4/3
12	Apr 10, 12 (No class Apr 10)	<p>TOPICS: Indian Gaming</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Rand <p>DUE:</p> <ul style="list-style-type: none"> • Reading Quick Notes 8: due 4/10 <p>SPECIAL NOTES: No in-person class meeting on 4/10</p>
13	Apr 17, 19	<p>TOPICS: ICWA and Native Foster Care</p> <p>READINGS:</p> <ul style="list-style-type: none"> • NPR’s “Native Foster Care: Lost Children, Shattered Families” (Listen to ahead of time—if you just read it, it is not the full program) http://www.npr.org/series/141763531/native-foster-care-lost-children-shattered-families <p>DUE:</p> <ul style="list-style-type: none"> • Reading Quick Notes 9: due 4/17
14	Apr 24, 26	<p>TOPICS: The Lost Tribe of Israel and the Mormon Placement Program</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Kate Davidson, “Saints and Indians” (Read and listen to the story online before class) http://www.npr.org/templates/story/story.php?storyId=4463101 • Reading: Luana Ross, “Native Women, Mean Spirited Drugs, and Punishing Policies” (Canvas)
15	May 8, 10,	<p>TOPICS: What is Our Responsibility?</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Mihesuah, “A Discussion of Scholarly Responsibilities to Indigenous Communities.” <p>DUE:</p> <ul style="list-style-type: none"> • Reflection: due last day of class
	Final Exam	May 18th (12:15-2:30 PM)