

# ETHS R107: THE ANTHROPOLOGY OF NATIVE AMERICANS

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**Originator**  
amelidonis

**College**

Oxnard College

**Discipline (CB01A)**

ETHS - Ethnic Studies

**Course Number (CB01B)**

R107

**Course Title (CB02)**

The Anthropology of Native Americans

**Banner/Short Title**

Native Americans

**Credit Type**

Credit

**Start Term**

Fall 2021

**Co-listed (Same-as) Course(s)**

ANTH R107

**Taxonomy of Programs (TOP) Code (CB03)**

2202.00 - Anthropology

**SAM Priority Code (CB09)**

E - Non-Occupational

**Control Number**

CCC000192549

**Primary Minimum Qualification**

ANTHROPOLOGY

**Department**

Anthropology (2211)

**Division**

Oxnard Liberal Studies

**Catalog Course Description**

Through ethnography, story and artifact, this course explores the anthropology of Native Americans from prehistory to the present. Utilizing an anthropological and Native American Studies perspective, we examine sociocultural issues relevant to Native Americans such as economics, language, religion, identity, politics, and cultural change. Special attention will be given to the contributions of Native Americans to the field of anthropology and to the broader culture of the United States. Emphasis will also be placed on the impact of European colonialism and on contemporary issues such as discrimination, the struggle for sovereignty, and land rights.

**Taxonomy of Programs (TOP) Code (CB03)**

2202.00 - Anthropology

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

Letter Graded

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class**

**Internship/Cooperative Work Experience**

**Paid**

**Unpaid**

**Total Outside-of-Class**

**Total Outside-of-Class**

**Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)**

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

- |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Students will demonstrate the ability to apply a Native American studies and anthropological perspective: avoiding ethnocentrism and eurocentrism, while critically analyzing and articulating concepts such as sovereignty, race, racism, colonialism, imperialism, social justice, tribal citizenship, language, intersectionality, gender, sexuality, power, agency and resistance within the context of Native American culture, history and experience.               |
| 2 | Students will describe the diversity of Native American experience by region and group including their culture, art, language, religion, history, beliefs and practices, paying particular attention to the theory and knowledge produced by Native Americans, the struggle against racial discrimination, language policies, colonialism and imperialism, the importance of anti-racist and anti-colonial movements, and the impact of Native Americans on society today. |

- 3 Students will be describe, identify and analyze the impact of European contact and colonization on Native Americans and will demonstrate familiarity with issues that are relevant to Native American life today including legal issues, sovereignty, indigenous rights, racism, descrimination, decolonization, imperialism, religious freedoms, intersectionality, NAGPRA, and describe ways in which policies can be enacted to create a more just and equitable society.

### Course Objectives

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

- |   |                                                                                                                                                                                                                                                                                      |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Describe how early people first came to the New World and their diverse lifeways across the Americas.                                                                                                                                                                                |
| 2 | Organize material about Native Americans by region, linguistic group, religious practices, political organization, intellectual traditions, lived-experiences and subsistence patterns.                                                                                              |
| 3 | Analyze the impact of European contact and colonization on Native Americans including critically analyzing racism, language policies, settler-colonialism, sexuality, the impact on women, resistance movements, manifest destiny, and the struggle for sovereignty and anti-racism. |
| 4 | Identify key cultural events in the history and prehistory of Native Americans including the struggle for sovereignty, Native American resistance, anti-racism and decolonization movements.                                                                                         |
| 5 | Identify contemporary ethical and legal issues related to the lives of Native Americans in their struggle to create a more just and equitable society.                                                                                                                               |

### Course Content

#### Lecture/Course Content

1. Anthropology and Native American Studies
  - a. Avoiding ethnocentrism and eurocentrism
  - b. The importance of Native American voices and intellectual traditions
  - c. Salvage anthropology vs. applied anthropology and the work of Vine Deloria Jr
  - d. Activist Anthropology and the Importance of equality and decolonization
  - e. Disrupting notions that the Americas were sparsely populated before colonialism
2. Migrations into the New World
  - a. Bering Strait Hypotheses
  - b. Later migrations
  - c. Migrations within the Americas
3. Regional analysis
  - a. Language and culture areas
4. Social Structure, Intellectual Traditions, Religion, Subsistence and Ecology
  - a. The Inuit Adaptation
  - b. Algonquin speakers and the Woodlands
  - c. Relative wealth of the people of Pacific Northwest
  - d. Cahokia
  - e. Mesoamerica
  - f. The Southwestern cultural complexes: deserts and mountains
  - g. California and its many subgroups
  - h. The Great Basin
  - i. Athabaskans and Apaches
5. Colonialism, imperialism and wars against Native Americans
  - a. Different forms of colonialism
  - b. Missionization
  - c. Imperialism
  - d. Militarism
  - e. The impact of disease and the great dying
  - f. Colonial Narratives and the devaluing of Native American lives
  - g. Sexual and reproductive violence against Native Americans
6. Native American Struggle and Resistance
  - a. Resistance movements
  - b. Sovereignty
  - c. Land Rights
  - d. Racism and Discrimination

- e. Gender and Sexuality
- f. Agency
- g. Identity
- h. The impact of Native American voices on American society
- i. The Importance of Equality

### Laboratory or Activity Content

None

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams

Essays

Group projects

Objective exams

Quizzes

Reports/papers

Research papers

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations

Computer-aided presentations

Collaborative group work

Class activities

Class discussions

Distance Education

Field trips

Guest speakers

Instructor-guided interpretation and analysis

Instructor-guided use of technology

Internet research

Small group activities

**Describe specific examples of the methods the instructor will use:**

1. The instructor will lead discussions on topics that may include cultural genocide, ecology and subsistence, Native American religious practices, colonialism, Native American cultural practices, groups and language.
2. The instructor will utilize lectures, films, and internet materials to explore and critically analyze topics relevant to the understanding of the anthropology of Native Americans.
3. Students will discuss topics relevant to the anthropological study of Native Americans.

## Representative Course Assignments

### Writing Assignments

Analytic papers based on reading.

Essays based on research about a particular tribe or cultural grouping.

Essays regarding linguistic approaches to Native American prehistory.

Essays regarding DNA research on Native American prehistory.

### Critical Thinking Assignments

1. Participate in class, online and small group discussions regarding the Native American cultural practices, geographic range, religion, colonialism.
2. Students will complete short writing assignments exploring topics related to the anthropological study of Native Americans such as what sovereignty means for Native American people and the struggle for true sovereignty.

### **Reading Assignments**

20-30 pages of reading per week from textbook

### **Outside Assignments**

#### **Representative Outside Assignments**

1. Film viewing, documented by brief write-ups. Example: Watching a documentary on Wounded Knee and discussing how it shaped Native American resistance movements.
2. Participating in online discussions related to the course materials for that particular week. Topics may include Native American subsistence practices, how Native Americans populated the Americas, religious practices, colonialism and the destruction of Native American cultures.

### **Articulation**

#### **Comparable Courses within the VCCCD**

AES V01 - Native Peoples of No. America

ANTH M06 - Introduction to Native American Studies

ANTH V04 - Native Peoples of No. America

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Sutton, Mark (2016). *An Introduction to Native North America* (5th). New York Routledge.**Resource Type**

Textbook

**Description**Lobo, Susan, Steve Talbot and Tracy Morris (2009). *Native American Voices*. New York, Pearson (Latest Edition).**Resource Type**

Textbook

**Description**

Brown, Dee and Hampton Sides (2012). *Bury My Heart At Wounded Knee*. New York. Sterling Classic Text.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)  
 Hybrid (1%–50% online)  
 100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on discussion board topics such as the importance of sovereignty for contemporary Native American populations.
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including videos on Native American ecology and subsistence, religious practices, Native American groups such as the Kwakwaka'aka, language, and the impact of colonialism.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on discussion board topics such as the importance of sovereignty for contemporary Native American populations.
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including videos on Native American ecology and subsistence, religious practices, Native American groups such as the Kwakwaka'aka, language, and the impact of colonialism.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.



**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Students will post on discussion board topics such as the importance of sovereignty for contemporary Native American populations.
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including videos on Native American ecology and subsistence, religious practices, Native American groups such as the Kwakwaka'aka, language, and the impact of colonialism.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

**Examinations**

**Hybrid (1%–50% online) Modality**

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

ANTHROPOLOGY

**Review and Approval Dates**

**Department Chair**

08/24/2020

**Dean**

08/24/2020

**Technical Review**

09/09/2020

**Curriculum Committee**

09/09/2020

**DTRW-I**

01/14/2021

**Curriculum Committee**

01/13/2021

**Board**

01/19/2021

**CCCCO**

MM/DD/YYYY

**DOE/accreditation approval date**

MM/DD/YYYY