

San José State University
Department of Sociology and Interdisciplinary Studies
NAIS 1, Intro to Native American and Indigenous Studies, 01, Spring, 2025

Course and Contact Information

Instructor(s): Dr. Andrew Perera, MJ.

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Office Hours: Tuesday 4:00pm to 5:00pm

Class Days/Time: Online

Course Description

In this course, students will be introduced to the epistemological frameworks of Native American and Indigenous Studies, emphasizing settler colonialism, sovereignty, self-determination, autonomy, and decolonization. Using these areas of emphasis, students will learn how to recognize stereotypes and ethnocentrism about Native Americans and Indigenous Peoples that are prevalent today.

Faculty Web Page and MYSJSU Messaging

Course materials, such as syllabus, handouts, notes, assignment instructions on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#)) to learn of any updates.

GE Learning Outcomes (GELO) – Area F

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

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, **self-determination**, liberation, **decolonization**, **sovereignty**, imperialism, **settler colonialism**, and anti-racism.
2. Apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
3. 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.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation 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.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.

Writing requirement

The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

Course Learning Outcomes (CLO)

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

1. Analyze and articulate the complex identities of Native American and Indigenous peoples across political, racial, and ethnic categorization.
2. Explain sovereignty and tribal citizenship in the context of self-determination.
3. Articulate the difference between Indigenous, colonial, and settler colonial worldviews.
4. Define and contrast settler colonialism in the context of decolonization.

Diversity Goals and Content

San José State University is committed to supporting a diverse community guided by core values of ethical conduct and inclusion and respect for each individual. Such a community enriches the intellectual climate of the university and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment. By studying issues related to diversity, equity, and inclusion, students come to appreciate their rights and responsibilities in the free exchange of ideas, which is the hallmark of a healthy and productive society. In this course students will consider diversity through

- The experiences of diverse peoples may be topical issues of discussion and analysis.
- The placement of a specific theory and/or course concept in relation to surrounding diverse contexts and communities.

Required Texts/Readings

Textbook

- Dunbar-Ortiz, Roxanne, Dino Gilio-Whitaker. "All the Real Indians Died Off" and 20 Other Myths About Native Americans. Beacon Press (2016). ISBN: 978-0807062654
Available through the MLK Library:
https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALIS_SJO/tu4ck5/alma991003174979702919
- Smith, Linda Tuhiwai. Decolonizing Methodologies: Research and Indigenous Peoples, 2nd edition. Zed Books (2012) ISBN: 9781848139503
Available through the MLK Library:
https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALIS_SJO/tu4ck5/alma991014096096602919
- Younging, Gregory. Elements of Indigenous Style: A Guide for Writing by and About Indigenous Peoples. Brush Education (2018). ISBN:9781550597165
Available through the MLK Library:
https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALIS_SJO/tu4ck5/alma991014059891102919

Other Readings

All other readings for this course will be made available through the course Canvas site. Links to the material will be posted in the class modules.

Library Liaison

The Sociology and Interdisciplinary Social Science Librarian is Michael Aguilar. Please contact him and make an appointment for advice and assistance, especially as you prepare the research essay. Her email address is michal.aguilar@sjsu.edu.

Course Requirements and Assignments

Most weeks, you will have one weekly reading response and one media activity.

Media Activities (GELO 1-4) (Worth 5 pts each)

These assignments will be due at the end of the week, during which they will be discussed.

In a simple narrative format, you will identify issues of racism, settler colonialism, sovereignty, tribal citizenship, gender, sexuality, anti-colonialism, etc. Reflect on your perceptions of Native American and Indigenous peoples before viewing or listening to the media. You will draw connections between how those perceptions were formed and how the media has challenged those preconceptions.

Approximate word count per media activity 500 words.

Your lowest score from this assignment category will be dropped

Reading Responses (GELO 1-4) (Worth 15 pts each)

You will compose written responses to analytical and reflective discussion questions on the assigned readings. These responses should demonstrate the following:

- a) That you completed the assigned reading in its entirety.
- b) You have taken focused reading notes and can identify, analyze, and discuss key concepts, arguments, and elements of research that the author uses to express and develop their argument.
- c) You can reflect on the connections between this reading and the other texts, concepts, and topics we explored during the current unit.
- d) You will provide two quotes from the assigned readings, with appropriate citations, and then discuss their significance to the topic and/or module.

Your response to each question should be at least one well-written paragraph demonstrating critical thinking and well-supported connections to the readings.

Approximate word count per media activity: 800 words.

Research Project (GELO 1-5) (Worth 125 pts total)

The culminating activity for the course will be in two parts. For part one you will write a paper on a tribal justice systems issue of your choosing. For part two you will create an academic poster based on your paper.

Research Paper (100 pts)

A percentage of your course grade is based on your completion of an issue paper, which will be one part of the culminating assignment. Final exams are the traditional method of determining how students have met the learning outcomes by demonstrating the ability to memorize and restate facts. The issue paper will allow you to research a topic or issue of your choosing within Native American and Indigenous Studies to demonstrate your ability to integrate the concepts and materials into a clear and cohesive written piece. The paper will be between 5 and 8 pages long. Additional details will be provided on Canvas.

Research Presentation (25 pts)

Approximate word count for the research paper 2,000 words.
Approximate length of the research presentation will be 10 min.

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.

Final Evaluation

The Research Project will serve as your final evaluation for this course. The research paper and poster will be due during the scheduled final exam time.

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Grading Information

Grades will be assigned through Canvas, and they will be in the form of letter grades. The following chart indicates the grading scale for this course.

Grade	Range
A	97 to 100%
A-	90 to 96%
B+	85 to 89%
B	83 to 84%
B-	80 to 82%
C+	75 to 79 %
C	73 to 74 %
C-	70 to 72%
D+	65 to 69 %
D	63 to 64%
D-	60 to 62%
F	0 to 59%

This course must be passed with a C- or better as a CSU graduation requirement.

Late Work

An assignment is considered late if it is not posted by the deadline. A 24-hour grace period is provided for each assignment, as approved by the instructor. Assignments will not be accepted after the 24-hour grace period has elapsed.

The final may not be made up.

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) (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.

AS 1 / Intro to Native American and Indigenous Studies, Fall 2024

Course Schedule

Class week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
1	1/23	<p style="text-align: center;">Introductions</p> <p>Read</p> <ul style="list-style-type: none"> ● Course Syllabus ● Course Calendar ● Dunbar-Ortiz, Myth 20 ● Dunbar-Ortiz, Myth 10 ● “Terminology” from <i>Elements of Indigenous Style</i> pp. 50-73 ● NAJA Reporting and Indigenous Terminology (PDF) <p>Watch</p> <ul style="list-style-type: none"> ● I’m Native. But I am Not. 	GELO 1, 3 CLO 1, 2
2	02/03	<p style="text-align: center;">Understanding the Settler Colonial Present</p> <p style="text-align: center;">Knowledge Construction: Imperialism and Colonization</p> <p>Read</p> <ul style="list-style-type: none"> ● “Imperialism, History, Writing and Theory” in <i>Decolonizing Methodologies</i>, pp. 20-43 ● “Research through Imperial Eyes” in <i>Decolonizing Methodologies</i>, pp. 44-60 ● “Colonizing Knowledges” in <i>Decolonizing Methodologies</i>, pp. 61-80 <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1, 2, 3) 	GELO 1, 2 CLO 3
3	2/10	<p style="text-align: center;">Knowledge Construction: Indigenous Perspectives</p> <p>Read</p> <ul style="list-style-type: none"> ● “Research Adventures on Indigenous Lands” in <i>Decolonizing Methodologies</i>, pp. 81-97 ● “Notes from Down Under” in <i>Decolonizing Methodologies</i>, pp. 98-110 ● “Introduction to Place in Research” from <i>Place in Research: Theory, Methodology, and Methods</i> by Eve Tuck and Marcia McKenzie (PDF) ● “The Land and the People” from <i>Genocide in Northwestern California: When Our Worlds Cried</i> by Jack Norton (PDF) <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 2, 3) 	GELO 2 CLO 3, 4

Class week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<ul style="list-style-type: none"> ● Research Project Proposal & Annotated Bibliography 	
4	02/17	<p>Place: Ohlone Territory, Borders and Colonialism</p> <p>Read</p> <ul style="list-style-type: none"> ● “The Ohlone’s and Their Land” in The Ohlone Way by Malcolm Margolin ● Tribal History – Muwekma Ohlone Tribe ● The Muwekma Ohlone Tribe was declared ‘extinct’ in the 1920’s. New DNA research says otherwise (PDF) ● Dunbar-Ortiz, Myth 11 ● The Boarder Crossed Us (PDF) ● Struggles for Place and Space (PDF) <p>Resource (not required reading)</p> <ul style="list-style-type: none"> ● Handbook on Indigenous People’s Border Crossing <p>Watch</p> <ul style="list-style-type: none"> ● The Colonizers Among Us Charlene C. Nijmeh TEDxBerekeley ● Time Has Many Voices: The Excavation of Muwekma Ohlone Village <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 2, 3, 4) ● Media Activity (GELO 1, 3, 4) 	<p>GELO 1, 3, 4</p> <p>CLO 1, 2, 3, 4</p>
5	2/24	<p style="text-align: center;">Settler Colonialism</p> <p>Read</p> <ul style="list-style-type: none"> ● Settler Colonialism Primer ● Dunbar-Ortiz, Myth 1 ● Dunbar-Ortiz, Myth 2 ● Dunbar-Ortiz, Myth 5 ● Dunbar-Ortiz, Myth 14 ● Settler Colonialism Career of a Concept (PDF) ● Introduction to Settler Colonialism in Latin America (PDF) ● “Follow the Corn” from <i>An Indigenous People’s History of the US</i> by Roxanne Dunbar-Ortiz (PDF) <p>Watch</p> <ul style="list-style-type: none"> ● Roxanne Dunbar-Ortiz: Settler-Colonialism and Genocide Policies in North America <p>Listen</p> <ul style="list-style-type: none"> ● Episode 8: The Books Episode - Settler Colonialism, Blackness & Land ● Inside 254 - Episode 7: Settler Colonial (up to 00:07:13) <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1, 2) ● Media Activity (GELO 2) 	<p>GELO 1, 2</p> <p>CLO 3, 4</p>

Class week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
6	3/03	<p>Settler Colonialism: The Legacy of Literature, Indigenous Knowledge</p> <p>Read</p> <ul style="list-style-type: none"> ● Dunbar-Ortiz, Myth 3 ● Dunbar-Ortiz, Myth 4 ● “A history of the portrayal of Indigenous Peoples in literature” from <i>Elements of Indigenous Style</i> pp. 8-16 ● Introduction from <i>Tending the Wild</i> (PDF) ● Native Knowledge: What Ecologists Are Learning from Indigenous People (PDF) ● California’s Forage Wars <p>Watch</p> <ul style="list-style-type: none"> ● Pocahontas: Beyond the Myth ● Tending the Wild <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1, 2) ● Media Activity (GELO 1, 2) ● Research Project Outline 	<p>GELO 1, 2, 3</p> <p>CLO 1, 3, 4</p>
7	03/10	<p>Settler Colonialism: Indigenous Intellectualism</p> <p>Read</p> <ul style="list-style-type: none"> ● No Sense of Struggle (PDF) ● Decolonizing the Nations Attic (PDF) ● Double Take Contesting Time, Place, and Nation in the First Peoples Hall at the Canadian Museum of Civilization (PDF) ● Dunbar-Ortiz, Myth 12, (pp 87-91) ● Professor Breaks Down Sovereignty and Explains its Significance <p>Watch</p> <ul style="list-style-type: none"> ● Understanding Native American Sovereignty ● Tribal Sovereignty with Josh Riley ● Homeland: Four Portraits of Native Action <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1) 	<p>GELO 1, 2, 4</p> <p>CLO 3</p>
8	03/17	<p>Sovereignty: An Introduction</p> <p>Read</p> <ul style="list-style-type: none"> ● Development Over Time (PDF) ● How Western Society Occludes (PDF) ● “The cultural rights of Indigenous Peoples” from <i>Elements of Indigenous Style</i> pp. 30-49 ● Collective Responsibility for Hawaiian Nationhood and Activists Praxis (PDF) ● Indigenous Sovereignty and New Developments in Plurinational Bolivia (PDF) 	<p>GELO 1, 2, 4</p> <p>CLO 1, 2, 3</p>

Class week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p>Watch</p> <ul style="list-style-type: none"> ● Native Hawaiian Sovereignty Insights on PBS Hawai'i ● Road to Chiquitos – Modernity and Tradition in Bolivia <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1, 2, 4) ● Media Activity (GELO 1, 2, 4) ● Research Project Draft #1 	
9	03/24	<p>Sovereignty: Native American Women, Missing Murdered and Indigenous Women</p> <p>Read</p> <ul style="list-style-type: none"> ● Dunbar-Ortiz, Myth 19 ● Sexual Assault on the Pipeline ● I Will See You Again in a Good Way ● National Inquiry into Missing and Murdered Indigenous Women and Girls: A Legal Analysis for Genocide <p>Watch</p> <ul style="list-style-type: none"> ● Women Warriors ● Above the Law: Responding to Domestic Violence on Indian Reservations ● The Search: Missing and Murdered Indigenous Women Fault Lines <p>Listen</p> <ul style="list-style-type: none"> ● Doctoral Student Compiles Database of Indigenous Women Who've Gone Missing ● Native American Tribes Want to Close Loopholes in Violence Against Women Act <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1, 2, 3) ● Media Activity (GELO 1, 2, 3) 	GELO 1, 2, 3, 4 CLO 1, 2, 3
10	03/31	<p>Survivance: An Introduction</p> <p>Read</p> <ul style="list-style-type: none"> ● Dunbar-Ortiz, Myth 6 ● Dunbar-Ortiz, Myth 8 ● Survivance Narratives (PDF) ● Aesthetics of Survivance (PDF) ● Aesthetics of Survivance (PDF) ● Tragic Wisdom of Survivance (PDF) ● Severed Ties (PDF) <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1, 4) 	GELO 2, 4 CLO 1, 4
11	04//07	<p>Survivance: California Indians</p> <p>Read</p> <ul style="list-style-type: none"> ● Dear Sonora: Writing to a Fourth Grader about Her Project 	GELO 1, 2, 4 CLO 1, 3, 4

Class week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<ul style="list-style-type: none"> ● Educating Elementary School Children About California Missions and the Perpetuation of Genocide ● The Secret Treaties with California Indians ● Northwest California Indian Gold Rush History <p>Watch</p> <ul style="list-style-type: none"> ● Historic Places with Elsa Sevilla: California History ● Mission San Gabriel Archangel – A Fourth Grader’s Project <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1, 2, 4) ● Media Activity (GELO 1, 4) 	
12	04/14	<p>Survivance: Indian Boarding and Residential Schools</p> <p>Read</p> <ul style="list-style-type: none"> ● Introduction Origin and Development of the American Indian Boarding School System ● The Genocide Question and Indian Residential Schools ● Learning Gender: Female Students at the Sherman Institute, 1907-1925 ● Truth and the Challenge of Reconciliation in Guatemala ● Truth, Healing, and System Change: The Main Wabanaki-State Child Welfare Truth and Reconciliation Commission ● Chapter Four Reconciliation <p>Watch</p> <ul style="list-style-type: none"> ● Canada’s Dark Secret ● Unspoken: American Native American Boarding Schools ● Guatemala: Rescuing the Memory ● Truth and Reconciliation in Maine: A Model of Collaboration and Process of Decolonization ● CBC Asks: Is reconciliation possible? <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1, 2, 4) ● Media Activity (GELO 1, 2,4) 	<p>GELO 1, 2, 4 CLO 1, 3, 4</p>
13	04/21	<p>Self-Determination: Native Activism, Hollywood, and the Academy</p> <p>Read</p> <ul style="list-style-type: none"> ● Dunbar-Ortiz, Myth 7 ● Dunbar-Ortiz, Myth 13 ● Anthropologists and Other Friends ● Dunbar-Ortiz, Myth 17 ● Indigenous Remains Do Not Belong to Science ● Native American Activism: 1960s to Present Return to Standing Rock ● Why Tonto Matters 	<p>GELO 1, 2, 4 CLO 1, 4</p>

Class week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<ul style="list-style-type: none"> ● The Reason Adam Sandler's Racist Depictions of Native American Women Matters <p>Watch</p> <ul style="list-style-type: none"> ● Modern Day Warriors ● We Hold This Rock ● Reel Injun ● More Than a Word ● The Daily Show - The Redskins Name <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 1, 2, 4) ● Media Activity (GELO 1, 2, 4) ● Research Project Draft #1 ● Draft 1 Research Presentation Outline 	
14	04/28	<p style="text-align: center;">Decolonization: A Primer</p> <p>Read</p> <ul style="list-style-type: none"> ● Decolonization is not a Metaphor (PDF) ● Who's sorry Now Government Apologies, Truth Commissions, and Indigenous Self-Determination in Australia, Canada, Guatemala, and Peru ● "The Indigenous Peoples' Project: Setting A New Agenda" in <i>Decolonizing Methodologies</i>, pp. 111-126 ● Towards Decolonization and Settler Responsibility ● "Twenty-five Indigenous Projects" in <i>Decolonizing Methodologies</i>, pp. 143-164 <p>Watch</p> <ul style="list-style-type: none"> ● Decolonization is for Everyone ● Pedagogy of Decolonizing <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 2, 5) ● Media Activity (GELO 2, 5) 	GELO 2, 4, 5 CLO 3, 4
15	05/05	<p style="text-align: center;">Decolonization in Action</p> <p>Read</p> <ul style="list-style-type: none"> ● "Responding to the Imperatives of an Indigenous Research Agenda: Case Study of Maori" in <i>Decolonizing Methodologies</i>, pp. 165-184 ● "Towards Developing Indigenous Methodologies: Kaupapa Maori Research" in <i>Decolonizing Methodologies</i>, pp. 185-197 ● "Choosing the Margins: The Role of Research in Indigenous Struggles for Social Justice" in <i>Decolonizing Methodologies</i>, pp. 198-216 ● "Getting the Story Right, Telling the Story Well: Indigenous Activism, Indigenous Research" in <i>Decolonizing Methodologies</i>, pp. 217-227 	GELO 2, 5 CLO 4

Class week	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
		<p>Watch</p> <ul style="list-style-type: none"> ● Building Resilient Communities: A Moral Responsibility ● What Does an Indigenous University Look Like: <p>Assignment</p> <ul style="list-style-type: none"> ● Reading Response (GELO 2, 5) ● Draft 2 Research Presentation 	
Final Exam	05/12	<p>Assignment</p> <ul style="list-style-type: none"> ● Research Project Due (GELO 1, 2, 3, 4, 5) 	