Course Outline of Record Report

10/07/2021

ANTHC141 : Native Peoples of North America

General Information

Author:	• Sarah King • Griffin, Alec • Cummings, Nakysha
Course Code (CB01) :	ANTHC141
Course Title (CB02) :	Native Peoples of North America
Department:	Social Science
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2202.00) Anthropology
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000556722
Curriculum Committee Approval Date:	10/30/2020
Board of Trustees Approval Date:	12/10/2020
External Review Approval Date:	12/10/2020
Course Description:	This course is an anthropological survey of the peoples and cultures of North America. It emphasizes native ecological adaptations, languages, social organizations, religion, world view, and artistic representations. Students critically examine the impact of tribal nations on each other, as well as the interactions with other groups of people. This course examines the roots of present-day conditions of Native communities and the contributions of Native Americans to the cultures of the Americas. This course is cross-listed with ETHN C141.
Submission Type:	Mandatory Revision
	Course is being revised to submit for the new CSU GE Area F Ethnic Studies requirement. We've added content to the SLOs, topical outline, and assignments to align with the Area F content.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Anthropology • Ethinic Studies
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options

Course is not a basic skills course.

Course is not a special class.

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 6	Diversity	Approved	No value	No Comparable Course defined.
Area 3.5	Humanities Ethnic Studies	Approved	No value	
Area 2.5	Social & Behavioral Sciences Ethnic Studies	Approved	No value	

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 4.A	Social and Behavioral Sciences Anthropology / Archeology	Approved	No value	No Comparable Course defined.
Area 4.C	Social and Behavioral Sciences Ethnic Studies	Approved	No value	

Area 3.B	Arts & Humanities Humanities	Pending	No value	

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area D.1	Social Sciences Anthropology & Archeology	Approved	No value	No Comparable Course defined.
Area D.3	Social Sciences Ethnic Studies	Approved	No value	
Area F	Ethnic Studies	Pending	No value	
Area C.2	Arts & Humanities Humanities	Pending	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
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

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

Total		54
Course Out-of-Class Hours		
Lecture		108
Laboratory		0
Activity		0
Total		108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

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

Advisory

ENGLC101 - Freshman Composition

Students are expected to read and comprehend a college-level texts explaining complex anthropological theories. In addition, they must critically analyze advanced scholarly articles for a research project. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The advisory level ensures students have the skills necessary for success in these assignments.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students in this course are required to write a research paper. This requires that they have the ability to find and evaluate scholarly sources, know the difference between publication types, and cite in proper APA format.

Entrance Skills

Entrance Skills	Description

| No value | No value |

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Audiovisual
Rationale	Watch "Inside an Apache Rite of Passage into Womanhood" and explain how the ritual establishes cultural expectations for the young woman and enhances tribal bonds and ethnic identity for the community.

Methods of Instruction	Discussion
Rationale	Class discussion answering the questions - "Using examples from your reading (this week and previous weeks) how did the environment shape prehistoric cultural behavior? Do you think the environment still shapes modern behavior? If so, to what extent? and If not, why not?"

Methods of Instruction	Instruction through examination or quizzing
Rationale	Short essay exam question - According to your Talbot (2015) reading, what is the sociological concept of "wilding" and how can it be applied to Euro American interactions with native peoples.

Methods of Instruction	Lecture
Rationale	Lecture on the role of women in Haudenosaunee society.

Assignments

Assignment one: evaluate the cultural content of a documentary shown in class using terminology from the textbook and class discussions. For example, explain the significance of a California Indian Basketweaver Association (CIBA) video in regards to sovereignty, land use and political voice.

Assignment two: written analysis of one specific change within one Indigenous culture. For example, analyze and explain the impact of fish-ins for the Metis people of Canada and how this helped with the Pan-Indian movement and the issues of sovereignty.

Methods of Evaluation	Rationale
Tests	Multiple choice and essay exams that allow students to demonstrate their knowledge of the material culture of a particular culture area, how that material culture reflects ecological adaptations, and how it is interpreted by archaeologists.

Research Paper	Write a 1500 word essay on Indian Residential Schools in the early 20th century and explore their role in the acculturation and ethnocide of Native Peoples.
Participation	A group project that allows students to work with others in researching and designing a class presentation on the origin story from a particular Native American group.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Sutton, M.Q.	Introduction to Native North America	Pearson	2012	
Colin G. Galloway	First Peoples: A Documentary Survey of American Indian History	Macmillan Learning	2019	
Steve Talbot	Native Nations of North America: An Indigenous Perspective	Pearson	2015	

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Compare and contrast theories about human migrations to the Americas, and differentiate between the various prehistoric cultural traditions in North America.

Categorize and examine different processes, causes, and consequences of Native American culture change and population decline or increase.

Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just, and equitable society beyond the classroom.

CSLOs

Examine the different Native American culture areas and distinguish among the types of Native American cultural systems and sub-systems.

Expected SLO Performance: 70.0

Social Science Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.
Social Science Anthropology AA Degree for Transfer	Identify major trends in cultural evolution using the material cultures of prehistoric and historic humans.
	Identify major trends in cultural evolution using the material cultures of prehistoric and historic humans.
English Liberal Arts: Arts & Humanities AA Degree	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Assess Native American influences on modern North American cultures with focus on how struggle, resistance, social justice, solidarity, equity, decolonization, and liberation as experienced by Native Americans are relevant to current issues.

Expected SLO Performance: 70.0

Evaluate the main research techniques employed by anthropologists, formulate hypotheses, and apply theory to describe critical events in the histories, cultures, and intellectual traditions of Native American peoples.

Expected SLO Performance: 70.0

Discuss the intersection of Native American ethnic identity with other aspects of social identity such as class, gender, sexuality, religion, spirituality, ability, and/or age.

Expected SLO Performance: 70.0

Outline

Course Outline

1. Introduction to anthropology and Native American studies
   1. Four fields
      1. Cultural Anthropology
      2. Archaeology
      3. Physical Anthropology
      4. Linguistic Anthropology
   2. Sociocultural approaches
   3. Cultural relativism
   4. Ethnocentrism
   5. Anthropological theories of race and ethnicity
      1. Race and biology
      2. Cross-cultural definitions of race
      3. Origins of race concept
      4. Ethnicity and Identity
   6. Social inequality and Colonialism
   7. Repressive change
      1. Acculturation
      2. Ethnocide
      3. Genocide
      4. Eurocentrism
         1. White supremacy
      5. Reactions to change
         1. Revitalization
         2. Syncretism
   8. History of research on indigenous peoples
      1. Colonialism
      2. Oral histories
      3. Folklore from primary sources

1. Anti-racism
2. Decolonization
3. Environmental protection

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of ANTH C141 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use videos and written lecture notes. Student interaction will take place in online discussion forums.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

None

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

- Publisher course with learning management system interface.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

35 students in onsite classes
45 students in online classes

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Correspondence education in high school and prison facilities