Contact Information

Instructors: Soma de Bourbon
Office Location: DMH 238A
Telephone: (408) 924-5591
Email: soma.debourbon@sjsu.edu
Office Hours: Monday/Wednesday 12:30-1:30pm
Class Days/Time: Monday/Wednesday 3:00-4:15pm
Classroom: DMH 226A

Canvas and MySJSU
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 system as indicated by the instructor).


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.

Student Learning Outcomes and Course Goals

1. Analyze some of the current and historical issues that Native people face as a result of settler-colonialism.
2. Understand the complexity of the social problems that Indigenous people struggle with on a daily basis from land dispossession to issues of health care and suicide.
3. 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.
4. 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.
5. Clearly elucidate critical thinking, writing, and discussion skills.

Student Learning Outcomes (LO)
Upon successful completion of this course, students will be able to:
1. critically think through, engage with, and summarize readings pertaining to some of the social, political, and legal struggles that Native Americans have been involved with historically. Students will demonstrate this through:
   a. quizzes
   b. two exams
   c. weekly discussions of the readings
   d. a research paper
   e. a group presentation on a particular reading
   f. an individual research presentation

2. critically think, engage with, and summarize social, political, and legal literature pertaining to some of the current issues that Native Americans are struggling with. Students will demonstrate this through:
   a. quizzes
   b. two exams
   c. weekly discussions of the readings
   d. a research paper
   e. a group presentation on a particular reading
   f. an individual research presentation

3. understand some of the diversity and complexity of Native American Issues. Students will demonstrate this through:
   a. quizzes
   b. two exams
   c. weekly discussions of the readings
   d. a research paper
   e. a group presentation on a particular reading
   f. an individual research presentation

**Required Texts/Readings**


Other required readings are available on Canvas and/or the internet.

**Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu senate/docs/S12-3.pdf.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Reading Summaries</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Migration Essay</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Midterm</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>
The course material will be delivered through a variety of techniques including, lectures, discussions, exercises, readings and video presentations. In-class activities are meant to supplement the textbooks not to duplicate the readings; therefore it is important to maintain the reading schedule and attend class.

Exams
The exams will consist of short answer items and may also include true/false and multiple-choice questions based on the readings and classroom presentations. Please bring a scantron and a bluebook to the exams. A makeup of a missed exam requires an official notice from a doctor, court officer, or other official.

Migration Essay
The migration essay will be a project that looks at your family’s migration to where they are today. For this project, you will need to interview one family member for at least 45 minutes. You will need to record your interview and provide the written transcript (exactly what was said). The transcript will need to be a minimum of 3 typed, single-spaced pages.

Your paper will look at your family’s migration in relationship to the displacement of the Indigenous tribes of the land that was migrated over. Outside research will be required. Your paper should be three to four pages and should be turned in on Canvas. Papers must be formatted with double spacing, 1” margins, and a standard font such as Times New Roman set at 12-point. Please utilize office hours for feedback on drafts of essays. If you want feedback on a rough draft, you must come to office hours--no feedback will be given over email.

Essay assignments are due at the beginning of class (online). For an essay that is turned in late, there will be a penalty of two points per day (counting weekends). Papers more than one week late will not be accepted. An exception to the penalty requires an official notice from a doctor, court officer, or other official.

Migration Project, Point Break-Down:
- Transcript: 15
- Presentation: 5
- Essay: 20

Reading Summaries
The reading summary should be one-half to one page in length, double spaced, and convince me that you did the days reading. A Summary of the reading will be due at the beginning of each class (in the first five minutes). If you turn in the summary after the first five minutes of class—it will be counted as late. There are 23 assigned readings, but you only need to do 15 reading summaries. That means that you can miss eight reading summaries and get full credit for this portion of your grade. Put another way, you can chose eight readings not to do. In addition, you can make-up two reading summaries—this would include up to two summaries turned in later than the first five minutes of class or after the due date. You can make up the two quizzes, but only up to two weeks after the due date. To make up a quiz, just turn in a summary of the reading that you missed within two weeks of the due date. This is a lot of flexibility! My hope is that it makes students feel less stressed and more willing to engage.

Participation:
The participation grade will be based upon completion of tangible, in-class assignments such as a presentation on the reading, group projects, class exercises and in-class writing assignment. Late in-class exercises will not be accepted under any circumstance. Participation is given for assignments in class, not for how many times you speak up in class.
- Photo Card: 5 points
- Reading Presentation: 10 points
- End-of-Semester Reflection: 5 points
- In-Class Exercises: 5 points
- In-Class Writing Assignments: 5 points

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>200-196</td>
<td>A</td>
<td>195-186</td>
<td>A-</td>
<td>185-180</td>
</tr>
<tr>
<td>B+</td>
<td>179-176</td>
<td>B</td>
<td>175-166</td>
<td>B-</td>
<td>165-160</td>
</tr>
<tr>
<td>C+</td>
<td>159-156</td>
<td>C</td>
<td>155-146</td>
<td>C-</td>
<td>145-140</td>
</tr>
<tr>
<td>D+</td>
<td>139-136</td>
<td>D</td>
<td>135-126</td>
<td>D-</td>
<td>125-120</td>
</tr>
<tr>
<td>F</td>
<td>119-0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one’s peers as well as to the instructors. Students are asked to refrain from using computers, cell phones, earphones or other devices.

If you are using your phone or computer while in class (unless cleared ahead of time), you will 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 will be asked to leave for the remainder of the class period. This is not a punishment. It is to ensure the well being of the class as a whole.

If you come to class, I expect that you will give the class your full attention.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

“Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students.” See University Policy S14-5 at http://www.sjsu.edu/senate/docs/S14-5.pdf.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

- University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.
• “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

• If you wish to record the class, you must request permission in writing and indicate whether for the whole semester or on a class by class basis.

• In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at [http://www.sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at [http://www.sjsu.edu/studentconduct/](http://www.sjsu.edu/studentconduct/).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of their disability.

**Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at [http://www.sjsu.edu/senate/docs/S14-7.pdf](http://www.sjsu.edu/senate/docs/S14-7.pdf).

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

**SJSU Peer Connections**

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu) for more information.
SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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 at http://www.sjsu.edu/counseling.

Course Schedule
(Course calendar including assignment due dates, exam dates subject to change with fair notice in class and by email)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug. 26</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug. 31</td>
<td>Decolonizing Methodologies&lt;br&gt;Reading: Linda Tuhiwai Smith, Chapter 1, “Imperialism, History, Writing and Theory,” in Decolonizing Methodologies (available at SJSU library as an e-book)&lt;br&gt;<a href="http://discover.sjlibrary.org.libaccess.sjlibrary.org/iii/encore_sjsu/?lang=eng">http://discover.sjlibrary.org.libaccess.sjlibrary.org/iii/encore_sjsu/?lang=eng</a></td>
</tr>
<tr>
<td></td>
<td>Sep. 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept. 7</td>
<td>LABOR DAY—NO CLASS</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 14</td>
<td>Gaming: All those Rich Indians!</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Reading/Reference</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>INTERVIEW TRANSCRIPT DUE FILM: <em>In the Light of Reverence</em></td>
<td></td>
</tr>
<tr>
<td>Sept. 23</td>
<td><strong>Native Boarding Schools: Reparations For Government Child Abuse</strong></td>
<td>Reading: Sara Deer, “Relocation Revisited: Sex Trafficking of Native Women in the United States” 653-682 (Canvas).</td>
</tr>
<tr>
<td>Sep. 25</td>
<td>MIGRATION PAPER DUE</td>
<td></td>
</tr>
<tr>
<td>Sept. 28</td>
<td>MIGRATION PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>Sept. 30</td>
<td>MIGRATION PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>Oct. 5</td>
<td><strong>“Rapable”</strong></td>
<td>Reading: Andrea Smith, <em>Conquest</em>, Chapter 1</td>
</tr>
<tr>
<td>Oct. 7</td>
<td><strong>Native Boarding Schools: Reparations For Government Child Abuse</strong></td>
<td>Reading: Andrea Smith, <em>Conquest</em>, Chapter 2</td>
</tr>
<tr>
<td>Oct. 12</td>
<td><strong>The Indian Child Welfare Act (ICWA)</strong></td>
<td>Reading: Kate Davidson, “Saints and Indians” (Read and listen to the story online before class) <a href="http://www.npr.org/templates/story/story.php?storyId=4463101">link</a> Reading: “The Indian Child Welfare Act of 1978” (Canvas) NPR’s “Native Foster Care: Lost Children, Shattered Families” (we will listen to some of this in class—don’t need to read ahead of time) <a href="http://www.npr.org/series/141763531/native-foster-care-lost-children-shattered-families">link</a> Midterm Review</td>
</tr>
<tr>
<td>Oct. 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 19</td>
<td><strong>MIDTERM</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 21</td>
<td><strong>90 Million Acres of Land (historical overview of land dispossession, Dawes Allotment Act)</strong></td>
<td>Reading: Andrea Smith, Chapter 3, <em>Conquest</em></td>
</tr>
<tr>
<td>Oct. 26</td>
<td><strong>The National Sacrifice Zone: Four Corners and the Nuclear Industry</strong></td>
<td>Reading: LaDuke, Chapter 2 and 4, <em>All Our Relations</em></td>
</tr>
<tr>
<td>Date</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
</tbody>
</table>
| Oct 28   | The Power of Recognition  
| Nov 2    | Power for Whom?  
Reading: LaDuke, *All Our Relations*, Chapter 5 and 6 |
Charlene Teters, “American Indians Are People Not Mascots” (online)  
[http://www.aimovement.org/ncrsr/](http://www.aimovement.org/ncrsr/) and article from Tara Houska (online)  
Film “In Whose Honor” |
| Nov 9    | Controlling Native Reproduction  
Readings: Andrea Smith, *Conquest*, Chapter 4 |
| Nov 11   | VETERAN’S DAY—CAMPUS CLOSED |
| Nov 16   | Native Incarceration  
Reading: Ross, *Inventing the Savage: The Social Construction of Native American Criminality*, Chapter 8 and 9(Canvas) |
| Nov 18   | Let's All Go To Hawai'i  
Reading: Winona LaDuke, *All Our Relations*, Chapter 8 and 9 |
| Nov 23   | Experimenting on Native Women  
Readings: Andrea Smith, *Conquest*, Chapter 5 |
| Nov 25   | Campus Holiday AFTER 5PM  
Power: Taking Native Spirituality  
Reading: Andrea Smith, *Conquest*, Chapter 6  
Film: “White Shamanism, Plastic Medicine Men” |
| Nov 30   | Where To Go?  
Reading: Andrea Smith, *Conquest*, Chapter 7 |
| Dec 2    | REFLECTION PAPER DUE (one page double spaced) |
| Dec 7    | Final Exam Review |
| Dec 11   | Final Exam Friday, December 11th from 12:15-2:30 |