

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

**ANTH 203
Indigenous North America**

I. Basic Course Information

A. Course Number and Title: ANTH 203- Indigenous North America

B. New or Modified Course: New

C. Date of Proposal: Fall 2022

D. Effective Term: Fall 2023

E. Sponsoring Department: Humanities, Social Sciences, Social Work, and Education

F. Semester Credit Hours: **3**

G. Weekly Contact Hours: 3

Lecture: 3

Laboratory:

Out of class student work per week: 6

H. ☒ Prerequisite (s): Placement into ENGL 111 English Composition I with ENGL070 English Composition I Workshop, or higher.

☐ Corequisite (s):

☐ Prerequisite (s) and Corequisite (s):

I. Additional Fees: None

J. Name and E-Mail Address of Department Chair and Divisional Dean at time of approval:

Department Chair: Dr. Isabel T. Gutierrez-Bergman, isabel.gutierrez@raritanval.edu

Divisional Dean: Dr. Patrice Marks, patrice.marks@raritanval.edu

II. Catalog Description

Placement into ENGL 111 English Composition I with ENGL070 English Composition I Workshop, or higher.

This course will introduce students to Indigenous cultures in North America by focusing broadly on Indigenous Origin Stories; Pre-contact cultures and histories; the effects of settler colonialism on Indigenous peoples in the United States and Canada; and finally, Native American Activism. This course is meant to challenge traditional anthropological structures that emphasize culture areas, and instead attempts to understand the diversity of Indigenous cultures by incorporating Indigenous voices, theories, and politics through Open Educational Practices. This class takes a holistic approach that overlaps with ethnic studies, archaeology, and history.

III. Statement of Course Need

- A. This course is replacing a previous course that focused on Native Americans that had an enrollment that ranged from 15-25 students. While this course is radically different from the previous course, it will draw upon the same student base. There is no course that is currently offered that focuses on social issues, politics, and histories of indigeneity in the United States and Canada. This course is crucial for increasing diversity, equity, and inclusion in our curriculum and in broader social networks.
- B. Please describe the transferability of this course.
 - 1. This course generally transfers as a Social Science General Education course (pending).
 - 2. This course generally transfers as an Anthropology program requirement.
 - 3. This course generally transfers as an Anthropology program elective.

IV. Place of Course in College Curriculum

- 1) A. Free Elective
- B. This course serves as a General Education course in the Social Science and Global/Cultural Awareness (pending).
- C. This course meets a program requirement for Liberal Arts and numerous other programs.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the Individual websites.

V. Outline of Course Content

- A. Origin Stories-Myth
 - a. Theory of Myth
 - b. Oral Histories
 - i. Survey of Indigenous Origin Stories
- B. Precolonial Indigenous Cultures

- a. Against Culture Areas
 - b. Lands and Landscapes
 - c. Indigenous Law/Ontologies
 - d. Survey of languages, rituals, traditions, artifacts, dwelling/Subsistence strategies, economies, art of various tribes in United States and Canada.
- C. Settler Colonialism
 - a. History of Contact
 - i. Genocide-forced removals, War
 - ii. Mound-builder Myths
 - b. Treaties
 - c. Sovereignty
 - d. Reservations
 - e. Boarding Schools
 - f. Cultural Appropriation and Racism
 - g. Survey of the experiences that specific tribes had in the US and Canada post-contact.
- D. Native Activism
 - a. American Indian Movement
 - i. Take Over of Wounded Knee and Alcatraz
 - ii. Pan-Indian Identities/Politics-Politics of Recognition
 - b. Religious Freedom and Resistance
 - i. From the 1978 American Indian Religious Freedom Act to NAGPRA
 - c. United Nations Legal Rights of Indigenous Peoples
 - d. Survey of contemporary political issues individuals and specific tribes, nations, and confederacies take up including land rights, recognition, mascots, casinos, justice for murdered native women, seal hunting/traditional subsistence practices, water rights, treaty rights, federal recognition, poverty, homelessness, drug addiction, hunger, medical access, repatriation, representation, reparations etc.
- E. Information Literacy
 - a. How to find, cite, and use OER, primary, and secondary sources properly
 - b. Researching diverse non-traditional “academic” sources (oral histories, laws, historic documents, music, art, etc.)
 - c. Locating and incorporating various sources of information into class presentations and projects.

VI. A. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. explain how contemporary social institutions, organizations, and politics of indigenous peoples are rooted in precolonial cultural practices and have been shaped through colonization. (GE 5, 7 *)
2. link cultural practices and perspectives with geographic and/or historical conditions from which they arose. (GE 8 *)
3. recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions against Native Peoples. (GE 8 *)
4. recognize and assess the contributions and impact of people from various Indigenous nations and cultures (GE 5, 7, 8)
5. access and use information effectively for a specific purpose and will use information ethically and legally. (GE 4, IL *)

* Embedded Critical Thinking

B. Assessment Instruments

1. research paper
2. projects
3. exams
4. presentations
5. discussion questions
6. quizzes
7. class participation
8. response papers

VII. Grade Determinants

- A. essays
- B. projects
- C. tests
- D. presentations

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. computer-assisted instruction
- D. guest speakers
- E. laboratory
- F. student oral presentations
- G. simulation/role playing
- H. student collaboration
- I. independent study
- J. library sessions

VIII. Texts and Materials

- A. primary sources
- B. interviews
- C. journals
- D. reviews
- E. student writing
- F. film and video
- G. audio sources
- H. web sources
- I. oral Histories
- J. OER-Open Educational Resources

IX. Resources

This course is an OER class.

This class should be taught with the support of a library partner, including sessions that are co-taught within the library.

X. Honors Options N/A