

# Critical Native American Studies Section 01

## SOCI 142

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/16/2024

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Class Meeting Day: Tuesday and Thursday

Class Meeting Time: 1:30 PM - 2:45 PM

Class Location: DMH 162

## Contact Information

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Instructor: Dr. Kerri J. Malloy

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Please note that I do not read email between 5 PM and 9 PM, or during the weekends. Please allow at least 24 hours from the time I have read an email for a response.

If you send an email at 6 PM on Friday night, you can expect that I will read it around 9 AM on Monday morning, and should likely receive a response by around 9 AM on Tuesday morning.

### Office Hours

Tuesday and Thursday, 11:30 AM to 12:30 PM and by appointment  
DMH 224

## Course Information

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Course meeting days, time and location.

Tuesday, Thursday, 1:30 PM to 2:45 PM, DMH 162

## Course Description and Requisites

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Investigation of current and historical issues Indigenous peoples in the United States face or have faced. Unpacks the complex relationship Native nations have developed with the United States, and the impact the government-to-government relationship has on Indigenous societies.

Letter Graded

## \* Classroom Protocols

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Each person is of intrinsic worth and is thus worthy of respect in all interactions. Please keep this awareness at the forefront of your mind as you enter and exit your lecture and seminar classrooms and as you comport yourself in those classes. Treat guests with respect and courtesy. Respectful behavior includes silence when others are speaking, entering the room quietly and inconspicuously, leaving the room during sessions only as a matter of greatest urgency, being attentive to the class in progress, raising your hand if you wish to be acknowledged, and refraining from all other interactions (personal and electronic) while class is going on.

### Late Work

Due dates for every assignment are provided on the course schedule and posted in Canvas

An assignment is considered late unless it is posted by the deadline. A 24-hour grace period is provided for each assignment, except in-class work or activities and the final project. Assignments will not be accepted after the 24-hour grace period has elapsed. Requests for extensions, regardless of the circumstance, will not be granted..

### Course Policy for AI Generative Tools

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace.

You may use artificial intelligence (AI) programs, e.g., ChatGPT, to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant San José State University policies.

# Time Commitment and Student Success

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 described in the syllabus.

## Program Information

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### Program Learning Outcomes

1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities.
2. Students will be able to identify and explain major sociological theories and apply them to everyday life.
3. Students will be proficient in qualitative and quantitative research design, data collection and data analysis.
4. Students will be proficient in oral and written communication skills appropriate to the discipline.
5. Students will be able to practice sociology as educated and civically engaged persons.

## Course Learning Outcomes (CLOs)

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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. Characterize and critique how colonialism and settler colonialism have shaped the experience of Indigenous people.
3. Articulate the difference between Indigenous, colonial, and settler colonial worldviews.
4. Define and contrast settler colonialism in the context of decolonization.

## Course Materials

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All readings 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 [michael.aguilar@sjsu.edu](mailto:michael.aguilar@sjsu.edu).

# Course Requirements and Assignments

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## Lead Discussant (20% of the final grade)

You will have the opportunity to lead two (2) small discussion groups during the semester. These discussions will be based on the assigned readings that week. Each discussant will write a two (2) to three (3) page summary of the readings, a one (1) page outline with discussion questions, and a two (2) to three (3) page synopsis of the group discussion – these will be submitted as one document. Each discussant will provide a brief, two (2) to three (3) minute oral summary of the discussions during the seminar session. Discussants dates will be assigned.

## Connection Essay (20% of the final grade)

You will write two short essay assignments (3-4 pages, double-spaced) where you will analyze a current event using the course readings and discussions. You will analyze how cultural attitudes about Native Americans have intersected with social, cultural, and political discussions of race, gender, sovereignty, gender identity, and/or stereotypes. Your discussion should analyze and discuss connections from at least two texts from the course. These texts should be drawn from different weeks of the course and should include at least one critical/scholarly text. Along with developing an analytical argument that is sensitive to our scholars' insights into cultural discourse and historical context, these brief essays should build on your thinking from our class discussion using evidence from our readings to articulate and support your interpretive argument.

## Annotated Bibliography (25% of final grade)

You will maintain an annotated bibliography throughout that course in which you make an entry for each assigned reading. Entries will include a probably formatted citation and a 100 – 200 word summary of the reading writing your own words. At the dates indicated on the course schedule you submit the annotated bibliography for review with a full bibliography due at the end of the term.

## Indigenous Communities Project (35% of final grade)

You will work in teams of 3-5 to compose an interdisciplinary, research-based presentation that explores the relationship and issues facing Indigenous communities. Along with using research to analyze and understand the social and cultural dynamics of the problem that faces the community you have chosen, your team will need to find and analyze data from a scientific report or research-based reports that illuminates potential solutions to the problem you are analyzing. As you think through the ethics of your problem and its potential solutions, your team should also make connections between your external research (social/cultural and scientific/quantitative) and at least four (4) class texts. On the whole, your presentation should summarize your problem and locate potential solutions to the issue facing the Indigenous community. Your team should also be able to clearly describe and analyze the proposed solutions and/or conflicting positions in discussions of your problem.

# ✓ Grading Information

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Grades will be determined solely based on the work quality for the above-mentioned assignments. There are no extra credit opportunity this semester. Neither assignments nor the course will be curved. No grades will be rounded up or down for any reason.

## Breakdown

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	Notes
A	97 to 100%	Excellent Work
A-	90 to 96%	Nearly Excellent Work
B+	85 to 89%	Very Good Work
B	83 to 85%	Good Work
B-	80 to 82%	Mostly Good Work
C+	76 to 79%	Above Average Work
C	73 to 75%	Average Work
C-	70 to 72%	Mostly Average Work
D+	66 to 69%	Below Average Work
D	63 to 65%	Poor Work
D-	60 to 62%	Below Poor Work
F	0-59%	Failing Work

## Criteria

Type	Weight	Topic	Notes
Lead Discussant	20% of the final grade	Assigned by instructor	You will have the opportunity to lead two (2) small discussion groups during the semester.
Connection Essay	20% of the final grade	Chosen by student	You will write two short essay assignments (3-4 pages, double-spaced) where you will analyze a current event using the course readings and discussions.

Type	Weight	Topic	Notes
Annotated Bibliography	25% of final grade		You will maintain an annotated bibliography throughout that course in which you make an entry for each assigned reading
Indigenous Communities Project	35% of final grade	Selected by research group	You will work in teams of 3-5 to compose an interdisciplinary, research-based presentation that explores the relationship and issues facing Indigenous communities.

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

The course schedule is subject to change with prior notice from the instructor.

When	Topic	Notes
Week 1 1/25	Introductions	<b>Read</b> <ul style="list-style-type: none"> <li>Syllabus</li> <li>Course Schedule</li> </ul>
Week 2 1/30	Critical Lens	<b>Read</b> <ul style="list-style-type: none"> <li>Cook-Lynn, Elizabeth. "Who Stole Native American Studies?" <i>Wičazo Ša Review</i> 12, no. 1 (1997): 9–28.</li> <li>Weaver, Jace. "More Light Than Heat: The Current State of Native American Studies." <i>American Indian Quarterly</i> 31, no. 2 (2007): 233–255.</li> </ul>
Week 2 2/1 No class meeting	Critical Lens	<b>Read</b> <ul style="list-style-type: none"> <li>Echo-Hawk. "A Context for Understanding Native American Issues" In <i>In the Courts of the Conqueror: The 10 Worst Indian Law Cases Ever Decided</i>. 13-29 Norman: Fulcrum Press, 2010.</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>Annotated Bibliography 1 (due at 11:59 PM on 2/2)</li> </ul>

When	Topic	Notes
Week 3 2/6	Tribal Critical Race Theory	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Brayboy, Bryan McKinley Jones. "Toward a Tribal Critical Race Theory in Education." <i>The Urban Review</i> 37, no. 5 (2005): 425–446.</li> <li>• Brayboy, Bryan McKinley Jones. Tribal Critical Race Theory: An Origin Story and Future Directions." In <i>Handbook of Critical Race Theory in Education</i>. 88-100. New York: Routledge, 2013.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Lead Discussants Posted to Canvas</li> </ul>
Week 3	Tribal Critical Race Theory	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Black, Stephanie, and Amy Verbos. "Native Nations' Social Enterprise: A Tribal Critical Race Theory Model." <i>Indigenous Business &amp; Public Administration</i> 1, no. 1 (2022): 5–17.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Research Group Assignments (In-class)</li> </ul>
Week 4 2/13	Place More Than a Location	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Tuck, Eve and Marcia McKenzie. "Introduction to Place in Research." In <i>Place in Research: Theory, Methodology, and Methods</i>. 1-22. New York: Routledge, 2015.</li> </ul>
Week 4 2/15	Place More Than a Location	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• O'Neill, Sean. "Geographical Spatial Orientation" In <i>Cultural Contact and Linguistic Relativity among the Indians of Northwestern California</i>. 69-81. Norman: University of Oklahoma Press, 2008.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Lead Discussants</li> <li>• Annotated Bibliography 2 (due at 11:59 PM on 2/16)</li> </ul>
Week 5 2/20	Language of Place	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• O'Neill, Sean. "Linguistic Systems of Spatial Reference" In <i>Cultural Contact and Linguistic Relativity among the Indians of Northwestern California</i>. 82-102. Norman: University of Oklahoma Press, 2008.</li> </ul>

When	Topic	Notes
Week 5 2/22	Language of Place	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• O'Neill, Sean. "Geography and Cosmology" In <i>Cultural Contact and Linguistic Relativity among the Indians of Northwestern California</i>. 103-133. Norman: University of Oklahoma Press, 2008.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Lead Discussants</li> <li>• Research Project Proposal (due at 11:59 PM on 2/22)</li> </ul>
Week 6 2/27	Logics of Settler Colonialism	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Veracini, Lorenzo. "Colonialism." In <i>Keywords for Radicals: The Contested Vocabulary of Late-Capitalist Struggle</i>. 87-93. AK Press: Chico, 2016.</li> <li>• Smith, Linda Tuhiwai. "Introduction" In <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. Second edition. 1-19. London: Zed Books, 2021.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Connection Essay 1 (due at 11:59 PM on 2/27)</li> </ul>
Week 6 2/29	Logics of Settler Colonialism	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Castellanos, M. Bianet. "Introduction: Settler Colonialism in Latin America." <i>American Quarterly</i>, 69, no. 4 (2017): 777-781.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Lead Discussants</li> <li>• Annotated Bibliography 3 (due at 11:59 PM on 3/1)</li> </ul>
Week 7 3/5	Treaties a Transactional Relationship	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Costo, Rupert and Jeannette Henry. "Indian Treaties: Supreme Law of the Land" In <i>Indian Treaties: Two Centuries of Dishonor</i>. 1-39. San Francisco: The Indian Historian Press, 1977.</li> </ul>
Week 7 3/7	Treaties a Transactional Relationship	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Bruyneel, Kevin. "The U.S.-Indigenous Relationship: A Struggle Over Colonial Rule" In <i>The Third Space of Sovereignty: The Postcolonial Politics of U.S.-Indigenous Relations</i>. 1-25. Minneapolis: University of Minnesota Press, 2007.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Lead Discussants</li> </ul>



When	Topic	Notes
Week 8 3/12	Sovereigns and Metropoles	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Deloria, Vine, Jr. and David Wilkins. "Aliens, "Independent Peoples," or "Domestic Dependent Nations": Indigenous Nations and the Law" In <i>The Legal Universe: Observations on the Foundation of American Law</i>, 121-202. Golden: Fulcrum Press, 2011.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>Research Project Outline (due at 11:59 PM on 3/12)</li> <li>Research Project Peer Assessment 1 (due at 11:59 PM on 3/12)</li> </ul>
Week 8 3/14	Sovereigns and Metropoles	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Malloy, Kerri J. "The Fire Nation and the United States: Genocide as the Foundation for Empire Building" In <i>Avatar: The Last Airbender and Philosophy: Wisdom from Aang to Zuko</i>, 209-250. Hoboken: Wiley-Blackwell, 2022.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>Lead Discussants</li> <li>Annotated Bibliography 4 (due at 11:59 PM on 3/15)</li> </ul>
Week 9 3/19	Legitimization of Legal Fiction	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Robertson, Lindsay G. "The Judicial Conquest of Native America: The Story of <i>Johnson v. M'Intosh</i>" In <i>Indian Law Stories</i>, 29-59. New York: Thomson Reuters, 2011.</li> </ul>
Week 9 3/21	Legitimization of Legal Fiction	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Torres, Gerald. "Who is an Indian?: The Story of <i>United States v. Sandoval</i>" In <i>Indian Law Stories</i>, 109-145. New York: Thomson Reuters, 2011.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>Lead Discussants</li> </ul>
Week 10 3/26 and 3/28 Meet in Research Groups	Research Week	This week is for research groups to meet during class time to work on the research project. There will be no formal class meeting.

When	Topic	Notes
Week 11 4/9	Assimilation Through Education	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Newland, Bryan T. "Federal Indian Boarding School Initiative Investigative Report, 35-63. Washington, DC: United States Department of the Interior, Office of the Secretary, 2022.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>Connection Essay 2 (due at 11:59 PM on 4/9)</li> </ul>
Week 11 4/11	Assimilation Through Education	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Newland, Bryan T. "Federal Indian Boarding School Initiative Investigative Report, 64-90. Washington, DC: United States Department of the Interior, Office of the Secretary, 2022.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>Lead Discussants</li> <li>Annotated Bibliography 5 (due at 11:59 PM on 4/12)</li> </ul>
Week 12 4/16	Usurping Sovereignty	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Echo-Hawk. "Lone Wolf v. Hitchcock: Breaking the Treaties" In <i>In the Courts of the Conqueror: The 10 Worst Indian Law Cases Ever Decided</i>. 161-86 Norman: Fulcrum Press, 2010.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>Research Paper Draft (due at 11:59 PM on 5/3)</li> <li>Research Paper Peer Assessment 2 (due at 11:59 PM on 4/19)</li> </ul>
Week 12 4/18	Usurping Sovereignty	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Watson, Irene and Sharon Venne. "Talking up Indigenous Peoples' original intent in a space dominated by state interventions" In <i>Indigenous Rights in the Age of the UN Declaration</i>. 87-109. Cambridge: Cambridge University Press, 2012.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>Lead Discussants</li> </ul>

When	Topic	Notes
Week 13 4/23	Speaking to the Non-Native World	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Momaday, M. Scott. "The Native Voice in American Literature" In <i>The Man Made of Words: Essays, Stories, Passages</i>, 13-20. New York, Saint Martins Griffin, 1997.</li> <li>• Cook-Lynn, Elizabeth. "The Relationship of a Writer to the Past: Art, A Literary Principle, and the Need to Narrate" In <i>Why I Can't Read Wallace Stegner and Other Essays</i>, 63-77. Madison: The University of Wisconsin Press, 1996.</li> </ul>
Week 13 4/23	Speaking to the Non-Native World	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Vizenor, Gerald. "Writing Survivance: A Conversation with Joseph Boyden" In <i>Survivance: Narratives of Native Presence</i>, 297-311. Lincoln: University of Nebraska Press, 2008.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Lead Discussants</li> </ul>
Week 14 4/30	Holding to Account	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• McCue-Enser, Margret. "Ada Deer and the Menominee Restoration: Rethinking Native American Protest Rhetoric." <i>Argumentation and Advocacy</i> 53, no. 1 (2017): 59–76.</li> </ul>
Week 14 5/2	Holding to Account	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Stivers, Camilla. "Elouise Cobell and the Indian Trust Funds: Accountability and Trust in Public Administration." <i>Administrative Theory &amp; Praxis</i> 39, no. 2 (2017): 157–69.</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Lead Discussants</li> <li>• Annotated Bibliography 6 (due at 11:59 PM on 5/3)</li> </ul>
Week 15 5/7 and 5/9	Research Group Presentations	The schedule of presentations will be posted on Canvas.
Finals Week 5/17	Research Project	<p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Research Project Final Paper (due at 11:59 PM on 5/17)</li> </ul>