DINÉ COLLEGE
COURSE SYLLABUS

NAS200:Sec12 Decolonization and Self-Determination

Instructor: **Christine M. Ami, Ph.D. Native American Studies, University of California, Davis**
Course Number: NAS200 Section 29 **Office**: NHC270G
Room Number: **GCB103** **Office Hours**: M-R 2-3:00pm (MDT)
Day/Time: Monday 1:30-4:10 **Online Office Hours:**
https://dinecollege.zoom.us/k/91245106825
Email: cmami@dinecollege.edu **Office ext**.: 6616 (email or office hours are better contacts)

Course Description:
NAS200 is an interdisciplinary analysis of colonization, decolonization, and indigenous self-determination with specific attention to the realities of Navajo peoples. This class aims to not only explore the myths and realities of decolonization, but it also strives to encourage students to engage with self-determining practices to reassess, reprioritize, and reconcile with psychological impacts of colonial trauma.

Course Goal and Objectives:
Course goal and objective are as follows:
1. Define colonization as both events and processes of physical and psychological domination
2. Recognize internal colonization as a major psychological force of the formation of contemporary indigenous societies
3. Distinguish the various applications and misapplications of decolonization theory and praxis
4. Identify examples of indigenous self-determination and resilience practiced throughout various Indigenous communities
5. Develop individualized plans of decolonizing practices to address personal psychological impacts of colonial trauma

Course Structure
This class is formatted into four sections, each section with the following objective:
Module 1: Define of foundational concepts of colonization and historical trauma
Module 2: Define of foundational concepts of decolonization and self-determination
Module 3: Identify examples of decolonization and self-determination
Module 4: Distinguish between colonization, internal colonization and decolonization

Required Reading Selections:
All Readings are Located on Canvas

Suggested Readings Selections:
Decolonization: Indigeneity, Education & Society http://decolonization.org/index.php/des/index
*For Indigenous **Eyes** Only: A Decolonization Handbook.* Edited by Waziyatawin Angela Wilson and Michael Yellow Bird Publisher: School of American Research Press, 2005
*For Indigenous **Minds** Only: A Decolonization Handbook.* Edited by Waziyatawin Angela Wilson and Michael Yellow Bird Publisher: School of American Research Press, 2012
Morris, Irvin. *From a Glittering World: A Navajo Story*. Norman, University of Oklahoma Press, 1997

College Mission Statement:
With specific regards to Diné College's mission statement and educational philosophy *Sa'ah Naaghái Bik'eh Hózhóón* (SNBH), the course will not only integrate the Diné holistic teachings in accordance with

the pedagogical paradigm: *Nitsáhákees*, *Nahatá*, *Iiná*, and *Siihasin* but it also allows for Diné oral histories and teaching to intersect as primary sources with relevant topics discussed in class.

General Education Mission Statement:
Hooghandóó dóó Adahwiis'áágóó óhoo'ą́ą' yee náásdoogáát. The purpose of the Diné College General Education curriculum is to act as a bridge to the broader world, built upon a foundation of Diné history, language, and culture, enabling students to pursue their academic and professional aspirations. Students will explore experiences that consider diverse world views, philosophies, cultures, and contemporary life consistent with the Sá'ąh Naagháí Bik'eh Hózhóón principles. The bridge consists of the ability to write clearly, think critically, speak effectively, reason mathematically, and express one's self creatively to promote social and personal responsibility, ethical reasoning, and civic knowledge and engagement to address local and global issues.

Course Policies:
Participation: In accordance with the teachings of *T'aa hwo ajit'éego*, **students are responsible** for their own practices of self-direction, self-determination, perseverance, and self-control. Therefore, the more students engage with this course via in class activities, discussion board communications, exams, and the final project, the more they will increase their level of Native American Studies competency. If students do not participate, grades will suffer for a host of reasons.

Respect: This community/class is based on respect both within the classroom and through online communications. Students are expected to engage with the readings, lectures, and course discussions from a space of openness and understanding. **Mutual respect** also means that our class will open an arena for dialogue – and although we may disagree via perspectives, experiences, or interpretations, we will learn to articulate those differences in a healthy and professional manner.

Netiquette: "Netiquette" is proper conduct for online forms of communication, such as discussion posts, zoom office hour meetings, email, and assignment submissions**. Proper online conduct** reinforces the mutual respect policy. Some forms of online misconduct are merely bothersome to others with the impact being limited to your instructor or fellow students finding you annoying and their being less likely to take your thoughts seriously. Other forms of online misconduct can potentially cross a line into the area of academic dishonesty and be treated no differently than cheating on an exam or plagiarizing a paper and/or directly disrespecting classmates and/or the instructor, neither of which will be tolerated. For more information about the netiquette expected for this online class, visit the FAQ section of our class' Canvas.

Due Dates: Work must be uploaded to the class' Canvas site by the date and hour specified by the instructor. **Late assignments will not be accepted**. Lack of internet is not a valid excuse for a missed assignment. Please plan ahead. Registering for an online class means that you are taking on the responsibility for internet access. If for any reason, you find yourself with difficulties uploading an activity to Canvas, you have one opportunity to email your assignment directly to the instructor prior to the due date/time, indicating that you believe there to be an error with Canvas. Please do not email the instructor indicating that there was an issue with Canvas, that you could not submit, and then not include the completed assignment. You will not be offered additional time to submit.

Office Hours: Students are strongly encouraged to **meet with the instructor**. However, given the online format of the class, office hours will be designated as a time when you may reach the instructor zoom on Monday-Thursday/Sunday from 8:30-9:30am. The Zoom Link for my office hours is: https://dinecollege.zoom.us/k/91245106825 . For a meeting at another time or to follow up on course content, please feel free to contact the instructor via email.

Plan for interaction: In addition to regularly scheduled office hours, the instructor will maintain consistent interaction with students. This includes a **48-hour window to respond to emails** from Sunday through Thursday. If for some reason, there is no response within that 48-hour window, please resend your email in the chance that there was an error in sending/receiving. Additional, assignments will be graded within a **one-week window of the submission date**. There are certain assignments that require a quicker response time and those will be addressed via gradebook and announcements to remind students to check for feedback.

Students with Disabilities: Diné College provides reasonable educational support and other academic services to disabled students. A student with a disability who wishes to enroll for classes **should contact Student Services** at the Tsaile campus or the designated representative at the regional center. Students in postsecondary education are responsible for self-identifying themselves as individuals with disabilities, providing disability documentation and requesting accommodations. Records regarding disability do not automatically transfer from high school to college. Such records can only be released or transferred with the written permission of the adult students. (In cases where the student is under the age of 18, the parent or guardian permission is also required.).

Academic Integrity: Students are responsible for the integrity of their academic work. Examples of **academic dishonesty** include but are not limited to: obtaining unauthorized assistance in any academic work; cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report, or project without the instructor's approval for obtaining additional credit or an improved grade; and representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or suspension; expulsion; and recording the decision in the student's academic record.

Student Grievances: Students are strongly encouraged to first make a good faith attempt to resolve their grievance informally by directly discussing it the instructor. If a student believes that their initial attempts to resolve what they believe is a violation of an established college policy, standard, or procedure is not successfully addressed, they are strongly encouraged to then meet with the head of the department or school in which the grievance arises. If the student chooses not to use the informal resolution process, or if the grievance remains unresolved after following the informal resolution process, the student may engage in the formal grievance process outlined by the Office of the Provost.

Learner Privacy: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. Please refer to Diné College's Student Right to Know Act webpage page for further details: https://www.dinecollege.edu/admissions/student-right-to-know-act/

Open Web, Social Media Privacy: During this course students might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or YouTube. While some of these are required assignments, students need not make any personally identifying information available on a public site. Where appropriate students may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.

Changes to Syllabus: The instructor reserves the right to make changes to the syllabus and course schedule as needed.

Class Format:
This class is divided into Four Sections: Section One: Define of foundational concepts of colonization and historical trauma; Section Two: Define of foundational practices of Decolonization and Resiliency; Section Three: Identify examples of Decolonization and Resiliency; and Section Four: Distinguish between Colonization, Internal Colonization and Decolonization: All section have their own objectives outlined in the course schedule and they all directly correlate with the class goals listed at the beginning of this section. In each section, the course content is organized according to SECTIONs and LESSONs. In our Canvas site, under the "Lessons" tab, you will find a folder dedicated to each one of these sections. In the section folders, you will find a varying range of LESSONS. There are a total of 24 lessons for the entirety of this class. Each one of the lesson folders contains associated video lectures, reading assignments and writing assignments that are due. Please refer to the syllabus to make sure that you are completing the correct video lecture/assignment/reading/video.

Evaluation and Assessment:

1) Attendance and Participation: Throughout this semester we will meet 15 times and for each class attendance students will complete an auto-evaluation of their participation. Attendance and participation will account for 20% of your final grade.
2) Discussion Posts: There will be at maximum **14 discussion post (DP)**, which will account for 20% of your final grade.
   After completing the readings and/or videos, students will be invited to participate with **discussion board** postings. This includes addressing a given prompt with a fully articulated response that includes **at least 1 reference** from the text or provided supplemental materials and **a minimum of 150 words**. Remember the purpose of the discussion prompt is to (1) demonstrate that you completed the assigned reading, video, activity, and (2) articulate that information in a thought-provoking manner. You can receive up to 10 points for your initial posting. Please visit the FAQ section on Canvas for helpful suggestions on how to earn full points, learn about what counts as part of that word count and what does not (i.e. greetings, salutations, quotations, copy and pasted generic responses to several peers are examples of what does not count towards the 150 word count), and overall for tips on how to push your writing to the next level. **No late submissions will be accepted**.
   a. Discussion Responses (**Extra Credit**): If you have completed the day's discussion post on time, meeting minimum requirements on your posting (content and word count), you can respond up to 2 of your classmates' postings and receive up to 1 point each for your response. Your points will be added to your overall discussion posts grade. Your responses must have content (no fluff) and be **a minimum of 50 words**. Please visit the FAQ section on our Canvas page to understand more about exactly what counts as part of that word count and what does not (i.e. greetings, salutations, quotations, copy and pasted generic responses to several peers). You must submit your response no later than midnight the day the posting is due. **No late submissions will be accepted**.
3) Handbook Activities: There will be a maximum of **11 Decolonization Handbook Activities**, which will account for 20% of your final grade. Each activity allows for you to engage class topics from NAS perspectives and then use that lens to evaluate your own experiences. **No late activities will be accepted**.
4) Exams: There will be **4 exams**, which will account for 20% of your final grade. The exams will consist of definitions, short prompts associated with LT Smith's *Decolonizing Methodologies* and Irvin Morris' *A Glittering World*, and critical article analysis directly related to articles found on the following online journal - *Decolonization: Indigeneity, Education & Society* (http://decolonization.org/index.php/des/index). Students will be required to create an account and long in to access specified readings.
5) Intro/Conclusion Activities: Students are required to submit a learner agreement at the start of the class as well as a final assessment essay at the end of the class. The learner agreement will allow for students to

comprehend the deliverables required of the class while the final assessment essay reflects how the course content will and/or can impact your B.A. studies. These activities will account for 20% of your final grade.

Attendance/Participation (15)	20%
Intro/Conclusion Activities (2)	20%
Handbook Activities (11)	20%
Discussion Posts (9)	20%
Exams (4)	20%
Total	100%

Final Grades are determined in the following manner:
100-90%=A 89-80%=B 79-70%=C 69-60%=D 59-0%=F

Course Calendar:

Week	Date	READINGS DUE	ASSIGNMENTS
1	Lesson 1 August 18	Lecture: Welcome to NAS200- Introduction Lecture, Syllabus Review, Auto-Evaluation "Decolonizing"	
	Lesson 2 August 20	*For Indigenous Eyes Only:* "Beginning Decolonization" *Historical Trauma and Aboriginal Healing*: "Definitions"; "Introduction"	**Discussion Post**
Module One: **Define of foundational concepts of colonization and historical trauma**: Learners will define the foundational concepts of Historical Trauma and Colonization and illustrate how those constructs have or have not impacted their lives.			
2	Lesson 3 August 25	Lecture: Colonization Constructs *For Indigenous Eyes Only*: "Tribal Critical Thinkers"	**Handbook Assignments**
	Lesson 4 August 27	*Historical Trauma and Aboriginal Healing*: " Historical Background"	**Discussion Post**
3	Lesson 5 September 1	NO CLASS – Labor Day	There is no class meeting today; however, must secure the text: ***From a Glittering World.***
	Lesson 6 September 3	*Historical Trauma and Aboriginal Healing*: "Analyzing Trauma"	**Discussion Post**
4	Lesson 7 September 8	Lecture: *For Indigenous Eyes Only*: "Just Good Sports"	**Handbook Assignments**
	Lesson 8 September 10	*Historical Trauma and Aboriginal Healing*: "A New Model: Historic Trauma Transmission (HTT)"	**Discussion Post**
5	Lesson 9 September 15	Lecture: *For Indigenous Eyes Only*: "Decolonizing NAGPRA"	**Handbook Assignments**
	Lesson 10 September 17	Tuck, E and K. Yang "Decolonization is not a metaphor"	**Exam 1**
Module Two: **Define of foundational practices of Decolonization and Resiliency:** Learners will define the foundational practices of decolonization and resiliency.			

6	Lesson 11 September 22	Lecture: *For Indigenous Eyes Only*: "Decolonizing Indigenous Diets"	**Handbook Assignments**
	Lesson 12 September 24	Lavalle, Lynn and Jennifer M. Poole. "Beyond Recover: Colonization, Health and Healing for Indigenous people in Canada"	**Discussion Post**
7	Lesson 13 September 29	Lecture: *For Indigenous Eyes Only*: "Defying Colonization Through Language Survival""	**Handbook Assignments**
	Lesson 14 October 1	Le Francois, Brenda. "The psychiatrization of our children, or an autoethnographic narrative of perpetuating First Nations Genocide through 'benevolent' institutions	**Discussion Post**
8	Lesson 15 October 6	Lecture: *For Indigenous Minds Only*: "Initiating the process of youth decolonization: reclaiming our right to know and act on our experiences"	**Handbook Assignments**
	Lesson 16 October 8	Lawson-Te Aho, Keri and James Liu. "The legacy of violence and the Necessity of Self-Determination."	**Discussion Post**
9	Lesson 17 October 13	Lecture: *For Indigenous Minds Only:* Neurodecolonization: using mindfulness practices to delete the neural networks of colonialism	**Handbook Assignments**
	Lesson 18 October 15		**Exam 2**
Module Three: **Identify examples of Decolonization and Resiliency:** Learners will review hemispheric indigenous case studies and identify how these topics relate to Navajo realities.			
10	Lesson 19 October 20	Lecture: *For Indigenous Eyes Only*: "Decolonizing Tribal Enrollment"	**Handbook Assignments**
	Lesson 20 October 22	Begay, Yolanda. "Historic and Demographic Changes that Impact the Future of the Diné and the Development of Community-Based Policy"	**Discussion Post**
11	Lesson 21 October 27	Lecture: *For Indigenous Eyes Only*: "Decolonization of Indigenous Governance"	**Handbook Assignments**
	Lesson 22 October 29	Emerson, Larry. "Diné Culture, Decolonization and the Politics of Hózhó"	**Discussion Post**
12	Lesson 23 November 3	Lecture: *For Indigenous Eyes Only*: "Ideology, Power, and the Miseducation of Indigenous Peoples in the United States"	**Handbook Assignments**
	Lesson 24 November 5	Denetdale, Jennifer "Recovering Diné Intellectual Traditions"	**Discussion Post**
13	Lesson 25 November 10	Lecture: *For Indigenous Eyes Only*: "Decolonizing through Story Telling "	**Handbook Assignments**
	Lesson 26 November 12		**Exam 3**
Module Four: **Distinguish between Colonization, Internal Colonization and Decolonization:** Learners identify scenarios of resilience and self-determination and differentiate the misapplications of these terms. Students will also apply critical engagements with United States' indigenous movements of cultural restructuring, autonomy, self-determination, and decolonization			
14	Lesson 27 November 17	Lecture: **MET Online Museum Collection***:* "Artistic Encounters with Indigenous America" **YouTube Webinar:** "Decolonizing the Narrative of Native American Museum Interpretation?" Morris, Irvin. *From the Glittering World*	
	Lesson 28 November 19	Morris, Irvin. *From the Glittering World*	

15	Lesson 29 November 24	Lecture: Morris, Irvin. *From the Glittering World* **Blog Reading:** "Playing Navajo Weaver: Cultural Appropriation from Within"- Christine Ami	
	Lesson 30 November 26	Morris, Irvin. *From the Glittering World*	
16	Lesson 31 December TBA	Morris, Irvin. *From the Glittering World*	**Exam 4** **Self-Assessment**

Prepared by _____
Dr. Christine M. Ami, Ph.D. (Associate Professor, School of Business and Social Science)

Reviewed by _____
Patrick Blackwater, MGM. (Dean, School of Business and Social Science)