

**How to be an Indigenous Ally**  
**Native American and Indigenous Student Association**  
**At Saint Mary's College of California**

### **Institutional Change**

- Build connections and relationships with the tribe and peoples that SMC is on
  - Saklan Bay Miwok peoples who are the original caretakers of the land SMC resides on. They are not federally recognized and thus have integrated into both Chochenyo Ohlone and Muwekma Ohlone tribes for federal recognition.
- Creating ways that Indigenous people can access their land
  - Access to hold ceremonies, events, etc. on the SMC grove and classrooms
- That Saint Mary's College dedicate funds used to create a scholarship for California Native students
- Dedicating resources to having conversations around Black and Indigenous knowledge, topics, causes, and struggles.
- Integrating Indigenous textbooks, theory, work, and philosophy into SMC core curriculum and beyond.
- Educators should **read and reference the “Seeing our Indigenous Students Educators Guide” that will be provided to all SMC students, faculty, and staff created by Four Winds of Indian Education and Redbud Resource Group. This guide works in tandem with the resource guide to provide school specific supplements.**

### **Individual Change for Students and Faculty/Staff**

- Students should attend events that are already being hosted by NAISA, the BSU, the IC or other student organizations around Indigenous causes
- Recognize the land you reside on and work on understanding privilege
  - While this is good personal work, it doesn't actually help Indigenous people until other change happens
  - **Don't** ask Indigenous people to create land acknowledgements for you
- Take and teach courses that focus on Indigenous causes or pull from Indigenous knowledge.
- Embrace contemporary Native existence! :)
- Put Indigenous voices first when addressing Indigenous causes.
- Connect with other professors about what they've done and consider sharing work and asking for feedback.
- “Reach out to education institutions like libraries and cultural centers for help and learning resources.
- **Don't** assume that Native students and families are willing and able to fill in missing information for you.
- **Don't** assume a Tribal community will have the time to give you the materials you need. Instead, use a variety of knowledge sources and connect with other educators.
- **Don't** share songs, prayers, or ceremonial traditions with students without being given explicit approval to do so.” (PP. 53 from source below)

FROM “SEEING OUR INDIGENOUS STUDENTS EDUCATORS GUIDE”

**Affirm Native Knowledge**

**“Many think, sometimes unconsciously, that Native knowledge is less advanced or less useful than Western knowledge. This might keep teachers from teaching Native culture in a significant way.** Contrary to what people might believe, Native culture is just as advanced in the sciences and humanities as any other culture. Characterizing Native culture or knowledge as advanced, useful, and worthy of respect helps buck stereotypes and assumptions. It also may improve engagement in all students and help them understand how to solve real world problems in the place where they live, using strategies they may not have been introduced to in a traditional curriculum” (PP. 40).

**Native knowledge is relevant in all subjects, not just History courses. We urge professors to integrate Indigenous knowledge into their teaching and curriculum and have provided a starting point for integrating Indigenous books in their classrooms.**

Accounting

- [Indigenous Accounting Australia](#)
- “Accounting and Indigenous People” by Sonja Gallhofer and Andrew Chew
- [The Impact of Mathematics on Indigenous Students’ Decision to Study Accounting](#)

Allied Health Science

- *K’am-Te’m: A Journey Towards Healing* by Kishan Lara Cooper

Anthropology

- *We Are the Land: A History of Native California* by Damon Akins
- *Indigenous Peoples History of the United States* by Roxanne Dunbar Ortiz
- *California Through Native Eyes: Reclaiming History* by William Bauer Jr.
- *We Are Dancing For You* by Dr. Cutcha Risling Baldy
- *Florentine Codex Book 7: Sun, Moon, Stars, and the Binding of the Years*
- *Florentine Codex Book 10: The People*

Performing Arts: Dance, Music, and Theatre

- *The Way of the Masks* by Claude Lévi-Strauss

Art and Art History

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Biology

- *Decolonising Science, Technology, Engineering and Mathematics (STEM) in an Age of Technocolonialism: Recentring African Indigenous Knowledge and Belief Systems* by Artwell Nhemachena et al.

Business Administration

Chemistry

- *Decolonising Science, Technology, Engineering and Mathematics (STEM) in an Age of Technocolonialism: Recentring African Indigenous Knowledge and Belief Systems* by Artwell Nhemachena et al.

Communication

Economics

*Tending the Wild* by Kat Anderson (though this book is about natural resource management, to Indigenous people and hunter/gatherer groups this knowledge and practice is the caring for of their household/resources/wealth)

Education

Engineering

- *Decolonising Science, Technology, Engineering and Mathematics (STEM) in an Age of Technocolonialism: Recentring African Indigenous Knowledge and Belief Systems* by Artwell Nhemachena et al.

English

Environment and Earth Science

- *Salmon & Acorns Feed Our People* by Kat Anderson
- *Tending the Wild* by Kat Anderson
- *As Long as Grass Grows* by Dina Gilio-Whitaker
- *Our Sacred Maiz is Our Mother* by Roberto Cintli Rodriguez
- *Florentine Codex Book 11: Earthly Things*

Ethnic Studies

- *K'am-Te'm: A Journey Towards Healing* by Kishan Lara Cooper
- *Popol Vuh*
- *We Are Dancing For You* by Dr. Cutcha Risling Baldy

Global and Regional Studies (GRS)

- *Becoming Our Future: Global Indigenous Curatorial Practice* by Julie Nagam et al.
- *We Are the Land: A History of Native California* by Damon Akins
- *Indigenous Peoples History of the United States* by Roxanne Dunbar Ortiz
- *California Through Native Eyes: Reclaiming History* by William Bauer Jr.

History:

- *We Are the Land: A History of Native California* by Damon Akins
- *Indigenous Peoples History of the United States* by Roxanne Dunbar Ortiz
- *California Through Native Eyes: Reclaiming History* by William Bauer Jr.
- *Florentine Codex Book 7: Sun, Moon, Stars, and the Binding of the Years*
- *Florentine Codex Book 8: Kings and Lords*
- *Florentine Codex Book 9: The Merchants*
- *Bonds of Blood* by Caroline Dodds Pennock

Integral Program

- *Florentine Codex, Book 6: Moral Philosophy and Rhetoric*
- *Salmon & Acorns Feed Our People* by Kat Anderson

- *Tending the Wild* by Kat Anderson

Justice, Community, and Leadership (JCL)

- *As Long as Grass Grows* by Dina Gilio-Whitaker

Kinesiology

Mathematics

- *Maya Math Simplified* by Njord Kane
- *Decolonising Science, Technology, Engineering and Mathematics (STEM) in an Age of Technocolonialism: Recentring African Indigenous Knowledge and Belief Systems* by Artwell Nhemachena et al.
- *African Fractals: Modern Computing and Indigenous Design* by Ron Eglash
- *Ethnomathematics in Action: Mathematical Practices in Brazilian Indigenous, Urban and Afro Communities* by Milton Rosa and Cristiane Coppe de Oliveira

Philosophy

- *Florentine Codex, Book 6: Moral Philosophy and Rhetoric*

Physics & Astronomy

- *Decolonising Science, Technology, Engineering and Mathematics (STEM) in an Age of Technocolonialism: Recentring African Indigenous Knowledge and Belief Systems* by Artwell Nhemachena et al.

Politics

Psychology

**Seminar:**

- *Popol Vuh*
- *Florentine Codex, Book 6: Moral Philosophy and Rhetoric*
- *We Are the Land: A History of Native California* by Damon Akins

Sociology

Spanish and Latin American Studies (SaLAS)

- *Voices from the Ancestors* by Lara Medina
- *Popol Vuh*
- *Florentine Codices*

Theology & Religious Studies (TRS)

- *Florentine Codex Books 1-5: The Gods, The Ceremonies, Origins of the Gods, The Soothsayers, and The Omens.*
- *K'am-Te'm: A Journey Towards Healing* by Kishan Lara Cooper
- *Popol Vuh*

Women's and Gender Studies (WAGS)

- *We Are Dancing For You* by Dr. Cutcha Risling Baldy
- *Voices from the Ancestors* by Lara Medina
- *Ancient Bodies, Ancient Lives* by Rosemary Joyce
- *Gender and Power in Prehistoric America* by Rosemary Joyce
- *Women in the Crucible of the Conquest* by Karen Vieira Powers

- *Women in Prehistory* by Cheryl Claassen and Rosemary Joyce

### **Resources**

[Saklan Bay Miwok Indigenous People's History](#)

[Bay Miwok Language and Land](#)

[Living on Ohlone Land](#)

[Native American and Indigenous Student Association of Saint Mary's College](#)

[Redbud Resource Group](#)

[Idle No More SF Bay](#)

[Sogorea Te Land Trust](#)

[American Indian Cultural Center of San Francisco](#)

[Bay Area American Indian Two-Spirits](#)

[Intertribal Friendship House](#)

[Oakland Native American Health Center](#)

[California Historical Society](#)

[California Oratory Resource Network](#)

[Alliance for California Traditional Arts](#)

[American Indian Chamber of Commerce of California](#)

[California Indian Legal Services](#)

[California Indian Basketweavers Association](#)

[California Indian Museum and Cultural Center](#)

[Society for California Archaeology](#)

[News from Native California](#)

[California Native American Heritage Commissions](#)

[Red Women Rising](#)

[Advocates for Indigenous California Language Survival](#)

[Carrying Our Ancestors Home](#)

National Resources:

[The National Center for American Indian Enterprise Development](#)

[The Society for the Study of the Indigenous Languages of the Americas](#)

[The National Center for American Indian Enterprise Development](#)

[National Congress of American Indians](#)

[National Park Service National Native American Graves Protection and Repatriation Program \(NAGPRA\)](#)

[American Indians in Children's Literature](#)

[Alaska Native Knowledge Network](#)

[IPinCH: Intellectual Property Issues in Cultural Heritage: Theory, Practice, Policy, Ethics](#)

[Native Land](#)

[iPortal: Indigenous Studies Research Tool](#)

[Bay Native Circle Archives](#)

This document was created by the NAISA executive team of 2020-2021 and will be continued to be updated as needed by future students.

Last Updated: 02/10/2021