



Introduction to Native American Studies • 5 CR

5610 Soc/ Ethno 120

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Fall Term 2010, 9:30-10:20

Sept. 20th - Dec. 8th

Course Texts: *Native American Studies*, by Clara Sue Kidwell
Native Americans, Portrait of Peoples, by Duane Champagne
Various Readings (will be uploaded to our **My BCC** Page)

Course Description: This course will be examining both historical and contemporary perspectives of American Indian social, political, and cultural issues. We will be exposed to many aspects of Indigenous Peoples' lives, including Indian/non-Indian relations of the past and present, Indian sovereignty, and Indigenous aesthetics in art, literature, visual culture, and the ways that Natives have thrived into the 21st Century today.

This course is taught firmly from an Indigenous perspective emphasizing not "who Indian people were", but "how Indians came to be the people they are". My intention as a teacher will be to convey to you some of the enduring ways of understanding Native People that many of us pick up through early education and popular media (television, music, film, sports, books, and advertisements), even and especially those of us who are Native (enrolled, unenrolled, mixed-blood, etc...). It is from this understanding that we will learn about the diverse groups of people, some large communities, some small bands, who continue or be relegated to a homogenous and one-dimensional identity in Canada and the United States.

Additionally, an emphasis of this course is to consider 'the study of American Indians', alongside of learning 'about' American Indians. This is an important factor in a critical analysis of how Native Americans are understood in America, for the study of Indians arose from specific, situated, complex positions that reveal as much about the social, historic, political, economic, religious, scientific, gendered, and imperialist concepts that shaped America and the idea of American Indians.

A Note About Course Content: Culture theorists and Sociologists examine just about every aspect of the social and cultural world. Because of this, provocative material or new ways of viewing social interactions are often discussed. Please be advised when we explore controversial topics, they will be framed within an academic context. Keep in mind that when we find ourselves in a space outside our comfort zone, it is an opportunity to for learning and growth. You may be confronted with subject matter that is difficult to watch, see, discuss, read, or listen to. Please note, however, that you will be responsible for any material you may miss, if you choose to not participate. If you have any questions or concerns about content or climate, please feel free to speak with me about it right away.



TEXTS: In addition to the two (2) main texts required for the class, I will from time to time be making additional readings available to the class. In addition to the course syllabus, I will not be making articles available in paper handouts. The syllabus and any additional readings will be uploaded to the classes' **MyBC** Class Websites. During the first week, become acquainted with the websites and how to access, download, and print articles from them.

Additionally, I strongly recommend that you have a copy of *A Writer's Reference* by Diane Hacker. If you are not able to obtain this particular text, there are many other fine books that are used as textbooks for English 101 and 102. I have a few of these myself, for I am an English Composition teacher, as well. So if you cannot locate a writing reference or the library is out, let me know and I will loan you one. You will be writing a research essay at the end of the course so this will be very useful at that time. I will also include links to websites that contain the writing conventions for both MLA (Modern Language Association) and ASA (American Sociology Association) Documentation, on the Course's **MyBC** website.

A Dictionary is also highly recommended, because students have become increasingly dependent on Spell-Checks, which often insert wrong spellings or grammar. The most frequently used Spellcheck is Microsoft's Word for Windows. While there is nothing wrong with the program and I encourage you to use it, the way we use them is often overly dependent. Spell check is a machine, it cannot tell if you are writing "Cherry punch" or "Anne said, 'Cherry punch Joe'," and may recommend the wrong verb tense, or a mis-spelling. With onomatopoeic words such as, "there, their, and they're" it is not often clear to the program what the writer intends. So, in some cases you must fall back on older methods such as your own wit and a book dictionary.

Students With Disabilities: If you have medical information to share with me concerning any need that may arise, please feel free to contact me by email, phone, or during office hours. Being prepared for an emergency is important. If you need any course accommodations, modifications, or adaptations because of a disability, I can refer you to our Disability Resource Center (DRC). Or, if you are comfortable doing so, you may contact them directly by calling 425-564-2498 or TTY 425-564-4110. They are very helpful people. If you have ADD, they can help you if you need a special test taking environment. You can also access information directly from their website at: <http://bellevuecollege.edu/drc>.



Safe Space: Safe Space is a concept most often associated with lesbian, gay, bi-sexual, questioning, transgendered, and queer-identified students. ALL students, but especially those who have been traditionally silenced are welcomed in this class and encouraged to speak out and become an integral part of the class. A critical understanding and the embracing of alternate genders and sexualities in this classroom is encouraged. Any questions of what this means should be brought to me as soon as possible.

Explore the LMC, the Library Media Center- BCC's Library and Media Center is here for your ease of use. Accessible from home through computer connection, LMC information is often at your fingertips! I strongly encourage you to begin to visit the library early and at least once a week to familiarize yourself with the conventions of use of materials, what materials are available, and to help in familiarizing yourself with a research paper topic. Librarians can be reached at the Library (D-126), by phone (425-564-6161), and by email, Circulation: circulation@bellevuecollege.edu, Reference: reference@bellevuecollege.edu, and Media Center: mediacenter@bellevuecollege.edu.

Library Websites important to this class include:

Main Library Media Center: <http://bellevuecollege.edu/lmc/>
For the LMC online catalog: <http://bellevuecollege.edu/lmc/catalogs.html>
For article databases: <http://bellevuecollege.edu/lmc/periodicals.html>

Course Expectations and Learning Outcomes: With a commitment to participation and successful completion of all requirements, you will be able to demonstrate knowledge of :

- A general comprehension and understanding of how the experiences of the Indigenous People of North America differs from those of colonizing and immigrant peoples, and of how some Native People perceive those experiences and differences. Experiences examined will include those of Native People living in urban and rural centers, reservations/ rancherias, as well as the issues pertaining to mixed-blood Indian experiences.
- Some of the basic concepts and principles of Indian Sovereignty which provide a structure for the unique status of Indian Law and Policy, and the human rights of Indigenous Peoples as autonomous political bodies.
- Some of the parameters of traditional tribal knowledge and Indigenous epistemologies in both pre- and post-contact tribal groups and their cultures.
- General knowledge of Indigenous activism from first contact to the present.
- A working (explainable) understanding of Indigenous representation and identity in historical and contemporary analyses of dominant US Popular as well as Scholarly Culture and how this representation has impacted Indigenous self-knowledge, agency, and ultimately self-representation.
- And critically analyze and discuss the field of Native American/Indigenous Studies, its history and its future, including the understanding of a global approach to the concepts of Indigeneity.

General Rules and Expectations

- Come to class every day, on time. I will be keeping track of this. More than 5 absences will lead to a reduction in grade. The class is limited in time, and occasionally we will be viewing films, therefore timely attendance is a must!
- All readings, assignments, and homework will be done for this class, **on time!**
- Emailed assignments will not be accepted without prior arrangement.
- Late homework assignments can be accepted on a limited basis, meaning for any one student, one or two late assignments may occur due to extenuating circumstances. However, habitually late assignments will not be allowed and will result in an impact on your grade.
- Exams and in-class work cannot be made up.
- I expect that your behavior in class will be respectful. Continued disrespectful behavior in my class may result in your being asked to leave. Which may result in an impact of your grade being lowered.
- There are no extra-credit assignments planned for the class. If necessary, such need will be considered on an individual basis.

Course Requirements: For this Course you will be turning in four (4) Response Essays. In these essays you will be allowed to choose any of the material from the prior two week's readings, films, or discussions. You will write a brief two page essay applying critical thinking skills to the material encountered. In addition to these bi-weekly writing assignments, there will In-Class Assignments, done in small groups or pairs. There will be a Midterm, and a Final Research Writing Paper or research Project with a brief two page essay and bibliography.

This is a very intensive course with much material, so Falling Behind can quickly mean a reduction in grade. Due to the size of the class and the individual nature of the assignments, I cannot take much time out to go over course work missed.

Grading

Grading will be based on:

Attendance:	100 pts.
Participation:	100 pts.
4 Response Essays:	50 pts.each, total 200 pts.
4 In-class Assns.	50 pts. Each, total 200 pts.
Mid-term	150 pts.
Final Research Essay or Research Project	250 pts.

1000 pts.

Types of Course Work

Response Essays

Response Essays are to be turned in at the beginning of class on due dates (approximately every two weeks) of two (2) full pages in length, of typed, double-spaced material. Your Name, Date, Paper Number, Course, and Essay Title are all that is required in the Heading. If a Heading is larger than one (1) inch you will lose points if it is excessive. The margins are to be no larger than one (1) inch all around, and the length is to extend to the bottom of page two (2). The Font size is to be no larger than 12 pt, you can go smaller down to 10 pt. but not higher (bigger). Font Type is to be Times New Roman or Arial, a simple, standard sized font. You do not use overly graphic Font, *Like This*. It is difficult to read, and ... surprise! takes up extra room! This will get you a lowered grade here and definitely at a University, The Elaboration on Grades will give you more information on what happens if it is a little short, etc.... I do not take email submissions. You are to turn in your Response Essay printed and stapled. I know emergencies occur, so let me know by email or at the beginning of class if you *must* email it to me because your dog ate your printer. With Form covered, let's move to the expected Content of the Response Essay. You are required to turn in an essay that actively engages the issues, mediums, and theories covered in the readings, films, or lectures. For example, if we watch a clip of *Pocohantas* the Disney film, we will also have an accompanying reading or two, a class lecture/discussion on historical accuracy, the impact of the information delivered in a visual childrens' medium, and the impact of the *images* of the Natives. Your essay will show an application of critical thinking skills and convey your thoughts about the issue. You can use and will draw upon the film, readings, lectures, and discussions for examples, quotes, and supporting evidence when you are making an assertion.

Ring in

In-Class Assignments.

In-class assignments will be comprised of different activities. They will occur in small groups of two- four (2-4) people. They must take place in a cordial, respectful manner, adhering to our Course Learning Environment Statement, and the School's Inclusion Statement. In the assignments, you will decide work roles, when necessary. When an In-class assignment requires you to bring in something, such as a newspaper clipping, I will notify you. All group members should take clear, detailed notes of what will usually be composed of our discussions and decisions. Usually a brief description, or some artifact will be turned in demonstrating the assignment.

The Mid-Term Exam

The mid-term exam will be composed of approximately 50% multiple choice questions and fill in the answer

question, and 50% essay questions. The multiple choice and fill in questions will need to be read carefully in order to select the right answer. Some questions may be based on lectures so diligent note taking is required. Here are some hints: 1) if I repeat information, saying, "This is important, write it down," there is a good chance it may show up on the exam. There are not a great deal of questions, we only have forty (40) minutes. So if you miss a couple of days or are late, or do not take adequate notes, you may end up missing four (4) of fifteen (15) questions. So be present and write, write, write. The essay part of the exam will usually have four (4) or five (5) questions. You must choose two (2) to answer. Your answers must be frank, detailed, supplying the main salient points of the event or issue being asked about. Supply as much detail as possible. For your exam you will be allowed to bring your notes.

The Final Research Essay/Project

The Final Research Essay/Project will be an effort where you get to further explore an issue that you encountered throughout the course and was intrigued, wanting to learn more. You will hand in a proposal for final research essay/project on the due date. You will engage an issue, NOT a tribe. You must engage a specific detailed issue. This will be further elaborated upon as we approach the fourth (4th) week. The same specifications that apply to the response essays will apply to the Final Essay, except the Final Research Essay has the emphasis upon "Research." You will be drawing upon valid sources to support your essay's proposal. There should be quotes, as well as descriptive evidence to support your thesis. This essay will utilize proper MLA or ASA format for citations and bibliography. Alternatively, some of you may be artists whose further considerations of an issue encountered will manifest artistically. Final essays and projects will be presented in class on the last day of classes, describing what you wrote about or sharing with the class your artistic efforts. A project will have an accompanying two (2) page description of their process, how it relates to a particular issue or event, and the sources the artist drew upon to more fully understand the issue they are working on,

An Elaboration on Attaining Full Points and thus a Great Grade!

3.5- 4.0:

- Attended daily classes, with only one or two absences, arrived to class prior to start time, with specified materials, having done all readings and homework for that day.
- Contributed frequently and appropriately to class discussions, demonstrating a good understanding of the material covered in the lectures readings, and films. Spoke out and listened actively during discussions and worked diligently and respectfully with your colleagues during in-class assignments. Took good, thorough notes from your readings and lectures, looking up words and concepts you did not understand, asking other classmates and instructor for clarification.
- Turned in Response Essays on time, that are of two (2) full pages in length, of typed, double-spaced material and which show an active engagement with the issues, mediums, and theories covered in the readings, films, and lectures, and which applied discussion material where appropriate.
- Turned in In-Class assignments on time, reflecting having worked well with colleagues on assignment, a good understanding of the issues explored and the assignment's requirements. Completed your share of the group's work, working well with group-mates, contributing to a good group grade.
- Turned in a carefully considered mid-term with correct answers, and well-written essay answers where needed, that demonstrate the student was attentive to the material covered in the lectures, films, and readings. Answered essay questions with well thought out, detailed answers that draws upon examples, quotes, and critical thinking.
- Turned in on time, a carefully researched and well written final essay of an approved topic. Again, the final essay will have exact specifications, such as one (1) inch margins, typed, double-spaced, twelve (12) point font, five valid resources that are correctly cited and documented, with a correct bibliography. This will be thoroughly covered during the fourth week. **Alternatively**, the student turned in a well-executed Research Project, such as a small collection of poems, or art-work (or both!—graphic narrative) that had a companion two – three (2-3) page essay describing the process encountered with the project, how the project reflects the concepts, theories, or issues covered during the course, and that contains a bibliography, etc. This will also be more thoroughly covered in class.

3.0- 3.5:

- Attended daily classes, with infrequent absences and arrived to class promptly, with specified materials, having done all readings and homework for that day.
- Contributed regularly and appropriately to class discussions, demonstrating understanding of the material covered in the lectures, readings, and films. Actively engaged in discussions and in-class assignments, respectfully listening when others spoke. Worked well with classmates in group, obtaining clarification when needed.
- Turned in Response Essays on time that are of roughly two pages length, of typed, double-spaced material, which shows an engagement with the issues, mediums, and theories contained in the readings, and lecture material.
- Turned in In Class Assignments on Time that demonstrate a good understanding of the requirements and issues engaged. Completed your share of the group's work, working well the group, contributing to a good group grade.
- Turned in a midterm with mostly correct answers that demonstrate the student was attentive to the material covered in the lectures, assignments, films, and readings. Answered essay questions with well thought out, detailed answers, drawing upon examples.
- Turned in on time, a well researched and written final essay of an approved topic. It followed exact specifications, such as one (1) inch margins, typed, double-spaced, twelve (12) point font, but did not utilize resources adequately or had problems with correct citation, documentation, or bibliography and did not seek input or help. This will be thoroughly covered during the fourth week. **Alternatively**, the student turned in a Research Project, such as a small collection of poems, or art-work (or both!—graphic narrative) that had a companion two – three (2-3) page essay describing the process encountered, but only partially demonstrated how their project reflects the concepts, theories, or issues covered during the course, and contains a bibliography, etc.

2.5- 3.0:

- Attended classes, with a few unexplained absences and arrived to class late a few times, but continued to arrive prepared with specified materials, having done most readings and homework for that day.
- Contributed a few times to class discussions, demonstrating understanding of the material covered in the lectures, readings, and films. Participated in discussions and in-class assignments, listening when others spoke. Participated in group In-Class assignments, obtaining clarification when needed. But talked, played with cell-phone, and detracted from others' learning.
- Turned in most Response Essays on time of at least one and half (1&1/2) pages of typed double-spaced material, however only partially demonstrated an engagement/understanding of the issues, mediums, and theories in a relevant way.
- Turned in In Class Assignments on time that show an understanding of the requirements and issues engaged. Completed your share of the group's work, contributing to a good group grade.
- Turned in mid-term exam with a good portion of correct answers that draw on material covered in the lectures, readings, and films. Answered essay questions with correct answers, but did not supply enough details, examples, or descriptions.
- Turned in on time, a well researched and written final essay of an approved topic. Again, it will have exact specifications, such as one (1) inch margins, typed, double-spaced, twelve (12) point font, five valid resources that are correctly cited and documented, and a correct bibliography. This will be thoroughly covered during the fourth week. **Alternatively**, the student turned in a Research Project, such as a small collection of poems, or art-work (or both!—graphic narrative) that had a companion two – three (2-3) page essay describing how their project reflects the concepts, theories, or issues covered during the course, but lacked a bibliography, etc. This will also be more thoroughly covered in class.

2.0-2.5:

- Was present with a few absences here and there. Arrived late a few times, missing role and disrupting class, Came a few times without needed materials and unprepared.
- Contributed minimally to discussion, making it difficult to discern if student understands basic concepts of the material or engaged the material. Missed (physically or consciously) important lectures or films enough

times to impact your work. Participated minimally in discussions and in-class assignments, impacting yours and group-mate's grades.

- Participated in group In-Class assignments, but did not carry through your responsibilities to group-mates. Talked, played with cell-phone or computer, and detracted from others' learning.
- Turned in Response Essays mostly on time, but tried to have large header or margin spaces to minimize written work, or used typed, triple-spaced material, or large font type, which means barely meets the one and a half (1 & ½) page minimum, and only partially demonstrated an engagement with the issues, mediums, and theories in a relevant way.
- Turned in mid-term with about half the answers correct. Essay answers were short or two or three sentences, thus reflecting a minimal understanding of the course material. However, was able to display some understanding by using a minimum amount of good details and examples.
- Turned in on time final essay of a dubious topic that did not match agreed upon topic. Specifications, such as one (1) inch margins, typed, double-spaced, twelve (12) point font, five valid resources that are correctly cited and documented, and a correct bibliography were problematic. Or spelling and grammar were problematic, demonstrating lack of proof-reading. **Alternatively**, the student turned in a minimal Research Project, such as two poems with art-work that was quickly done, material, or issues and did not have a companion two – three (2-3) page essay describing how their project reflects the concepts, theories, or issues covered during the course, and does not contain a bibliography, etc. This will also be more thoroughly covered in class.

0.0-2.0 (Should we even go there...?):

- Missed more than five (5) classes, rushed into class due to traffic more than 5 times, disrupting class in progress. Was minimally prepared.
- Did not contribute to discussion or listen to others' comments.
- Response Essays were late, or handwritten, or too short, or did not adequately engage the issues, mediums and theories, or did not adequately reflect an essay format.
- In-class assignments were not done well, lowering yours and your group-mates' grades.
- Exam did not reflect adequate understanding of course material, therefore many answers were wrong. Essay answers were incomplete sentences that merely listed terms.
- Final Research essay did not adhere to specified length, sizes, etc... and citation, bibliography, and source material were inadequate. Or Research Project was inappropriately short, displayed minimal understanding of course material, such as concepts, theories, and issues. Evidenced little use of research process, such as valid outside sources, writing skills, and preparation and execution time.

Classroom Learning Atmosphere

Some of this has already been elaborated upon, but deserves some repeating. I do not tolerate absences well. I rarely, if at all miss class. So, I expect the same degree of effort from you. I expect you to turn off your cell phone upon the onset of class, unless I ask you to turn them on for a class assignment. I do not mind the use of lap-tops, and encourage you to bring them at your own discretion (loss or theft of *my* laptop would upset me to no end, so I would not bring it). I expect your respect of others in the class. That means no talking to the persons next to you when class starts, no talking while I am lecturing. If disrespect of others occurs, you may be asked to cease or to eventually leave. I expect you to accomplish as much of the reading and preparation as possible. I know occasionally life happens. Likewise if life happens to me, I will attempt to let you know on the class **MYBC** page before class. If I make an error in my lecture or spelling, I expect you to point it out to me. I am a learning person *with* you and greatly appreciate the input. That said, I expect you to question me and each other, in an open, colligiate manner, directed towards learning. I expect you to attempt completion of all assignments for this course, in a timely manner. If we have a visitor, I hope you will show them the respect we expect from each other. Consequetively, you are free to invite occasional visitors to sit in on class. Concepts of race and ethnicity will be raised. This is a sensitive area that requires acceptance of another's experiences. But I also believe it is an imperative issue that must be worked through, for us as humans to survive. I believe we can live up to what is required.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Division Statement

Cheating, Stealing and Plagiarizing^[1]

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. .” The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Information about Bellevue College's copyright guidelines can be found at: <http://bellevuecollege.edu/lmc/links/copyright.html>

A good resource for Plagiarism is the Writing Lab: <http://bellevuecollege.edu/writinglab/Plagiarism.html>

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete (“I”). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”).

F Grade

Students who fail a course will receive a letter grade of “F.”

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

Hardship Withdrawal

Instructors may assign the grade of “HW” (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

COURSE SCHEDULE

All Readings must be done by Monday of that Week, most Essays due on Friday. This Schedule is subject to change. It is a guide to direct your readings and assignments. Changes made will be announced.

Week 1, Sept.20th-25th-Thematic Focus: Course Introduction

	<u>Readings: Forward and Introduction from both Kidwell and Champagne.</u>
Mon 20 th -	Introduction of Course, Syllabus, Texts, and Course Outcomes, where materials are, etc... Homework: Selection of an object that you feel describes you. Elaboration of the 3 Steps of the assignment in class.
Tue 21 st -	First In-Class Assignment: 1)Introduction of ourselves to each other through “ The Object Exercise. ” Description of the Assignment is available on your MyBC website. 2) Homework: Write Object Essay, turn in tomorrow.
Wed 22 nd -	Object Exercise introductions. Turn in Object Essay.
Thu 23 rd -	Object Exercise Introductions wrap up.
Fri 24 th -	Discussion of Reading Material

Week 2, Sept. 27th - Oct. 1st - Thematic Overview: The State of Native American Studies Today and How We Got Here

	<u>Readings: Forward and Introduction from Kidwell and Forward Introduction and 1- 50 from Champagne.</u>
Mon 27 th	Class discussion & film clips. Concepts: Imperialism then and today
Tue 28 th -	Impact of Activism on American Indians
Wed 29 th -	NO CLASS. Instead you will carry out the Exercise listed for today in MyBC. It will require either library access or home internet access.
Thu 30 th -	Bring result of Exercise with a brief explanation why you selected it and how it relates to American Indian activism.
Fri 1 st -	Film clip and discussion.

Week 3, Oct 4th-8th Thematic Overview: Cultural Ties to Land, Identity Construction, Sense of Place

	<u>Readings: “Land and Identity” Chap.2, Kidwell.”Native People of the Southwest,” Pages 129-160, Champagne, “Stalking Stories” by Keith Basso on MyBC.</u>
Mon 4 th -	Class discussion of Land and Identity, and how this relates to the Southwest Tribes
Tue 5 th -	First ½ Film- Sun Dagger
Wed 6 th -	Last ½ Film- Sun Dagger
Thu 7 th -	Discussion of Major Concepts in Sun Dagger in break out groups.
Fri 8 th -	Navajo and Apache warriors, “Barbie Bah” and place. First Critical Thought Response Essay Due.

Week 4, Oct 11th-15th Thematic Overview: Overview: Exploration and Discovery or Exploitation and Conquest?

	<u>Readings: “Historical Contact and Conflict” Chap.3,Kidwell, “Native People of the Northeast”, Pages 55-91, Champagne.</u>
Mon 11 th -	Class discussion of basic concepts raised.
Tue 12 th -	Pocahontas: If the winner tells the history, is Disney the winner? Film clip and Powhatan Nation’s response to Disney.
Wed 13 th -	What is meant by a dynamic versus a static culture? Discussion of In-Class Assignment and Appropriate Final Essay/Project Topics.

- Thu 14th- **2nd In class Assignment-** Break out groups: Visual Representations of Static and Dynamic Indigenous Cultures. Description on MyBC.
- Fri 15th- **Presentation of Thursday's Work Due. Final Research Essay/Project Proposal Due**

Week 5, Oct. 18th- 22nd – Thematic Overview: Tribal Sovereignty, Federal Indian Law and Policy

- Readings: "Tribal Sovereignty", Chapter 4 in Kidwell, , "The Dawes Act"- My BC
- Mon 18th- Presentation of The Dawes Act and land, schools, and jail-time.
- Tue 19th- Presentation of "Differences between Sovereignty, Treaties, and Federal Law."
- Wed 20th- Meeting Room TBA for In-Class Exercise, description on MyBC.
- Thu 21st- Discussion of Final Essay/ Project Requirements
- Fri 22nd- Discussion of Midterm. **Response Essay 2 Due, Results from In-Class Exercise Due.**

Week 6, Oct. 25th-29th– Thematic Overview: Midterm & Representation

- Readings: Midterm Review and Your Notes.
- Mon 25th- Midterm Review
- Tue 26th- Midterm Exam
- Wed 27th- NO CLASS, College Issues Day
- Thu 28th- Presentation of representations of Indians throughout history
- Fri 29th- Discussion of Contemporary Issues About Representations of American Indians.

Week 7, Nov 1st- 5th– Thematic Overview: "The Good, the Bad, and the Ugly", Representations of American Indians, and Recovery and Voice

- Readings: Selected readings about Film and American Indians and Film Analysis Terms on My BC, "Language", Chapter 5 in Kidwell.
- Mon 1st- 1st ½ of *The Searchers* by John Ford
- Tue 2nd- 2nd ½ of *The Searchers* by John Ford
- Wed 3rd- Discussion of *The Searchers*
- Thu 4th- Presentation of Cultural Continuity and Language
- Fri 5th- Re-Collecting Speech, **Response Essay 3 Due**

Week 8, Nov. 8th-12th– Thematic Overview: Language, The Cultural Key

- Readings: "Literature" pgs. 665-682," Champagne & "Indian Aesthetics:Literature" Chapter 6 in Kidwell. Excerpts from Sherman Alexie, Leslie Marmon Silko, Zitkala-Sa, Simon Pokagon, and Elizabeth Woody; John Trudell on MyBC.
- Mon 8th- Class discussion of Main Points of "Indian Aesthetics: Literature"
- Tue 9th- Survivance Invoiced: Literature as a Means of Resistance
- Wed 10th- Class discussion of Alexie's Work
- Thu 11th- Group discussions of Silko and Woody
- Fri 12th- **3rd In-Class Assignment: Enculturated Writing Assignment, Due at End of Class**

Week 9, Nov 15th- 19th– Thematic Overview: Visual Art- Seeing Culture

- Readings: "Indian Aesthetics:Art", Chapter 7,
- Mon 15th- In Class Discussion of the Main Points of the Readings
- Tue 16th- Presentation of Various Artists and Mediums
- Wed 17th- Art as Resistance, **Home work research and 4th In Class Assignment.** Description on MyBC. Select an artist, write your **4th Critical Response Essay** on His/Her work and life. Find an example of their work to show in class.
- Thu 18th- Presentation of Assignment.
- Fri 19th- Presentation of Assignment.

Week 10, Nov 22nd- 26th – Thematic Overview: Continuation of Visual Art

	Readings: "Media" pgs. 701-722 in Champagne.
Mon 22 nd -	1 st ½ of <i>Smoke Signals</i> by Sherman Alexie
Tue 23 rd -	2 nd ½ of <i>Smoke Signals</i> by Sherman Alexie
Wed 24 th -	Film and Self-Representation
Thu 25 th -	Documentaries by American Indians, Native Documentary Programs
Fri 26 th -	View a Documentary

Week 11, Nov 29th – Dec 3rd – Thematic Overview: The State of Indian Studies Today

	Readings: "The Current Status of Native American Studies," Chap. 8, Kidwell.
Mon 29 th -	In Class discussion of main points of reading.
Tue 30 th -	Final day for any questions regarding the Final Essay/Project.
Wed 1 st -	Day for any unfinished areas or pushed back schedule.
Thu 2 nd -	Day for any unfinished areas or pushed back schedule.
Fri 3 rd -	Final Essay/Project Due

Week 12, Dec 6th-10th – Thematic Overview: Finals No Class

Mon 6 th -	Final Exam not applicable.
Tue 7 th -	
Wed 8 th -	