

Introduction to Native American Studies • 5 CR

SOC 120 & Ethno 120

Instructor: Pauline Escudero Shafer

Office: D 200 F, which means Building D, 2nd Floor, Suite of Offices 200, Instructor Office F

Office Hours: 11:30-12:30

Email & Phone: pauline.shafer@bellevuecollege.edu
425-564-5149

Course Texts: *Native American Studies*, by Clara Sue Kidwell.

Various Readings (either delivered in class or uploaded to our My BCC Page.

Instruction begins **April 5th**, Last Day to Add is **April 7th**, **May 31st** Memorial day -Holiday, **June 4-** Last Day, Finals week **June 16, 17, 18**, Grades Due- Students will have access to grades in several ways, approximately **five days** after the quarter ends on the 18th.

Course Description: *Introduction to Native Studies* will introduce and familiarize students with the historical and contemporary views of general and select groups of American Indians, some aspects of their relationship with European, then American peoples, and how *the study* of American Indians has greatly impacted this relationship. We will learn how Historical concepts of Native Americans were generated with specific goals in mind. We will explore Indigenous literature, the scientific, historical, and academic literature that contributed to the idealizations of Native Americans and how these representations of American Indians from historical documents to film, advertisements, television and other media, have helped to perpetuate those idealizations. We will also be exploring the social, cultural, and political practices of a select few American Indigenous groups, to contribute to the realization that “Indians” as a group exists only tenuously, at times historically, and at times contemporaneously, when necessary. The course will explore how these disparate people have been grouped together, despite vast differences, and how at times the grouping has come to aid their survivance.

Social sciences potentially examine, research, and discuss just about any aspect that makes up our social world, including uncomfortable ones. Therefore, please keep in mind that we may explore controversial areas. If this does arise, these will always be framed within an academic context. It has been always been my perspective that academic exploration serves to investigate and improve upon human experience, not only prepare students for employment. Therefore, it takes all of us as students and researchers to keep this mind, and raise issues respectfully.

Topics in sociology, history, and anthropology often include areas that include racism, poverty, and other human conditions. In a Native American Studies class, this may be accentuated. Therefore, at times we may encounter material that may make people feel uncomfortable. Try to keep in mind at those times when we are outside of our comfort zone, that this is an opportunity for learning. You may be confronted with material that is uncomfortable to read, see, listen to, and ultimately discuss. Please keep in mind that though some of the material may be uncomfortable, you are still responsible for knowing that material, even if you choose not to participate. This means, if an area is uncomfortable for you and you choose to think of something else, you are responsible to obtain the main points of the day's discussions. You may ask a fellow class-mate or myself, but neither of us has time to recreate a

lesson for one person. If any questions arise about the course or climate, please feel free to speak with me about it right away.

Students With Disabilities: If you have medical information to share with me concerning any needs 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. 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.



Learning and Course Outcomes

After completing this course, students should be able to:

- Demonstrate a general knowledge and comprehension of how the experience of the Indigenous Peoples of North America differs from those of the colonizing and immigrant peoples; and of how **some** Native Peoples perceive those experiences. Analyses will include those of some of the Native people living in the urban and rural centers and reservations/rancherias, as well as issues pertaining to mixed-blood Indian experiences.
- Explain some of the basic principles of Indian sovereignty concepts, which provide a framework for Indian Law and Policy and human rights of Indigenous Peoples as autonomous political bodies.
- Generally discuss parameters of traditional tribal knowledge and Indigenous epistemologies in both pre- and post-contact tribal cultures.
- Demonstrate a general knowledge about Indigenous activism from contact to the present.
- Explain Indigenous representation and identity in historical and contemporary analyses of dominant US popular culture.

- 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 concept of Indiginiety.

Course Structure, Assignments, and Grading

This is a daily course. Because we have one required text, it may seem undemanding. However, this text is critically dense and will therefore require daily reading and daily analysis and explication. This means there will be daily readings from the text. You will often have other readings that will help you to analyze and understand the text reading. We will daily discuss the concepts raised and occasionally watch films or interrogate websites.

Assignments

Part of the course daily discussions will take place in groups. When this occurs, you will organize into groups of about 4-5 students, 1) Define the most important aspect of the reading; 2) choose a few examples demonstrating why this is so; and 3) present these findings as we discuss the reading. Another aspect of the course assignments, is Weekly Response Papers, which will be due each Monday. They should be one page, typed, double-spaced. 12 pt., one inch margins all around. The grouped in-class assignments are meant to help you construct your Responses. So, keep good notes! A group-mate may contribute a phrase or perspective that could help you later. The most critical assignments will be your mid-term and Final. These will be composed of any materials we have been studying. These will be similar to other tests you may have taken: part will be multiple choice, part will be sentences to be filled in, and part will be answers in essay form. You will be allowed to bring your notes but not your texts.

Grading

Grading will be based on:

Attendance:	30 pts.
Participation:	30 pts.
9 Weekly Responses:	90 pts.
Mid-term & Final:	150 & 200 pts. each

500 pts.

First Week – April 5th-9th - Introduction to Course and Class

Mon. - Course Introduction, roll, discussion of course and course goals..

Tues. - "Forward" and "Preface" from *Native American Studies*, be prepared for in-class discussion, bring in the following day any questions the reading may have generated.

Weds. - "Introduction," Pgs.1-8, be prepared for in-class discussion, bring any questions, comments, or observations the reading may have generated. Reading on MyBC website includes 1) Syllabus, 2) Introduction of our text for those who could not get it from the bookstore, 3) Pages from the Berkhofer book, *The White Man's Indian* that include the letters from Columbus about the new world.

Thurs. - "Introduction continued." Pgs.pgs.9-15, be prepared for in-class discussion, bring any questions.

Fri. - "Review" of the authors' main intents with *Native American Studies*.

Second Week – April 12th-16th, "Land and Identity"

Mon. - "Land and Identity, and Origins," Pgs.21-27, **Due- Weekly Response Paper**

Tues. - "Place, Space, and Time, Ways of Knowing," Pgs.27-31

Weds. - "The Ambiguity of Power, Humor and the Sacred, The Moral Implications of the Land," Pgs.32-37

Thurs. - **FILM – First Half of "Sun Dagger"** –It is very important that you come to class on time for this film. It is hard to find to rent and at Scarecrow requires a \$200 deposit. So please do not miss. **Take good notes on this.**

Fri. - **FILM – Second Half of "Sun Dagger"**

Third Week – April 19th -23rd

Mon. - Discussion of film, **Due- Weekly Response Paper Due**

Tues. - "Historical Contact and Conflict," Pgs. 41-46

Weds. - "Historical Contact and Conflict," Pgs.41-46

Thurs. - Viewing of "American Indian Prisoners of War". Please do not be late or miss class as these will not be shown again.

Fri. - Reading- "Open Letter About the Film *Pocohantas* from members of Nat-Chat", **View segments of Pocohantas**

Fourth Week – April 26th – 30th

Mon. - "Historical Contact and Conflict," Pgs.46-50, **Weekly Response Paper Due**

Reading – "The Indian Territory" by Henry Dawes

Tues. Reading – "Trail of Tears"

Weds. - "Historical Contact and Conflict, Pgs.50- 55, Reading "Hopi- The Story of the Alcatraz Inmates"

Thurs. - Tribal Sovereignty, Pgs.61-top of 66

Fri. - Pgs.66-70

Fifth Week – May3rd – 7th

Mon. -, "Contemporary Issues, 70-73," Reading – "Declaration by the Lakota Nation"
Weekly Response Paper Due

Tues. – Pgs.73-77
Weds. – Pgs.77-79
Thurs. - Review
Fri. – Mid-Term

Sixth Week – May 10th- 14th

Mon. – *Language*, Pgs.83-88. *Weekly Response Paper Due*
Tues. – Reading, “Gary Witherspoon- from Language and Art”
Weds. – Pgs.88-95
Thurs. – Pgs.95-98
Fri. – Reading- Native Poetry

Seventh Week – May 17th- 21st

Mon. – *Indian Aesthetics: Literature*, 101- 104, *Weekly Response Paper Due*
Tues. – Pgs.105-110
Weds. – Pgs.111-114
Thurs. – Reading, Alexie
Fri. – Reading, Alexie

Eighth Week – May 24th – 28th

Mon. – film: “*Business of Fancy Dancing*” *Weekly Response Paper Due*
Tues. film: “*Business of Fancy Dancing*”
Weds. – “*Indian Aesthetic*” , Pgs.117 - 121
Thurs. – Pgs.121-126
Fri. – Pgs.126 – 128, viewing of Allan Houser’s work

Ninth Week – May 31st – June 4th

Mon. - HOLIDAY
Tues. – “*The Current Status of Native American Studies* ” Pgs.131 - 136, *Weekly Response Paper Due*
Weds. – Pgs.136-130
Thurs. – Film- *Twilight: New Moon*
Fri. - Film- *Twilight: New Moon*

Tenth Week – June 7th- June 11th

Mon. - *Weekly Response Paper Due*
Tues. –
Weds. -
Thurs. -
Fri. -

You may have noticed the last week is empty. No, it doesn’t mean I am letting you off that easy. This is available “push back time”. Because our class is so short, I anticipate that we may need more time here and there to really get into our a particular topic. Or I may decide to show an additional film.

Eleventh Week – June 14th - June 18th

Mon. -

Tues. -

Weds. - FINALS

Thurs. - FINALS

Fri. – FINALS Our Final, 9:30-11:30

PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION

Spring 2010

Cheating, Stealing and Plagiarizing*

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.

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."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

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.

Students Who Require Disability Accommodations:

Students with disabilities who have accommodation needs are encouraged to meet with the Disability Resource Centre (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Centre, and review those needs with the instructor as well.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.

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.



**If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*