

Bellevue College  
CES 120 Introduction to Native American Studies  
Fully Online Course

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Spring '17 Term: April 3 – June 16

[Email](#)  
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**COURSE DESCRIPTION:** This course provides a historic and contemporary perspective on the social, political, and cultural issues of Indigenous People in the United States and Canada through an Interdisciplinary lens. You will be exposed to an overview of American Indian life, including Indian/non-Indian relations (past and present), Indian sovereignty, and Indigenous aesthetics in art, visual culture, and literature. This course is taught from an Indigenous perspective with the intent of focusing not on “who Indian people were” but on “how Indians came to be who Indian people are.” My intent is to dismantle some of the traditional ways of understanding Native Peoples that many of us learn through traditional education and popular media (television, music, film, sports, etc.), even and especially those of us who are Native (enrolled, unenrolled, mixed-blood, etc). It is from this understanding that we will learn about a massive group of diverse people who sometimes continue to be relegated to a homogenous and one-dimensional group in the United States and Canada.

**A NOTE ABOUT COURSE CONTENT:** Since interdisciplinary academics examine just about every aspect of the social world, we talk about provocative material. When we explore controversial topics, they will always be framed within an academic context. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning, and you may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.



**READING REQUIREMENTS:**

- Alexie, S. (2003). *Ten Little Indians*. New York: Grove Press.
- Kidwell, S. and Alan Velie. (2005). *Native American Studies*. Lincoln, Nebraska: University of Nebraska Press.

**STRONGLY RECOMMENDED:**

- Any current Sociology Dictionary
- Any writing guide to help you in your quest for mastering college-level writing.

- Purdue College's [resources for college students](#).

**STUDENTS WITH DISABILITIES:** If you have medical information to share with me in the event of an emergency, please contact me via email. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a disability, please see me immediately so I can also refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their [website](#).

**EXPLORE THE LMC!** The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least once a week, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425) 564-6161, or by [email](#).

- [LMC Research Guide](#)
- [Main Library Media Center](#)
- [For article databases](#)

### **SOCIOLOGY DROP-IN TUTORING**

Drop-in tutoring is an option for ALL students enrolled in classes at BC to seek assistance regardless of your current grade. Maybe you have a question about a sociological concept or would like to have someone who specializes in Sociology look at your paper before you submit it. Our Sociology tutor is available to help you! This quarter, our tutor will be available in the Academic Success Center (D204). Please see the opening announcement for details.

**LEARNING AND COURSE OUTCOMES:** By the end of this course, you will be able to:

- 1) Comprehend 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 Native people living in the urban and rural centers and Reservations/Rancherias, as well as issues pertaining to mixed-blood Indian experiences.
- 2) A comprehension of 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.
- 3) A general comprehension of the parameters of traditional tribal knowledge and Indigenous epistemologies in both pre- and post-contact tribal cultures.
- 4) A general understanding of Indigenous activism from contact to the present.
- 5) A general understanding of Indigenous representation and identity in historical and contemporary analyses of dominant US popular culture.
- 6) A general understanding of Indigenous aesthetics in the arts and literature.
- 7) A general understanding of the field of Native American/Indigenous Studies, its history and its future, including the understanding of a global approach to the concept of Indigeneity.

**GENERAL RULES & EXPECTATIONS:**

- Check into our online classroom no less than *four times per week* (yes – I do keep track!). This means you log on and surf around the site. No need to check in with me on this one. Make this class work for you on your own time. We're on the Honor System with your presence in class.
- Complete readings and homework assignments *on time*. I do not check whether you complete your readings; again, this is on the honor system. You do need to read your required material to complete homework assignments.
- Late homework assignments *are accepted*, but *late exams are not*. Understand that this is *set in stone*. Take it seriously.
  - Late homework is docked 10% for every day the work is late, including Saturdays and Sundays, except for Discussion Boards (see special note, below).
  - Special Note on Discussion Boards:
    1. Initial Posts are due on Thursdays by midnight.
    2. You are required to respond to the *Initial Posts* of at least two colleagues in your Main DBs. These responses are due Sundays by midnight (you may respond to people anytime between Thursdays and Sundays).
    3. To have an opportunity to receive full credit for Main DBs, you must complete the Initial Post *and* Responses. Initial Posts only receive half-credit. Responses-only receive zero credit. Take care to note this. However, to receive credit for Main Discussions, you have to participate in the discussion during the week of the discussion. In other words, when it's active. Think of it this way: if we were in a brick and mortar classroom and you arrived to participate in the discussion a week later, nobody would be there, correct? Same deal here.
    4. If you are late on your DBs, I deduct based on your Initial Posts.
- I expect that your behavior in our classroom is respectful. Continued disrespectful behavior in my class will result in your grade lowering. Please keep your postings to discussion boards (DBs) thoughtful and polite. One-on-one conversations should be taken offline, so our DBs don't get clogged. If you find at any point that you are uncomfortable with anything posted to a DB, please email me right away. Be wary of soapboxing in this class; you may be tempted to present your opinion and editorialize, but refrain from doing this.

**Remember: Falling behind can be hazardous to your health!**

**COURSE REQUIREMENTS:** In this course you will be completing assigned readings, participating in discussion board assignments, and completing short homework assignments. The work you do for this class will keep you critically engaged with the

world around you from a sociological perspective. There are no exams for this course. Expect to be writing every week. The key to this course is your thoughtful reflection on course material.

**COURSE REQUIREMENTS:**

<b>Attendance and Participation*:</b>	150 points
<b>Film Reflections (5):</b>	100 points
<b>Reading Reflections (4):</b>	160 points
<b>Main Discussion Boards (3):</b>	300 points
<b>TOTAL:</b>	710 points

*The Fine Print:*

\*Participation points accrue with various short assignments in the Discussion Area, such as your Introductory DB. These are labeled **PARTICIPATION DBs**. The Main DB assignments are labeled **MAIN DBs**.\*

**Attendance & Participation:** Check in no less than four times per week, be engaged with all of your discussion board assignments, provoke energetic and polite discussion, listen/read/comprehend actively, work respectfully with your colleagues in class, take loads of notes from your readings, look up words you don't understand, ask questions, think critically about the world around you, etc. Make use of the Q&A Board as well. This is not scored, but even if you don't have questions, you might be able to answer somebody's query – so have some presence there.

**Film Reflections:** You will be reviewing several films throughout the course; some are streaming on Netflix, some on YouTube, some elsewhere. You will be able to watch all our films online. Your Film Reflections will be 1-2 paragraph answers to questions I pose to you, which will ask you to engage both the readings and the films together.

**Reading Reflections:** These short assignments are an opportunity to put your learning to use as you explore our readings deeply. Your reflections are a little bit like journal entries. You have freedom of perspective (though I do not to read opinion/editorial styles of writing) as you reflect on what you think about these readings, what is brought up for you in terms of new knowledge, and how your consciousness may be shifting about the experience of American Indians/First Nations People (even and especially if you yourself are Native!).

**Main Discussion Board Assignments:** The work done in the Discussion Board area will have you engage course material and work closely together. You are expected to participate in these assignments in order to generate critical discussion amongst one another. Be aware that some of these require a few days, or even a week, of preparatory work. Make sure you look ahead at your homework! This method of learning gets you going socially! These assignments are always due on Thursdays and Sundays (your

initial post goes up Thursday and your responses to one another are due Sundays). Your DBs are graded on two things: your original post and your responses (usually two of them) to colleagues of yours in the class. You must do both to earn full credit. A submission with no responses posted earns ½ credit at most, and responses without an original submission receive zero credit.

**Participation Discussion Board Assignments:** These are meant to support you throughout the course. They are required and the grades get folded into your overall Participation Grade.

**For all of your written work:** Submit proofread work **only**. Work not proofread will be returned *once* for a rewrite, expected to be handed in within 48 hours. If you need help with your writing, please make use of the following student support services:

- [Academic Success Center](#)
- [Academic Tutoring Center](#)
- [TRiO Student Support Services](#)
- [Writing Lab @ BC](#)

**Required Writing Guidelines (emphasis on *required*):**

- ***You must follow the required writing guidelines in the syllabus. Not doing so will result in your grade lowering by 5 points per item.***
- Twelve-point sized Times font, *double-spaced*. Single spaced assignments will be docked points.
- 1" margins all around
- APA Citations where appropriate – credit must be given even where any *ideas* presented in the paper are not your own (see notes below about avoiding plagiarism)
- Title pages and bibliographies *are not counted* as pages due
- Student information is at the top left of the page, single spaced
- There are no extra spaces between paragraphs.
- Paragraphs contain no less than four sentences.
- Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are "in quotation marks." Quotes inside of a quotation use 'single quotation marks.'
- Avoid the universal "we", "our", "us" – ask yourself: Can I speak for everyone? If you cannot, do not write it. Avoid phrasing such as "nowadays..." and "since the beginning of time." Be accurate. Know what you're writing and why.
- *Do not ever use* Wikipedia, CliffNotes, or other such encyclopedic references or online dictionaries. Wikipedia is not peer-reviewed and therefore unreliable. Do your research. If you're going to research online (which is encouraged and totally legit), make sure you understand what you're seeking. Do a deep dive into the internet to find your stuff.

- Be sure that no more than 20% of your papers are outside sources. You must be providing your analysis while you draw from material presented to you in class.

**Your written work is evaluated on:**

1) Content

- a. You are expected to fulfill the entire assignment. Doing the minimum amount of work expected will likely get you a passing grade, but not an outstanding one. You're expected to go the extra mile.
- b. Fully developing your argument(s) and making use of examples and evidence to support your argument(s).
- c. The flow of thought throughout the paper, with strong analyses and conclusions, should be consistent throughout your writing. I add points to your final grade for continued improvement.

2) Writing Style

- a. Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling or are an ESL student, please let me know! I'm happy to work with you and point you in the right direction.**
- b. Your demonstrated clarity of thought.
- c. Good organization and attention to detail.
- d. The clear and present persuasiveness of your argument/s.
- e. Your ability to be creative, thoughtful, and clever. Make it an interesting read.
- f. PROOFREAD your work. Please do a spell/grammar check before you hand it in. Read it out loud to yourself, too! It helps.
- g. Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different way of presenting your research and ideas. ☺

**Preventing Plagiarism:** Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her words and doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.
- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and



possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

### **Grading:**

Please use the following rubric to help explain the grade you're given for a given assignment. I offer comments on all of your written work and general comments on the Discussion Boards – sometimes more, sometimes less. Please read my comments and do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *always* open.

**90-100 = A.** “A” work shows me you’re engaged with all course material by utilizing quotes and ideas. It is writing *completely free* from grammar and spelling errors, demonstrating your command not only of the English language but of the form and flow of a solid piece of written work. I also like to see/read/hear your “writing voice.” That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be “fleshed out” and not just a series of statements, in other words.

**80-89 = B.** The “B” tells me you’re doing very good work. You may have a couple of grammar issues, but your work is still tidy, and the writing is still strong. You have a firm grasp on the themes in the course, but you may not be as well-versed in the readings and media and/or lecture material as you could be. I should see that you’re being challenged and that you’re struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

**70-79 = C.** “C” work means that you’re not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you’re not thinking as critically as I would like you to. You write the bare minimum of the length requirement. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**60-69 = D.** Ah, the “D.” “D” is for “Don’t be Discouraged.” I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are, please see me immediately. “D” work is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is the little-to-no integration of material, and you’re not responding to the questions raised in the assignment. Demonstrated an understanding of the course materials is not presented clearly, or at all. (NOTE: A “D” and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

**A: 94-100**

A-: 90-93  
 B+: 87-89  
 B: 84-86  
 B-: 80-83  
 C+: 77-79  
 C: 74-76  
 C-: 70-73  
 D+: 67-69  
 D: 64-66  
 D-: 60-63  
 F: 59 and below

**90-100 = A Range.** “A” work shows me you’re engaged with all course material by utilizing quotes and ideas. It is writing *completely free* from grammar and spelling errors, demonstrating your command not only of the English language, but of the form and flow of a solid piece of written work. I also like to see/read/hear your “writing voice.” That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be “fleshed out” and not just a series of statements, in other words.

**80-89 = B Range.** The “B” tells me you’re doing very good work. You may have a couple of grammar issues, but your work is still tidy and the writing is still strong. You have a firm grasp on the themes in the course but you may not be as well-versed in the readings and/or media and/or lecture material as you could be. I should see that you’re being challenged and that you’re struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

**70-79 = C Range.** “C” work means that you’re not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you’re not thinking as critically as I would like you to. You write the bare minimum of the length requirement. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**60-69 = D Range.** Ah, the “D.” “D” is for “Don’t be Discouraged.” I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are please see me immediately. “D” work is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is little-to-no integration of material and you’re not responding to the questions raised in the assignment. Demonstrated understanding of the course materials is not presented



clearly, or at all. (NOTE: A “D” and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

### COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)

#### Week One: April 3

##### Reading/Reviewing Materials:

- [Native Appropriations: Examining Representations of Indigenous Peoples](#)
- [American Indian Studies Playlist](#)

##### Assignments:

- Participation DB I: Introductions. Due Sunday, 4/9
- Participation DB2: American Indians & Mass Media Representations. Due Sunday, 4/9

#### Week Two: April 10

##### Reading/Reviewing Materials:

- *Native American Studies*, Chapter One: “Introduction”
- *Native American Studies*, Chapter Two: “Land & Identity”
- How To Read A Film

##### Film Screening:

- Fon, C., Bainbridge, C., and Linda Ludwick (Producers), & Bainbridge, C. and Jeremiah Hayes (Directors). (2009). [Reel Injun: On the Trail of the Hollywood Indian](#). United States and Canada: National Film Board of Canada and Rezolution Pictures.

➤ [Film Site](#)

##### Assignments:

- Main DB 1 Due Thursday, 4/13, responses by Sunday, 4/16
- Film Reflection 1. Due Sunday 4/16

#### Week Three: April 17

##### Reading/Reviewing Materials:

- *Native American Studies*, Chapter Three: “Historical Contact and Conflict”

##### Assignments:

- Main DB 2: Initial Submission Due Thursday, 4/20; Responses Due Sunday, 4/23
- Reading Reflection 1. Due Sunday 4/23

#### Week Four: April 24

##### Reading/Reviewing Materials:

- *American Indian Studies*, Chapter Four: “Tribal Sovereignty”
- *American Indian Studies*, Chapter Five: “Language”
  - Short video accompaniment: [Mushkeg Media Playlist](#) (13 short clips)

##### Film Screening:

- Wacks, Jonathan (Director). (1989). [\*Powwow Highway\*](#). Anchor Bay Entertainment: USA.

**Assignments:**

- Film Reflection 2. Due Sunday, 4/30

**Week Five: May 1**

**Reading/Reviewing Materials:**

- *American Indian Studies*, Chapter Six: “Indian Aesthetics & Literature”
- *Ten Little Indians*
  - The Search Engine
  - Lawyer’s League
  - Can I Get a Witness?

**Assignments:**

- Reading Reflection 2. Due Sunday, 5/7

**Week Six: May 8**

**Reading/Reviewing Materials:**

- *American Indian Studies*, Chapter Seven, “Indian Aesthetics: Art & Expressive Culture”
- *Ten Little Indians*
  - Do Not Go Gentle
  - Flight Patterns

**Film Screening:**

- Jarmusch, Jim (Director). (1995). [\*Dead Man\*](#). 12 Gauge Productions: USA.

**Assignments:**

- Main DB 3: Initial submission Thursday, 5/11, Responses Due Sunday 5/14
- Film Reflection 3. Due Sunday, 5/14

**Week Seven: May 15**

**Reading/Reviewing Materials:**

- Fleming, W. (2006). Phi Delta Kappan International: *Myths and Stereotypes about Native Americans*, 213-217.
- *Ten Little Indians*
  - The Life and Times of Estelle Walks Above
  - Do You Know Where I Am?

**Assignments:**

- Reading Reflection 3. Due Sunday, 5/21

**Week Eight: May 22**

**Reading/Reviewing Materials:**

- “John Wayne’s Teeth: Speech, Sound and Representation in *Smoke Signals* and *Imagining Indians*” by Joanna Hearne

- West, Dennis and Joan M. West. (1998). Sending Cinematic Smoke Signals: An Interview with Sherman Alexie: *Cineaste*, 23(4).
- *Ten Little Indians*
  - What You Pawn I Will Redeem
  - What Ever Happened to Frank Snake Church?

**Film Screening:**

- Eyre, Chris (Director). (2008). [\*Smoke Signals\*](#). United States: ShadowCatcher Entertainment.

**Assignments:**

- Film Reflection 4. Due Sunday, 5/28

**Week Nine: May 30**

**Reading/Reviewing Materials:**

- *American Indian Studies*, Chapter Eight, "The Current Status of Native American Studies"
- I Hated Tonto (still do) by Sherman Alexie (for Reflection only)

**Assignments:**

- Reading Reflection 4. Due Sunday, 6/4

**Week Ten: June 5**

**Reading/Reviewing Materials:**

- ["How Atanarjuat brought Inuit cinema to the world stage" by Joe Blackledge](#)
- "Atanarjuat and the Ideological Work of Contemporary Indigenous Filmmaking" by Monika Siebert

**Film Screening:**

- [Half of Anything](#) by Jonathan Tomhave (Director)
- Kunuk, Zacharias (Director). (2001). [Atanarjuat: The Fast Runner](#). Canada: Aboriginal Peoples Network.

**Assignments:**

- Film Reflection 5. Due Sunday, 6/11

**Week Eleven: June 12**

**Assignments:**

- Final Participation DB 3, due Tuesday, 6/13

**Finals Week: June 14-16**  
**No Final Exam for this class.**

**ABOUT THE INSTRUCTOR:**

I am a professor here at Bellevue College part-time (I was FT here from 2006-2013 and also served as Dean of the Social Science Division) as well as at Colorado State University-Global. I'm a [Career Coach](#) and focus on career transitions and advising for college, grad, and post-grad students as well as "recovering academics" (if you've read this far, you can

ask me about this in the Internet Café. I'm a freelance editor and indexer, a published writer and poet, a roller-skater, artist, and researcher. I received my Ph.D. in Sociology (with an emphasis in American Studies) from UC Santa Cruz in 2005, my first MA in Sociology from Humboldt State University in 2000, my second MA in Sociology from UCSC in 2003, my BA in Sociology and Journalism from Mills College in '97, and my AA in English and Creative Writing from Vista Community College in '95. This is my eleventh year teaching at BC. I am currently working on two research projects. One that deals with heavy metal and social class and another that looks at death, dying, and bereavement. I frequently travel for conferences as well.

*Let's have a wonderful term!*