

Bellevue College

CES 120

Intro to Native American Studies

Fully Online Course | Spring Quarter | April 2 - June 16, 2018

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Office Hours: Online Only. Email me for an appointment.

[Email](#) | [Website](#)

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.
- Handouts are uploaded on our Course Handouts page (link on homepage).

STRONGLY RECOMMENDED READINGS:

- 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](#).

Student Resources:

Disability Resource Center (DRC): B132 | 425.564.2498 or TTY 425.564.4110 | [Website](#)

Campus Writing Resources: [Academic Success Center](#) | [Academic Tutoring Center](#) | [TRiO Student Support Services](#) | [Writing Lab @ BC](#) | Sociology Tutoring:
Academic Success Center in D204, Fridays from 12-2.

Library Media Center: D-126 | (425) 564-6161 | Reference Librarian [email](#) | [Website](#)

Rules & Expectations:

- Check into our online classroom often. No need to check in with me on this one. Make this class work for you on your own time.
- Complete readings and homework assignments *on time*. You need to read/review your required material to complete all homework assignments.
- I do not accept second, third, fourth, etc. submissions. What you submit the first time is what gets graded.
- **Late work Policy:**
 - You will recognize that every professor has their own approach to late work. This goes hand-in-hand with teaching philosophies and styles and as such, you want to review and understand the rules. I try to make mine as clear as possible but if you ever have questions, post to our Q&A Forum.
 - Discussion Boards: Initial Discussion Board Posts (your main Discussion Board homework) are due on Thursdays. You are required to respond to the Initial Posts of two of your colleagues by the Sunday in the week of the active Discussion Board. Your Initial Post is deducted by five points for each day it's late. After Sunday, the Discussions are closed for that week and no more late work is accepted.
 - Homework: There is a two-day grace period for Tech Reflections and Annotated Bibliographies. After that, I do not accept late work.
 - Final Paper: There are no late assignments accepted for your Final Paper and all Incremental Assignments associated with the Final Paper.
- *Life happens. We have stressors. We have to manage them. That includes traveling for work or pleasure and any problems with your jobs, partners, parents, siblings, friends, kids, other classes, etc. that come up. Please manage your lives so that you can also manage this class. Your life (and your homework) is your responsibility.*

That said, I allow two assignment extensions per term. Use those opportunities wisely.

- 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. We're here to think about the world in a fair, balanced, thoughtful, and nuanced manner. One-way thinking doesn't work here.

Remember: Falling behind can be hazardous to your health!

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.

COURSE REQUIREMENTS: In this course you will be completing assigned readings, participating in discussion board assignments, completing short writing assignments, and writing a research paper that you will work on over the course of the term. 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:

Attendance and Participation*: 150 points

Reading Reflections (5):	200 points
Main Discussion Boards (3):	300 points
Research Prep Assignments (3):	60 points
Final Research Paper (1):	250 points
TOTAL:	960 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.

All assignments have corresponding general directions, uploaded in our Handouts Area of the course. You can find the rubrics in the individual assignments in Canvas.

Required Writing Guidelines (emphasis on *required*):

- *You must follow the required writing guidelines in the syllabus.*
- Do not submit more than once for each assignment. Only your first submission will be graded.
- Twelve-point sized Times font, *double-spaced*. Single spaced assignments will be docked points.
- 1" margins all around.
- APA Citations both *in the body of your paper and in a reference section* – 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; if you use images, put them at the end of your paper in an Addendum.
- Student information is at the top left of the page, single spaced. Always put your name on your paper.

- 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, or, they're reusing their own work from a previous assignment. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

1. You do not cite quotations and attribute borrowed ideas.
2. You fail to enclose borrowed language in quotation marks.
3. You do not write summaries and paraphrases in your words and don't document your source(s). This means, cite what you paraphrase.
4. You turn in work created by another person.
5. 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.
6. **Consequences:** If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will fail the first assignment (the first offense). If any other work is found to violate these policies, you may fail the course entirely, despite points earned through other work. Acts of academic dishonesty are then reviewed for disciplinary action.

Grading:

Please use the rubrics attached to each assignment as well as any comments I leave for you in the gradebook. Please read my comments and do not hesitate to come to me with any questions you ever have on a grade you receive.

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

COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)

Week One: April 2

Reading/Reviewing Materials:

- [Native Appropriations: Examining Representations of Indigenous Peoples](#)

- [American Indian Studies Playlist](#)

Assignments:

- Participation Discussion Board 1: Introductions. Due Sunday, 4/8
- Participation Discussion Board 2: American Indians & Mass Media Representations. Due Sunday, 4/8

Week Two: April 9

Reading/Reviewing Materials:

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

Assignments:

- Main DB 1 Due Thursday, 4/12, responses by Sunday, 4/15

Week Three: April 16

Reading/Reviewing Materials:

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

Film Screening:

- White Shamans and Plastic Medicine Men

Assignments:

- Main DB 2: Initial Submission Due Thursday, 4/19; Responses Due Sunday, 4/22
- Research Paper Prep 1: Topic Submission. Due Sunday, 4/22

Week Four: April 23

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)

Assignments:

- Reading Reflection 1. Due Sunday 4/22

Week Five: April 30

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, 5/6
- Research Paper Prep 2: Research Proposal. Due Sunday, 5/6

Week Six: May 7

Reading/Reviewing Materials:

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

Film Screening:

- The Development of NAGPRA

Assignments:

- Main DB 3: Initial submission Thursday, 2/8, Responses Due Sunday 5/13
- **Film Reflection 2:** *The Development of NAGPRA*. Due Sunday, 5/13

Week Seven: May 14

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, 5/20

Week Eight: May 21

Reading/Reviewing Materials:

- *Ten Little Indians*
 - What You Pawn I Will Redeem
 - What Ever Happened to Frank Snake Church?
- Residential School Apology from Prime Minister Stephen Harper
- "Domesticity in the Federal Indian Schools: the power of authority over mind and body" by K. Tsianina Lomawaima

Assignments:

- Research Paper Prep 3: First Draft. Due Sunday, 5/27

Week Nine: May 28

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)

Film Screening:

- [*Half of Anything*](#) by Jonathan Tomhave (Director)

Assignments:

- Reading Reflection 4. Due Sunday, 6/3

Week Ten: June 4

Reading/Reviewing Materials:

- “Remembering the Life & Legacy of John Trudell”

Film Screening:

- *Trudell: The Movie*

Assignments:

- Reading Reflection 5: Journal Reflection. Due Sunday, 6/10

Week Eleven: June 11

Assignments:

- Final Participation DB 3, due Sunday, 6/15

Finals Week: June 13-15

Final Research Paper, due Friday, June 15th

No late assignments accepted.

Let's have a wonderful term!