

Bellevue College

CES 120

Intro to Native American Studies

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Fall '19 Term: September 16 – December 6

[Email](#)

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COURSE DESCRIPTION: This course provides a historical 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.” We will 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:

- All readings & handouts are available on our Canvas site.
- Readings are uploaded in each module.
- Handouts and resources are uploaded to the course in your Get Started Module

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](#).

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 on their website](#).

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

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.

You may submit multiple papers leading up to the deadline; *however*, once your paper is graded, it's locked in. I don't grade papers twice! ☺

Standard Late work Policy (these may not all apply to each class):

- You will recognize that every professor has their own approach to late work. This goes together with teaching philosophies and styles, and as such, you want to review and understand the rules. I try to make mine clear but if you ever have questions, post to our Q&A Forum or email me.
- 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.
- Other Homework (except final papers where applicable): There is a two-day grace period for homework assignments. After that, I do not accept late work.
- Exams: If you don't have a midterm or final exam, no worries. Otherwise, note that I do not accept any late midterms or exams. The quizzes I have for my classes are always open until the end of the term.

- Final Paper: There are no late assignments accepted for Final Term Papers (sometimes called Portfolio Assignments) and all Incremental Assignments associated with the Final Paper.

Life happens. We have stressors. We must 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, and they must be requested before an assignment's deadline. 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 about 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, 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:

Attendance and Participation*:	150 points
Journals (8):	400 points
Main Discussion Boards (5):	250 points
TOTAL:	800 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 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 attached to individual assignments. Please note that the rubrics change because I look for intellectual growth throughout the course. So while an assignment *score* will never change, how these are measured does change.

For all 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 may result in your grade lowering by 5 points per item.*
- Twelve-point sized Times font, *double-spaced*.
- 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. Also, avoid phrasing such as “nowadays...” and “since the beginning of time.” Be accurate. Know what you’re writing and why.
- *Do not use* Wikipedia, CliffNotes, or other such encyclopedic references or online dictionaries. Wikipedia is not peer-reviewed and therefore, unreliable. Do your own research, please.
- Be sure that no more than 20% of your papers are outside sources. You must be providing your analysis while you draw from the 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. Using former papers you have written is also considered plagiarism (self-

plagiarism). Any form of plagiarism 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.)

Grade Spread

A	A 94-100	A- 90-93	
B	B+ 87-89	B 84-86	B- 80-83
C	C+ 77-79	C 74-76	C- 70-73
D	D+ 67-69	D 64-66	D- 60-63
F	59 and below		

COURSE OUTLINE AND SCHEDULE (SUBJECT TO CHANGE)

Module One: September 16

Required Materials:

- [Native Appropriations: Examining Representations of Indigenous Peoples](#)
- [American Indian Studies Playlist](#)
- “The Cultural Appropriation of American Indian Images in Advertising 1880s-1920” by Gerry Biron

Assignments:

- Participation Discussion Board 1: Introductions. Due Sunday, 9/22
- Participation Discussion Board 2: American Indians & Mass Media Representations. Due Sunday, 9/22

Week Two: September 23

Required Materials:

- “Domesticity in the Federal Indian Schools: the power of authority over mind and body” by K. Tsianina Lomawaima
- How to Read a Film (Two Guides)
- [Where the Spirit Lives](#) (1989 Film)

Assignments:

- Main DB 1 Due Thursday, 9/26, responses by Sunday, 9/29

Week Three: September 30

Required Materials:

- Review [NAGPRA website](#) (explore at your leisure, there’s a lot to take in)
- [The Development of NAGPRA](#) (Film)

- “The Politics of Scientific Objections to Repatriation” by Clayton W. Dumont, Jr.
- “Finding Their Way Home: 25 Years of NAGPRA at the Penn Museum” by Lucy Fowler Williams, Stacy O. Espenlaub, and Janet Monge

Assignments:

- Main DB 2: Initial Post Due Thursday, 10/3; Responses Due Sunday, 10/6
- Journal 1. Due Sunday 10/6

Week Four: October 7

Required Materials:

- [UN Page on Indigenous Peoples – please review and explore](#)
- “Understanding Global Indigeneity” book review by Nicolas Rosenthal
- [Bioneers Indigenous Program website – please review and explore](#)

Video:

- [Eriel Deranger: Reclaiming Our Indigeneity and Our Place in Modern Society](#)

Assignments:

- Journal 2. Due Sunday, 10/13

Module Five: October 14

Required Materials:

- [“Love Lessons in a Time of Settler Colonialism” by Tanaya Winder](#)
- [Video: “Settler-Colonialism and Genocide Policies in North America” lecture by Dr. Roxanne Dunbar-Ortiz at SFU’s Institute for the Humanities](#)
- “Teaching American History as Settler Colonialism” by Eckstrom & Jacobs

Assignments:

- Journal 3. Due Sunday, 10/20

Module Six: October 21

Required Materials:

- Winchell, Dick G. and Leo Zonn. (2012). Urban Spaces of American Indians in *The Exiles*. *The Geographical Review*, 102(2), 149-165.
- (Film) Mackenzie, K., Alexie, S., Burnett, C., Daarstad, E., Kaufman, R., & Morrill, J. (2008). *The exiles*. Harrington Park, NJ: Milestone Film & Video.
 - [“The Exiles” Part I](#)
 - [“The Exiles” Part II](#)
- Miller, D. K. (2013). Willing Workers: Urban Relocation and American Indian Initiative, 1940s-1960s. *Ethnohistory*, 60(1), 51-76.

Assignments:

- Main DB 3: Initial submission Thursday, 10/24, Responses Due Sunday 10/27
- Journal 4. Due Sunday, 10/27

Module Seven: October 28

Required Materials:

- (Film) *White Shamans and Plastic Medicine Men*

- “Dis-Locating Spiritual Knowledge: Embodied Ideologies, Social Landscapes, and the Power of the Neoshamanic *Other*” by Sara Sutler-Cohen
- “Invisibility in the Color-Blind Era: Examining Legitimized Racism against Indigenous Peoples by Dwanna L. Robertson

Recommended:

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

Assignments:

- Journal 5. Due Sunday, 11/3

Module Eight: November 4

Required Materials

- “Remembering the Life and Legacy of John Trudell” by Alex Jacobs
- [John Trudell website.](#)
- (Film) “Trudell: The Movie” by Heather Rae
- Review: [Independent Lens site for the film](#)

Assignments:

- Journal 6. Due Sunday, 11/10

Module Nine: November 12

Holiday November 11

Required Materials:

- “American Indian Sovereignty: Now you see it, now you don’t” by Peter D’erico
- “Native patriots at Alcatraz paved the way for all of us” by Doug George-Kanentiio
- (Film) [We Hold the Rock by](#) Indians of All Tribes

Assignments:

- Journal 7. Due Sunday, 11/17
- Main DB 4: Initial submission Thursday, 11/14, Responses Due Sunday 11/17

Module Ten: November 18

Required Materials:

- “[Three Things You Should Know about Thanksgiving](#)” by Stacy Pigott
- (PowerPoint) “[American Indian Perspectives on Thanksgiving](#)” by the National Museum of the American Indian (Education Office, Grades 4-8) *You’re reviewing this for a perspective on the changing landscape of public education*
- (Website and Video) [Thanksgiving 2017](#)

Assignments:

- Journal 8. Due Sunday, 11/24

Module Eleven: November 25

Holiday November 28 & 29

No Final Exam for this class – Note Deadlines for the Discussion Board!

Required Materials:

- None. Have a great holiday week!

Assignments:

- Main DB 5: Initial submission Wednesday, 11/27, Responses Due Sunday 12/1

Module Twelve: December 2

No Final Exam for this class – Note Deadlines for the Discussion Board!

Assignments:

- Final Participation DB 3, due Sunday, 12/6

Let's have a wonderful term!