

## **SYLLABUS**

### **‘NATIVE AMERICAN HISTORY’**

#### **NAS 21**

#### **Course Information**

**Semester & Year:** Fall 2021

**Course ID & Section #:** NAS 21 – V1740

**Instructor’s name:** Cintra Agee

**Course units:** 3.0

#### **Instructor Contact Information**

**Office location:** By phone

**Office hours:** By appointment

**Phone number:** 914-815-6163 (Text is fastest)

**Email address:** cintra-agee@redwoods.edu

#### **Catalog Description**

A survey from the deep past to the present of the lands now called North America, particularly the lands now called the United States. This course examines the temporal and spatial trajectories of Indigenous Nations across millennia. It then examines the changing interactions between Indigenous Nations and early European invaders, Euro-American settler-colonials, as well as neo-colonizing dynamics. Emphasis is given on the wide array of contemporary work Native Nations are doing, connecting it to historical contexts. Also highlighted are the endurance and resilience of Indigenous Nations in sustaining resistance from colonization through today, especially around cultural revitalization, decolonization, environmental sustainability, and sovereignty-building.

#### **Course Objectives**

- Learn to listen to Indigenous People. and their historical legacies. Develop recognition of the diversity and complexity of Indigenous Peoples and Indigenous Nations--enabling discussion of their connection to and management of particular geographic areas over millennia of history.
- Analyze and debate the historical role of race and unequal power (as well as class, gender, environment, and other intersections in social and environmental justice) in structuring today’s societies and landscapes.
- Understand Indigenous Peoples as inheritors and keepers of advanced cultural lifeways, how past narratives have distorted this, and how contemporary narratives can be agents of change.
- Explain major social, political, economic, environmental, and cultural adaptations by Indigenous Nations in a historical perspective. Understand today’s resistance movements

come out of centuries of endurance and changing strategies for decolonization, environmental protection, cultural revitalization, and sovereignty-building.

- Identify and analyze the ethical actions of archeologists and students of Indigenous cultures in the past and present, and the importance of ethical responsibility in working with Indigenous communities and individuals, sacred sites and human remains, and on their traditional territories. Understand their historical and contemporary connection to geographic place and biophysical landscapes and their accumulation of expertise and experience in managing ecosystems.

### **Course Learning Outcomes**

- Explain major social, political, economic, environmental, and cultural developments in Native American societies in a historical perspective.
  - Describe economic, environmental, political, religious, and social situations influencing Native American history and contemporary effects.
  - Analyze how Native American history has been interpreted from Native and non-Native perspectives.
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## Canvas Information

Log into Canvas <https://redwoods.instructure.com>

Password is your 8-digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

## Prerequisites/co-requisites/ Recommended preparation

None

## Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## Admissions Deadlines & Enrollment Policies

*Fall 2021 Dates*

- *Classes begin: 8/21/21—**but the readings and assignments for this class start 8/23.** (Please note: you won't have to turn anything in the first week, but you will need to get going on the work)*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/03/21*
- *Labor Day Holiday (all campuses closed): 09/06/21*
- *Census date: 9/07/21 or 20% into class duration*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Veteran's Day (all campuses closed): 11/11/21*

- *Fall Break (no classes): 11/22/21 – 11/26/21*
- *Thanksgiving Holiday (all campuses closed): 11/24/21 – 11/26/21*
- *Final examinations: 12/11/21 – 12/17/21*
- *Last day to petition to file P/NP option: 12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 01/07/22*

### **Academic Dishonesty**

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### **Rights and Responsibilities of Students at College of the Redwoods**

The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### **Setting Your Preferred Name in Canvas**

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

### **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

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## **Emergency procedures / Everbridge**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

### **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### **Eureka Campus Emergency Procedures**

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

### *Klamath Trinity Campus Emergency Procedures*

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command.

### **Student Support Services**

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center.
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
  - The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#).
  - The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
  - Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
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## REQUIRED READINGS

We will be using two sets of readings for this course:

- 1) First Peoples: A Documentary Survey of American Indian History 6TH EDITION (2018) by Collin Calloway; and
- 2) Various articles and readings I have selected (free digital copies—links to them will be within each Weekly Module).

The Calloway book is for sale at the CR bookstore. It is unfortunately expensive, but it is an outstanding piece of work. The bookstore may have it to rent. Since I will be using this book for future semesters, you should be able to sell it back to the bookstore at the end of the semester. **It is also available on Amazon to either purchase or rent.** *You can buy it used on Amazon—(and sell it used on Amazon at the end of the semester).* ***Renting on Amazon is probably the cheapest way to go. Make sure it is the 6<sup>th</sup> edition.***

The library has recently purchased some eBooks for textbook reserve, and First Peoples is one of them. This eBook can be ‘checked out’ to one user at a time. Students off-campus will need to enter their WebAdvisor ID and 8-digit birth date to access. Please remember to close out the eBook when they are finished so other students can use it. Here’s the link:

<https://ebookcentral.proquest.com/lib/redwoods-ebooks/detail.action?docID=6642248>

<https://redwoods.libguides.com/OER-list>

Also, there are two physical copies available for 2-hour check out in the Eureka campus library during their open hours.

You are **not** required to print the articles out—but you certainly can if you want. EOPS students are provided with unlimited free printing—contact the EOPS office for more information.

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CR PROVIDES A RANGE OF SUPPORT SERVICES FOR STUDENTS: FINANCIAL ASSISTANCE (LIKE EOPS); HELP WITH HOMEWORK, EXAMS, AND RESEARCH PAPERS AS WELL AS GENERAL TUTORING; A FOOD PANTRY; STUDENT TRANSPORTATION CARDS, AND OTHER RESEOURCES. **I urge all students to investigate the many student services CR has!**

## OVERVIEW OF REQUIRED ASSIGNMENTS

1) **Weekly modules**. To be posted on Modules page of the course Canvas website. Each week's module will contain four assignments: a reading or readings, a position paragraph, a video or videos, and a comment to a discussion forum. Details about each are on a following page.

2) **Research paper topic**. Submitted for my approval and advice. To submit, you can choose between: EITHER talking to me about the topic OR submitting a few sentences describing the topic to the 'Research Paper Topic' module. This is a required assignment, but not graded. Details and suggestions of topics will be available in the 'Research Paper Topic' module.

3) **Oral history assignment** (Written essay—*not* a spoken presentation). Minimum 2 pages, double-spaced. Further instructions will be in the 'Oral History' module. This is an essay about an interview you will have with a person of your choice on a topic of your choice. The person does not need to be Indigenous nor does the subject need to be about Indigenous Peoples. This assignment is about understanding the value of oral knowledge and oral history.

4) **Final research paper**. Minimum 10 pages, double-spaced, on a topic of your choice. Personal experiences are welcome topics. This paper should serve you and your interests. Full details (formatting, citations, and other instructions) as well as samples of top papers from previous semesters will be available in the 'Final Research Paper' module.

**Please note:** *The instructor reserves the right to make changes to the content and format of the assignments, with sufficient notice to students.*

## COURSE GRADING

- Position Paragraphs = 25%
- Discussion forums posts = 25%
- Oral history assignment = 20%
- Final research paper = 30%

## WEEKLY MODULE ASSIGNMENTS

To be posted on Modules page of the course Canvas website over the course of the semester. Each week's module will contain four assignments:

1) **Reading assignment:** Some reading assignments will be a chapter or chapters from the textbook. Some reading assignments will be one or more articles. A link to the reading assignment is contained within the module.

I'm careful to limit the total page amount I assign you each week. Too often teachers overload students.

Tip: Skimming a reading is ok. I would rather have you do this than to skip it all together. A good method for skimming is reading the first couple of paragraphs, and then the first and last sentence of ensuing paragraphs, and then the last couple of paragraphs.

**2) Position Paragraph (PP):** You must write *at least two sentences* on the reading or readings assigned in that week's module.

PPs are quick and informal—just tell me a bit about your personal position on the reading assignment. This is your personal reaction or response to the reading assignment--how they made you feel, or how they changed your thinking, or how you object to or agree with the what the authors are saying. *PPs are not graded on content, only by whether or not you submitted one.* This is meant to give you freedom to say whatever you want.

PPs are submitted by uploading them to the PP assignment box contained in that week's module.

**3) Video assignment:** These will be either documentaries or lectures I record. A link to the reading assignment is contained within the module. Again, I'm careful to limit the length of what you have to watch.

**4) Discussion forum post:** For each video, you must submit at least one comment in the Discussion forum for that week's module. *Your comment must be at least two sentences.* A link to the forum is contained within the module.

I highly encourage you to respond to each other's posts, or pose questions to each other. Engage each other; engage the material in the video assignment you are posting about. Raise issues. Share your experiences. Challenge yourself to look deeper and listen better. Speak up. Go there.

These forums are a poor replacement for the kind of discussions we can have in the classroom, but this is the situation during the pandemic. I can not in good conscience require synchronous Zoom sessions, which would be better for discussion. It's not what people signed up for. Many people would not be taking classes at all (even if we were not in the midst of a pandemic) if it were not for the asynchronous format. So let's do our best to 'talk' to each other through these discussion forums. I will sometimes weigh in on these forums, to help facilitate and inform.

This semester, I will not be holding the optional Zoom live discussions I did in the previous semester. Literally only two students ever attended.

Some weeks, we will be talking about social justice/injustice and the intersections of race, economics/class, gender, sexuality, and power. Such discussions are often uncomfortable. But we must be brave enough to speak and to listen! The goal is to look at ourselves, at others, and at our society more closely, and to increase our awareness of the positive and negative impacts we have on our interwoven world.

Please read the essay ‘*FROM SAFE SPACES TO BRAVE SPACES*’ (a link to the article will be posted on the Modules page).

An important aspect of this course is to seek to understand that race, wealth, and gender—as well as acts of domination and acts of resistance past and present—define a great deal in our lives, in our perspectives and beliefs, and in our social dynamics. A lot more than many of us realize.

In past discussions, I have often heard: “Not everything is about race.” Of course not everything is about race. And not everything in this course is about race. So when race and other social justice issues are being discussed, please—I beg you—try to listen. Try to look inside at how the culture you were born into might have influenced you in ways you did not intend nor desire. *It’s not our fault, but it is our responsibility.*

## **DUE DATES**

**1) Weekly Modules 1 through 8 = Sunday, October 17<sup>th</sup>**

(By 11:59pm—assignment boxes will close to submissions at that time).

**2) Weekly Modules 9 through 17 = Friday, December 17<sup>th</sup>**

(**By 5pm**—assignment boxes will close to submissions at that time. *Please note that this is the last day of classes and Canvas shuts down to submissions for all courses about 5pm*).

Work at your own pace, but don’t let yourself get behind. I sometimes adjust readings and videos to better fit where the class seems to be going, or if I come across a new compelling piece. So not all modules are published at the start of the semester. But no module will be published less than two weeks from the above due dates.

**3) Research Paper Topic = Monday, September 27<sup>th</sup>.**

Remember you can submit your Research Paper Topic *either* by talking to me on the phone, emailing me, or even texting me *or* by uploading it to the assignment box within the Research Paper Topic module by 11:59pm.

**4) Oral History Assignment = Monday, November 1<sup>st</sup>**

(By 11:59pm—assignment box will close to submissions at that time).

**5) Final Research Paper = Friday, December 17<sup>th</sup>**

(**By 5pm**—assignment boxes will close to submissions at that time. *Please note that this is the last day of classes and Canvas shuts down to submissions for all courses about 5pm*).