

SYLLABUS

‘NATIVE AMERICAN HISTORY’

NAS 21

Course Information

Semester & Year: Spring 2022

Course ID & Section #: NAS 21 – V2573

Instructor’s name: Cintra Agee

Course units: 3.0

Instructor Contact Information

Office location: By phone or Zoom

Office hours: By appointment

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

Email address: cintra-agee@redwoods.edu

There are no synchronous sessions (online sessions at a certain date and time) in this class.

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 Learning Outcomes

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

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, 1st 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.

Course Objectives

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

REQUIRED: CONFIRM YOUR ENROLLMENT TO THE CLASS

It is required you confirm your enrollment in the class. **You do this by posting to the ‘Confirm Your Enrollment’ forum found in the Discussions section of the class Canvas site.** (All sections of the Canvas class site are found on the left side of the web page). In your post, it would be great if you said a bit about yourself, so that I and your classmates can better understand you and your perspectives. I have found that including your ethnicity or mix of ethnicities (as most of us have) improves the quality of discussion. **But all that is required to put in your post is your name, and that you have committed to this class.**

You must post no later than January 28th. Doing so will confirm your enrollment in the course and will ensure you are not dropped as a ‘no show’. January 28th is the last day to drop a class and still receive a refund of tuition and avoid a W (Withdrawal) on your transcript.

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 6th 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.

OVERVIEW OF ASSIGNMENTS

1) **Weekly Modules**. To be posted on Modules page of the class Canvas site. You will have two weeks from the date a Weekly Module is posted. The due date will be in the title of the Weekly Module. Each Weekly Module will contain four assignments:

- Reading or readings
- Position paragraph about the reading(s)
- Video or videos
- Comment to a discussion forum about the video(s).

Further details about each of these four elements are on a following page.

2) **Miscellaneous Modules**. To be posted on Modules page of the class Canvas site. These will be *occasional* posts of important information that does not fit within the Weekly Modules. The Miscellaneous Modules are short videos, readings, or website pages. Read or watch the material and then post a comment of at least one sentence in the associated Discussion. Like your Weekly Modules, you will have two weeks from the date a Miscellaneous Module is posted. The due date will be in the title of the Miscellaneous Module.

3) **Research paper topic**. Submitted for my approval and feedback. 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 in the Modules section of class Canvas site. 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 Assignment’ module in the Modules section of class Canvas site. 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 Native nor does the subject need to be about Indigenous Peoples. This assignment is about understanding the value of oral knowledge and oral history. Remember to ask the person you are interviewing if they want anonymity.

4) **Final research paper**. Minimum 10 pages, double-spaced, on a topic of your choice. Title pages and bibliographies do NOT count towards the 10-page minimum. 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 in the Modules section of class Canvas site.

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

- Weekly Module position paragraphs (PPs) = 22.5%
- Weekly Module discussion forum posts = 22.5%
- Miscellaneous Module discussion forum posts = 5%
- 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 will be contained within the module.

I am 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 the material made you feel, or how it 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 each Weekly Module.

3) Video assignment: These will be either documentaries or lectures I record. A link to the video assignment is contained within the Weekly Modules. 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 the Weekly Module. *Your comment must be at least two sentences.* A link to the Discussion 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.

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 cannot in good conscience require synchronous Zoom sessions, which would be better for discussion. It is 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.

PLEASE NOTE!

It is essential you **read the Announcements** on the Canvas site throughout the semester, and to **monitor your Canvas email**.

DUE DATES

- 1) ***Weekly Modules* = Due two weeks from when they are posted. Due dates will be posted in the Module title.**

Due two weeks from when they are posted. Due dates will be posted in the Module name (for example: '*Weekly Module 1 – Due January 23*'). You must submit them by 11:59pm on the due date—assignment boxes will close to submissions at that time.

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.

- 2) ***Miscellaneous Modules* = Due two weeks from when they are posted. Due dates will be posted in the Module title.**

Due two weeks from when they are posted. Due dates will be posted in the Module name (for example: '*Miscellaneous Module 1 – Due January 30*'). You must submit them by 11:59pm on the due date—assignment boxes will close to submissions at that time.

- 3) ***Research Paper Topic* = Due March 1**

You can submit your Research Paper Topic *either* by talking to me on the phone, emailing me, texting me, or by uploading it to the assignment box within the Research Paper Topic assignment box by 11:59pm. My approval is required.

- 3) ***Oral History Assignment* = Due March 15**

By 11:59pm--assignment box will close to submissions at that time.

- 4) ***Final Research Paper* = May 11**

By 11:59pm--assignment box will close to submissions at that time.

Canvas Information

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

Password is your 8-digit birth date

For tech help, email 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>

Student Support Services (and other information) are on following page. Services include things such as tutoring, financial aid, and health services. I encourage you to explore all the support available to you!

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

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.

Emergency procedures are on following pages.

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 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 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 (required for online classes).