



Syllabus for Introduction to Native American Studies

Course Information

Semester & Year: Spring 2023

Course ID & Section #: NAS-1-E5163

Instructor's name: Marnie Atkins

Day/Time of required meetings: Tuesdays and Thursdays, 2:50 p.m. – 4:15 p.m.

Location: HM-HU110

Course units: 3.0

Instructor Contact Information

Office location or *Online: Online

Office hours: Email me to schedule a virtual appointment

Email address: Marnie-Atkins@redwoods.edu

Catalog Description

An introduction to the interdisciplinary field of Native American Studies, exploring the complexity and diversity of the Indigenous Peoples of the lands now called North America, with an emphasis on the lands now called the United States. It is centered on perspectives from Native North American Indigenous People and their Nations directly, gaining further insight from 'Western' academic fields such as the bio-physical sciences, humanities, social sciences, and critical social theory, such as the study of race, power, and class. Connecting Indigenous traditions with the work Indigenous Nations have and continue to do across the past, present, and future will be emphasized, especially around resistance and resilience, decolonization, environmental management, and sovereignty-building.

Course Student Learning Outcomes

1. Explain the interdisciplinary nature of Native American Studies and identify its major component parts.
2. Identify historical, economic, political, and social situations influencing Native American life.
3. Identify Native Americans as inheritors of multiple and complex cultures rather than as one homogeneous ethnic or "racial" group.

Prerequisites/co-requisites/ recommended preparation

None.

Required Book for Class

First Peoples: A Documentary Survey of American Indian History (Sixth Edition) by Colin G. Calloway

Other Readings, Videos, Audio, etc. (will be provided on our Canvas course site)

There may be other relevant and supportive readings, videos, audio files, etc. uploaded to Canvas for you to interact with. I will announce these uploaded items in class and via an Announcement on Canvas.

Class Reading and Assignment Schedule

Week of	Dates	Reading(s) Assigned	Assignment
Week 1 January 17 & 18	January 17 Introductions to each other and the class. Welcome!	Introduction, pp. 1-13	
	January 18		Reading response practice in class on Thursday, January 18
Week 2 January 24 & 26	January 24	Chapter 1, pp. 14-43	Reading response 1 DUE by Friday, January 27 at 11:59 p.m.
<i>Reading Response Prompt 1a</i>	How does understanding the ancient Indigenous history of the continent change our understanding of American history?		
<i>Reading Response Prompt 1b</i>	January 26 Before the arrival of European explorers and settlers, what sorts of Native American societies existed from coast to coast? How did their diverse environments influence their societal structures?		
Week 3 January 31 & February 2	January 31	Chapter 2, pp. 66-101	Reading response 2 DUE by Friday, February 3 at 11:59 p.m.
<i>Reading Response Prompt 2a</i>	What factors determined early relations between Indians and Europeans? Was conflict inevitable?		
<i>Reading Response Prompt 2b</i>	February 2 As Native peoples and Europeans encountered one another, what kinds of relationships did they establish? Who had the advantage?		
Week 4 February 7 & 9	February 7	Chapter 3, pp. 130-163	Reading response 3 DUE by Friday, February 10 by 11:59 p.m.
<i>Reading Response Prompt 3a</i>	How did Indian peoples respond to European colonialism and in what ways did the power and presence of Indian nations limit and shape European colonial ambitions and agendas?		

Week of	Dates	Reading(s) Assigned	Assignment
<i>Reading Response Prompt 3b</i>	February 9 What roles did diplomacy and treaty-making play in relations between Indians and Europeans? How did Native American and European diplomacies differ?		
Week 5 February 14 & 16	February 14	Chapter 4, pp. 192-224	Reading response 4 DUE by Friday, February 17 by 11:59 p.m.
<i>Reading Response Prompt 4a</i>	In what ways was the era of the American Revolution revolutionary for Indian peoples in different regions of the continent?		
<i>Reading Response Prompt 4b</i>	February 16 What distinguished Native American experiences in the East from those in the West in the latter half of the eighteenth century?		
Week 6 February 21 & 23	February 21	Chapter 5, pp. 246-274	Reading response 5 DUE by Friday, February 24 at 11:59 p.m.
<i>Reading Response Prompt 5a</i>	What were the various responses of Indian peoples to the military, political, social, cultural, and religious pressures imposed on them by the expanding American nation?		
<i>Reading Response Prompt 5b</i>	February 23 Consider the arguments for and against removal. What forms of resistance and support formed in response to the removal policy?		
Week 7 February 28 & March 2	February 28	Chapter 6, pp. 304-329	Reading response 6 DUE by Friday, March 3 at 11:59 p.m.
<i>Reading Response Prompt 6a</i>	When evaluating American expansion between 1840 and 1890 from the perspective of American Indians, what factors explain how the West was lost?		
<i>Reading Response Prompt 6b</i>	March 2 How did different tribes, and different individuals at different times, respond to American expansion and colonialism?		

Week of	Dates	Reading(s) Assigned	Assignment
Week 8 March 7 & 9	March 7 & 9 Midterm Paper	None	Midterm paper DUE Friday, March 10 by 11:59 p.m.
	<ul style="list-style-type: none"> • No class meetings this week. • Work on writing and submitting your Midterm paper. • See the Midterm Instructions on Canvas. • Email me with questions. 		
Week 9 March 13 – 18	Spring Break Have a great break!	None	None
Week 10 March 21 & 23	March 21	Chapter 7, pp. 370-405	Reading response 7 DUE by Friday, March 24 by 11:59 p.m.
<i>Reading Response Prompt 7a</i>	What is meant by the phrase “kill the Indian and save the man” and how did the government attempt to achieve this goal?		
<i>Film</i>	TBD		
<i>Reading Response Prompt 7b</i>	March 23 What were the goals of Indian boarding schools, and in what ways did Native students use the kind of education they received there?		
<i>Film</i>	TBD		
Week 11 March 28 & 30	March 28	Chapter 8, pp. 436-467	Reading response 8 DUE by Friday, March 31 by 11:59 p.m.
<i>Reading Response Prompt 8a</i>	Did recurrent shifts in United States represent changes in direction or adjustments in strategy? Were the shifts prompted by the government itself, by Indian people, or by broader forces of change?		
<i>Reading Response Prompt 8b</i>	March 30 Why and how did the U.S. government try to “terminate” Indian tribes in the 1950s?		

Week of	Dates	Reading(s) Assigned	Assignment
Week 12 April 4 & 6	April 4	None	Vlog practice and uploading to Canvas
	April 6	None	
	<ul style="list-style-type: none">No class on April 6.Instead, attend the California Indian Big Time & Social Gathering on Saturday, April 8 from 11:00 a.m. – 6:00 p.m. at CalPoly Humboldt.Please plan to attend for at least 2 hours.More information about the Big Time & Social Gathering will be provided on our Canvas site as it becomes available.	Create a Vlog about the Big Time and post it to Canvas by Sunday, April 9 at 11:59 p.m.	
Week 13 April 11 & 13	April 11	Chapter 9, pp. 500-534	Reading response 9 DUE by Friday, April 14 by 11:59 p.m.
<i>Reading Response Prompt 9a</i>	In what ways has the federal government attempted to forge new relationships with Indian peoples in the past fifty years, and how have Native Americans responded?		Vlog responses DUE by Saturday, April 15 by 11:59 p.m.
	See Canvas for more information about responding to Vlog posts.		
<i>Reading Response Prompt 9b</i>	April 13 What are the bases of Indian legal rights in the United States, and what role has the modern Supreme Court played in defending or compromising those rights?		
Week 14 April 18 & 20	April 18	Chapter 10, pp. 566-613	Reading response 10 DUE by Friday, April 21 by 11:59 p.m.
<i>Reading Response Prompt 10a</i>	What challenges and opportunities do Indian tribes in the United States confront today?		
<i>Reading Response Prompt 10b</i>	April 20 What is tribal sovereignty and why is it so important to Indian tribes today?		
<i>Film</i>	TBD		

Week of	Dates	Reading(s) Assigned	Assignment
Week 15 April 25 & 27	April 25 & 27	TBD	Reading response 11 DUE by Friday, April 28 by 11:59 p.m.
Readings and reading prompts will be curated based on student interests and/or instructor's observance of student engagement/interests.			
Week 16 May 2 & 4	May 2 & 4	TBD	Reading response 12 DUE by Friday, May 5 by 11:59 p.m.
Readings and reading prompts will be curated based on student interests and/or instructor's observance of student engagement/interests.			
Week 17 May 6 – May 12	Finals Week May 9 Final Exams Week Good luck on your Finals! <ul style="list-style-type: none"> We will only meet on Tuesday, May 9 from 3:15 – 5:15 p.m. Bring your questions and we will have an open dialogue. 	None	Final paper DUE Friday, May 12 by 11:59 p.m.

Evaluation & Grading Policy

This course is worth 100 points. Below is the breakdown of points that can be earned throughout the course.

Type of Points	Total Points Possible	
Participation Points	16	1 point possible, per week x 16 weeks
Weekly Reading Responses	24	2.0 points each x 12 = 24 points possible
Vlog Assignment	15	
Midterm Paper	20	
Final Paper	25	
Total Points for Semester	<u>100</u>	

Extra Credit

I do not plan to assign Extra Credit for this course. However, we can revisit this decision as a class later in the semester.

Late Assignment Policy

I have provided a generous turn around for submitting assignments, so I expect Weekly Reading Responses, the Vlog Assignment, and the Midterm and Final papers to be turned in on time. However, I understand that there are extenuating circumstances that may require an extension. If you find yourself in one of these circumstances, contact me right away to make arrangements for submitting your assignment late. If you do not contact me to make arrangements to submit a late assignment, I will deduct 1 point per day past the due date until the assignment is turned in or until the points for the assignment has run out.

Writing Your Midterm and Final Papers

All papers must be turned in on Canvas. Your papers should be written in Times New Roman, 12-point font. Use one-inch margins and double spacing. You should expect to write at least five (5) pages for both assignments. You should state your thesis/argument in the first paragraph. The following paragraphs you will write information to support your thesis/argument. Be sure to include citations ***only from sources used in class or sources pre-approved by me*** in your paper. Finally, your paper should have a concluding paragraph that connects your thesis/argument with supporting information and be clear and concise. Be sure to use full sentences, no “text speech” should be used when writing. Include a “Citations” page at the end of your paper. This page(s) does not count towards your five (5) page minimum length. Please do not write more than eight (8) pages for either the Midterm or Final paper.

The Purdue Owl website is a fantastic website that helps writers cite their sources properly, format their papers, and gives excellent guidance on academic writing. Be sure to use their site, found here <https://owl.purdue.edu/> to support your writing, and include them on your “Citations” page. For this class, we will use APA Style for writing our papers and citing our sources. When you navigate to the Purdue Owl website, click on the “APA Guide” button on the main page.

If you need assistance setting up your paper, let me know and I will put you in touch with the Writing Center to support you.

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.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your me know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods and I want every student to be successful.

Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

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](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student 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](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

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](#).

Canvas Information

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

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 / 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 [CR Police Department- Public Safety](#). 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)

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](#)
- [Online Tutoring Resources](#)

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

Learning Resource Center includes the following resources for students

- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)
- [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
- [Student Tech Help](#) – provides students with assistance around a variety of tech problems.

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.
- [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821