



Syllabus for NAS 1: Introduction to Native American Studies

Course Information

Semester & Year: Spring 2023

Course ID & Section #: NAS 1 V4599

Instructor's name: Justin Whitney

[if synchronous] Day/Time of required meetings: N/A

[if in-person] Location: N/A

[if needed] Number of proctored exams: N/A

Course units: 3

Instructor Contact Information

Office location or *Online: Online

Office hours: By Appointment

Phone number: N/A

Email address: justin-whitney@redwoods.edu

Catalog Description

An introduction to the interdisciplinary field of Native American Studies, exploring the complexity and diversity of 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 biological 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 *(from course outline of record)*

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 homogenous ethnic or “racial” group.

Prerequisites/co-requisites/ recommended preparation

N/A

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.



NAS 1: Introduction to Native American Studies

Section V4599

Spring 2023

Instructor: Justin Whitney

Location: Online

Time: Asynchronous

Office Location: Online

Office Hours: By Appointment

Email: justin-whitney@redwoods.edu

Textbook: Title: *Native American Voices: A Reader* (Third Edition)

Authors: Susan Lobo, Steve Talbot, and Traci L. Morris

ISBN: 9781138687684

PART 1: COURSE DETAILS

Course Description

An introduction to the interdisciplinary field of Native American Studies, exploring the complexity and diversity of 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.

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1. Explain the interdisciplinary nature of Native American Studies and identify its major component parts.
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Course Objectives

1. Learn to listen to Indigenous People. Develop recognition of their multiple and varied perspectives—enabling discussions of the diversity, complexity, and adaptability of Indigenous Nations over time.
2. Identify and discuss Indigenous Peoples’ and Nations’ connection to geographic place and bio-physical landscapes and their accumulation of expertise and experience in managing ecosystems.
3. Analyze and debate the changing social construction and diffusion of narratives about Indigenous Peoples, Euro-Americans, events in the lands now called North America. Understand the role of re-framing narratives as agents of change.

4. Identify, analyze, and debate the role of race and power (as well as class, gender, environment, and other intersections in social and environmental justice) in structuring societies and landscapes, and how Indigenous Peoples have and continue to help push towards a more just social structure and more sustainable environmental management.
5. Understand and discuss the long and continued forms of resistance, resilience, and resurgence of Indigenous Peoples from 1492 to the present.
6. Identify, analyze, and debate the ethical actions of students of Indigenous cultures in the past and present and the importance of ethical responsibility in working with Indigenous communities and individuals, and on their traditional territories.

Course Structure

Asynchronous Course: This is a fully online, asynchronous course. All course activities and resources can be found through our course website on Canvas. At designated times throughout the session, students will participate in self-paced activities using Canvas. All the learning activities will be completed on their own time so long as they are completed by the dates and times shown in the course schedule. Note: The weekly assignments are available on Mondays at 12:00 am and are due on Sundays at 11:59 pm.

Canvas: Canvas is a learning management system used throughout California's community colleges. To access Canvas, navigate to the College of the Redwoods website and select the "Canvas" link in the top left corner of the page. The following link provides direct access to the College of the Redwoods login page: <https://redwoods.instructure.com/login/canvas>. Please see the following for Canvas help:

- Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://redwoods.instructure.com)
- Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Course Technology Requirements

- Computer
- Internet connection (DSL, LAN, or cable connection desirable)

PART 2: STUDENT SUPPORT SERVICES

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accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Admissions Deadlines & Enrollment Policies:

- *Classes begin: 1/14/23*
- *Martin Luther King Jr. 's Birthday (all campuses closed): 1/16/23*
- *Last day to add a class: 1/20/23*
- *Last day to drop without a W and receive a refund: 1/27/23*
- *Census date: 1/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/10/23*
- *Lincoln's Birthday (all campuses closed): 2/17/23*
- *President's Day (all campuses closed): 2/20/23*
- *Last day to petition to graduate or apply for certificate: 3/02/23*
- *Last day for student-initiated W (no refund): 3/31/23*
- *Last day for faculty-initiated W (no refund): 3/31/23*
- *Spring Break (no classes): 3/13/23 – 3/18/23*
- *Final examinations: 5/6/23 – 5/12/23*
- *Semester ends: 5/12/23*
- *Grades available for transcript release: approximately 5/26/23*
- *Memorial Day (all campuses closed): 5/29/23*

Online Resources: 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

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](#).

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.

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

PART 3: COURSE POLICIES

Assignment Submission

All assignments for this course will be submitted electronically through Canvas.

Attendance

Students missing one more class hour than the unit value for a particular course, without making prior arrangements may, at the instructor's option, be dropped without possibility of credit.

Communication

Announcements: The instructor will post Announcements throughout the semester.

Announcements stay in Canvas, but they also generate an email or a text message to notify students outside of Canvas. Students get to control those notifications. If students don't make any changes, they'll get an immediate email to their @redwoods.edu address whenever the instructor sends an Announcement.

Canvas Notification Preferences: Here are the Instructions for changing your [notification preferences](#). To learn more about Canvas, try the [Canvas Student Guides](#).

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

Email Correspondence: College of the Redwoods policy establishes email as the primary and official means of communication from the university to students. Students, therefore, need to use their College of the Redwoods email address for all communication and are encouraged to check their email daily. Moreover, students need to use proper etiquette; use a subject heading that directly applies to their inquiry; be specific in their requests and include all pertinent information.

Instructor Timeliness in Email Communication: Students will receive a response from the instructor within twenty-four hours.

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](#).

Grades

Canvas Grade Book: Points received for graded activities will be posted to the Canvas Grade Book. Click "Grades" from the Course Navigation menu at the left of the Canvas course home page to see grades. Students will see a visual indication of new grades posted on their Canvas home page under the link to this course.

Grading Inquiries: Upon receiving a score for an assignment students have a right to respectfully question the earned grade. Students must initiate this process within 24-hours of receiving the score.

Instructor Timeliness in Grading: Students will receive a grade for each "Documentary Quiz" immediately upon submission. Students will receive a grade for each "Discussion" usually within 7 days of the due date.

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.

Late Work

The instructor fully understands each student's commitment to expand their education. As such, students may submit a late assignment without penalty up to 24 hours after an assignment due date. For example, assignments that are due on Sunday at 11:59 pm will be accepted through Monday at 11:59 pm without penalty. One point will be subtracted for each day thereafter. Note: Students should email the instructor for unforeseen circumstances that hinder their studies.

Student Honesty Policy Statement

Students are expected to exercise academic honesty and integrity. Violations such as cheating, and plagiarism will result in disciplinary action which may include recommendation for dismissal.

Understand When to Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the College of the Redwoods Catalog for dates and deadlines for dropping a course, refund information, understanding how your GPA is affected, receiving an "Incomplete," and more.

PART 4: GRADING POLICY

Letter Grade Assignment

Final grades assigned for this course will be based on the total points earned as follows:

Total Points	Letter Grade
400 - 372	A
371 - 360	A-
359 - 348	B+
347 - 332	B
331 - 320	B-
319 - 308	C+
307 - 280	C
279 - 240	D
239 - 0	F

Important note: For more information about grading at College of the Redwoods, visit the "Academic Standards" page in the College Catalog.

Total Course Points

Assignments	Points
Discussion (12)	120
Documentary Quiz (10)	100

Exam (2)	100
Introduction Discussion (1)	10
Research Paper (1)	50
Research Paper Discussion (1)	10
Research Paper Selection (1)	10
Total	400

Graded Course Assignments

Discussion (10 points each, 120 points total): Over the course of the semester students will complete twelve “Discussion” assignments. The purpose of each discussion is for students to *analyze* the weekly readings and "discuss" them with their classmates. Students are encouraged to complete their posts early in the week to give their classmates plenty of time to respond. Here are the details:

Post	Length	Points	Due Date
1 Original	150 Words (at least)	6	Sunday at 11:59 pm
1 Response	100 Words (at least)	4	Sunday at 11:59 pm

Documentary Quiz (10 points each, 100 points total): Over the course of the semester students will complete ten “Documentary Quiz” assignments. Each quiz is based on one documentary and consists of 10 questions (multiple-choice and/or true-false). The documentaries are available online (for free) through the College of the Redwoods library. Here are the documentaries:

- *Tending the Wild*
- *Native America (From Caves to Cosmos)*
- *Native America (Nature to Nations)*
- *Native America (Cities of the Sky)*
- *Native America (New World Rising)*
- *We Shall Remain-America Through Native Eyes (After the Mayflower)*
- *We Shall Remain-America Through Native Eyes (Tecumseh)*
- *We Shall Remain-America Through Native Eyes (Trail of Tears)*
- *We Shall Remain-America Through Native Eyes (Geronimo)*
- *We Shall Remain-America Through Native Eyes (Wounded Knee)*

Exam (50 points each, 100 points total): Students will complete a “Midterm Exam” and a “Final Exam.” Both exams consist of:

- multiple-choice questions
- short-answer questions
- true-false questions

The questions are based on course material. There is no time limit and students may take it once. A study guide will be available for each exam.

Introduction (10 points total): This is an opportunity for students to introduce themselves to their classmates and discuss the first reading. Here are the details:

Post	Length	Points	Due Date
1 Original	150 Words (at least)	6	Sunday, January 22 at 11:59 pm
1 Response	100 Words (at least)	4	Sunday, January 22 at 11:59 pm

Research Paper (50 points total): This assignment is an opportunity for students to research a topic in Native American Studies. Here are a few things to consider in selecting a topic:

1. Think of an Interesting Topic. Students should select a topic that they find interesting. Be sure to think about the topics we cover in this course: paradigms, spiritual sovereignty, treaties, linguistic sovereignty, colonialism and genocide, federal Indian law, decolonization, economic sovereignty, images and stereotypes in the media, gender relations, traditional ecological knowledge, and global Indigenous movements. Note: If students have a topic in mind and are unsure about whether it is appropriate, please ask the instructor.
2. Think of a Time Period. Students are welcome to select a topic that spans history or students may focus on a topic in a particular era.
3. Think about Geography. Students need to think about the geography of their topic. Is the topic local, regional, or national?
4. Think of a Thesis Question. Students need to conceptualize one thesis question that will serve as the basis of the research paper. The answer to one's question is the "argument" or "thesis." A thesis is a statement that is put forward as a premise to be maintained or proved. It implies that one's assertions are provable (or disprovable) and so not based merely upon what one thinks but upon what they can provide evidence to support.
5. Think of Sources. While the instructor encourages students to base their research paper on course material, students are welcome to use a range of sources, including artwork, books, film, monuments, music, newspapers, peer-reviewed journal articles, photographs, and poetry.

The research paper will be assessed on the following:

- Grammar, Punctuation, and Spelling: The research paper needs to be free of errors.
- Format: The research paper needs to use:
 - 1-inch margins,
 - consistent citations,
 - double spacing,
 - title page,
 - "Times New Roman" 12-point font.

- Structure: The research paper needs to include a title page, an introduction, and a conclusion.
- Thesis Statement: The thesis statement will be evaluated on its efficacy and originality.
- Word Count: The research paper needs to be at least 1,250 words.

Research Paper Discussion (10 points total): This is an opportunity for students to discuss their research findings with their classmates. Students are encouraged to complete their posts early in the week to give their classmates plenty of time to respond. Here are the details:

Post	Length	Points	Due Date
1 Original	150 Words (at least)	6	Sunday, April 9 at 11:59 pm
1 Response	100 Words (at least)	4	Sunday, April 9 at 11:59 pm

Research Paper Topic Selection (10 points total): This assignment is an opportunity for students to select their topic for the Research Paper.

PART 5: ACADEMIC HONESTY POLICY & PROCEDURES

Academy Honesty & the Academic Community

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](#).

PART 6: COURSE SCHEDULE

Important Note: Activity and assignment details will be explained in detail within each module's corresponding learning module. If you have any questions, please contact your instructor.

Week 1: Saturday, January 14 – Sunday, January 22

- Reading: Article
 - "What We Say Matters: The Power of Words in American and Indigenous Histories"
- Documentary: *Native America*
 - Episode 5: New World Rising
- Assignments (Due: Sunday, January 22 at 11:59 pm)
 - Introduction Discussion
 - Documentary Quiz (New World Rising)

Week 2: Monday, January 23 – Sunday, January 29

- Reading: *Native American Voices*
 - Part I: Peoples and Nations: Following in the Footsteps of the Ancestors, pp. 1-50
- Documentary: *We Shall Remain: America Through Native Eyes*
 - Episode 1: After the Mayflower
- Assignments (Due: Sunday, January 29 at 11:59 pm)
 - Discussion 1
 - Documentary Quiz (After the Mayflower)

Week 3: Monday, January 30 – Sunday, February 5

- Reading: *Native American Voices*
 - Part II: The Hidden Heritage, pp. 51-93
- Documentary: *We Shall Remain: America Through Native Eyes*
 - Episode 2: Tecumseh
- Assignments (Due: Sunday, February 5 at 11:59 pm)
 - Discussion 2
 - Documentary Quiz (Tecumseh's Vision)

Week 4: Monday, February 6 – Sunday, February 12

- Reading: *Native American Voices*
 - Part III: The American Indian Story (History), pp. 94-150
- Documentary: *We Shall Remain: America Through Native Eyes*
 - Episode 3: Trail of Tears
- Assignments (Due: Sunday, February 12 at 11:59 pm)
 - Discussion 3
 - Documentary Quiz (Trail of Tears)

Week 5: Monday, February 13 – Sunday, February 19

- Reading: *Native American Voices*
 - Part IV: "The Only good Indian...": Racism, Stereotypes, and Discrimination, pp. 151-194
- Documentary: *We Shall Remain: America Through Native Eyes*
 - Episode 4: Geronimo
- Assignments (Due: Sunday, February 19 at 11:59 pm)
 - Discussion 4
 - Documentary Quiz (Geronimo)

Week 6: Monday, February 20 – Sunday, February 26

- Reading: *Native American Voices*
 - Part V: Native Representations: Media and the Arts, pp. 195-230
- Documentary: *We Shall Remain: America Through Native Eyes*
 - Episode 5: Wounded Knee
- Assignments (Due: Sunday, February 26 at 11:59 pm)
 - Discussion 5
 - Documentary Quiz (Wounded Knee)

Week 7: Monday, February 27 - Sunday, March 5

- Reading: *Native American Voices*
 - Part VI: Community Wellness: Family, Health, and Education, pp. 231-295
- Documentary: *Tending the Wild*
- Assignments (Due: Sunday, March 5 at 11:59 pm)
 - Discussion 6
 - Documentary Quiz (Tending the Wild)

Week 8: Monday, March 6 - Sunday, March 12

- Reading
 - Midterm Exam Study Guide
- Assignments (Due: Sunday, March 12 at 11:59 pm)
 - Midterm Exam

Week 9: Monday, March 13 - Sunday, March 19

- Spring Break

Week 10: Monday, March 20 - Sunday, March 26

- Assignments (Due: Sunday, March 26)
 - Discussion 7
 - Research Paper Topic Selection

Week 11: Monday, March 27 - Sunday, April 2

- Reading: *Indian Country Today*
 - Select an Article
- Assignments (Due: Sunday, April 2)
 - Discussion 8

Week 12: Monday, April 3 - Sunday, April 9

- Assignments (Due: Sunday, April 9)
 - Research Paper
 - Research Paper Discussion

Week 13: Monday, April 10 - Sunday, April 16

- Reading: *Native American Voices*
 - Part VII: The Sacred: Spirituality and Sacred Geography, pp. 296-336
- Documentary: *Native America*
 - Episode 1: From Caves to Cosmos
- Assignments (Due: Sunday, April 16 at 11:59 pm)
 - Discussion 9
 - Documentary Quiz (From Caves to Cosmos)

Week 14: Monday, April 17 - Sunday, April 23

- Reading: *Native American Voices*
 - Part VIII: Native Sovereignty: Self-Governance, Culture, and Sustainable Development, pp. 337-391
- Documentary: *Native America*

- Episode 2: Nature to Nations
- Assignments (Due: Sunday, April 23)
 - Discussion 10
 - Documentary Quiz (Nature to Nations)

Week 15: Monday, April 24 - Sunday, April 30

- Reading: *Native American Voices*
 - Part IX: Urbanism: Ancient and Contemporary, pp. 392-448
- Documentary: *Native America*
 - Episode 3: Cities of the Sky
- Assignments (Due: Sunday, April 30)
 - Discussion 11
 - Documentary Quiz (Cities of the Sky)

Week 16: Monday, May 1 - Friday, May 5

- Reading: *Native American Voices*
 - Part X: Indigenous Rights: Struggle and Revitalization, pp. 449-491
- Assignment (Due: Sunday, May 5)
 - Discussion 12

Final Exams Week: Saturday, May 6 - Friday, May 12

- Reading
 - Final Exam Study Guide
- Assignment (Due: Thursday, May 11)
 - Final Exam

PART 7: SYLLABUS REVISION

This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check our course Canvas site for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements.