

SYLLABUS

‘INTRODUCTION TO NATIVE AMERICAN STUDIES’

NAS 1

Course Information

Semester & Year: Spring 2023

Course ID & Section #: NAS 1 – V5189

Instructor’s name: Cintra Agee

Course units: 3.0

Instructor Contact Information

Office location: 216-E in Sciences building (in the bank of offices in center of 2nd floor)

Office hours: Mondays 12:30pm to 2pm; Tuesdays 3:30pm to 5pm; and by appointment (Subject to change —I post in the Announcements section of Canvas if that week’s days or hours are different)

Phone number: 914-815-6163 (Feel free to contact me. Text is fastest)

Email address: cintra-agee@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.

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 (*Please note that there is some surprise that we would study written documents to learn about cultures whose archives and libraries are oral.* To be studying written documents necessarily means this book is about 1492 and after. I chose this book because it provides so many primary documents (primary means original--directly from the originator at the original time). Some are Native individuals and Native Nations' voices. Some are European colonizers (and a few are Europeans who actively worked against colonization). *We want to read what was actually said whenever possible.*
- 2) Various articles and readings I have selected (free digital copies—links to them will be within each Weekly Module). *These are primarily by Native authors.* Calloway is not Native, but he has studying colonization for fifty years, and he knows the documents and information out there.

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.

COURSE GRADING

- Weekly Modules Questions = 25%
- Weekly Modules Discussion Posts = 25%
- Living Cultures Essay = 20%
- Final Research Paper = 30%

OVERVIEW OF ASSIGNMENTS

- 1) **Weekly Modules**. To be posted on Modules page of the course Canvas website. Each week's module will contain **four** assignments:
 - Reading or readings
 - Written questions you pose about the reading or readings—questions that you have that emerge from the reading(s)
 - Video or videos
 - Comment to a discussion forum about the video(s).

Details about each are on following pages.

- 2) **Research Topic**. A 10-page research paper is due at the end of the semester (see below). **The topic can be about anything having to do with Native North America (the lands now known as US, Canada, and Mexico).**

The topic requires my approval. To submit your topic for my feedback and approval, email me a few sentences describing the topic. You can also set up a phone conversation with me. This is a required assignment, but not graded.

If you do not wish to pick your own topic, I will be posting a list of suggestions of topics to the Announcements section of the class Canvas site soon after the semester starts.

I encourage you to pursue a topic about which you are passionate or strongly curious. Personal approaches to the topic are welcomed. I am happy to help you find a topic that suits you!

- 3) **Living Cultures essay**. This is a short report assigned in lieu of a mid-term exam. Details will be posted in the Announcements section the first week of the semester.

The goal of the assignment is to understand that Native cultures are alive and kicking. They do not exist solely in the past.

Pick two articles, one from each of two online newspapers I will give you. *They must be articles about what a Tribal Nation or confederacy of Nations are doing today.* Write an essay about the article. Minimum 3 pages, double-spaced.

- 4) **Final research paper.** Minimum 10 pages of writing (Bibliography/Works Cited page does not count), double-spaced, on a topic of your choice (see other sections on choosing a topic). Full details (formatting, citations, and other instructions) as well as samples of top papers from previous semesters will be posted.

As per the Research Topic can be about anything having to do with Native North America (the lands now known as US, Canada, and Mexico). Personal experiences are welcome topics. This paper should serve you and your interests.

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

WEEKLY MODULE ASSIGNMENTS

Each will be posted on Modules page of the class Canvas website over the course of the semester. Each Weekly Module is due **two weeks** from the day it is posted. 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) **Your questions from the reading:** For each reading or readings assigned in that week's module, you are required to think of and write a question or questions that emerge from the readings. I will specify the number of questions each week, depending on whether it is one or multiple readings.

After you have completed the reading, think about what else you would like to know. What questions arise in your mind after the reading? These can be personal questions, or questions of fact. They can be about larger patterns or about smaller details. **Learn to listen to yourself as you read and think, and write out what your mind is already asking.**

Questions are submitted by uploading them to the Questions Assignment Box contained in that week's module.

They are graded based on how insightful the questions are, which is based on demonstrating that you've completed all of the reading; and demonstrating how much you've thought about the reading.

- 3) **Video assignment:** These will primarily be documentaries. I may post videos I record. A link to the video or videos is contained within the module. Again, I'm careful to limit the length of what you have to watch.
- 4) **Discussion forum post about the video:** For each video, you must submit at least one comment about it in the Discussion forum for that week's module. *Each comment must be at least **three sentences**.* A link to the forum is contained within the module.

Once you post your comment in the Discussion forum, you must copy and paste it into the Discussion assignment box contained in that week's 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.

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 title. *Your first Weekly Module will be posted a few days after the class starts. You must submit them by 11:59pm on the due date—assignment boxes will close to submissions at that time.*

- 2) **Research Paper Topic –March 8**

You submit your Research Paper Topic by emailing, texting, or talking to me in person or on the phone with a few sentences about it. If you don't want to choose your own topic, you can consult the list of Recommended Topics that will be posted. Or we can find a topic together.

You can do that at any time but it must be by March 8. I encourage you not to wait until the last minute. I will reply with feedback and approval or denial. If I think you are taking on too much or that you need to be have a more focused topic, we will work together to figure it out.

Topics often change over the course of the semester, and as you research and write. That is generally a good thing! Don't be afraid to let it evolve as you go.

3) *Living Cultures Essay* – March 29

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.

IT IS ESSENTIAL YOU READ THE ANNOUNCEMENTS PAGE ON THE CANVAS SITE THROUGHOUT THE SEMESTER. ALL ASSIGNMENTS WILL BE POSTED IN THE MODULES PAGE. PLEASE ALSO MONITOR YOUR CANVAS EMAIL.

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>

ADMISSIONS DEADLINES & ENROLLMENT POLICIES

- 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 (withdrawal) 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

Student Support Services (like EOPS) include things such as tutoring, financial aid, and health services. They are detailed in sections below. 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

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 and Communication with 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.

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](#).

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, KlamathTrinity 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)