

## Introduction to Native American and Indigenous Studies AIIS 100

### Course Description:

This course examines and introduces the student to Native American and Indigenous Studies, paying particular attention to Native Americans. The course focuses on promoting awareness of colonization from an historical, political, and sociological discourse, while recognizing how colonization impacted contemporary challenges. In addition, this course will examine decolonization within a framework of Indigenism, Sovereignty, Self-Determination, and cultural adaptation. This course will encourage students to think critically and to understand what it means to live in a culturally diverse society and speculate upon the ways that a just society might emerge and develop in the twenty-first century through a broader context of cultural difference.

### Course objectives. The

Students will:

1. Know and understand an overview of the historical political relationship between Native peoples in the United States and the U.S. Federal Government.
2. Explore and analyze the social, economic, and political impact of federal trust relationship between Native peoples in the United States and the U.S. Federal Government
3. Know and understand past and contemporary issues facing Natives

### Educational outcomes.

From these course students will possess the knowledge and skills to effectively:

1. Dispel common misconceptions about the Native peoples in the U.S.
2. Demonstrate knowledge and critical reading and thinking skills through discussions, news article critiques, quizzes, and research papers.
3. Define Indigenism, Sovereignty, Self-Determination, colonization, and decolonization
4. Describe the link between identity, disparities, and empowerment

### Required Book:

Kidwell, C. S., & Velie, A. R. (2005). *Native American studies*. Edinburgh: Edinburgh University Press.

### Evaluation Methods:

Grades are evaluated in the traditional criterion-referenced system in which letter grades relate directly to a set percentage. Grades will be assessed as follows:

15 Discussions (2 points each)	30 points
6 Mini Assignments (10 points each)	60 points
Personal Reflection Paper	30 points
Choice Assignment	30 points
Final Assignment	<u>150 points</u>
<b>Total Points possible:</b>	<b>300 points</b>

**A=270-300; B=240-269; C=210-239; D=180-209; F=0-180**

**The Instructor reserves the right to modify the schedule and adjust requirements for this course. Announcements regarding changes to the syllabus and/or class assignments made during scheduled lectures are the students' responsibility. All assignments are due as specified.**

**Discussion – 30 points:**

**Due at the end of the entire associated module. See table below.**

There will be 15 discussions (2 points each) throughout the semester. This class is structured in order to maximize an ongoing dialogue about related course topics. The class participants need to have an opportunity to learn from the variety of perspectives reflected in the course material. Discussion questions will stem from course textbook, scientific journal articles, videos, newspaper articles and will be posted on web campus. Students are required to post their responses to the assigned reading(s). No relevant contributions to class discussions will lower the final grade. Lack of contribution in a positive, sensitive, and relevant manner will result in a lower class participation grade and, ultimately, in a lower final grade. The textbook chapters will jump around to associate with each module, so please be mindful.

**Mini Assignments-60 points:**

**Due at the end of the entire associated module. See table below.**

The six mini assignments will consist of a 1-paragraph reflection about a specific journal article, video, or news-paper article. **The paragraph should be at least 5 sentences.**

**Personal Reflection Paper-30 points:**

**Due by 11:59 pm on October 9<sup>th</sup>.**

*My father is mostly American Indian and Mexican. He always said that his strength and determination came from both sides of his family background. My mother's background is Mexican. She told me her mother's side of the family has been in the United States for five generations. My parents met when my dad and mom attended a civil rights rally on campus. They said they both fell in love almost instantly. They have been soul mates ever since. They have raised me to appreciate both my Mexican and Indian heritage. We celebrate both Indian and Mexican holidays and events. I love Mexican and Indian food, however, my favorite dish is sushi.*

*I'm a white American. I don't feel like I have a strong attachment to any particular group. My family is Irish, German, and Italian. On St. Patrick's Day I wear green, celebrate with a drink or two and wear a pin that says "Kiss me, I'm Irish." I love Italian food and one of my favorite dishes is lasagna. When I go to Italian restaurants, I wear my other button that says, "Kiss me, I'm Italian." I haven't found a pin that says, "Kiss me, I'm German," but when I do, you can bet I'll be wearing it during Oktoberfest. I guess I'm sort of a mutt.*

**Directions: The short paragraphs above provide an introduction into the requirements of the assignment. You are to write a three-part essay that explores your cultural background, acknowledges personal differences and provides an opportunity to explain how are you influenced or not by the general population. Please answer the questions below. Minimum of 3-5 APA formatted typed pages.**

- a. Part one – Describe the cultural, racial or ethnic group to which you belong. Be sure to include some of the beliefs, values, and norms of your cultural background. In what ways do you celebrate your background? What unique qualities and characteristics do you possess from your upbringing? What makes you – **you**?
- b. Part two – Describe a time when you realized that your cultural, racial or ethnic background was not the same as those around you. How did this make you feel? How does it influence or not influence the decisions you make?

- c. Part three – Based on what you learned so far in this course, make the connection to yourself and what you have learned. Make sure you incorporate some content you learned and intertwine your self-identity within this context.

### **Choice Assignment-30 points:**

**Due by 11:59 pm on December 4<sup>th</sup>.**

You can pick from one of the assignments listed below.

1. Attend a Native American event. Prove you attended by taking a picture, a short film, or by providing documentation. In addition, write a 2-page reflection paper on your experience. Reflect on what you saw, what did you think, did you dialogue with any Native persons, how did it make you feel? (NOTE: Native American month is in November and will usually have associated events).
2. If you are unable to attend a Native American event and/or if you choose this assignment instead, you can find 4 newspaper articles related to Native issues and write 1 paragraph (4-5 sentences) about each article. Write about why you think the articles are relevant? This should result in 2 pages. Make sure you cite the newspaper articles.

### **Final Assignment (150 points):**

**Due 11:59 pm on December 15<sup>th</sup>.**

**This assignment will be in lieu of a FINAL EXAM. This assignment will be due on your own time and will be accepted until December 15th. You should start this as early as you can.**

1. Interview a Native American person, preferably an elder. It can be a family member, a friend, or someone who works at a Native American Center. You should interview this person for an hour discussing one of the topics in the modules. You need to transcribe the interview and write a 5-page reflection based on your interview. You can include **A SMALL AMOUNT OF** quotes from the interview in your paper, however, be careful because the majority of your paper should be about your reflection of the interview. Attach your transcripts to your paper. Make sure you get the persons: age and tribal affiliation. ***Please DO NOT indicate the interviewer's name.***

**Paper Formatting:** All assignments must be **typed, double space, and revised** prior to being submitted. **Times New Roman, 12pt font, APA citations.** On all assignments, spelling, grammar, and readability will be taken into account and points deducted if the assignment is poorly written. It is better to hand in a good paper a day late than a bad paper on time. Visit the UNLV Writing Center to help you develop your writing skills. This service is free and very helpful. All assignments must be submitted by 11:59PM on the day they are due. ***Late papers are accepted but 5 points is deducted for every day it is late.***

<b>Semester Weeks</b>	<b>Module Dates</b>	<b>Discussions/Assignments</b>
1. August 29- September 4	Module 1 What is AI Studies	<b>Textbook: Chapter 1 Discussion</b> Mini Assignment #1 <i>Due September 4<sup>th</sup> @ 11:59 pm</i>
2. September 5- September 11	Module 2 History	<b>Textbook: Chapter 3 Discussion</b> Mini Assignment #2 <i>Due September 18th @ 11:59 pm</i>
3. September 12- September 18	Module 2 History	<b>Non-Textbook Discussion</b> <i>Due September 18th @ 11:59 pm</i>
4. September 19- September 25	Module 3 Identity	<b>Textbook: Chapter 2 Discussion</b> Mini Assignment # 3 <i>Due October 9<sup>th</sup> @11:59 pm</i>
5. September 26-	Module 3	<b>Textbook: Chapter 5 Discussion</b>

October 2	Identity	<i>Due October 9th @11:59 pm</i>
6. October 3- October 9	Module 3 Identity	<b>Textbook: Chapter 7 Discussion</b> <i>October 9 @11:59 pm: Personal Reflection Paper Due</i>
7. October 10- October 16	Module 4 Sovereignty	<b>Textbook: Chapter 4 Discussion</b> <i>Due October 23<sup>rd</sup> @ 11:59 pm</i>
8. October 17- October 23	Module 4 Sovereignty	<b>Non-Textbook Discussion</b> Mini Assignment #4 <i>Due October 23rd @ 11:59 pm</i>
9. October 24- October 30	Module 5 Gender & Feminism	<b>Textbook: Chapter 6 Discussion</b> <i>Due November 6<sup>th</sup> at 11:59 pm</i>
10. October 31- November 6	Module 5 Gender & Feminism	<b>Non-Textbook Discussion</b> <i>Due November 6th at 11:59 pm</i>
11. November 7- November 13	Module 6 21 <sup>st</sup> Century	<b>Textbook: Chapter 8 Discussion</b> Mini Assignment #5 <i>Due December 5<sup>th</sup> @ 11:59 pm</i>
12. November 14-November 20	Module 6 21 <sup>st</sup> Century	<b>Non-Textbook Discussion</b> Mini Assignment #6 <i>Due December 5th @ 11:59 pm</i>
13. November 21-November 27	Module 6 21 <sup>st</sup> Century	<b>Non-Textbook Discussion</b> <i>Due December 5th @ 11:59 pm</i>
14. November 28-December 4	Module 6 21 <sup>st</sup> Century	<b>Non-Textbook Discussion</b> <i>December 4 @ 11:59 pm: Choice Assignment Due</i>
15. December 5- December 11	Module 7 Research and Practice	<b>Non-Textbook Discussion</b> <i>Due December 11<sup>th</sup> @ 11:59 pm</i>
16. December 12-December 15	Module 7 Final Exam	<i>December 15 @ 11:59 pm: Final Assignment Due</i>

### Exam Policies:

All exams will start immediately as class begins, anyone more than ten minutes late to an exam will have 10 points deducted from their exam score unless they have an excuse accepted by UNLV. This policy ensures little if any classroom distractions for students as they take their exams. Please keep all tests in your possession in case of a dispute or discrepancy.

### Consultation and Related Matters

Students are welcome to visit and discuss any relevant topic with me. Please feel free to see me during my office hours or at another time by appointment. Students with disabilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate the educational experience.

### WebCampus

WebCampus is an online course management system available to all students enrolled in the class. It functions like a website for our course. If you do not have a computer of your own, you can still access

eCampus from any computer lab on campus. In your browser, simply type in the following URL: <http://wecampus.unlv.edu>. Students are required to create their WebCampus and their University of Nevada, Las Vegas e-mail account. Once you are online, you will be able to read course announcements, download printable copies of syllabi, view exam study guides and essay questions, and up-to-date grades.

### Regarding Final Grades

I highly recommend that you retain all papers. If there is a dispute over a score, the burden of proof rests with you – I will not change a grade without the paper, or other incontrovertible evidence of a scoring error. Incomplete grades will only be granted in strict conformity to the university guidelines. This means that they will only be given to students who are otherwise passing the class, but are unable to complete the course because of illness or other conditions beyond their control. Failing the course is not grounds for an incomplete grade.

### Style Guide For ALL ASSIGNMENTS

1. Papers must be twelve point, Times New Roman font and double-spaced.
2. Students must use APA citations.
3. All documents must be saved in Microsoft Word. No other word processor is acceptable. If I cannot download your files, we will contact you immediately. If you do not rectify the problem, you will receive a zero on the assignment.
4. You MUST save your file in the following format: Assignment-Student's Last Name.doc. For instance, I would save my Paper #1 as Paper1-Lee. **General Evaluation Rubric for Papers**
  1. The **Thesis/Argument** is easily identifiable, plausible, novel, sophisticated, insightful and crystal clear.
  2. The **Use of Evidence** includes primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.
  3. The **Analysis** includes the author clearly relating evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.
  4. The **Structure/Organization** is evident, understandable, and appropriate for thesis. Excellent transitions. Paragraphs support solid topic sentences. The **Logic and Argumentation** has all ideas in the paper flow logically; the argument is identifiable, reasonable and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class) that illuminate thesis.
  5. The **Mechanics** of the paper include sentence structure, grammar and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

**Academic Misconduct** – "Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution." An example of academic misconduct is plagiarism: "Using the words or ideas of another, from the Internet or any source, without proper citation of the sources." See the "Student Academic Misconduct Policy" (approved December 9, 2005) located at: <http://studentlife.unlv.edu/judicial/misconductPolicy.html>.

**Copyright** – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

### **Disability Resource Center (DRC)**

It is important to know that over two-thirds of the students in the DRC reported that this syllabus statement, often read aloud by the faculty during class, directed them to the DRC office.

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TDD (702) 895-0652, fax (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

### **Religious Holidays Policy**

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided. <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Tutoring and Coaching—The Academic Success Center (ASC)** provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center:**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation.

More information can be found at: <http://writingcenter.unlv.edu/>

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library statement:**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>