



Syllabus: AHR 204 History of Native American Visual Culture

Course Information

Course Prefix/Number: ARH204-1

Credit Hours: 3

Semester: Fall 2019

Course Title: History of Native

Class Days/Times: ONLINE

American Visual Culture

Room: ONLINE

Instructor Information:

Name: Georgina Badoni, Ph.D.

Phone/Voice Mail:

E-mail: Course Canvas

gbadoni@tocc.edu

Office location: ONLINE

Office hours: Anytime by email

Course Description: Strengthens knowledge of traditional and contemporary Native American art history with a survey focusing on architecture, paintings, sculpture, metalwork, performance and textiles with an emphasis on cultural contexts. Through a comprehensive approach including histories, cultures, and colonialism affecting tribes and communities' artworks, students learn about the history and culture in relation to politics, society, and economic contexts of Native American artworks.

This course will utilize a variety of resources including the listed text, students are expected and required to read all assigned material and to be prepared to lead and participate in on-line class discussions.

Course Objectives:

During this course students will

Strengthen traditional and contemporary Native American arts and visual culture knowledge.

- Demonstrate an understanding of the variety of Native American cultures.
- Identify and evaluate the visual cultures of Native American peoples.
- Demonstrate an understanding of the role of art in Native American history.
- Identify the contributions of contemporary Native American artists.
- After developing knowledge about students and learning about Native American content, each student will create Native art-based presentations.

Student Learning Outcomes:

By the end of the session students will be able to:

- Identify major challenges within historical and contemporary Native American communities and how it influenced art production.
- Explain in detail at least one particular issue facing Native American artists and their community.
- Define and discuss visual sovereignty, self-determination, and the relationship to artistic production.
- Identify and discuss Native Nations and contemporary issues within the state of Arizona and artistic reactions to concerns.

After completion of the course students will be able....

1. To identify NA / Indigenous artworks, film/video, artists and writers.
3. To demonstrate issues of art and visual culture concerning Indigenous population through course assignments.
4. To be familiar with “colonizing” / “decolonizing” methodologies.
5. To learn effective group discussion techniques.

Course Structure:

Required Text: Required: Native North American Art (Edition 2), 2014, by Janet Berlo, Ruth Phillips.
*Additional course readings will be posted and available on-line.

Weekly Plan:

It is essential to keep up with the weekly discussions online, readings, and assignments.

Time management:

Time management is the key to success. You will not be required to log in at any specific time, but you will be expected to keep up with the weekly discussions, readings, and assignments. Students should plan to log in to Canvas daily, check their email regularly, and participate in each weekly discussions multiple times per week.

On-line Discussions: We will have **ONE** discussion prompt a **WEEK** based on readings. They will be posted on Canvas Monday mornings by 9:00 am. You will be required to submit reaction posts to the discussion question that address the issue reading for class reading, and artworks assigned for that discussion. The discussion question will be posted in their corresponding discussion board on Canvas. The prompt given by the instructor is meant to start the class discussion.

Discussion posts are to be the equivalent of **ONE** page. The first discussion posts entry is due by 9:00 pm on the date of the prompt. At least one response to a classmate’s discussion post will be due by 5pm the following day (these have no word limit, but must engage and further conversation). You are to continue to respond to your classmate’s posts throughout the week until the discussion closes on Friday at 5pm.

*Prompts will be posted and deadlines for prompt discussions will be by 9:00 pm that day, with at least one response to one of your classmate’s discussions by 5pm the following day. At this time, you may want to check comments on your original submission to engage your classmates in your post.

Discussion post responses are to further discussion and make up your **class participation grade.

Texts and Materials:

Required:

Native North American Art / Edition 2

2014

by Janet Berlo, Ruth Phillips.

Evaluation and Grading & Assignments:

Authenticity Online courses come with a distance between us and to bridge that distance we will need to be genuine with each other—and ourselves—as we engage in the course readings and activities. I want you to reflect genuinely on what you think and feel, expressing that respectfully to me and to your peers on the discussion boards of Canvas.

Apache Cultural Component: Incorporate Apache history, culture, and language towards online discussion, assignments, and exams. Implement Apache knowledge systems, stories, identity, and culture, and/or other Native tribes/nations.

Engagement Online classes require self-motivation and taking responsibility for your learning in the various activities and experiences of the course. Log in and engage with the material, your classmates, and me. We are all dependent on participation and on-going dialogue. Meaning, we must all work together.

Punctuality (50 points) means timely discussion posts, reflection posts, and assignment submission. If you are not able to comply with a specific assignment, you need to explain the reasons to your instructor.

On-line Discussions (15 x 20 points) = 300 points)

Students will prepare a short discussion post for the selected prompt of that discussion day and upload it into the corresponding discussion section on Canvas by 9:00pm the day of the assignment. The discussion post will be the equivalent of one-page paper in length for discussion prompt. The discussion post will reflect your depth of knowledge and understanding of material assigned. Students will also comment on each other's discussions throughout the week. These response entries will demonstrate your engagement with the course readings.

MID-TERM: Online Research and Presentation (25 points PPT + 25 points Research Reflection Paper = 50 points)

Students will choose a contemporary issue Native American artists are expressing. Current issues like mascots, sacred sites, MMIW, or graffiti art. Students will then do online research into the issue seeking out source materials online, oral histories, photos, news articles, scholarly research, podcasts, and films. Then the student will argue on the main points of the issue as it effects on Native communities. Feel free to use museums for any information on the issue and Native American (Native Nations) culture and lifeway that are impact by the issue. Students will create a PowerPoint (PPT) presentation of their research and arguments and prepare a 2-page paper.

Students will upload their PowerPoint presentations to Canvas to discussion board.

FINAL: Historical or contemporary Native American Artist Paper and PPT Presentation (50 point paper; 50 point presentation = 100 points)

Student will choose any Native American artist and write a 2-page paper on the artist of your choice and

the work they have done. You will upload your paper in Canvas and PPT your presentation in discussions.

Assignments/Activities	Points
Online punctuality	50
Discussion	300
Midterm	50
Final	100

TOTAL POINTS: 500

Grade Distribution for this Course:

A = 450 - 500

B = 400 - 449

C = 351 - 399

D = 300 - 350

E = 0 - 299

Extra Credit: There will be one extra credit assignment offered worth 20 points. We will discuss the details of that opportunity in class.

Citation and Style: All papers submitted need to be in size 12 Times New Roman font, double spaced, with one inch margins and have to reach the minimum page length. For citation purposes, please follow either MLA. Incomplete documentation, grammatical mistakes, typos, and careless presentation will negatively influence your grade. Any questions you have about citations or formatting can be addressed by: Purdue On-line Writing Lab @ <https://owl.english.purdue.edu/owl/section/2/>

Policies and Expectations

Absences = On-line login

If an illness or emergency interferes with your ability to log in to Canvas or complete assigned coursework, contact me as soon as possible **before or immediately after** the due date/scheduled item. Excused absences are only those that are verified by Physician's note scanned and sent to me. Other documentation will be considered on a case-by-case basis.

* I will be logging in daily to check logs and comment on reflections and responses to discussion prompts. I may make comments on the subject matter as well.

Plagiarism:

Plagiarism is not acceptable. Always submit your own work. Plagiarism is a serious offense that will provoke negative repercussions. Offenders will receive sanctions through the Vice President of Academic Affairs.

If you have questions about plagiarism, citations, sources, etc., please come see me.

Creating Accessibility:

It is the San Carlos Apache College goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options.

Course Outline:

WEEK 1 August 19-23

ONLINE SESSION 1: Introduction, syllabus/assignment review.

ONLINE SESSION 2: "Who Am I" Introduction

WEEK 2 August 26-30

ONLINE SESSION 3: Community visual arts and culture

ONLINE SESSION 4: Community visual arts and culture

WEEK 3 September 3-6

ONLINE SESSION 5: An Introduction to the Indigenous Arts of North American (Chapt.1)

ONLINE SESSION 6: Continue Chapter 1.

WEEK 4 September 9-13

ONLINE SESSION 7: The Southwest (Chapt.2).

ONLINE SESSION 8: Continue Chapter 2.

WEEK 5 September 16-20

ONLINE SESSION 9: The East (Chapt.3)

ONLINE SESSION 10: Continue Chapter 3.

WEEK 4 September 23-27

ONLINE SESSION 11: The West (Chapt.4)

ONLINE SESSION 12: Continue Chapter 4

WEEK 5- FALL BREAK

WEEK 6 October 7-11

ONLINE SESSION 13: The North (Chapt.5)

ONLINE SESSION 14: Continue Chapter 5

WEEK 7 October 14-18

ONLINE SESSION 15: The Northwest Coast (Chapt.6)

ONLINE SESSION 16: Continue Chapter 6

WEEK 8 October 21-25

ONLINE SESSION 17: Native Art From 1900-1980 (Chapt. 7)

WEEK 9 October 28-1

ONLINE SESSION 18: Native Cosmopolitanism: 1980s and Beyond (Chapt. 8)

WEEK 10 November 4-8

Imitations, Fake, and Appropriation

WEEK 11 November 11-15

Art & Activism

WEEK 12 November 18-22

Identity & Politics
Gender & Visual Arts

WEEK 13 November 25-29
NO ONLINE SESSIONS- RESEARCH

WEEK 14/15 FINAL EXAMS: DUE FRIDAY DECEMBER 13 BY 5:00PM. PAPERS WILL NOT BE ACCEPTED AFTER THIS DAY.

DISCLAIMER: Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor. Changes are made to enhance student learning.

