



## Syllabus: AIS 101-1

### Course Information

Introduction to American Indian Studies (online)  
AIS 101-1  
Summer 2023  
Online  
Credit Hours: 3

### Instructor Information

Name: Georgina Badoni, Ph.D.  
E-mail: CANVAS INBOX message/ gbadoni@tocc.edu  
Office hours: zoom meeting appointments

### Course Description

Course Description: Examination of the diversity of American Indian tribes. Includes successive colonization waves and conflict between Native Americans and colonizing nations. Also includes the development of Native American cultures, and policies toward Native Americans.

### Student Learning Outcomes

By the end of the semester students will:

- Know and understand an overview of the historical political relationship between Indigenous peoples in the United States and the U.S. Federal Government.
- Explore and analyze the social, economic, and political impact of the federal trust relationship between Indigenous peoples in the United States and the U.S. Federal Government.
- Know and understand past and contemporary issues facing Indigenous populations and organizations.
- Understand and be able to define sovereignty and self-determination and the relationship of Native nations to the U.S. government.
- Develop an awareness of the historical and continuing efforts of resistance, adaptation, and endurance of Native peoples.
- Integrate learned concepts to address contemporary Native American issues.

### Course Structure

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**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

This course utilizes the Canvas electronic learning system for instruction, communications, and assignment. The syllabus, schedule, and guidelines are included in the web-based system.

- **I use Canvas for all communications-** messages, announcements, modifications, schedule changes, and general information. It is especially important to realize that the course schedule is a guideline, which may be subject to modification.
- The student is responsible for regularly visiting the course homepage for updated information.

### Course Learning Materials and Textbook Information

Calloway, C. G. (2019). First peoples: A documentary survey of American Indian history. Boston: Bedford/St. Martin's, Macmillan Learning.

*Note: Additional enhancement readings and videos will be added by instructors during the semester on Canvas.*

### Courses Outline and Important Dates

*NOTE: This syllabus is subject to change. Your instructor will inform you of schedule changes*

#### WEEK 1

**5/30-6/2 Introductions & syllabus overview**

DUE 6/4 Test your Native IQ

<https://secure.understandingprejudice.org/nativeiq/>

**Read for week 2:** Calloway, Introduction: American Indians in American History

#### WEEK 2

**6/5-6/9 Genocide, Colonization & Colonialism**

READ: Calloway, Chapter 1: American History before Columbus & Chapter 2: Invasion of America: Encounters, Epidemics, and Exchanges, 1492-1700s

Watch: After the Mayflower

Due: Response 1 After the Mayflower

#### WEEK 3 **TRIGGER WARNING: READ/WATCH WITH CARE**

**6/12-6/16 Resistance, Removal, & Reservations**

Read: Chapter 6: Defending the West, 1840-1890 & Chapter 7: Kill the Indian and Save the Man

Watch: Geronimo

Watch: Unspoken: America's Native American Boarding Schools

Due 6/18: Response 2 Geronimo *OR* Unspoken

#### WEEK 4

**6/20-6/23 Termination, Reorganization, & Activism & Self-Determination and Sovereignty**

Read: Calloway, Chapter 8: From the Great Crash to Wounded Knee, 1929-1974 & Chapter 9

Self-Determination, and Sovereignty, 1970-2017, & Chapter 10: Nations within a Nation: Indian Country Today

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Watch: Wounded Knee

Due 6/25: Response 3 Wounded Knee

**WEEK 5 TRIGGER WARNING: READ/WATCH WITH CARE**

**6/26-6/30 VAWA/MMIWG & Tribal Justice & Jurisdiction**

Watch: <https://www.youtube.com/watch?v=xydojLiNoTU&feature=youtu.be>

[https://www.youtube.com/watch?v=21HGQr\\_6gRY&feature=youtu.be](https://www.youtube.com/watch?v=21HGQr_6gRY&feature=youtu.be)

<https://www.youtube.com/watch?v=mdPv0NDfMbA>

Read: MMIWG Report

Read: Journey Through Indian Country Parts 1-6, links in announcements

Watch: <http://bit.ly/2qErDoV>

Due 7/2: Response 4 FBI in Indian Country

**WEEK 6**

**7/3-7/7 Environment/Activism/ Social Movements & Food Sovereignty**

Read: Nick Estes

Read: Segrest, A Time of Change

Watch: Valerie Segrest (Muckleshoot) **OR** movie *Gather*

Due 7/9: Response 5 to videos

**WEEK 7**

**7/10-7/14 Stereotypes & Mascots & Who Is an Indian?**

Read: Leavitt, et. al., Frozen in Time

Read: Wilkins & Stark, A Tour of Native Peoples and Native Lands

Watch: More Than a Word

Due 7/17: Response 6 More Than a Word

**WEEK 8**

**7/17-7/21 Indian Humor**

Read: Indian Humor, Deloria

Watch: Reservation Dogs, Rutherford Falls, or other Native film from list

Due 7/23: Response 7 Indian Humor

**7/26 Final Projects Due**

**Please Note: Information contained here, may be subject to change with advance notice.**

**Summer Semester Dates & Deadlines**

First Day of Instruction May 30, 2023

Registration Deadline Jun 02, 2023

Drop/Full Refund Deadline Jun 7, 2023

Apache Independence Day - College Closed Jun 18, 2023

Juneteenth Day – College Closed Jun 19, 2023

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Independence Day – College Closed Jul 4, 2023

Withdrawal Deadline Jul 7, 2023

Last Day of Instruction Jul 25, 2023

Final Exams Jul 26-27, 2023

Final Grades Due Jul 28, 2023

### **Evaluations and Grading & Assignments:**

90 and above is an A

80 - 89 is a B

70 - 79 is a C

60 - 69 is a D

Under 60 is Failing

### **Your grade will be determined by the following:**

Participation	8 weeks x 10 pts	80
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Video Reflections	7 x 10 pts	70
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Final Exam	50 pts	50
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<b>Total Possible Points</b>		<b>200 points</b>
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### **ASSIGNMENTS**

Video Response/Reaction (7 x 10 points) **70 points**

Write a 250-word or more response/reaction to the documentary. Your response may include answering several or all the following questions: What is the main point of the video? What was your reaction? What critiques do you have (if any)? What questions do you have? What have you learned that you didn't know before? Do you have anything else to say about the video? Do not summarize the documentary.

### **Participation: 80 points**

We are engaging with the material, your classmates, and me. We are all dependent on participation and ongoing dialogue. Meaning we must all work together.

### **Final Project:**

#### **Final Exam Project: 50 points**

The project exam is based on the contemporary issue Native Nations are facing. This is not a fancy PowerPoint project. You will create a visual product of ONE MAJOR TOPIC we discussed this semester. How you express your contemporary issue can include a poster, an informational brochure, a Facebook page, a YouTube channel, iMovie, TikTok, painting, flyer, etc. Your grade will reflect the work you put into it.

### **Grading criteria**

- Be authentic! The best projects provide opportunities to apply what you have learned and utilize your projects to increase awareness about Native communities.
- Choice and voice! Select a contemporary issue that is meaningful to you. Selecting a

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topic of your interest will increase engagement and motivation. Create it to have it stick out in the viewers' minds.

- Creative options: Digital storytelling, footage/recordings, mashups, short film,
- YouTube channel, Facebook page (not public), digital photography, culture jamming, Etc.
- Craftsmanship- How will you organize your topic, introduce your tribes/societies, what images you will use, and what sound will be best (recordings, voice recording, music).

### **Late Work Policy**

Complete all course work at the scheduled time in accordance with the excused absence policy. **Late course work without a prior excused absence is not accepted.** It is the responsibility of the student to contact the instructor for make-up work on a timely basis.

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### **Apache Cultural Component**

San Carlos Apache College is in the process of developing culturally relevant curriculum and coursework in Apache history, culture, and language. Student and community feedback will guide this process. All SCAC instructors will find ways to incorporate culturally relevant topics and materials into their courses as appropriate.

### **Policies and Expectations**

#### **Attendance Policy**

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible. (Revise as needed for the online environment.)

#### **Academic Integrity:**

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

#### **Course Feedback:**

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned

within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

### **Incomplete Policy**

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

### **Instructor Withdrawals**

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

### **Student Withdrawals**

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class, otherwise you may receive an "F" grade.

### **Special Withdrawals (Y) Grade**

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

### **Equal Access Statement/Disability Accommodations**

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a

disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

### **Title IX**

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

### **Conduct: Bias, Bullying, Discrimination and Harassment**

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

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### **Make-up policy:**

Late assignments that can be made up will be accepted but will be penalized 25%.  
Laboratories cannot be made up except in the case of college closure. At the instructor's discretion, extra credit opportunities and optional activities may be provided.