



## Syllabus: AIS 101-1

### Course Information

Course Title: Introduction to American Indian Studies

Course Prefix/Number: AIS 101-1

Semester: Summer 8 weeks

Class Days/Times: ONLINE

Credit Hours: 3

### Instructor Information

Name: Georgina Badoni, Ph.D.

Phone/Voice Mail: NA

E-mail: Canvas inbox or [gbadoni@tocc.edu](mailto:gbadoni@tocc.edu)

Office location: NA

Office hours: Zoom by appointment.

### 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:

- Understand 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 impacts of the federal trust relationship between Indigenous peoples and the U.S. federal government.
- Recognize both past and contemporary issues facing Indigenous populations and organizations.
- Define sovereignty and self-determination, as well as understand the relationship between Native nations and the U.S. government.

- Develop an awareness of the historical and ongoing efforts of resistance, adaptation, and endurance among Native peoples.
- Integrate the concepts learned to address contemporary Native American issues.

### Course Structure

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. (2024). 7<sup>th</sup> ED. First peoples: A documentary survey of American Indian history. Boston: Bedford/St. Martin's, Macmillan Learning.

### Policies and Expectations (organized around SCAC's ARROW framework – accountability, respect, resilience, openness, and wisdom)

**Accountability: (defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences)**

I value your presence and engagement in every class session. You are expected to login on time and be prepared to participate online. To support a learning environment grounded in mutual respect and accountability, please be aware that four or more unexcused absences may lead to withdrawal from the course, with a grade of "W" or "Y" recorded on your transcript.

I recognize that life circumstances arise. Absences may be excused for religious observances, illness, school- or work-related travel, or personal and family emergencies. If you anticipate or experience a need to miss class, communicate with your instructor as early as possible so we can work together to support your learning and well-being.

In online settings, participation may include joining live sessions, contributing to discussion forums, submitting assignments, or completing activities on time. If you are unable to meet these expectations due to unforeseen circumstances, please reach out.

Together, we can foster a resilient and inclusive learning community built on transparency, respect, and shared responsibility.

### Evaluations and Grading & Assignments:

#### ASSIGNMENTS

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

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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.

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 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**

Please complete all coursework by the scheduled deadlines, following the excused absence policy. If you do not have a prior excused absence, late submissions cannot be accepted. We kindly ask that you take responsibility for reaching out to your instructor promptly to arrange any make-up work when necessary.

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

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

**Discussion Rubric 10 points**

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	<b>Developing 1 point</b>	<b>Accomplished 2 points</b>	<b>Exceptional 3 points</b>	<b>No Response 0 points</b>
Topic or subject (first posting)	Fair description & explanation	Sufficient or Good description & Explanation	Effective description & explanation e	
Reinforces, clarifies, or disagrees with another student's posting (second post)	Nearly provides an association of information	The information sufficiently demonstrates an associative response	The information clearly and effectively demonstrates an associative response	
Succinct & adequate responses	Nearly adequate subject matter and fairly succinct	Sufficient brevity and satisfactory description & explanation	Concisely and efficiently covers the subject matter	

### ***Attendance Policy***

You are expected to log in on time and be prepared to participate fully in each class session. Your presence and engagement are essential—not just for your own success, but for the strength of our shared learning community.

Please be aware that **four unexcused absences** may result in withdrawal from the course, with a grade of “W” or “Y” recorded. We understand that life can be unpredictable. You may request to be excused for **religious observances, illness, school- or work-related travel, or personal or family emergencies**. If something prevents you from attending class, I ask that you **notify me as soon as possible** so we can work together to make appropriate accommodations.

Let's continue to show up for ourselves and for each other—with honesty, respect, and a commitment to learning through both challenges and consistency.

### ***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 submitted for this class must be your own or the original work of your group. While collaboration and discussion with classmates are encouraged as part of the learning process, the final written projects must reflect your own thinking, voice, and effort.

You are welcome to draw from books, articles, and other sources to support your ideas—just be sure to **properly cite** all materials you reference. Honoring academic integrity means respecting both your own learning and the work of others.

If you're ever uncertain about what's appropriate to use or how to cite something, please reach out. I'm here to support your growth and help you navigate challenges honestly and responsibly.

**Instructor Withdrawals**

Students who have missed four consecutive classes (or the equivalent), or have 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.

**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.

***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.

**RESILIENCE (Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations).**

### ***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.

We understand that life can present unexpected challenges—illness, family emergencies, or other serious hardships—that may impact your ability to complete coursework on time. In these situations, an **Incomplete (I) grade** may be considered as a way to support your continued progress. Our goal is to support you through challenges while also maintaining the integrity of our academic standards. If you find yourself in difficult circumstances, please reach out early so we can discuss your options together.

We are here to support you—but also to uphold the standards that ensure fairness and academic integrity for all students.

### ***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, with documentation, 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.

**OPENNESS (Encourages open discussions between students and faculty and provides transparency about expectations and learning methods)**

### **Courses Outline and Important Dates**

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

#### **WEEK 1**

**5/27-5/30**      **Introductions & syllabus overview**

**DUE 6/1**        Test your Native IQ

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

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

**WEEK 2****6/2-6/6****Genocide, Colonization & Colonialism**

READ: Calloway, Chapter 1: American History before Columbus, Chapter 2: Invasion of America: Encounters, Epidemics, and Exchanges, 1492-1700s, & Chapter 3: War and Diplomacy in Colonial America, 1675-1763  
A New World of Warfare and Word

Watch: After the Mayflower

Due 6/8: Response 1 After the Mayflower

**WEEK 3****6/9-6/13****Resistance, Removal, & Reservations**

Read: Chapter 5: Native Nations and the New Nation, 1800-1840

Accommodating and Resisting, Change6: 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 6/15: Response 2 Geronimo *OR* Unspoken

**WEEK 4****6/16-6/20****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

Watch: Wounded Knee

Due 6/22: Response 3 Wounded Knee

**WEEK 5****6/23-6/27*****TRIGGER WARNING: READ/WATCH WITH CARE*****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 6/29: Response 4 FBI in Indian Country

**WEEK 6****6/30-7/4****Environment/Activism/ Social Movements & Food Sovereignty**

Read: Berlarde-Lewis, Artivism

Read: Segrest, A Time of Change

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

Due 7/6: Response 5 to videos

**WEEK 7****7/14-7/18      Stereotypes & Mascots & Who Is an Indian?**

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

Watch: More Than a Word

Due 7/20: Response 6 More Than a Word

**WEEK 8****7/21-7/22      Indian Humor**

Read: Indian Humor, Deloria

**7/22      Final Projects Due**

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

***Faculty/Student Communication***

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

This course is built on a foundation of open dialogue and mutual respect. I encourage you to engage in honest conversations—with me and with your peers—about your learning experiences, questions, and concerns. Your voice matters, and your feedback helps shape a more inclusive and effective learning environment.

I am committed to being transparent about my expectations, grading practices, and teaching methods. If something is unclear, or if you're unsure how best to approach an assignment or discussion, please ask. We're in this learning journey together, and communication is key to making it meaningful and supportive for everyone.

Let's create a space where curiosity, reflection, and growth are encouraged—and where we each feel empowered to speak and be heard.

***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 24 hours. 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.

**WISDOM (Encourages evaluation, reasoning and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth)**



**SCAC General Education Learning Outcomes*****Apache Wisdom***

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

***Critical Thinking***

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

***Communication***

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

***Environmental Literacy***

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

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