



## **Syllabus: ARH 204 – 1 History of Native American Visual Cultures**

### **Course Information**

Course Title: History of Native American Visual Cultures

Course Prefix/Number: ARH 204 – 1

Semester: Summer

Class Days/Times: Online Asynchronous

Credit Hours: 3

### **Instructor Information**

Name: Georgina Badoni, Ph.D.

Phone/Voice Mail: NA

E-mail: Canvas inbox/ gbadoni@tocc.edu

Office location: Appointment only

Office hours: Appointment only

### **Course Description**

This course provides a selective overview of the arts, societies, and histories of First Nation/Native American descendants in South, Central, and North America to include Canada, with a final focus on the Southwest cultural area. The arts and material culture of the Tohono O'odham will be examined in relation to those produced by other Native American cultures.

### **Student Learning Outcomes**

By the end of this course, students will be able to:

- Identify key points and historical information about particular artifacts and culture that produces them.
- Given an image to identify students will be able to list the culture, and or geographical regions and significance, and period of production.
- Define and appropriately utilize terminology in answering quiz questions, project, and presentation.
- Present projects student will explain the impact of the specific geographies on the visual culture and the effect of exogenous contact on the visual culture specific indigenous peoples.

### **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.

Students are responsible to respond to/discuss the readings, videos, or art. We interact through online class discussions, interactive activities, short writing assignments and critical cumulative assessment. The amount of class time we must discuss the materials varies from week to week. In any case, please be prepared to interact about your reaction, then other points you might raise in the class discussion such as the content of the art, overall message, themes, connections to the readings, etc. It is essential to keep up with the weekly discussions online, readings, and assignments

**Weekly Plan:** It is essential to keep up with the weekly discussions online, readings, and assignments, as they build sequentially from one to the next and assignments depend upon that sequence.

**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 daily/weekly schedule in the syllabus. 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:** Students will complete one weekly discussion prompt based on the assigned readings and artworks. Discussion prompts will be posted on Canvas every Monday by 9:00 a.m. Students are required to submit at least one original response to the weekly discussion question. Each discussion will focus on the assigned course materials and is intended to encourage thoughtful class engagement. Students are also encouraged to reply to classmates and contribute meaningfully to the conversation. Quality participation includes responses that demonstrate critical thinking, engagement with the readings, and respectful interaction with others.

Discussion posts are to be the equivalent of paragraph. 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.

**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 in class on the discussion boards of Canvas.

**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.

**Collaboration** This course requires collaboration of another sort. We are all dependent on participation and open and substantive posts. Meaning, we must all work with one another to facilitate the discussions and the various course activities. This includes giving me feedback on

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any problems you are having, or what is missing in the course readings and other content that you consider important to address.

## Course Learning Materials and Textbook Information

REQUIRED TEXT: Native North American Art (Edition 2), by Janet Berlo, Ruth Phillips.

\*Additional course readings will be posted and available on-line.

## Policies and Expectations

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

## Evaluations and Grading & Assignments:

### Assignments/Activities Points

Online punctuality/participation	50 points
Discussion	70 points
Weekly journal response	70 points
Final paper	50 points
<b>Total points</b>	<b>240</b>

**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. This courtesy does not condone the lack of punctuality but does say that at least you assume responsibility for it.

### On-line Discussions (70 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 paragraph in length for discussion prompt. The discussion post will reflect your depth of knowledge and understanding, as well as cover the assigned issue for that section and the readings, or other materials assigned.
- Students will also comment on each other's discussions throughout the week. These response entries will also demonstrate your engagement with the course readings. These responses must further discussion. Student responses are calculated as participation.

### Weekly Journal Responses (70 points)

Write a 250-word response/reaction to the video. 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?

**FINAL:** Historical or contemporary Native American Artist Paper (50 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.

**Discussion Rubric**

The discussion utilizes the following prototype:

1. Introduce a statement about the discussion topic or subject matter.
2. The student responds to the question or topic information in a succinct but adequate way.
3. The student responds to one or more times to one or more student(s) as assigned.

**Citation and Style**

Final papers submitted need to be in size 12 Times New Roman font, double spaced, with one inch margins and must 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.

**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.

**Late Work**

As a rule, work will not be accepted late, except in case of documented emergency or illness. Quizzes and exams may not be taken late.

**Grading**

Complete all coursework at the scheduled time following the excused absence policy. Late coursework without an excused absence is unacceptable. It is the responsibility of the student to contact the instructor for make-up work on a timely basis.

**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.

**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.

### **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.

## **RESPECT (Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus).**

### **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.

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.

### **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**

#### **WEEK 1 — May 26–29**

Introduction

Syllabus and assignment review

Discussion: "Who Am I?"

Read: An Introduction to the Indigenous Arts of North America (Chapter 1)

Due 5/31: Journal Response #1

#### **WEEK 2 — June 1–5**

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Read: The Southwest (Chapter 2)  
Read: The East (Chapter 3)  
Due 6/7: Journal Response #2

**WEEK 3 — June 8–12**

Read: The West (Chapter 4)  
Read: The North (Chapter 5)  
Due 6/14: Journal Response #3

**WEEK 4 — June 15–19**

Read: The Northwest Coast (Chapter 6)  
Read: Native Art From 1900–1980 (Chapter 7)  
Due 6/21: Journal Response #4

**WEEK 5 — June 22–26**

Read: Native Cosmopolitanism: 1980s and Beyond (Chapter 8)  
Due 6/28: Journal Response #5

**WEEK 6 — June 29–July 3**

Topic: Imitations, Fake, and Appropriation  
Read: TBD  
Due 7/5: Journal Response #6

**WEEK 7 — July 6–10**

Topic: Art & Activism  
Read: TBD  
Due 7/12: Journal Response #7

**WEEK 8 — July 13–17**

Topic: Futurism  
Read: TBD

**WEEK 9—July 20–21**

Course wrap-up  
Final papers due Monday, July 20 by 5 PM.  
Papers will not be accepted after this deadline.

**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.

**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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