

West Hills College
Ethnic Studies 36—Contemporary Native American Topics

Instructor: Michael Eissinger

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Office Hours: by appointment (usually restricted to Wednesdays, before class)

Spring, 2009

W 6:00-9:50 pm

Course Description – from West Hills Catalog:

Ethnic Studies 36 presents a range of contemporary American Indian social issues. In analyzing contemporary American Indian issues, students will use a social science approach within the context of American Indian society. The social issues examined will include tribal sovereignty and politics, assimilation policies, cultural genocide, internal colonialism, religion, health issues, environmental problems, mass media, education, gender issues, American Indian activism, and economic remedy initiatives. (AA, CSU)

Student Learning Outcomes:

Upon successful completion of this course, students will be able to

- 1) Identify major events in Native American History.
- 2) Analyze events, legislation, ideologies, and major characters involved in issues pertaining to tribal sovereignty, relations between the federal/state governments and Indian tribes, and factors involved in the current state of affairs of Native Americans on and off the reservation.
- 3) Examine the various components of Native American Studies as a discipline.
- 4) Write a research paper using primary and/or secondary sources displaying the ability to summarize, analyze, and apply critical thinking skills.

Recommended Preparation:

Successful completion of English 51A/B or the equivalent

Required Text/Resources:

Andrea Smith, *Conquest: Sexual Violence and American Indian Genocide*, Cambridge, MA: South End Press, 2005

BlackBoard site at www.westhillscollge.com

Recommended Texts:

The Writer's Reference by Diana Hacker 5th or 6th edition.

A Manual for Writers by Kate Turabian-recommended for Social Science or Journalism majors.

Dropping:

Please keep in mind the final drop date for the class is **Friday, _____**.

Attendance:

Attendance is required to successfully complete any college course. Therefore, you need to attend each class meeting and stay for the entire period. Students with excessive absences (more than three classes) may be dropped from the class unless he or she has consulted with me first.

Emergencies:

Regarding fog, stork deliveries, and other unexpected events, communication with the instructor is critical. If you are experiencing extenuating circumstances that may keep you from class, please let me know so that I may assist you in completing the course if that is your intention.

Make up and late work:

Make up exams will be allowed upon arrangement **ONLY** in the case of a legitimate emergency and within one week of your return to class. Late papers will **NOT** be accepted for any reason.

Classroom Standards:

This course will include a great deal of in-class discussion. Part of your grade depends upon your participation in small and large group discussion. In order for this to work, you must treat each other with respect. Agree to disagree. Personal attacks and name-calling is not allowed.

Academic Honesty:

Students should be aware that it is against West Hills Community College Academic Honesty policy to give or receive answers from another student on a quiz or a test, unless it is specified by the instructor that it is allowed. It is also against West Hills Community College Academic Honesty policy to plagiarize the work of another author or student. Plagiarism is copying word for word or paraphrasing information without giving proper recognition to the originator of the idea or information. This includes, but may not be limited to, all internet sources, books, periodicals, research papers, theses and dissertations, published or unpublished. Please be aware that plagiarism and cheating are very serious issues, and can result in the receipt of an F for the course and even dismissal from the college.

I have had students, in the past, who have simply copied take-home mid-terms and papers from websites, purchased papers, and otherwise attempted to represent the work of others as their own. Depending upon the extent of the plagiarism, you may fail the assignment, fail the course, be dropped from the course for plagiarism, or expelled from the college for academic misconduct (which will be reflected on your transcript). **I have a zero-tolerance policy.** Be aware that plagiarism detection is now very high-tech regardless of the source, internet or not. If you can find an electronic or printed information source, so can I.

Students with Disabilities:

If you are a student with a disability and are working through the DSPS office, please inform me so that I may be able to accommodate your special needs.

Student Athletes and club participants:

If you are a student athlete or student organization participant and you will be away at a game or campus function on the due date for a research paper, you must submit the paper early to receive credit. If you will be away for an exam, the exam must be made up either before the exam is given to the class, or within one week of your return to class.

Grading Scale:

90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, 59%-under=F

Evaluation: Final grades will be based on short weekly writing assignments, attendance and participation, two mid-terms (take home, essay format), one paper, and a final exam. Quizzes may also be included and will count as extra credit. The rubric is as follows:

Weekly papers:	150
Participation:	100
Midterm 1 (take home):	200
Midterm 2 (take home):	200
Paper:	150
Final:	<u>200</u>
Total	1000

Readings/Discussion: Almost every week, you will have readings assigned to prepare for each class. This could be a chapter in a textbook, a handout, or an on-line source. The details of what you need to read are listed in the schedule, below. Each week, you will read the assigned materials before the beginning of class and write a one-page, double-spaced summary of the key points of your reading. There is a full format guide and content guidelines for these papers attached to this syllabus. You will follow all standard formatting for these papers. The material covered in each reading will be the basis of group discussion for the week that the reading/paper is due. Your participation in the discussion will impact your grade. If you are prepared, (you have read and written) you will be ready for discussion. If you are not prepared, your participation/attendance grade will reflect that lack of preparation. Bring both the original article (with any notes) and your paper to class, for the discussion. You will earn up to 15 points for each paper, and the best 10 grades will be included in your final grade (this allows you to “throw away” three papers). However, for each paper you do not turn in, you will be docked an additional 10 points. In other words, if you write all 12 papers, you will receive up to 150 points toward your final grade. If, however, you write only 11 of those papers, you can earn no more than 120 points (as you will be missing the 15 points for the missing paper, and docked an additional 15 for not turning one in). For each missed paper, I will deduct 15 points from your total grade. Do not write 10 and expect to get credit for ten papers. Writing ten would net you only a maximum of 115 out of 150 possible points. Some weeks 2-3 short articles are included, you must read, write on, and be prepared to discuss all of them.

The grade for your weekly paper will include a small component for grammar and style. I will attach a grading rubric to the first (and possibly subsequent) paper, clearly delineating exactly how I grade these papers. You will be required to include an introduction (including a solid thesis statement), a body of evidence that supports your thesis, and a conclusion. To help you become a better writer, I will annotate your papers, extensively. If you put the effort into your writing, these small assignments will help you to improve your skills as a collegiate writer, tremendously.

Mid-Terms: This class includes two take-home mid-term exams. Each exam consist of two essays. The first will be a short (2-3 pages) essay about one of the readings covered during that particular section of the course. This essay should be an expansion of the one page response paper you wrote earlier. The second, longer essay will answer specific questions posed that will require you to synthesize the material in several of the readings, discussions, and lectures

covered by that point in the class (you may use material from the first section in the second mid-term, if it applies to your response). This 4-5 page paper must use multiple sources (not websites) and will require you to tie the material into a convincing argument to support your thesis. You can probably use the readings assigned in this class for the majority of your sources. Both of these essays will follow all standard formatting and other standards for writing in this class.

Paper: You can select one of several options for this paper. You may write a research paper, a book review (not book report), an observation paper, or an oral history.

- **Research Paper:** If you elect to write a research paper, you must clear your subject with the instructor well before the paper is due. Failure to clear your topic with the instructor will result in the reduction of a full letter grade, on your paper. The paper will be, at least 5-7 pages long, will use (and properly cite) at least four academic sources (books or journal articles – no websites allowed), and will follow all standard formatting as indicated later in this syllabus.
- **Book Review:** If you chose the book review option you will write a 5-7 page review of *Conquest: Sexual Violence and American Indian Genocide*. In addition to the book itself, you should include at least 2 other academic sources (books or journal articles – no websites allowed) upon which you base your conclusions about this book. This is a book review, not a book report.
- **Observation Paper:** If you decide to write an observation paper, you will write a 5-7 page paper describing your observations at a cultural event related to Native Americans. This generally means attending a Powwow, or other event, and describing what you observe. You must clear the event with the instructor before you write the paper. Failure to obtain clearance will result in a reduction of a full letter grade on your paper. You can and should interview participants and Native spectators. You can do additional research to clarify your understanding of what you saw.
- **Oral History:** Another option you might select is to record and transcribe an oral history. In this case, you will make an audio recording of an interview of a subject and produce a written transcription of that interview. If you elect this option, you will need to clear your subject with the instructor (failure to obtain clearance will result in the reduction of a full letter grade). Guidelines for conducting interviews and the proper procedures for recording and transcribing them will be provided to those who select this option. Your subject will be required to sign a clearance form, granting permission for scholars to use the results of the interview. I will place the finished transcripts in the special collections section of the Henry Madden Library at California State University, Fresno, as part of their Central California History Collection.

Final: The final will be an in-class exam covering the entire semester. The material from the exam will be taken from lectures (take good notes), discussions, readings, films, or other material presented in class.

Quizzes: Additionally, from time to time, you will be given a short quiz, at the beginning of class. This quiz could be on the reading for the current week, the readings over several weeks, or lecture.

Extra Credit: This course is designed to provide you with ample opportunities to maintain a good grade. That said, there are, occasionally, times when I determine that extra credit should be given. The opportunity for extra credit will never be offered to individual students. If extra credit is offered, it will be available to every student in the class.

Late Papers: No papers will be accepted after the due date without prior approval or a valid medical or other documented emergency that justifies delaying the delivery of the paper. Taxes, bills, and papers in this class are due on-time. The difference between the prior two and the latter is that I will not require a late fee or penalty. I simply will not accept your late paper. Therefore, a late mid-term or paper will result in a 150-200 point drop in your final grade. If you cannot afford to take a full two-grade drop for the semester, you might want to consider turning in all assignments, on time.

Course Schedule:¹

Week 1: Wednesday, January 14, 2009

Introduction

Review of Syllabus

Lecture: *Contemporary Issues*

FILM: The Ancestors: Early Cultures of North America

Week 2: Wednesday, January 21, 2009

Lecture: *Tribal Government and Tribal Jurisdiction*

Lecture: *The Discovery of Columbus by America*

READ: Howard Zinn, *Columbus and Western Civilization* (read and print out at www.geocities.com/howardzinnfans/CDay.html)

DUE: Weekly Paper 1

FILM: Clash of Cultures: The People Who Met Columbus

Week 3: Wednesday, January 28, 2009

Lecture: *Tribal-Federal and Tribal-State Relations*

READ: Liliias Jones Jarding, "Tribal-State Relations Involving Land and Resources in the Self-Determination Era" *Political Research Quarterly*, 57, 2 (Jun 2004): 295-303

READ: David Wilkins, "Who's in Charge of U.S. Indian Policy? Congress and the Supreme Court at Loggerheads over American Indian Religious Freedom" *Wicazo Sa Review*, 8, 1 (Spring, 1992), pp. 40-64

DUE: Weekly Paper 2

Week 4: Wednesday, February 04, 2009

Lecture: *Native Lands*

READ: Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of Europeans," *William and Mary Quarterly*, 3rd ser., 53 (July 1996): 435-458

DUE: Weekly Paper 3

¹ Subject to change

Week 5: Wednesday, February 11, 2009

Lecture: *Economic Development*

Mid-term 1 Questions available

READ: Nancy Shoemaker, "How Indians Got to be Red," *American Historical Review* 102 (June 1997): 625-644

DUE: Weekly Paper 4

Week 6: Wednesday, February 18, 2009

MID-TERM 1 DUE!

READ: Pan-Indianism/Wounded Knee handout (no paper due, but be ready to discuss)

FILM: Attack on Culture: I Will Fight No More Forever

Week 7: Wednesday, February 25, 2009

Lecture: *Gaming*

READ: Franke Wilmer, "Indian Gaming: Players and Stakes" *Wicazo Sa Review*, 12, 1 (Spring 1997), 89-114.

DUE: Weekly Paper 5

Week 8: Wednesday, March 04, 2009:

Lecture: *Natural Resources and Environmental Issues*

READ: Jill Lepore, "Dead Men Tell No Tales: John Sassamon and the Fatal Consequences of Literacy," *American Quarterly* 46 (Dec, 1994): 479-512

DUE: Weekly Paper 6

Week 9: Wednesday, March 11, 2009:

Lecture: *Education and Health*

READ: Ann F. Ramenofsky, Alicia K. Wilbur and Anne C. Stone, "Native American Disease History: Past, Present and Future Directions," *World Archaeology*, Vol. 35, No. 2, Archaeology of Epidemic and Infectious Disease (Oct., 2003), 241-257

READ: Mary Kay Duffie, "A Pilot Study to Assess the Health Needs and Statuses among a Segment of the Adult American Indian Population of Los Angeles," *Wicazo Sa Review*, 16:1 (Spring 2001), 91-112.

READ: Everett R. Rhoades, "The Indian Burden of Illness and Future Health Interventions" *Public Health Reports*, 102:4 (Jul-Aug 1987), 361-368.

DUE: Weekly Paper 7

Week 10: Wednesday, March 18, 2009

Lecture: *Family Support, Housing, and Public Safety*

Read: Katherine Ellinghaus, "Assimilation by Marriage: White Women and Native American Men at Hampton Institute, 1878-1923" *The Virginia Magazine of History and Biography*, 108³ (2000), 279-303.

DUE: Weekly Paper 8

Week 11: Wednesday, March 25, 2009

MID-TERM 2 DUE!

FILM: TBD

Week 12: Wednesday, April 01, 2009

Lecture: *Culture*

READ: George Pierre Castile, "The Commodification of Indian Identity" *American Anthropologist, New Series*, 98, 4 (December 1996), 743-749.

DUE: Weekly Paper 9

Week 13: Wednesday, April 08, 2009

NO CLASS

Week 14: Wednesday, April 15, 2009

Lecture: *The Arts and Media*

READ: Andrea Smith, *Conquest: Sexual Violence and American Indian Genocide*, Cambridge, MA: South End Press, 2005, 177-192.

DUE: Weekly Paper 10

Week 15: Wednesday, April 22, 2009

Lecture: *Indian Stereotypes and Imagery*

READ: Go on-line and search for and print out 2-3 web resources (blogs, sites, newspaper/magazine articles) about Native American Sports/School Mascots. Try to find different points of view. Bring these resources to class for discussion (*hint: extra credit points might be available if you bring these sources*).

DUE: Weekly Paper 11

Week 16: Wednesday, April 29, 2009

READ: Gaylen D. Lee, *Walking Were We Lived: Memoirs of a Mono Indian Family*. Norman: University of Oklahoma, 1998, 45-76.

DUE: Weekly Paper 12

Week 17: Wednesday, May 06, 2009

RESEARCH PAPER DUE!

Review for Final

Week 18: Wednesday, May 13, 2009

FINAL EXAM!

Students must use at least four sources for their papers, including (if possible) at least one primary source document. A primary source is a source written by a contemporary, or person living during the time-period. The college library is a good resource for primary sources. Many universities and museums have documents posted on the internet. The college library contains a wealth of books, including many E-Books, as well as several databases on a variety of topics. Discoveries are constantly being made, so the newspaper or academic journals serve as excellent sources. Students should use legitimate, academic sources for their research papers. **DO NOT** use general encyclopedias, especially Wikipedia. If you have any questions or concerns, please feel free to contact me. **DO NOT use Wikipedia** as a source for your papers. The instructor

must approve ANY website you use. Failure to do so will result in a reduction of your grade for that paper.

Paper Format

- All papers (including the midterms) will be word processed/typed on standard, white, 8½ x 11 inch paper
- Use 12 point Times New Roman or Garamond typefaces, only
- Use black ink only (if your printer is low on black ink, buy a new ink cartridge)
- Do not justify the text (that means no blocked text – a straight edge on the left side only)
- Double-space the body of all papers
- Use exactly one-inch margins on all sides
- Your name, the date, your instructor's name, and the title of the class should appear (single-spaced) on the upper left or right corner of the first page
- Papers must include page numbers on every page except the first page
- You may include your last name with the page number on subsequent pages
- Citations may be in-line, or in footnote style (use Chicago or Turabian format)
- All works must include a "Works Cited" page (all references should be single spaced)
- Do not place your papers in any sort of folder
- Do not include a cover page
- Staple multiple pages together
- Any variation from this standard will result in a reduction of your grade.

All research papers must be turned in no later than 5:00 pm on the afternoon of the due date through "Turnitin" on the Blackboard site as a Microsoft Word Document (.doc) or in Rich Text Format (.rtf). Students may submit their papers multiple times to check themselves for plagiarism until the due date and time

Grade Breakdown:²

50 percent: Paper is historically accurate, historically relevant, thoroughly written, well organized, and documented with appropriate primary and secondary sources.

30 percent: Sources used for the paper are legitimate, scholarly sources. Sources are cited according to the Chicago Manual of Style (CMS), also known as Turabian Style. The guide to this citation style can be found in *The Writer's Reference* by Diana Hacker, or *A Manual for Writers* by Kate Turabian, both are available in the bookstore, library, or on the Blackboard site under Papers/Exams.

20 percent: Paper is well written, without spelling, grammar, punctuation, or typographical errors. A clearly written thesis statement, introductory and concluding paragraphs, and well-written body are required. Always utilize your word processor's grammar and spell check functions. Let the computer catch the majority of the errors for which I could mark you down before I see them.

Weekly Papers: Critical Thinking Questions & Format

The following page includes a basic format for you to follow for your weekly papers. You would do well to use the same general format and structure for all your papers.

² Each paper is worth a different number of total points. Therefore, this rubric is broken down based on percentages, which will be applied to each paper.

Name
Course
Date

Centered Title

As you can see, the header block should be kept very simple and small. Always single space your identifying information, at the top (either corner). The rest of the paper should be double-spaced, with the first line of each paragraph indented. Do not insert blank lines between paragraphs. Do not include any fancy formatting. The first paragraph should include a well thought out thesis statement. In the case of the weekly papers, this paragraph should clearly state the main point contained within the reading and identify the selection (author, title, etc.).

Subsequent paragraphs should include arguments that support your initial thesis statement. Remember, paragraphs have to include more than one sentence.

There are several points you need to include in most papers. For the weekly papers, the first paragraph should include the name of the author, the title of the work, when it was written (if you know), the author's audience, and the key question or idea of the piece. The rest of your paper should include the author's arguments (and any evaluation of them) and his main conclusion (and any judgment of your own as to the validity of that conclusion). Include why you think this source advances our understanding of Native American issues. Any analysis you provide should not be just an opinion. You need to support your ideas with other sources, facts or other supporting material.

Your last paragraph should restate your thesis and summarize your proofs and arguments in a clear and well thought out fashion. It is often best to write the body of the paper first, followed by the conclusion. Once those are done, you can paraphrase the conclusion for a solid introduction, knowing what you wrote in the rest of the paper.