ETHS 2440: Native American Experiences

Fall 2024- ASYNCHRONOUS ONLINE

This syllabus is tentative and open to change. Changes will be announced in class and/ or Canvas

INSTRUCTOR INFORMATION

COURSE INFORMATION

Course Website:
Credit Hours: 3
Prerequisite: None
General Education Fulfillments: SS, DV
Required Books:

1. All course material will be available on Canvas

Course Description:

There is no one singular Native American "culture." Instead, of the 574 federally-recognized indigenous nations, each one has its own unique culture and history. This course approaches the far-reaching and varied Native American "experience" by using the paradigm of Native American Studies in the examination and analysis of historical and contemporary issues —the major concepts of such being settler-colonialism, critical race theory, intersectionality theory, indigeneity, and tribal sovereignty.

Course Learning Outcomes:

Upon successful completion of the course, students will able to:

1. Describe and respond to the historical interactions between Indigenous Peoples and settler-colonizers.

2. Identify and apply the major theories and concepts used in Native American Studies to historical events, contemporary issues, social structures and institutions, and personal or group experiences.
3. Investigate and value the experiences of Native Americans in the United States.
4. Employ Indigenous problem-solving strategies and values to generate culturally appropriate policy analyses.
5. Use writing as a tool for learning.
6. Explain how reliable evidence is collected, interpreted, and disseminated, and demonstrate the process by producing research artifacts.

COLLEGE POLICIES AND RESOURCES

Land Acknowledgement:

Salt Lake Community College is located on the Native American shared territory of the Goshute, Navajo, Paiute, Shoshone, and Ute People. We honor the original ancestors of this land and also offer respect to our other tribal communities. We acknowledge this history to cultivate respect for and advocate with our indigenous students and communities still connected to this land.

DRC Statement:

SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a disability and believe you need accommodations to improve access to learning materials or the learning environment, please contact the Disability Resource Center: Phone: 801-957-4659; Email: drc@slcc.edu; DRC WebsiteLinks to an external site..

Student Code of Conduct Statement:

The student is expected to follow the SLCC Code of Student Rights and ResponsibilitiesLinks to an external site..

General Education Statement:

This course fulfills the Social Science and Diversity requirements for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide

range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

Title IX Statement:

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

Director EEO/Title IX
Taylorsville Redwood Campus
Academic Administration Building, Room 201D
4600 So. Redwood Road, SLC UT 84123
801-957-4561

Online Reporting FormLinks to an external site.

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, (801) 957-4268.

For more information about Title IXLinks to an external site.

Reporting Incidents of Hate or Bias Statement:

Salt Lake Community College (SLCC) is committed to fostering a safe and welcoming campus for all students, faculty and staff; in turn, it is the responsibility of each person at SLCC to join in creating an environment in which others can thrive without fear of hate or bias. This form Links to an external site.Links to an external site. may be used to make the College aware of any incidents of hate or bias. If this is an EMERGENCY situation. CALL 911. Do not use this form to report events that present an immediate threat to health or safety. If you prefer to discuss this incident or experience in person, please reach out to the personnel listed on the form.

Anti Racism Declaration

For the master's tools will never dismantle the master's house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change. And this fact is only threatening to those women who still define the master's house as their only source of support."
- Audre Lorde

Recent occurrences of anti-Black police brutality, anti-Asian racism and violence, and an increase of race-based hate crimes across the U.S. have drawn massive protests and civil action as well as response from professional academic organizations and institutions of higher learning. This Antiracism Declaration is a similar commitment to join in the struggle against systemic racism by committing to that work at Salt Lake Community College. We take up this work with humility, recognizing that antiracism efforts are part of a long history in which systemic racism has often been met with inadequate responses. Our goal is to not only make commitments, but to actively undertake the difficult and transformative work of
anti-racism.

We, the Faculty Senate at Salt Lake Community College, support various movements that recognize that Black lives matter; thus, we must work to eradicate white supremacy and intervene against the violence inflicted on Black communities. And we recognize that this movement emerges within a long history of struggles for civil rights for all Black, Asian, Indigenous and other people of color in the U.S. Peoples of color worldwide face economic injustices, state-sanctioned brutality, inequitable access to education and healthcare, voter suppression, discrepancy in housing, disproportionate effects of COVID-19, and attacks from white supremacist domestic terrorists. We must no longer ignore that the United States of
America is a powerful contributor to injustice both at home and globally. Nor can we ignore the systemic racism embedded in higher education and our own college. Racial injustice is sustained through processes, policies, and structures that have a long history in our nation. As an institution embedded in this society, we recognize that we are not separate from the global justice and liberation movements/struggles nor the oppressive systems that force them to exist.

The key tenets of critical race theory and anti-racism pedagogy demonstrate that racism is endemic and requires foundational change, that anti-racist education must be intersectional, and that we must center and uplift the voices that tell the counternarrative, we recognize our responsibility to actively engage in this work.

Anti-Racism Resolutions

We are resolute in creating a learning environment where all students can learn and succeed, feel safe, and contribute their very best. We are resolute in creating a community that is safe and supportive of our faculty and academic professionals of color. SLCC commits to the ongoing antiracism work of learning, reflection, education, and revision of our practices to make meaningful change. Therefore,

1. We resolve to explicitly affirm our commitment to becoming a space that can identify as an antiracist academic institution. We support the SLCC Board of Trustee's Declaration Against Structural Racism.
2. We resolve to recognize and unlearn our unconscious biases, and to learn to develop and implement strategies that dismantle systemic racism within our institution and community.
3. We resolve to do the work that will result in our anti-racism commitment being reflected in the life and culture of the Salt Lake Community College through transparency, training, policies, programs, marketing, schools, pedagogies, course materials, curriculum, and practice -- as we continue to learn about racism.

Pronouns in Canvas

Students can submit a personal pronoun change for Banner and Canvas by going to MySLCC, under the Academics & Records tab select "Personal Pronoun Update" under Academic Records.

Name Changes in Canvas

Canvas names are populated by student records, but if you would like to change any of your personal information (preferred name, legal name, SSN, birthdate, sex/gender, etc.) students may do so by submitting a personal information change form on the SLCC website: Personal Information Change FormLinks to an external site.

Advising and Counseling Support Services

The following services provide support for students enrolled in any class at the college.

- Center for Health and Counseling (Links to an external site.)Links to an external site.Links to an external site.: If you find yourself struggling with your mental or physical health this semester, the Center for Health & Counseling (CHC) provides convenient and affordable health care, mental health counseling, massage therapy services and healthy lifestyle programs right here on campus. CHC is staffed by experienced, licensed professionals who are attuned to the needs of college students. The services are low cost and completely confidential. The CHC is located at the Taylorsville/Redwood, South City, and Jordan campuses. For CHC hours, information about CHC services, or to book an appointment please call 801-957-4268 or

visit [slcc.edu/chc Links to an external site.Links to an external site.](). If you wish to talk with someone immediately, you may start a free chat or call with a licensed crisis counselor, 24/7 through the [SafeUT App Links to an external site.Links to an external site.]()or calling 1 (800)273-8255.

- [Veterans' Services (Links to an external site.)Links to an external site.Links to an external site.](): assists hundreds of students in using their VA education benefits each semester.
- [Academic AdvisingLinks to an external site.](): helps students plan, explore, make decisions, access resources and evaluate their academic and career goals.
  - Find your Academic Advisor based on your [Area of Study Links to an external site.Links to an external site.]().
  - To make an appointment with Academic Advising and a variety of other Student Support Services, you can use MySuccess. To access MySucces, log in to your MySLCC portal, select the Advising Tab, and click "Login to MySuccess" under the find your advisor section. Your homepage will have your Primary Academic Advisor listed at the top (along with a list of services below, and a search bar to find other staff and services). Click on your Primary Advisor's name to see their availability and to book an appointment. Check your Bruinmail for an email confirmation.
- [Academic Achievement Center (Links to an external site.)Links to an external site.Links to an external site.](): helps students achieve GPA requirements for graduation.
- [Career Services Links to an external site.Links to an external site.](): helps students find a job during or after their education.
  - [Handshake Links to an external site.Links to an external site.](): student job board run by Career Services, where students can find internal and external jobs.

Dream Center Statement:

The SLCC Dream Center works holistically with undocumented students (with or without DACA) and members of mixed-status families to achieve their personal and academic goals. If your immigration status presents significant obstacles to your success at the College, whether that is engaging in particular activities, fulfilling specific course criteria, or impacting your academic career in any other way, confidential arrangements may be requested from the Dream Center. Please know that arrangements made with the Dream Center will not jeopardize your student status, access to scholarships, or any other part of your residence. To learn more, contact the Dream Center by emailing [dreamcenter@slcc.edu](), or on Instagram @slccdreamcenter

Gender & Sexuality Student Resource Center:

The Gender & Sexuality Student Resource Center has a strong initiative to enhance the quality of life and educational experience for minoritized gender and sexuality populations. We intentionally serve Womxn and LGBTQ+ in an environment that is welcoming, positive, and safe, by increasing the SLCC community's awareness, understanding, and integration of minoritized gender and sexuality. We will achieve this mission by providing:

- Educational and empowering programs and events
- Resources to Womxn and LGBTQ+ students
- Resources to allies, faculty, staff, and employees
- Awareness and advocacy on terminology, history, empowerment, and systemic change
- A physical space to connect with like-minded individuals, community, and resources at South City Campus in SCM 1-140

To receive support or get involved, contact us: GSSRC@slcc.edu; slcc.edu/GSSRC; 801.957.3143; Instagram & Facebook (@SLCCGSSRC).

The Disability Resource Center

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- Phone: 801-957-4659
- Email: drc@slcc.edu
- Disability Resource Center WebsiteLinks to an external site.Links to an external site.

Student Pregnancy

Salt Lake Community College is committed to creating an inclusive and accessible environment for pregnant and parenting students. The College will not exclude a student from participating in any part of an educational program based on the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery.

If you are pregnant or become pregnant and believe you need accommodations to access your coursework or learning environment, please contact the Disability Resource Center.

Watch the following video to learn more about the DRC.

- [DRC AccessibilityLinks to an external site.Links to an external site.](#)

Food, Childcare, and Crisis Resources:

There are several resources available for students at SLCC:

- For information about SLCC's food pantry for students, please visit the [Bruin Pantry Links to an external site.Links to an external site.](#).
- For childcare assistance, please visit [Child and Family Care Services Links to an external site.Links to an external site.](#).
- For information on other crisis resources, please visit [Crisis Circumstances Links to an external site.Links to an external site.](#).
- For information about campus safety, please visit [#SLCCSAFE Links to an external site.Links to an external site.](#).

General Learning Support & Tutoring Services:

The following services provide support for SLCC students enrolled in any class at the College. All resources are provided free-of-charge. Ask your instructor about discipline-specific learning support and tutoring services.

- [Tutoring (Links to an external site.)Links to an external site.Links to an external site.:](#) index of all tutoring resources.
- [STEM Learning Resources (Links to an external site.)Links to an external site.Links to an external site.:](#) provides free tutoring and assistance in math and science courses at five campus locations.
- [Student Writing & Reading CenterLinks to an external site.:](#) provides in-person and online feedback on all writing and reading assignments.
- [Writing Assignments Links to an external site.Links to an external site.:](#) What Students & Faculty Should Expect
- [Library Services Links to an external site.Links to an external site.:](#) provides research help, print and online resources, computers and study space.
- [ePortfolio Lab (Links to an external site.)Links to an external site.Links to an external site.:](#) provides drop-in assistance for all ePortfolio questions.
- [eLearning Support](#): provides support for navigating online and hybrid classes.
- [Business Resource and Innovation Center (Links to an external site.)Links to an external site.Links to an external site.:](#) provides tutors and a study space for students in Business and CSIS courses. Located in BB 226 on Taylorsville-Redwood Campus.
- [Academic Calendar Links to an external site.Links to an external site.:](#) provides important dates for the academic year.
- [Bookstore Links to an external site.Links to an external site.:](#) find course materials and SLCC merchandise as well as information on store hours

Advising and Counseling Support Services:

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- Academic AdvisingLinks to an external site.: helps students plan, explore, make decisions, access resources and evaluate their academic and career goals.
  - o Find your Academic Advisor based on your Area of Study Links to an external site.Links to an external site..
  - o To make an appointment with Academic Advising and a variety of other Student Support Services, you can use MySuccess. To access MySucces, log in to your MySLCC portal, select the Advising Tab, and click "Login to MySuccess" under the find your advisor section. Your homepage will have your Primary Academic Advisor listed at the top (along with a list of services below, and a search bar to find other staff and services). Click on your Primary Advisor's name to see their availability and to book an appointment. Check your Bruinmail for an email confirmation.
- Academic Achievement Center (Links to an external site.)Links to an external site.Links to an external site.: helps students achieve GPA requirements for graduation.
- Career Services Links to an external site.Links to an external site.: helps students find a job during or after their education.
  - o Handshake Links to an external site.Links to an external site.: student job board run by Career Services, where students can find internal and external jobs.

ePortfolio

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: https://www.slcc.edu/eportfolioLinks to an external site. If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. You can also make an online or phone appointment with a lab specialist. For lab hours, locations, and appointments please look at the following site: https://www.slcc.edu/eportfolio/remote.aspxLinks to an external site.

Questions regarding the ePortfolio can be directed to Emily.Thompson@slcc.edu.

ASSIGNMENTS AND GRADING

Grading

1. Modules   55%

2. Media Analysis   15%

Modules (8 modules, each module is worth varying points depending on assignments)

The entire class is organized around 8 main modules. Each module contains a mix of readings, videos, and/or podcasts for students to engage. Additionally, each module includes assignments to be completed after reading, watching, or listening to assigned material. Assignments may include reviews/quizzes, reflections, discussion posts, online group work or any combination of the above. Students will have 1-2 weeks to complete each module. Modules must be completed for the next module to be unlocked.

Media Analysis

The purpose of this assignment is to think critically and analytically about the media created for, about, and/or by Native American people.

Part 1: Students will select any fictional media of their choice (movie, book, TV series) about Native American people to read or watch.

Please do not wait until the last minute. Give yourself time to read or watch your media. While watching or reading, think about how the material connects to themes or concepts of the class.

Part 2: In video format, each student will summarize and analyze their choice of media. I will provide specific prompts to ensure that analysis includes discussion of course material. I will also provide instructions on how to create a video in Canvas and publish it. Videos will be posted to canvas for all students to watch.

Part 3: Watch 2 classmates videos and respond.

Virtual Group Discussion

This assignment is meant to give you an opportunity to review class material that you have engaged with over the course of the summer semester, and to analyze its meaning and consider its impact on your personal and/or academic/professional lives. It is also meant to give you an opportunity to hear from your peers and vice versa. Finally, this assignment is meant as a space for you to raise questions. Students will meet in groups (randomly created by the professor) towards the end of the semester. The meeting will take place via zoom, google meet up, or another online format of students' choosing. The meeting will need to be recorded and submitted for grading.

The Virtual Group Discussion consists of 3 components:

1. Individual Outline (25pts)
    1. Each student is required to submit an outline with notes that correspond to the questions Prepare for the discussion by reviewing material, assignments and notes. This must be submitted before the recording take place.
    2. Group Video (100 pts)
        1. In groups of four (randomly created by the instructor on canvas), students will participate in a virtual meeting and answer the questions below.
        2. As a group, decide on a date and time that works for everyone. Each group has its own 'page' on I encourage you to use this to communicate.
        3. Each group must pick a The facilitator is responsible for sending out the zoom link once a date and time have been decided on.
        4. Record your zoom meeting and submit the file to
        5. Recordings should be between 30-40

3. Reflection (50 pts)
    1. After students have participated in the virtual group discussion, they will be required to complete a 1-2 page single spaced reflection. (40 pts)
    2. The reflection must be submitted on canvas and added to the students You must submit the link to your ePortfolio (10 pts)

3. Prompts for the reflection will be provided on

Questions for Outline & Virtual Group Discussion:

1. What was your favorite material to read/watch/listen to and why?
2. What was the most challenging topic or material to read/watch/listen to and why? Think about both comprehension (was it difficult to understand the meaning?) AND whether material challenged previous understanding/worldview.
3. Which material or concept was most impactful and why
4. Which topic or material prompted you to think about your major or your future career goals? What connections did you make or what questions did it prompt?
5. Pick one topic or material that you want to discuss and pose a question to your group.

GRADING SCALE

The goal of grades is to provide an accurate description of what you have learned related to course outcomes (Guskey, 1996). In this class grades are based on MINUMUN GRADING, which aims to correct the 100-point- scale problem. The 100-point-scale minimizes the possibility for student success because of the fact that 60% of the scale represents a failing grade (F = 0-59%), while only 22% allows for a grade of B or better. By using a minimum grading scale, the chance of receiving any grade is the same, i.e. each grade is represented by the same number of points.

Minimum Grading Scale

90–100 = A 80–89 = B 70–79 = C 60–69 = D 50–59 = F

COURSE MODULES

Module 1: Introductions (August 20- September 1)

Module 2: Native American Studies & Epistemology (September 2- September 15)

Module 3: Foundational Theories & Historical Contexts (September 16- September 29)

Module 4: Relationship to Land (September 30- October 13)

Module 5: The violence of Stereotypes (October 14- October 27)

Module 6: Education: Boarding Schools, Tribal Colleges, and the Myth of Free Scholarships (October 28- November 10)

Module 7: Gender, Sexuality, & Feminism (November 11- November 24)

Module 8: Creative Expressions (November 25- December 5)

Final Assignments (December 7- December 12)

Course Summary:

Date	Details	
Sun Sep 1, 2024	Quiz Online Readiness Survey	
	Quiz Syllabus Quiz	
	Quiz What do you know about online learning*	
	Discussion Topic Introductions!	
Sun Sep 15, 2024	Discussion Topic Module 2 Discussion Assignment	
	Quiz Warrior, Robert: Indian	
	Assignment Calderon 2014	
	Assignment Deloria: Metaphysics	
	Assignment Gamber Summary	
	Assignment Lee: Native American Studies	
	Assignment Making Connections to Metaphysics	
	Assignment Module 2 Conclusion	

Date	Details
	Assignment [Module 2 Reflection](#)
Sun Sep 29, 2024	Discussion Topic [Module 3 Discussion](#)
	Assignment [Decolonizing memory (Utah settler colonialism)](#)
	Assignment [Dunbar Ortiz Ch. 2](#)
	Assignment [Dunbar Ortiz Ch. 4](#)
	Assignment [Dunbar Ortiz Ch. 5](#)
	Assignment [Dunbar Ortiz Ch. 6](#)
	Assignment [Dunbar Ortiz Ch. 8](#)
	Assignment [Dunbar Ortiz Introduction](#)
	Assignment [Module 3 Conclusion](#)
	Assignment [This Land Closer View](#)
Sun Oct 13, 2024	Quiz [Braiding Sweetgrass Review/Reflection](#)
	Discussion Topic [Module 4 Discussion: Braiding Sweetgrass](#)
	Assignment [Module 4 Conclusion](#)
Sun Oct 27, 2024	Discussion Topic [Module 5 Discussion](#)
	Assignment [Module 5 Conclusion](#)
	Assignment [Reflecting on Stereotypes](#)

Date	Details
Sun Nov 10, 2024	Quiz Unspoken: America's Native American Boarding Schools (Part I)
	Assignment Boarding school resistance narratives (assignment)
	Assignment Revolution in Higher Education: The history of Tribal Colleges (Assignment
	Assignment Tribal College Impact
Sun Nov 17, 2024	Discussion Topic Media Analysis 2440
Sun Nov 24, 2024	Quiz REVIEW: Two-Spirit People in the Native American Cultures
Thu Dec 5, 2024	Quiz Dance as Resistance
	Quiz Indigenous Futurism
Thu Dec 12, 2024	Assignment Assessing SLCC
	Assignment Erasure and Resilience
	Quiz From the "F" word to Indigenous/Feminisms
	Assignment Module 6 Conclusion
	Discussion Topic Module 6 Discussion
	Discussion Topic Module 7 Discussion
	Assignment Module 8 Conclusion
	Discussion Topic Module 8 Discussion
	Assignment Mr. Navajo

Date	Details
	Assignment Virtual Group Discussion: Final Reflection
	Assignment Alcatraz Proclamation and Letter
	Assignment Dance as Resistance
	Assignment Unspoken: America's Native American Boarding Schools
	Assignment Virtual Group Discussion: Individual Outline
	Assignment Virtual Group Discussion: Recording