

Course Information



Native American Exper. (SS)

ETHS 2440-501

Fall 2025

Course Section Information

Days:

Time:

Campus:

Classroom:

Course Description

There is no one singular Native American “culture.” Instead, each indigenous nation has its own unique culture and history. This course approaches the varied indigenous peoples' experiences by using the paradigm of Native American Studies to examine and analyze historical and contemporary issues. Major concepts include settler-colonialism, Native identity, decolonization, and tribal sovereignty.

Semester: All

Course Prerequisites/Co-requisites

None

Course Student Learning Outcomes

- Describe and respond to the historical interactions between Indigenous Peoples and settler-colonizers.
- 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.
- Investigate and value the experiences of Native Americans in the United States.
- Employ Indigenous problem-solving strategies and values to generate culturally appropriate policy analyses.
- Use writing as a tool for learning.
- Explain how reliable evidence is collected, interpreted, and disseminated, and demonstrate the process by producing research artifacts.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
9/7/25	Introductions!	Discussion	15
9/7/25	Online Readiness Survey	Quiz	6
9/7/25	Syllabus Quiz	Quiz	15

Due Date	Assignment Name	Assignment Type	Points
9/7/25	What do you know about online learning*	Quiz	14
9/21/25	Calderon 2014	Assignment	10
9/21/25	Deloria: Metaphysics	Assignment	5
9/21/25	Gamber Summary	Assignment	6
9/21/25	Lee: Native American Studies	Assignment	5
9/21/25	Making Connections to Metaphysics	Assignment	3
9/21/25	Module 2 Conclusion	Assignment	2
9/21/25	Module 2 Discussion Assignment	Discussion	7
9/21/25	Module 2 Reflection	Assignment	5
9/21/25	Warrior, Robert: Indian	Quiz	7
10/5/25	Decolonizing memory (Utah settler colonialism).	Assignment	5
10/5/25	Dunbar Ortiz Ch. 2	Assignment	5
10/5/25	Dunbar Ortiz Ch. 4	Assignment	5
10/5/25	Dunbar Ortiz Ch. 5	Assignment	5
10/5/25	Dunbar Ortiz Ch. 6	Assignment	5
10/5/25	Dunbar Ortiz Ch. 8	Assignment	5
10/5/25	Dunbar Ortiz Introduction	Assignment	5
10/5/25	Module 3 Conclusion	Assignment	2

Due Date	Assignment Name	Assignment Type	Points
10/5/25	Module 3 Discussion	Discussion	12
10/5/25	This Land Closer View	Assignment	8
10/19/25	Braiding Sweetgrass Review/Reflection	Quiz	30
10/19/25	Module 4 Conclusion	Assignment	2
10/19/25	Module 4 Discussion: Braiding Sweetgrass	Discussion	20
11/2/25	Module 5 Conclusion	Assignment	2
11/2/25	Module 5 Discussion	Discussion	12
11/2/25	Reflecting on Stereotypes	Assignment	8
11/16/25	Assessing SLCC	Assignment	5
11/16/25	Boarding school resistance narratives (assignment)	Assignment	5
11/16/25	Module 6 Conclusion	Assignment	2
11/16/25	Module 6 Discussion	Discussion	6
11/16/25	Revolution in Higher Education: The history of Tribal Colleges (Assignment)	Assignment	5
11/16/25	Tribal College Impact	Assignment	8
11/16/25	Unspoken: America's Native American Boarding Schools	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
11/16/25	Unspoken: America's Native American Boarding Schools (Part I).	Quiz	17
11/23/25	Media Analysis 2440	Discussion	50
11/30/25	Erasure and Resilience	Assignment	20
11/30/25	From the "F" word to Indigenous/Feminisms	Quiz	15
11/30/25	Module 7 Discussion	Discussion	15
11/30/25	Mr. Navajo	Assignment	5
11/30/25	REVIEW: Two-Spirit People in the Native American Cultures	Quiz	5
12/11/25	Dance as Resistance	Quiz	15
12/11/25	Indigenous Futurism	Quiz	10
12/11/25	Module 8 Conclusion -	Assignment	2
12/11/25	Module 8 Discussion	Discussion	15
12/18/25	Virtual Group Discussion: Final Reflection	Assignment	50
12/18/25	Virtual Group Discussion: Individual Outline	Assignment	25
12/18/25	Virtual Group Discussion: Recording	Assignment	100

Coursework & Assignment Descriptions

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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 MINIMUM 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

Engagement Plan

- I will respond to email within 48 business hours]. I will offer feedback on major assignments within two weeks of the due date. The best way to contact me is through the Canvas Inbox, as I will prioritize this method over other modes of communication.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.

Additional Materials

None

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

General Education Information

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This course fulfills the above requirement 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.

How to Succeed in the Course

Read the syllabus and follow it carefully. Keep pace with assignment due dates. Ask questions.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Academic Integrity

Please refer to our website www.slcc.edu

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any

questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to elarningsupport@slcc.edu.

Transfer, Certification, Licensure, and Employment Information

None

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

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Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)