

NAIS 200: Introduction to Native American and Indigenous Studies

SPRING 2022

Mondays 4:45-7:25 (ZOOM)

Office hours: M 2:00-3:00 (Zoom)

T 8:15-9:15 (Zoom)

TH 11:00-12:00 in RCC 101

and by appointment

Dr. Joyce Rain Anderson

Tillinghast 320

508.531.2508

joycerain.anderson@bridgew.edu

ZOOM LINK:

<https://bridgew.zoom.us/j/92315892133?pwd=S2JuU29GY2JzQ0FseFFzd2s5UUhNdz09>

(Full information on last page of the syllabus)



Porcupine Quill Work

Kunepeum (welcome) to the Native American and Indigenous Studies Introductory Course. This course is an introduction to the interdisciplinary field of Indigenous Studies as it explores the complexity and diversity of Native peoples and cultures. We will primarily be looking through the lens of the Americas, but will occasionally consider Indigenous cultures in other parts of the world. Many of you may come into the course with certain preconceptions which often are formed by the erroneous ways Native peoples and cultures have been presented in historical accounts, literature, films, children's books, television, sports, and popular culture. Often these images and misrepresentations reduce Native peoples to a monolithic character from a culture in the past. This course aims to dispel those myths and show the resilience and continuous presence of Indigenous peoples. In the course we will come to understand the histories, events, issues, and ways of being in Indigenous cultures, and open our minds to new ways of thinking about them. We learn about relationships to land, settler colonialism, representations, justice, and local Indigenous communities.

This course is a synchronous online, we will not have meeting on Zoom on Monday evenings from 4:45-7:25. On the final page is a schedule of our meets and Zoom information.

Required Texts:

A set of readings available on my website: www.joycerain.com

Spring Courses>NAIS 200>Readings

All responses will be posted on the Google Doc: <https://tinyurl.com/2nbx4ub7>

A novel from a list of approved titles (you will purchase)—see posted list

**“THE TRUTH ABOUT STORIES IS
THAT’S ALL WE ARE”—THOMAS KING**

Some learning goals and outcomes include, but are not limited to, the following:

- ❖ Identifying and exploring your own understanding of Native peoples and places, particularly in southeastern MA.
- ❖ Broad general knowledge of the field.
- ❖ Experience of negotiating and thinking through questions of the field.
- ❖ Develop an understanding of Native men's and women's roles within a variety of communities.
- ❖ Develop an understanding of treaties and justice
- ❖ Develop an understanding of the complexities and diversities in

A few questions to consider:

- ❖ Whose land do we currently occupy?
- ❖ How do our cultural biases influence our interpretations?
- ❖ How do Native peoples offer perspectives their own cultures?
- ❖ How do Indigenous groups deal with colonization?
- ❖ How do we become more aware of inscribed images and stereotypes?
- ❖ How do we re-inscribe a variety of images or materials to better represent Native perspectives?

Class Assignments and Projects:

Readings: Each you will be asked to read one or more pieces which will enrich our understanding. Each of you will be assigned a day where you will begin our class discussion around these readings. You are also expected to write a critical response to the set of readings (see next) and post to the Google Doc for that week.

Critical responses: Each, you are expected to write about 500- 700 words for a response. These critical responses are assigned to demonstrate your active engagement with the readings:

What did you learn from the readings?

How do you make connections to your own experiences, other readings, your writing, work of the class and so on.

You may consider how the readings contribute to your understanding of Native American and Indigenous peoples and cultures.

What relationships do these readings have to your learning, your own culture, and other aspects of your experiences, and/or connections among the class readings and your own readings.

You might also create a list of questions that these readings raise which can be brought to your peers and professor.

These responses should be completed by Friday evenings each week and posted to our Google Doc--
<https://tinyurl.com/2nbx4ub7>

. You will also use these to comment on in the reflective paper at the end of the course.

Due : As homework for each class

Stereotypes and Realities Presentation: For this assignment, ala Dunbar-Ortiz's and Gilio Whitaker's *"All the Real Indians Died Off" and 20 Other Myths about Native Americans*, you will be given a list of commonly-held beliefs about Native peoples and cultures. I will then use a random presentation generator to choose a name and assign numerically to the chapter. Then, you will read that particular chapter as well as do some independent research on your topic. You will prepare a ten-minute presentation for the class on how you expand your understanding of Native Writing and Rhetorics through this particular piece. Each week two of you will present. You will also need to write a one-page summary of your presentation to hand in. Note: As you research for this presentation, be careful to vet your resources. Much of what is found online contributes to misrepresentation or appropriation. If you aren't sure, please ask before you present. Due: as assigned (we will create schedule)

Independent Reading of a Novel: This assignment asks you to choose a novel from an approved list and read it over the semester. You will give short updates at specific times in February, March, and April. You will then submit a review (not a book report) of the novel to complete the assignment (more details in assignment).

DUE: at the end of the semester with 3 periodic updates

Media Analysis: For this assignment, you will explore how Indigenous peoples have been stereotyped, (mis)presented, portrayed in media and popular culture (see assignment for more details). There will be some resources to guide you, but you must also conduct some research of your own being very careful to find ethical sources (remember there is a lot of junk out there on the internet). You have options for the format of this project. You may write a traditional essay a four to five pages, or you may choose a [multi genre](#) format such as creating a magazine or diary. The link provided can give you some ideas for such a project, and I am always available to answer questions. DUE: March 24 (You might also consider presenting this at the Stars Symposium)

Final A final will be handed out by April 5 with several short essay questions.

Final DUE: May 10th

Reflection on the Course: At the end of the course and included with your final project, you must write a reflection on the course. This can be in the form of a letter or essay or any other creative way you would like to present it. In it, you should discuss your understanding of Native peoples and cultures before and after the course. You should also specifically mention which articles, films, events, discussions (etc.) helped to shape your thinking around the issues. Also discuss which were not as useful and what you think might be valuable as the course is taught again. As well, discuss your participation and contributions along with the work you did.

DUE: by May 10th

Evaluating Your Work

Evaluating Your Work: I value your labor in taking a class. If you complete all the work on time fulfilling all the requirements with satisfactory effort, you will earn a C for the class. Earning a B means you complete the work on time fulfilling all the requirements with above average effort. Earning an A means you complete the work on time fulfilling all the requirements, demonstrating clear and critical thinking, and going above the ordinary. Below is a rough scale for the components of the course.

10% Class Participation: In college, you should be actively engaged in the class. This means reading all the materials, responding in a critical manner, taking part in the discussions, and being timely and prepared. I value your insights regarding class materials and the nature of our discussions. This kind of participation allows us as scholars to engage in thoughtful

discussions and, ultimately, new levels of learning. This also means up to a ten-point difference in your final grade.

10% Homework: Homework is a priority and includes anything you are asked to do for weekly discussions and your independent reading of a novel. Unless you have a strong reason, no late homework will be accepted. If the responses are less than 500 words or do not show evidence of thoughtful response, they will receive half or zero credit. Likewise, if you do not respond thoughtfully to your peers, your final grade will reflect the lack of participation.

20% Myth Presentation

20% Media Analysis

20% Novel

30% Final Project and Course Reflection.

Participation, Academic Honesty, and Other Suggestions

1. In Native communities, we talk about the four Rs: Reverence, Reciprocity, Respect, and Responsibility and how we build relationships. I make every attempt to conduct my personal and professional life under these four Rs. I hold great admiration for each of you and for the work we will do together. We are in a space of sharing gifts of learning with one another. As with any endeavor, there are responsibilities that we take on and expectations that need to be fulfilled. It goes without saying that respectful behavior is expected from all of us. Respecting one another includes coming to class on time and prepared as well as being present and engaging in deep listening as well as contributing. While we may disagree, and I hope we will, there are ways to challenge and ask difficult questions in ways that do not devalue anyone in the room.
2. You must take responsibility for completely your work on time. Be sure to respond to your peers' posts in a timely manner.
3. Plagiarism—we all know that this is intellectual theft. Bottom line, don't do it. It's a serious offense that could not only jeopardize your grade and has other serious consequences. This is a link to BSU's Academic Integrity Policy:
<http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>
4. Covid information on the BSU website for policies and procedures:
<https://www.bridgew.edu/spring-2022-return>
5. Please let me know if you have a preferred name or preferred pronouns. I will expect the class to respect your preferences.
6. Feel challenged—one of the great things about this work is that we are still breaking some new ground. While the reading load is very heavy, there is still so much more. If you find something that looks interesting, discuss it in your responses. Enjoy the learning, work hard at it, and open yourself to thinking in challenging ways.
7. Talk to me—I make myself available in multiple ways. Let me know if there are any issues before they grow.
8. Have a sense of humor.
9. Take risks



Codex

<->Tentative Schedule<->

(This schedule is sketches out each week, but details will be provided. The schedule is subject to change with sufficient notice to participants.)

All Readings will be available on my website: www.joycerain.com
Spring Courses>NAIS 200>Readings

All responses will be posted on the Google Doc: <https://tinyurl.com/2nbx4ub7>

	Reading for first class: <i>The Truth about Stories</i> —read and write a response Review the syllabus and prepare questions.
	WEEK 1
January 24	Class Introductions Introduction to the course; discussion of syllabus and assignments. Break Out rooms and Group Discussion: <i>The Truth about Stories</i> HOMEWORK Read and Respond: Readings on the Doctrine of Discovery ; maps, land acknowledgements, and “ <i>All the Real Indians</i> ” intro. Write a one-page response and post to our Google Doc https://tinyurl.com/2nbx4ub7
	WEEK 2
January 31	Whose land are we occupying? What do we know? See these and other questions in the discussion forum. In Break Out Groups: Explore <i>Honor the Earth</i> website: https://www.honorearth.org/ HOMEWORK: Read and Respond: “The Bering Strait” and <i>The Western Paleolithic</i> . Post to the Google Doc
	WEEK 3
February 7	Myth Presentations and Discussion Discussion of readings. HOMEWORK Read and Respond: Excerpts from <i>Braiding Sweetgrass</i> . Post to the Google Doc
	WEEK 4
February 14	Myth Presentations and Discussion Discussion of readings.

	HOMEWORK Read and Respond: Excerpts from <i>Our Beloved Kin</i> Post to the Google Doc
	WEEK 5
Wednesday, February 23	Myth Presentations and Discussion Discussion of readings. HOMEWORK Read and Respond: Indigenous Residential Boarding Schools: Standing Bear, Zitkala Sa, Phyllis Webstad, Carlisle Indian School Post to the Google Doc
	WEEK 6—Indigenous Peoples Day Teach-In and Events October 6-12
February 28	Myth Presentations and Discussion Discussion of readings. HOMEWORK Read and Respond: <i>Rethinking Columbus, Encounter</i> and <i>A Columbus Coyote Story</i> ; “Re-encounter” from <i>a Broken Flute</i> , Video: <i>Columbus Didn’t Discover Us</i> Post to the Google Doc
	WEEK 7—SPRING BREAK
March 7	Spring Break—no class—be safe
	WEEK 8
March 14	Myth Presentations and Discussion Discussion of readings. HOMEWORK Film on Missing and Murdered Women—watch and respond. Read on Missing and Murdered Women Post to Google Doc
	WEEK 9
March 21	Myth Presentations and Discussion Discussion of film. HOMEWORK View Links to Indigenous Musicians, Actors, Artists, Video Games and more Post to Google Doc
	WEEK 10
March 28	Myth Presentations and Discussion Discussion of readings. Media Analysis Assignment—brief descriptions HOMEWORK Read and Respond: “A Great Nation Keeps Its Word: Exploring Treaties” Post to Google Docs
	WEEK 11
April 4	Myth Presentations and Discussion Discussion of readings. HOMEWORK Read and Respond: Indigenous Resistance
	WEEK 12
April 11	Myth Presentations and Discussion Discussion of readings.

	HOMEWORK Read and Respond: "Thirteen Thanksgivings and Not a Pilgrim Hat in Sight" and other myths of Thanksgiving. <i>400 Years of Wampanoag History</i>
	WEEK 13
April 18	Holiday—no class
	WEEK 14
April 25	Myth Presentations and Discussion Discussion of readings. HOMEWORK Read and Respond: <i>Who Owns the Past?</i> Decolonization and Decoloniality
	WEEK 15
May 2	HOMEWORK Work on Final
	Classes end on May 2: Reading Day is May 3: Finals are May 4-10
May 10	Final and Course Reflection Due on blackboard



Small Clay Pots by Kerri Helme

Joyce Rain Anderson is inviting you to a scheduled Zoom meeting.

Topic: NAIS-200

Time: Jan 24, 2022 04:30 PM Eastern Time (US and Canada)

Every week on Mon, until May 9, 2022, 16 occurrence(s)

Jan 24, 2022 04:30 PM
Jan 31, 2022 04:30 PM
Feb 7, 2022 04:30 PM
Feb 14, 2022 04:30 PM
Feb 21, 2022 04:30 PM
Feb 28, 2022 04:30 PM
Mar 7, 2022 04:30 PM
Mar 14, 2022 04:30 PM
Mar 21, 2022 04:30 PM
Mar 28, 2022 04:30 PM
Apr 4, 2022 04:30 PM
Apr 11, 2022 04:30 PM
Apr 18, 2022 04:30 PM
Apr 25, 2022 04:30 PM
May 2, 2022 04:30 PM
May 9, 2022 04:30 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

https://bridgew.zoom.us/meeting/tJYduuygpzkrGdc1GWaW4DxfiJP6ALNRbu0l/ics?icsToken=98tyKuCqrTovEt2XsRqERowQA4j4Z_zxmHpcjadezTjSAhcHRhvwP8hyZJNTPurS

Join Zoom Meeting

<https://bridgew.zoom.us/j/92315892133?pwd=S2JuU29GY2JzQ0FseFFzd2s5UUhNdz09>

Meeting ID: 923 1589 2133

Passcode: 794173

One tap mobile

+16468769923,,92315892133# US (New York)

+13017158592,,92315892133# US (Washington DC)

Dial by your location

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 408 638 0968 US (San Jose)

Meeting ID: 923 1589 2133

Find your local number: <https://bridgew.zoom.us/j/92315892133?pwd=S2JuU29GY2JzQ0FseFFzd2s5UUhNdz09>