

AIS/ENGL 344 – Native Americans in Film Summer II Session 2016

Instructor: Michelle Nicole Boyer-Kelly, MA

Location: Harvill 140

Times: MTWThF 1:00-2:45pm

Contact: mnboyer@email.arizona.edu

Office Hours: Harvill 312

Mondays-Thursday, 12-1250pm

Description of Course

This five-week summer course will familiarize students with several eras of American Indian film and cinema, including the Early Western Era, the Revisionist Western Era, the American Indian Visual Sovereignty Era, and the Contemporary Non-Native Era. Students are not expected to enter the course as experts in American Indian issues, film terminology, or in crafting film-specific papers, as these skills will be built upon throughout the course. However, it is important to understand that some of the content in this course may be objectionable. While I encourage discussion of issues, I also insist that the classroom environment remain pleasurable for all students, and all discussions will remain scholarly.

Contacting the Instructor

The best way to contact me is through email. I check email regularly and you will receive a response from me within 24 hours of sending your email. If you send an email and have not heard back from me in 24 hours, please resend your email. I also hold regular office hours over the summer one hour before class. If for some reason these hours do not work for you, please email me so that we can set up an appointment. I will make every attempt to accommodate student schedules, but please do not try to set up an appointment 20 minutes from the time you would like to meet. Advanced notice of at least 24 hours will be required, as I have a busy schedule over the summer as well.

Course Objectives

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

- 1) Identify the different eras of American Indian film while summarizing the main themes found within each era of film.
- 2) Organize their thoughts on films, using film terminology and English writing skills, in order to analyze, evaluate, and discuss a film both vocally and in writing.
- 3) Produce a constructive final paper that analyzes one or more films viewed in the course.
- 4) Hypothesize about current trends happening in the Contemporary Non-Native Era of film and television.

Please note that this course is a writing intensive course, and will require students to complete several writing assignments. While these writing assignments vary in length, they all require a time commitment from students to complete. Please see assignment descriptions posted below for more information about each assignment.

Topics by Week

Week 1: Introduction, Early Western Era films

Week 2: Revisionist Western Era films

Week 3: American Indian Sovereignty Era films

Week 4: "Remaking" films we've seen before

Week 5: Contemporary Non-Native Era films and television

Course Format

This course has been divided into five main sections. The course will consist of in-class film screenings, lectures, discussion, small group activities, and the occasional assessment. Please refer to the calendar of events on D2L and this syllabus often to remain on schedule for this course.

→ All assignments will be turned in through D2L. Students do not need to print out copies of their papers and bring them to class. All grades will be posted in a timely manner to D2L and will include instructor comments and feedback. Any student that prefers written comments on their paper must submit their request in writing. Otherwise, feedback and comments will be done using Microsoft Word comments and tracking features.

Required Texts

Rollins, Peter C. and John E. O'Connor (editors). *Hollywood's Indian: The Portrayal of the Native American in Film*. Kentucky, University of Kentucky Press, 2003. [ISBN 978-0813190778]

→ This book can be purchased at the bookstore, through Amazon, and sometimes copies turn up at Bookman's. You do not need a new copy of the book. I prefer that students purchase physical copies of the book (it makes it easier for you to cite your work). If you prefer to purchase a Kindle or other e-book version of the book, please make sure that it has page numbers for your citations.

Additional readings will be posted on D2L.

Students are NOT required to print articles and short readings that are posted on D2L unless they are instructed to by the instructor, which will be done in advance if needed. However, keep in mind that there will be pop-quizzes in this course that are based entirely on the readings. Keep up with readings!

Grading Policy

University policy regarding grades and grading systems is available at:

<http://catalog.arizona.edu/2015-16/policies/grade.htm>

Grade Distribution for this Course

- A: 900 to 1000 points
- B: 800 to 899 points
- C: 700 to 799 points
- D: 600 to 699 points
- E: 000 to 599 points

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at <http://catalog.arizona.edu/2015-16/policies/grade.htm#I> and <http://catalog.arizona.edu/2015-16/policies/grade.htm#W> respectively.

Points Breakdown for Assignments

Short Reflections	(x4)	60 points each	240 points total
Film Reviews	(x2)	30 points each	60 points total
In-Class Activities	(x5)	10 points each	50 points total
Pop-Quizzes	(x5)	10 points each	50 points total
Exam	(x1)	100 points	100 points total
Final Paper	(x1)	300 points	300 points total
Attendance	(x1)	100 points	100 points total
Participation	(x1)	100 points	100 points total

Extra Credit

Students will have the ability to complete two extra credit opportunities (each worth 25 points). Extra credit opportunities will be posted on D2L within the first week of classes.

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of taking this course for honors credit. This will include an Honors Contract, as per the requirements of the Honors College, found here:

<http://www.honors.arizona.edu/faculty-and-advisors/contracts>

→ Honors students will be required to submit one additional paper (8-10 pages) than students taking this course for regular credit.

Late Work Policy

This course is a fast-paced summer course. While I understand that there will be multiple assignments for students to work on, and that many of you have secondary jobs, along with social lives, please keep in mind that I will not accept late work in this course. Many of the assignments in this course have flexible due-dates, allowing you to plan your schedules accordingly.

Documented emergencies or illnesses will be granted short (often 3-day) extensions on papers. However, these must be documented by proper authorities. You may petition the instructor in writing for an exception if you feel you have a compelling reason for turning work in late—but I must receive your letter of petition within 3 days of the due date for the assignment.

Students that enter the course late have 4-days to catch up on required readings, materials, and any due assignments. Pop quizzes cannot be made up for any reason.

Attendance Policy

The UA's policy concerning Class Attendance and Administrative Drops is available at:

<http://catalog.arizona.edu/2015-16/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at

<http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See:

<http://hr.arizona.edu/policy/appointed-personnel/7.04.02>

Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required and will be factored into your overall grade in this course. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

→ Each student will be given two (2) unexcused absences. Each additional unexcused absence will reduce your attendance grade by 10 points for each absence. Students that miss more than five (5) days of class, unexcused, will be dropped from the course.

Classroom Behavior

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Disruptive behavior includes coming to class late. Please arrive to class on time. If you have a specific concern, please discuss this with me during the first week of class.

Computers and iPads are terribly distracting. Trust me, I know how easy it is to get distracted and start surfing the web, using Pinterest, checking emails, adding a bunch of items to my Amazon cart. However, I understand that they can also be used for taking notes and allowing you access to great information on Google. **Please read this carefully:** Electronic devices will **NOT** be allowed during movie screenings. They must be stored and off, no exceptions. During discussions and lectures, you may have your electronic devices out for notes. During any assessments, electronics must be off and stores. Students that are caught using their devices for activities not related to this course (Amazon, Pinterest, Candy Crush, etc.) will be banned from using their devices.

Notification of Objectionable Materials

Although course content may be deemed offensive by some students, such materials are deemed important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them. I will not change the syllabus or requirements for this course because of objectionable materials. You cannot skip a film screening because you do not like the content of the film, or because you have seen a film before.

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism available at:
<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

Additional Resources for Students

UA Non-discrimination and Anti-harassment policy:

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

Due to FERPA guidelines, please keep in mind that I cannot discuss grades with you through email. You must set up an in-person meeting during my office hours to discuss your grade. There are absolutely no exceptions to this policy.

<http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor. I will not change any assignment deadlines or materials without giving you at least 3-days advance notice.

However, I do not anticipate any changes for the Summer Session.

Assignment Format

All assignments must follow a standard format. All assignments and papers must be typed (exams and pop quizzes are exempt) and turned in through D2L (by 9pm on the deadline). Assignments can be turned in to D2L in the following formats: .doc, .docx, .rft –**DO NOT** turn in assignments that are in PDF format or in any Mac specific format. These documents are hard to grade, as they often do not appear on D2L. If you turn in a PDF or other form of paper not listed above, and (1) it does not read on D2L and shows up as a blank page or (2) I cannot open it, or cannot put feedback on it, you will receive a “0” for that assignment. Please come see me if you have formatting issues.

Assignments will all have 1” standard margins and will be written in Times New Roman, Arial, or Cambria fonts. Your header (name, course, date, etc.) will be single-spaced. The rest of the paper will be double-spaced. All papers submitted will have a title. Every assignment will include a works cited page. You can use any citation format you wish, but please pick one and be consistent. See D2L for handouts on citations, visit the UA Library, or look up OWL Perdue on Google if you need help. In-text citations are required in addition to the works cited page. Please include page numbers in your document.

Assignment Descriptions

1) Short Reflections

- a. Each student will complete four (4) short reflections on films or television episodes viewed in class. Your reflection will be 2-3 pages in length. You will be asked to view a film in class, and then write a short paper that discusses some of the film concepts we have been discussing that week. Students will attempt to use film terminology in their discussion. This short reflection does not require the use of outside sources, although you should discuss the film in relation to an assigned course reading.
- b. Since we will watch multiple films and television episodes in this course, students can select which films to write on. You **MUST** complete at least two (2) of these reflections by the end of the second week of class.
- c. I recommend that you complete these short reflections early in the course, to allow you more time to complete other assignments later.
- d. Example(s) reflections will be posted on D2L for your review. Students can also always meet with me during office hours to discuss their papers before submitting them.

2) Film Reviews

- a. Students will complete two (2) short film reviews for two films of their choice. Please look up professional film reviews (examples will be on D2L) in order to get a sense of what a professional film review looks like. These short film reviews will be 2-3 pages.
- b. You **CANNOT** write a film review on a film you have already written a short reflection paper for, and vice versa.
- c. I recommend that you complete these short reflections early in the course, to allow you more time to complete other assignments later.

3) In-Class Activities

- a. On occasion, we will break into small groups and will complete quick (10-30 minutes depending on the activity) group activities. Each group will turn in their group work at the end of the activity, and the group will receive a grade based on the effort they have put into the task.
- b. Some of these in-class activities will also be done individually, but will be turned in and graded based on effort in the same manner as outlined above.
- c. Students that are absent on in-class activities days will **ONLY** be able to make up these small activities if they have an excused, documented absence.

4) Pop-Quizzes

- a. We will have a total of five (5) unannounced “pop” quizzes throughout this course. These will be based on the readings, and will often be between 1-5 short questions. Please keep up with the readings for this course.
- b. Students that are absent can only make up these pop quizzes if they have a documented, excused absence. Unexcused absences cannot make these items up.

5) Exam

- a. One 20-question multiple-choice exam will be given in this course. The purpose of this exam is to assess your knowledge of course concepts.
- b. The exam will be an open-note exam. **HOWEVER**, electronic devices are not allowed during this exam. If you take notes on a computer, you will be asked to print your notes before taking the exam.

6) Final Paper

- a. Each student will write one (1) final paper that will be 8-10 total pages, excluding the Title page and the Works Cited page.
- b. A list of possible essay topics will be provided on D2L for students to review. You may use one of these topics if you choose. Students that have a different topic in mind can email me or discuss their idea with me during office hours so that I can approve the topic.
- c. Final papers can be written on film(s) or episodes that you have previously written a short assignment on.
- d. Students are more than welcome to meet with me during office hours so that I can review their rough drafts of their papers. While not required, this can help improve your grade because, together, we can deal with any issues the paper may have prior to grading it.
- e. Papers will use at least five (5) sources, and at least three (3) sources must be print materials (books, journal articles, etc.).
- f. Final papers will be graded within five (5) days of being received by the instructor. Students will be able to access their final paper comments on D2L. However, you can always set up a meeting with me after the end of the course if you would like to discuss your paper further.

7) Attendance

- a. Students will receive 100 points for perfect attendance.
- b. Each student will receive two (2) unexcused “freebie” absence days. These will not count against you. You may use them at your discretion, no questions asked. However, keep in mind any assignments due that day still must be turned in.
- c. Additional unexcused absences will result in a deduction of 10 points from your attendance grade.
- d. Students that have more than five (5) unexcused absences will be dropped from the course.

8) Participation

- a. Participating in this course is necessary for fruitful conversation. I understand some of you may be shy, but you will be required to state your opinion or could be called on from time to time. Students that participate fully should have no trouble receiving the full 100 points.
- b. Absent students, students that always arrive late, students that are caught texting during class, rude students, students surfing the Internet, etc., will notice a dramatic decrease in their grade.

Course Schedule

The following course schedule outlines the requirements for each day. Please make sure to review which readings are due on a given day. Assignment deadlines for smaller assignments are somewhat flexible, but a certain number of small assignments are due at the end of each week.

Other assignments (Exam, Final Paper, etc.) have firm deadlines. Please plan your schedule accordingly. If you have a special circumstance, please contact me **PRIOR** to missing a deadline. To discuss your options.

Date	Screening	Readings	Due
Mon 7/11		1. Review the course syllabus 2. Review D2L page in class 3. Go over film terminology	
Tue 7/12	<i>The Searchers</i>	<i>Hollywood's Indian</i> p.73-90	
Wed 7/13	<i>The Searchers</i>		
Thur 7/14	<i>Stagecoach</i>		
Fri 7/15			
Mon 7/18	<i>Last of the Dogmen</i>		
Tue 7/19	<i>Last of the Dogmen</i>		
Wed 7/20	<i>Dead Man</i>		
Thur 7/21	<i>Dead Man / Little Big Man</i>		
Fri 7/22	<i>Little Big Man</i>	<i>Hollywood's Indian</i> p.121-136	At least 2 short assignments should be turned in by today!
Mon 7/25	<i>Smoke Signals</i>	<i>Hollywood's Indian</i> p.206-228	At least 1 film review.
Tue 7/26			
Wed 7/27	<i>Whale Rider</i>		
Thur 7/28	<i>Four Sheets to the Wind</i>		
Fri 7/29			At least 5 of 8 short assignments due by this date.
Mon 8/01	<i>Indian in the Cupboard</i>	<i>Hollywood's Indian</i> p.187-205	
Tue 8/02	<i>The Missing</i>		
Wed 8/03	<i>The Missing</i>		
Thur 8/04		Bring your notes for the Exam! Print them if you use a computer.	EXAM!
Fri 8/05	<i>The Dead Lands</i>		
Mon 8/08	TV episode clips		
Tue	<i>Pathfinder</i>		All short assignments

8/09			due today!
Wed 8/10			Final Paper