HAVC 186I, Summer 2018 Session 1 (online)

**Indigenous Art and Activism**

Course dates: June 25 - July 27, 2018

Instructor: Amber Hickey
Email address: ammhicke@ucsc.edu
Office Hours: Thursdays 12:00pm-2:00pm PST (3pm-5pm EST) and by appointment
(Doodle sign up: https://doodle.com/poll/p7wa87y2wbhh2c83)

Teaching Assistants:
  Katie Ligmond
  Email address: kligmond@ucsc.edu
  Office Hours: Fridays 12pm-2pm PST (3pm-5pm EST) and by appointment

  Alexandra Macheski
  Email address: amachesk@ucsc.edu
  Office Hours: Wednesdays 9am-11am PST (12pm-2pm EST) and by appointment

This course will examine how Indigenous artists and activists visually respond to issues related to land and sovereignty. We will look at a broad range of media used by Indigenous creative practitioners, including documentary filmmaking, printmaking, photography, and performance. While we focus mainly on case studies in Turtle Island (North America) and Oceania, the issues explored are relevant across the globe — from the Maori of Aotearoa to the Lenca of Honduras and El Salvador. Students will leave with an understanding of the landscape of decolonial “movement culture,” as well as the theoretical and methodological building blocks to delve into these issues in ways that challenge the legacies of colonial research and representation.

**Recommended text**
I suggest that you purchase: Stephanie Nohelani Teves, Andrea Smith, and Michelle Raheja, eds., *Native Studies Keywords*. Tucson: University of Arizona Press, 2015. While all texts will be provided via Canvas in PDF form (under “Files”), we will draw heavily from this book, and you will likely find it very useful.

*Note:* This syllabus is a working document, and may be modified as the class progresses. If texts are removed or added, students will be notified in advance.

**Requirements and Expectations**
This course requires a high level of self-motivation. I expect all students to keep up with the course material in their own time. If you would like further clarification on anything covered in class, please reach out to me or your TA as soon as possible. The dynamics and success of the class will depend on students participating in online discussions and completing readings and other assignments before the date on which they are due. Any missed assignments will result in failing the course.
You will have access to Module A material from 9am PST onward every Monday, and Module B material from 12pm PST onward every Wednesday. Readings will be posted by the Friday before each new Module begins, and many of them are already posted. All elements of the course are required. If you do not complete all elements, you will not be able to move on to the next course module.

**There will usually be two “deadline days” per week.** Unless an alternative deadline is communicated, Module A material is due on Wednesdays at 12pm PST. Module B material is due on Fridays at 6pm PST. Please feel free to complete tasks in advance of the final deadlines.

You should expect to spend 30 hours per week working on coursework, including: viewing recorded lectures and participating in discussions, reading, writing assignments, interactive exercises, and review. Please also make sure to check your email regularly, to avoid missing important announcements. There are three required 1-hour synchronous discussions during this course. They are noted in the course schedule. I advise signing up for your preferred session as soon as possible after the sign-up sheet is posted.

We will be discussing issues in this class that require a high level of cultural sensitivity. Students are expected to engage in these conversations practicing respectful communication.

**Course Objectives**

- Students will be conversant in the contemporary and historical politics of land and sovereignty as they relate to Indigenous creative practices.
- Students will understand historical and contemporary concepts of race and representation, and how such concepts have influenced the treatment of Indigenous peoples.
- Students will be familiar with key texts related to Indigenous arts practice, identity, sovereignty, representation, postcolonialism, and Indigeneity.
- Students will have a critical understanding of the history of research practices in relation to Indigenous peoples, as well as contemporary notions of decolonial research practices.
- Students will gain an awareness of key Indigenous artists and activists in Turtle Island (North America) and Oceania whose work responds to issues related to land and sovereignty.
- Students will understand the contexts from which these creative practices emerged, and their political and social implications.
- Students will be able to discern connections between landscape, ideology, Indigenous justice, and visual culture.

**Learning Outcomes**

- **PLO 1: Breadth of Cultural Knowledge**: Students will be able to demonstrate an appreciation for, and foundation in, visual studies grounded in a range of historical, social, cultural, and ideological perspectives.
- **PLO 2: Critical Thinking**: Students will be able to apply critical thinking skills that will enable them to analyze and solve problems through observation, experience, reflection, interpretation, analysis, evaluation, and/or explanation of visual, material, and historical cultural forms and values. Students will demonstrate critical thinking skills through oral and/or written communication.
● PLO 3: Research Proficiency: Students will be able to formulate research questions that expand their knowledge of art and visual culture. Students will be able to apply research methods to answer these questions by consulting the current literature and developing independent results through archival, library, or field research.

● PLO 4: Written Communication: Students will be able to present clear visual and historical analysis and interpretation in writing. Students will be able to demonstrate standard writing conventions in visual studies appropriate to purpose and context.

Course requirements and grading
Reading Discussions and Critical Responses - 30%
Quizzes - 10%
Reflections - 10%
Short Paper (Museum Assignment) - 10%
Interactive Exercises - 10%
Research Paper Proposal – 5%
Research Paper - 25%

A Note on Structure & Grading
You will notice that you have been assigned a discussion group that is moderated by the instructor or one of the two teaching assistants. Your discussion moderator will be grading all of your work. If you have any questions regarding your grades, please reach out to that person.

Policy on Late Assignments
If you have a documented medical or family-related excuse, please notify me or your TA in advance of the deadline to negotiate an alternative due date. If you do not notify us in advance, your grade will automatically be reduced by 10 points per day. After four days, you will automatically receive an F for the assignment.

Museum Visit
During the first week of the course, you will be asked to visit a museum or gallery in your area that features Indigenous visual culture. Begin to think about which museum or gallery you will visit as soon as you can. A writing assignment related to this museum/gallery visit will be due on July 2nd at 9am PST. If you are unable to visit a museum or gallery in person due to your geographical location, please reach out to the instructor or TAs as soon as possible to acquire information regarding an alternative assignment.

Extra Credit
Two extra credit opportunities will be offered. They are each worth 2 points on your final grade. Instructions will be given at the beginning of relevant modules.

The grading scale is as follows:

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<th>Score Range</th>
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<tr>
<td>93-100</td>
<td>A</td>
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<td>90-92</td>
<td>A-</td>
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<td>88-89</td>
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<td>84-87</td>
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<td>70-73</td>
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<td>68-69</td>
<td>D+</td>
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Disability Resource Center
The UCSC Disability Resource Center may be reached by visiting http://drc.ucsc.edu/. The DRC provides a variety of accommodations and services to currently enrolled UCSC students to support them in making the most of their educational experience.

Please notify me as soon as possible if you require accommodations.

Technical Assistance

ITS Support Center
831-459-HELP (94357)
help@ucsc.edu
https://its.ucsc.edu/get-help/index.html

Canvas Support and Resources
24/7 assistance is available from Instructure. Just click on the “Help” option in your Canvas course.

Helpful Links
Canvas Student Getting Started Guide
Canvas Student Guide
Canvas Student Video Guide
Canvas by Instructure Android Guide
Canvas App for Android Phone (Video)
Canvas App for Android Tablet (Video)
Canvas by Instructure iOS Guide
Canvas App for iPad (Video)
Canvas App for iPhone (Video)

A Note on Canvas
Like most websites, Canvas tracks your activity, including which pages you've visited, when, and for how long. All submissions (assignments, quizzes, discussion forums) are time stamped, which means that your instructor can see exactly when you turn your work in.

Using Zoom
Zoom is a video conferencing tool that you will use to talk to your instructor and TAs during office hours and synchronous discussions. When you click on the Zoom link your instructor or TA has provided, the Zoom application will open. Make sure you allow your computer to open it. When it opens, you'll be asked for your name (please use your real name). If you are asked how you want to join the audio conference, select "Join by Computer."

Using the Library
If you are not on the UCSC campus, you can access the UCSC library through a virtual private network that you install on your computer.

- Have your CruzID and Gold password available
- Download and install Cisco AnyConnect VPN Client
- After launching the VPN client, type vpn.ucsc.edu into the "connect" box
- Log in with your CruzID and Gold password.
- Use our A-Z list of databases, or search Cruzcat
- For additional instructions, see Operating Systems Details.

General Questions about the Course
Please consult the course Q&A page on Canvas (under the “Discussions” tab), and post your question if the answer has not already been provided.

Email Communication
Online courses can be tricky because everyone is working at different times. This flexibility can benefit us all, but it is important to set limits and allow yourself time away from the screen. Here is what you can expect from me:

Weekdays: Please email me by 4pm PST if you require a same-day response. Otherwise, I will respond to your email by the following weekday.

Weekends: I am not always available during the weekends. If you do not hear from me, you can expect a response on the next weekday.

I have also suggested that the TAs set specific hours during which you can expect them to respond to your emails. They will be in touch with you about those hours. Set limits for yourself as well. Perhaps you would like to aim to get all the readings done over the weekends. Then, complete Module A material on Tuesdays, Module B on Thursdays, and have one floating day for partner and group work, meeting with instructors, and so forth. As long as you stick to the deadlines in the course, creating those limitations is absolutely fine — and I encourage it for the sake of all of our mental health.

Academic Honor Code
Passing off someone else’s ideas or writing as your own (plagiarizing), even unintentionally, violates UCSC’s Code of Academic Conduct—and, in certain instances, the law. If there is clear and convincing evidence of plagiarism, a professor may give a student any grade penalty including failure in the course. Cheating, plagiarism or fabrication will be dealt with in accordance to the university’s policies on the matter. For more on avoiding plagiarism, see http://library.ucsc.edu/help/research/what-is-plagiarism. To see the Academic Misconduct Policy for Undergraduates in full, please visit http://www.ucsc.edu/academics/academic-integrity/.

UC Policy on Sexual Violence and Sexual Harassment
Please be aware that under the UC Policy on Sexual Violence and Sexual Harassment, faculty and student employees (including Teaching Assistants, Readers, Tutors, etc.) are “responsible employees” and are required to notify the Title IX Officer of any reports of incidents of sexual harassment and sexual violence (sexual assault, domestic and dating violence, stalking, etc.) involving students. Academic
freedom exceptions exist for disclosures made within a class discussion or assignment related to course content; under those conditions only, a report to the Title IX Officer is not required.

The Campus Advocacy Resources and Education (CARE) Office (831) 502-2273, care@ucsc.edu can provide confidential support, resources, and assist with academic accommodations. To make a Title IX report, please contact Tracey Tsugawa, Title IX Officer, (831) 459-2462, ttsugawa@ucsc.edu.

SCHEDULE

Week 1A: Situating Self and Site, Decolonial Methodologies
**All material due on June 27th at 12pm PST, unless otherwise noted

Readings:

Recommended:

Week 1b: Colonial Ideologies & Visual Culture
**All material due on June 29th at 6pm PST, unless otherwise noted

Readings:

Recommended:

Week 2a: Race, Identity, & Recognition
**All material due on July 5th at 12pm PST, unless otherwise noted (the deadline for this module is one day later than usual, due to the holiday)**

**Synchronous discussion (sign up for your preferred date/time on Canvas)**

Readings and other media:

Recommended:

**Week 2b: Sovereignty**

**All material due on July 7th at 6pm PST, unless otherwise noted (the deadline for this module is one day later than usual, due to the holiday)**

Readings:

Recommended:
- Stephanie Nohelani Teves; Andrea Smith; Michelle Raheja, “Sovereignty (Introduction)” in Native Studies Keywords. Tucson: University of Arizona Press, 2015: 3-17.

**Week 3a: Land & Mapping**

**All material due on July 11th at 12pm PST, unless otherwise noted**

Readings:
- Craig Santos Perez, “The Poetics of Mapping Diaspora, Navigating Culture, and Being From,” April 15, 2011.

Recommended:
Week 3b: Kanehsatà:ke

**All material due on July 13th at 6pm PST, unless otherwise noted

**Synchronous discussion (sign up for your preferred date/time on Canvas)

Readings:

Week 4a: Standing Rock

**All material due on July 18th at 12pm PST, unless otherwise noted

Readings:

Recommended:

**Week 4b: Inuit Nunangat**

**All material due on July 20th at 6pm PST, unless otherwise noted**

Readings:

Recommended:

**Week 5a: Hawai‘i**

**All material due on July 25th at 12pm PST, unless otherwise noted**

Readings:

Recommended:
- Stephanie Nohelani Teves, “‘Bloodline Is All I Need’: Defiant Indigeneity and Hawaiian Hip-Hop,” in Mishuana Goeman ed., *Indigenous Performances: Upsetting the Terrains of Settler*


**Week 5b: Decolonial Visions**

**All material, including final research papers, due on July 27th at 6pm PST (unless otherwise noted)**

**Synchronous discussion (sign up for your preferred date/time on Canvas)**

Optional final readings:

