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## Syllabus: ARH203 History of Global Indigenous Visual Cultures AGEC-A SOC

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<b>Course Information</b>	
Course Prefix/Number: ARH203 Semester: FALL 2018 Class Days/Times: <b>M, W 12:00-1:15</b>	Credit Hours: 3 Course Title: History of Global Indigenous Cultures Room: 510 Central

<b>Instructor Information:</b> Name: Linda Chappel	Phone/Voice Mail: 520-508-2347 E-mail: lchappel@tocc.edu Office location: #401 central Office hours: M,T,W,R 8:30-9:00
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**Course Description:** This course provides a survey of the history and material cultures of indigenous peoples world-wide, grouping them by the specific geographies (terrain types) that they inhabit: mountains; forests, tropical and temperate; grasslands, savannas and shrub lands; aquatic--oceans, rivers, lakes, marshes; tundra and deserts and xeric shrub lands. Attention will be given to the effect of exogenous contact, explorations and occupations, colonialism, and globalization upon indigenous visual cultures. (Pre-requisites: ARH 102 History of Art II Renaissance through Modern)

- Course Objectives:**
1. Correlate the material culture with the specific indigenous cultures and time periods in which they were created; identify the significance of the object(s) discussed.
  2. Identify the relationship of social and historical factors on the development of indigenous modern and contemporary visual culture.
  3. Assess the effect of exogenous contact including tourism, collection, political events, acculturation and assimilation on the visual culture of specific indigenous groups.

- Student Learning Outcomes (SLOs) :**  
**After completion of the course students will be able to**
1. Write a short essay identifying key points / historical information about particular artifacts and culture that produces them.
  2. Given an image to identify students will be able to list the culture, and / or geographical regions and significance, and period of production.
  3. Define and appropriately utilize terminology in answering quiz questions, project, and presentation.

4. In class presentation projects student will explain the impact of the specific geographies on the visual culture and the effect of exogenous contact on the visual culture specific indigenous peoples.

**Course Structure:**

Course material will be presented through a combination of readings, lectures, and videos. Students will engage in group discussion create a project for each course section and write and present a research project.

**Texts and Materials:** *(list text(s), and materials students will need)*

Texts on Reserve in the Library

Other materials including instructor Power Point presentations & URL links will be posted on the canvas platform.

**\*\*Students will need a notebook and a flash drive to store the Power Points and other course information\*\***

**Evaluation and Grading & Assignments:**

Grades are cumulative and the total number of points determines your final grade. There are 1000 points possible in this course.

900 and above is an A

800 - 890 is a B

700 - 790 is a C

600 - 690 is a D

Under 600 is Failing

**Your grade will be determined by the following:**

Quizzes (added and averaged)	150 points
Midterm Self assessment	50 points
Final Research Project Proposal	50 points
Final including Presentation of Research	250 points
Class projects	400 points
Attendance and Participation *	100 points

\*(For example, being present when other students are presenting their research; Being responsible to the group you work with on group assignments related to the journal entries etc)

This is a discussion-based class; Students are expected to attend class meetings prepared to engage in critical analysis of the materials / reading in class discussions.

The course sessions will consist of lectures and discussion of readings and images, some of which will be exhibited on line. Students will be examined based on their comprehension of the readings, participation and preparation for small group discussions on particular topics, and application of themes / theory in their projects. Links to applicable websites and videos will be provided to students for critical discussion.

**Title IX Syllabus statement**

Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes sexual misconduct; harassment, stalking, domestic and dating violence and sexual assault.

Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced any form of sexual misconduct to talk about their experience and seek the support they need.

Confidential support and academic advocacy can be found with:

Christie Kelly, M.A.

Counselor/Title IX Coordinator

ckelly@tocc.edu

**ADA Statement:  
Reasonable Disability Accommodations:**

TOCC seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. It is the student's responsibility to make known to the instructor his or her specific needs in order to determine reasonable accommodations. We will work together in order to develop an Accommodation Plan specifically designed to meet the individual student's requirements.

**Himdag Cultural Component:**

1. Through the application of *T-Wohocudadag* we will compare and contrast the cultural production and religious life of a selection of global indigenous peoples to that of the Tohono O'odham.
2. *T-Apedag*: Reflecting on the art, culture and well being of others, particularly in the area of physical and spiritual health and healing practices, provides us an additional way to reflect on our own historical place and healing practices.
3. Respectively studying other indigenous cultures leads to a deeper understanding and respect for one's own: *T-Pi:K Elida*.
4. Working with other classmates on group projects provides the opportunity to share skills with each other. *I-We:mta*, and the way native peoples share with each other is reflected in the material production of their respective communities. built by communities.

**Policies and Expectations:**

1. Except in the case of an excused emergency, students are expected to attend each class.
2. Late arrivals will count against attendance record. Two late arrivals or early departures constitute one (1) absence.
3. Class participation and preparation are essential to student success.
4. Students are responsible for clean up of their particular and general work areas. Failure to clean up will result in a loss of grade points.
5. Students must read textual material, prepare for projects, complete required research prior the class in which they will be offered.
6. This class requires students to discuss ideas, present projects and engage in group work, participation grade will be based on student involvement in these activities.
7. Students are expected to come to class prepared for class and having done reading and preliminary work required as per the weekly schedule.
8. Students are expected to stay in class ON TASK and work diligently throughout the whole time. Frequent/ continued exiting from the class during the class period will constitute one (1) absence.
9. No cell phone use is allowed during class. Use of cell phones during class, unless permitted by instructor, is a violation of the T-So:son. Unsanctioned use of cell phone during class constitutes one (1) absence.
10. Four (4) absences will lead to being dropped from the class.
11. Plagiarism (that is using another's work without appropriate citation) is a serious offense. Plagiarism will lead to the loss of all points for that particular project. If you have questions about

whether or not your work meets the requirements for appropriate citation refer to your instructor or the librarian. Proper citation and guidelines are available on the Canvas platform.

12. Late work is marked down for each day of tardiness.

13. Failure to submit a project results in a grade of zero (0). An F is a better grade!

14. No work accepted after the last class.

15. Students are responsible for the safe utilization and return all tools and materials. Failure to do so will result in a fee charge for replacement of tools or withholding of grades until tools are replaced. The tools belong to the TOCC!

16. Students are required to obey all state and federal regulations. Breach of any established law that constitutes either a felony or misdemeanor will result in immediate exclusion from the class.

**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

**Course Outline:**

**Week 1 8/20-8/22**

Day 1 Introductions, syllabi, Defining Indigenous Visual Culture-worksheet-power point

Day 2 Lecture/discussion on Visual Arts/Visual Culture idea of Art as technology; utilitarian and transactional functions; Finding Indigenous voices

**Week 2 8/27-8/29**

Day 1 African –Intro. Power point lecture/discussion

*Readings: Herding Fulani Culture (Rubin p.67) and “Aesthetic of the Cool” (Berlo/Wilson p.22)*

Day 2 Movie on Fulani culture. Begin African Project (Utility & Transactional Clothing)

**Week 3 9/3-9/5 LABOR DAY-- OFF**

Day 1 DAY off \*Work on Project \*

Day 2 Present Projects “Quiz” African Discuss readings:

**Week 4 9/10-9/12**

Day 1 Australian–Intro. Power point lecture/discussion

*Reading: (Rubin p.55) Itinerant Hunter and Gathers*

Day 2 Begin Australian Project

**Week 5 9/17-9/19**

Day 1 Australian Discuss readings: Work on Project: Geology Maps

Day 2 Present Projects “Quiz”

**Week 6 9/24—9/26**

Day 1 Oceanic-Intro. Power point lecture/discussion

*Readings: (Berlo/Wilson p.184) “The Weight of My Name is Mountain of Blankets” (Rubin p.117-124) Centralized Sedentary Culture- Maori*

Day 2 Begin Oceanic Project: Transformational Box, Mask or Tattoo

**Week 7 10/1-9/3 (St. FRANCIS FALL BREAK- No School)**

**Week 8 10/8-10/10**

Day 1 Oceanic Discuss readings: Work on Project

Day 2 “Quiz” Midterm Self Assessment

**Week 9 10/15-10/17**

Day 1 Present Projects

Day 2 Looking back/Looking forward discussion. Beginning of Final project scope and exploration

**Week 10 10/22- 10/24**

Day 1 Mesoamerican- Intro. Power point lecture/discussion

*Readings: (Rubin p.105-117) Centralized Sedentary Culture- Maya*

Day 2 Begin Mesoamerican Project

**Week 11 10/29-10/31**

Day 1 Mesoamerican Discuss readings: Work on Project

Day 2 Present Projects “Quiz” (revisit Final Project)

**Week 12 11/5-11/7**

Day 1 North American- Intro. Power point lecture/discussion

*Readings:(Lippard, p.105) Cew Ete Haw I Tih: The Bird that Carries Language Back to Another and/or (Lippard p.59) Family Album (Berlo/Wilson p.363) Lakota Beaded Costumes of the Early reservation Era)*

Day 2 Final Project 1-page Proposal Due

Begin North American Project

**Week 13 11/12-11/14 Off Veterans day**

Day 1 OFF

Day 2 North American Discuss readings: Work on Project “Quiz”

**Week 14 11/19-11/21 Thanksgiving week**

Day 1 Present Projects Contemporary Indigenous Artists

Day 2 Begin Contemporary/Final Project

**Week 15 12/3-12/5**

Day 1 Contemporary Discuss readings: Work on Project

Day 2 Present Projects “Quiz”

**Week 16 12/10-12/12 Finals Week**

Day 1 Final Paper and research due

Day 2 Present projects

NOTE: Specific readings are subject to change; all readings will be available in library on reserve any video or article links will be on Canvas. Any changes will be announced in class prior to each section.

