

# 365462: TRIBAL NATION BUILDING: WRITING INTENSIVE

LAW-X 492.06

- Fall 2018 / Section 1 / 4 Credits / 10/24/2018 to 12/19/2018 - Modified 10/23/2018

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## Meeting Times

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### OFFICE HOURS/MEETINGS

Instructors' office hours are by appointment. However, you can email your questions at anytime to the instructors, and we highly encourage everyone to do so.

## Contact Information

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**Instructor: Michele Fahley** - Email: [mfahley@gmail.com](mailto:mfahley@gmail.com)

**Office Hours:** By Appointment

## Description

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### COURSE DESCRIPTION

This course uses the unique phenomena of American Indian Tribal Nationhood to teach underclass students fundamental writing and rhetorical skills of doing research, crafting an argument/thesis, providing supporting evidence, and constructing complete paragraphs and formal essays. Students will examine how tribes build governmental and economic development institutions and how they formalize them through constitutions and legal codes. Moreover, they will consider the history of these institutions and what influences their structure—that is, the relationship between Western civic modes and indigenous notions of nationhood/peoplehood. The writing component of this class will ask the students to analyze and write about how Western and indigenous governmental structures are rhetorically framed and how this shapes the way tribes build nations and indigenize their political economies. The course will be in a hybrid format with face-to-face lectures covering the Tribal Nationhood components, while the writing components will be covered online.

## Objectives

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### COURSE OBJECTIVES

1. To gain a deeper understanding of the status and role of Native nations.
2. To understand concepts related to the development of Native nations such cultural self-determination, political sovereignty, constitutional reform, and social welfare.
3. To contextualize phenomena and identify/develop strategies for addressing challenges of self-determination and sovereignty in Native nations.
4. To craft well-reasoned, written arguments for specific audiences.
5. To understand rhetorical strategies, articulate the rhetorical choices, and assess the relative strengths of arguments and supporting evidence within constitutions and other political documents

# Materials

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## REQUIRED TEXT/MATERIALS

1) *The State of Native Nations: Conditions Under U.S. Policies of Self-Determination* by Harvard Project on American Indian Economic Development, First Edition, Oxford University Press

2) Register on Canvas website to submit for additional reading assignments and access writing lectures/helpful resources

## CANVAS

Because this is a hybrid course, registration and active participation on the course Canvas website is mandatory. All of the assignments will be submitted on Canvas, and all of the writing lectures/helpful resources/assignment directions/etc. will be posted on there as well. Detailed directions for registering and navigating the Canvas website will be provided.

## Evaluation

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### GRADING

Participation	25 points
Online Blog Posts	75 points
Detailed Outline	50 points
Peer Review Activity	50 points
Final Rhetorical Synthesis Essay	100 points

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Total: 400 points

*\*Point totals subject to change at instructors' discretion.*

## Breakdown

### READINGS

All reading for the course have been posted on the weekly schedule. You are responsible for reading all text assignments (in the textbook and/or online) by the date listed. If there is any difficulty accessing the readings, please let the instructors know right away.

### PARTICIPATION

There is no substitute for actively participating in class. Since this is a fast-paced course, consistent participation is crucial for your success. Regular participation will greatly increase your chances of performing well on all assignments, and lack of participation will be detrimental to your grade and what you take from the course. Active participators will be present in class every week, participate in class activities and online lessons/activities, and will complete assignments. Your active participation is an "easy" grade, but it is extremely important for our class.

### ONLINE DISCUSSION BLOG POSTS

On the weeks specified in the schedule, you will participate in online discussion blogs that will serve as your online "journal." The prompts for each week's blog posts will give you the opportunity to write about whatever topic(s) interested you from that particular week's reading material/lectures in a casual, yet personally meaningful, way. **To receive full credit for the blog posts, you must submit 3 blog posts total for each week specified.** First you

must submit a 150-200 word journal post responding to that week's prompt. Next, you must respond to at least 2 peers' blog posts (these response posts should be 50-100 words each.) This assignment is meant to give you an opportunity to continue discussing the class material, to practice your writing skills and express yourself, and to directly help prepare you for your larger final essay assignment. **You will have from Wednesday at 12:00 am to Tuesday at midnight of the specified week to submit your blog posts.**

## WRITING AS A PHASED PROCESS

In this course, we will emphasize writing as a phased process. As such, you will participate in many graded activities before papers that will help improve your writing confidence and skills. Before you submit your well-polished final essay, you will submit an **outline assignment** to be graded that will detail your ideas/plans/quotes/questions for the final essay. Not only will the outline assignment give you the opportunity to organize your ideas for your larger essay, but it will also allow you to receive individualized feedback from your instructor to help answer your questions and guide you in the right direction.

After you receive feedback on your outline, you will write a rough draft to submit for an online **peer review activity** assignment. Peer review will give you the opportunity to receive more feedback from your peers (based on instructors' criteria) on your work before you turn it in for a major grade. You will receive points for peer review based on participation, quality feedback given to peers, and an assessment of the changes/edits recommended for your essay. **Specific directions the outline and peer review assignments will be provided.**

## RHETORICAL ANALYSIS AND SYNTHESIS ESSAY

This assignment emphasizes the tribal nationhood concepts and the rhetorical terminology we will discuss in this course. For this essay, you will create a rhetorical analysis of two tribal constitutions of your choice. Your essay will focus on each constitution's use of specific kinds of evidence to support its argument, how the argument is structured and constructed, and why it is effective/successful. It is also important to discern elements of context embedded in each constitution—the clues that suggest what the argument is responding to, both in the sense of what has been written before it and in the sense that it is written for an audience in a particular time and place – and to evaluate how effectively the argument persuades this audience within this specific context (the specific American Indian tribe's experience/history/worldviews.)

You will consider how major positions advanced in these texts relate to each other, and you will evaluate claims representative of these positions. You will formulate your own question about some aspect of the issue, or present your own definition of the problem. You will conclude by discussing some of the relative strengths and weaknesses of these positions. Lastly, relate to your current life as the context from which to understand and evaluate some of the texts explored in this assignment. This essay should be 7-8 pages in length. **Detailed criteria for evaluation will be provided.**

## Institutional Policies

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### Student Conduct

Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; or theft or misuse of the intellectual property of others or violation of others' copyrights. Students are encouraged to familiarize themselves with policy provisions which proscribe these and other forms of misconduct at: <https://www.uclaextension.edu/pages/str/studentConduct.jsp>

### Services for Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are

not limited to, auxiliary aids/services such as sign language interpreters, assistive listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary aids/services are available only through UCLA Extension's Service for Students with Disabilities Office at (310) 825-7851 or by email at [access@uclaextension.edu](mailto:access@uclaextension.edu). For complete information see: <https://www.uclaextension.edu/pages/str/studentswithDisabilities.jsp>

## Incompletes

Your instructor may post the interim grade *Incomplete/I* if at the end of the class your overall work is of passing quality but a portion could not be submitted for understandable reasons (e.g. illness). It is your responsibility to petition your instructor for permission to submit work late and to provide an explanation, and it is his or her sole decision whether to accept the explanation. If permitted, the *Incomplete/I* grade will be posted and a time frame defined for you to submit the missing work, ranging from one to twelve weeks. *Incomplete/I* grades that remain unchanged after twelve weeks will lapse to *F*, *NP* or *U*. Receiving an *I* grade entitles you to submit only the missing work your instructor has agreed to accept late, and does not allow other work to be retaken or oblige UCLA Extension to provide continuing access to course materials via Canvas. The *Incomplete/I* grade is not an option for courses that do not bear credit, such as 700, 800, or 900-level courses. For complete information, see: <https://www.uclaextension.edu/pages/str/grading.jsp>

## All Grades are Final

No change of grade may be made by anyone other than the instructor, and then, only to correct clerical errors. No term grade except Incomplete may be revised by re-examination. The correction of a clerical error may be authorized only by the instructor of record communicating directly with personnel of Student and Alumni Services.

## Sexual Harassment

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates our policy.

All Extension students and instructors who believe they have been sexually harassed are encouraged to contact the Department of Student and Alumni Services for complaint resolution: UCLA Extension, 1145 Gayley Ave., Los Angeles, CA 90024; Voice/TTY: (310) 825-7031. View the University's full Policy on Sexual Harassment and Sexual Violence at <http://policy.ucop.edu/doc/4000385/SHSV>.

## Additional Items

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### About Your Online Course Materials

Please note the following about online course components at UCLA Extension:

- Students must have basic computer skills, including the use of word processing software, email, and the ability to use internet browsers, such as Safari, Firefox, or Chrome.
- Students are responsible for meeting the technical requirements of Canvas and familiarizing themselves with the Canvas Learning Management System.
  - What are the basic computer specifications for Canvas?  
- <https://community.canvaslms.com/docs/DOC-10721>

- Which browsers does Canvas support? - <https://community.canvaslms.com/docs/DOC-10720>
- Students are responsible for keeping a copy of all assignments and work submitted, and to be aware of all assignments, due dates, and course guidelines.
- Students are encouraged to keep and/or download a local copy of their assignment files, as **access to the online environment of a specific course is limited to 30 days after the final course date**, as listed in the course catalog.

If you need assistance downloading student materials from your course, please contact Canvas Support or the UCLA Extension Learning Support Team.

## UCLA Extension Canvas and Learning Support

**For immediate 24/7 Canvas technical support**, including holidays, click on **Help** (located on the menu to the left) where you can call or chat live with a Canvas Support representative.

### UCLA Extension Instructional Design and Learning Support

The UCLA Extension Learning Support staff assists both students and instructors with Canvas-related technical support, as well as general administrative questions.

Learning Support staff is available by email and phone Monday - Friday, from 8 AM-5 PM (Pacific Time), except holidays:

- Email: [support@unexonline.zendesk.com](mailto:support@unexonline.zendesk.com)
- Phone: (310) 206-4563
- Website: <http://support.uclaextension.edu>

## Campus Safety Escorts

For students taking classes held on the UCLA campus and in and around Westwood Village, the UCLA Police Department provides a free walking escort service every day of the year from dusk until 1 a.m. Community Service Officers (CSOs) are available to walk students, faculty, staff members and visitors to and from anywhere on campus, in Westwood Village, and in the village apartments. CSOs are uniformed students who have received special training and are employed by the UCLA Police Department. To obtain an escort, please call (310) 794-9255 and allow 15 to 20 minutes for your escort to arrive. For complete information, see: <https://www.ucpd.ucla.edu/services/community-service-officers-csos/evening-escorts>

## Schedule

<p><b>Week 1</b> 10/24/18-10/30/18</p>	<ul style="list-style-type: none"> <li>• <b>Introductions</b></li> <li>• <b>Lecture/Discussion:</b></li> <li>• “What is Tribal Sovereignty; it’s Origins and Contemporary Manifestations”</li> <li>• "Audience &amp; Context in Writing; Introduction to Rhetoric; Active Reading”</li> <li>• <b>Readings/Homework:</b></li> <li>• Deloria Jr., Vine “Self-Determination and the Concept of Sovereignty” pp. 22 – 28.</li> <li>• <i>The State of Native Nations</i>, pp. xx – 36.</li> <li>• Create Canvas account</li> <li>• Submit online introductory writing</li> </ul>

<p><b>Week 2</b> 10/31/18-11/6/18</p>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b></li> <li>• “Tribal Authority/Jurisdiction; Native Nation Constitutionalism; and the Structure of Tribal Governments”</li> <li>• “Rhetorical Strategies and Practice; Analyzing an Author's Argument; Introduction to Final Essay Prompt”</li> <li>• <b>Readings/Homework:</b></li> <li>• <i>The State of Native Nations</i>, pp. 37 – 52.</li> <li>• <i>The Inconvenient Indian</i>, pp. 77 – 98.</li> <li>• The Revised Hopi Constitution of 1993.</li> <li>• Online Discussion Blog Posts Due</li> </ul>
<p><b>Week 3</b> 11/7/18-11/13/18</p>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b></li> <li>• “Native Nation Internal: How tribal governments serve their people; Foreign Relations: How Native Nations deal with outside entities.”</li> <li>• “How to Write an Effective Textual Analysis”</li> <li>• <b>Readings/Homework:</b></li> <li>• <i>State of Native Nations</i>, pp. 69 – 82</li> <li>• Online Discussion Blog Posts Due</li> </ul>
<p><b>Week 4</b> 11/14/18-11/20/18</p>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b></li> <li>• “History and Legacy of Tribal Land Base; Natural Resource Management”</li> <li>• “Outlining and Prewriting”</li> <li>• <b>Readings/Homework:</b></li> <li>• <i>State of Native Nations</i>, pp. 161 – 174.</li> <li>• <i>The Inconvenient Indian</i>, pp. 215 – 247</li> <li>• “Shitty First Drafts” by Anne Lammott</li> <li>• Detailed Outlines of Final Essay Due</li> </ul>
<p><b>Week 5</b> 11/21/18-11/27/28</p>	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b></li> <li>• “Economic Development; Tribal Capitalism”</li> <li>• “Choosing and Using Sources; How to Incorporate Quotes; MLA Formatting Made Easy”</li> <li>• <b>Readings/Homework:</b></li> <li>• <i>State of Native Nations</i>, pp. 95 – 109.</li> </ul>

	<ul style="list-style-type: none"> <li>• Online Peer Review Activity Due</li> </ul>
<b>Week 5 Site Meeting</b> TBD	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b>  TBD</li> </ul>
<b>Week 6</b> 11/28/18-12/4/18	<ul style="list-style-type: none"> <li>• <b>Lecture/Discussion:</b></li> <li>• “Concluding Thoughts: Relationship Between Native Nation Institutionalized Governance and Practical Governance: How do things work/play out in your communities?”</li> <li>• “Writing Conclusions and Reflecting”</li> <li>• <b>Readings:</b></li> <li>· <i>The Inconvenient Indian</i>, pp. 159 – 192.</li> <li>· <b>Final Essay Due</b></li> </ul>
<b>Week 7 Site Mtg</b> TBD	<ul style="list-style-type: none"> <li>• <b>Final (Presentations)</b>  TBD</li> </ul>