



Native American Studies - 80720 - SOCI 4389 – 110

Spring 2018

Jan 16, 2018 - May 15, 2018

Instructor: Dr. Anastacia Schulhoff

Class Location: Online

Virtual Office Hours: By appointment

Email: aschulhoff@tamuct.edu

COURSE DESCRIPTION:

This class offers an introduction to the field of Native American and Indigenous Studies (NAS), and its interdisciplinary approaches to the study of indigenous nations in the United States and around the world. Work in NAIS employs a range of critical perspectives to address histories of settler colonialism; the mistreatment and misrepresentation of indigenous peoples and cultures; and the crucial role of tribal nations in shaping contemporary global cultures. We will explore critical issues facing Native communities, including legal and cultural identities, identity and cultural revitalization, environmental racism, transnationalism, indigenous feminisms, gender and sexuality, and indigenous sovereignty.

In the process we will read scholarship that introduces us to different methods of studying these issues, and provide a solid basis in the history of Native North America and the global indigenous movement. We will draw on work in sociology, race & ethnic studies, cultural studies, history, anthropology, settler colonial studies, folklore studies, and environmental studies to understand how scholars have tried to make sense of the past, present, and future of indigenous communities in the United States and around the world. An introduction to the history, cultures, range of social issues faced by contemporary Native Americans who reside on and off reservation lands will also be explored. A special emphasis is placed on the application of a sociological lens when looking at the subject matter, thus emphasizes looking at the social, economic, and political challenges facing contemporary Native American peoples in developing sustainable economic and cultural systems today.

COURSE OBJECTIVES:

1. Explain the interdisciplinary nature of Native American Studies and identify its major component parts, with a focus upon sociology.
2. Identify historical, economic, political, and social situations influencing Native American life past and present.
3. Identify Native Americans as inheritors of multiple and complex cultures rather than as one homogeneous ethnic or 'racial' group.
4. Evaluate the cultural persistence of Native Americans and their revitalization movements.
5. Summarize the effect of Euro-American colonization on Native Americans including colonization, media representations, stereotypes, and internalized racism and oppression.
6. Identify major economic, political, legal, and social institutions in contemporary Native American life.

Accessing Canvas:

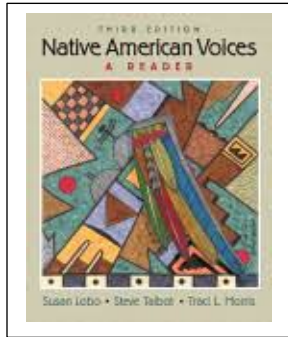
This course is 100% online course and uses TAMUCT Canvas learn system (<https://tamuct.Canvas.com>). Canvas is where you will find 100% of the information related to this course, including discussions, quizzes and exams. Monitor BB for announcements every day, not just on the days things are due/assigned, since due dates may change due to unforeseen circumstances (ex: network outage).

Contacting Your Instructor:

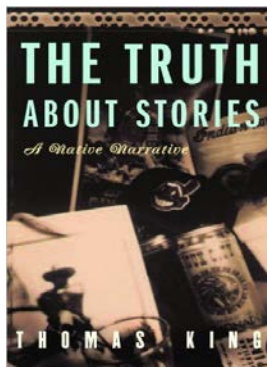
The best way to contact me is through email (aschulhoff@tamuct.edu). I check my email every day between 9am-5pm during the week. Allow 24-48 hours for a response.

Required Reading Materials:

- *Native American Voices: A Reader* by Susan Lobo, Steve Talbot, and Traci L. Morris (ISBN#978-0-205-63394-4).



- Thomas King's *The Truth about Stories: A Native Narrative* (ISBN# 978-0816646272).



- Other materials listed on the syllabus will be available on Canvas in the Modules Weekly Units Tab for the particular week it is assigned.

Course requirements:

Below is a description of the main activities for this online course. They include (1) reading assignments, (2) weekly online quizzes, (3) weekly discussion board postings and participation, (4) a reflection essay, (5) an annotated bibliography, (6) a final research paper, and (7) one final exam.

1. **Reading assignments and other materials:** Readings from the textbook are listed in the course schedule below and in the weekly Modules tab in Canvas. Students should complete the weekly readings before attempting to take a quiz or replying to a discussion board thread. I may also provide you with links to news articles or video clips in the weekly folders in the Modules section of Canvas. Quizzes and exams may include questions on any of the readings, supplemental videos, and news articles.

2. **Discussion Boards:** Each weekly unit contains a discussion board question. You can locate the “discussion board” by clicking on the tab entitled “discussion board” on the main page of our Canvas site or clicking on the link entitled “discussion board” in your Weekly Units Modules tab.

Your original post addressing the weekly discussion question should be made no later than **5pm (CST) each Wednesday**. Final postings commenting upon the initial discussion board response of your peers and answering anybody who posted to your initial response should be made no later than **5pm (CST) each Saturday** -- late postings will not be given credit.

Discussion board responses are evaluated on thoroughness, ability to think critically about the subject matter, and your ability to demonstrate mastery of the course material. USE SOCIOLOGICAL and NATIVE AMERICAN STUDIES TERMS and ideas from the textbook when writing your responses.

Make sure not to plagiarize – use quotations and page number citations. Glib and non-critical discussion board responses will not receive credit. Meaning, if you are flippant and shallow in thought or writing of your response, you will receive a zero-point value for that week’s discussion. Discussion board participation is mandatory. Your weekly postings will be assessed by the following guidelines and, as you can see, this **rubric heavily assesses the quality and course material mastery of your postings**.

Weekly Discussion Posting Grading Criteria (Rubric)	Weekly Point Value = 10
<i>Meaningful Sociological Ideas:</i> Ideas examine the topic from a sociological perspective that contributes to the group understanding of the topic. Make sure to use course terms and definitions in your responses. If terms and definitions are not used, you will earn a zero for the entire discussion board post for that week.	3
<i>Message Coherence:</i> Messages explain issues or meaningfully elaborates on the topic by using course material from that week and weeks prior. In other words, make sure you show that you understand the “ <i>process</i> ” of the social phenomena or term under discussion. Make sure to edit your posts and write your ideas clearly and concisely.	3
<i>Relevance of Replies to those who Responded to Initial Post:</i> Responds in a scholarly and meaningful way to the people who you are engaging with your ideas via your initial post and those	2

who responded to your post. If you use “I agree” or “I like” statements, you will earn a zero for this part of the post.	
<i>Relevance of Replies to Other Messages:</i> Responses elaborates, contradicts, modifies, expands, or further explains the original message with information from the course readings, documentaries, and articles.	2

Students will participate on our course discussion board for 16 of the 16 weeks, plus an Introduction and Closing Remarks discussion board post. There are 180 points total for the discussion board posts, at 10 points each week.

- A. **The initial, primary response** should reflect familiarity with the readings, and should answer the question as completely and thoughtfully as possible. Responses must demonstrate substance beyond the student’s agreement with a statement or the mere expression of opinions. Personal opinions or “armchair sociology” that is not backed up by the course material or sociological research is not appropriate for the discussion board. We are engaging in an academic discussion about the subject under study. We are *not* engaging in a coffee shop talk or random discussion about the meaning of the world or society. This means that **the student should support his/her responses in some way with references to the assigned readings or data from another reputable source. Students are REQUIRED to use sociological and NAS terms, to define those terms, and to explain the process of that term or social phenomena in the initial response.**

****A note on quotations:** Discussion posts should be in your own words. You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). **Posts that include mostly quotations or lengthy quotations will not receive any credit.**

B. Additional information about secondary response

After another student has made his/her own initial response, the student must make *a secondary response to what another student wrote*. This secondary response should be substantive, **and you should attempt to support your response in some way from the readings. Your response is primarily concerned with whether the student responded adequately to my original post.** Simply stating that you agree with someone or you like what they wrote is unacceptable: you must provide some reasons for this agreement. Remember that **your primary task is not to agree or disagree, but to analyze another’s post in a thoughtful, critical (and respectful) way.**

- C. **My responses:** I will frequently respond to selected posts and threads. It is the student’s responsibility to read her or his responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the

purpose of instructor replies is to alert the class to such information. I am not attempting to “not listen to others ideas,” but I am trying to steer your thinking back to the course material and main points found in this course. Your ideas must be back up with data and research that is relevant, reputable, and accurate and applies to this course. Your instructor’s intent is to make sure the concept has been covered adequately, not to engage in a debate on the topic.

D. Netiquette: All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Please also see the note on appropriate communication located in the “Syllabus & Course Requirements” folder on Canvas. **Inappropriate or offensive messages or remarks may result in a zero for that assignment or expulsion from the course.**

3. **Quizzes:** You will have online weekly quizzes covering lectures and readings for the week. You will need to complete the quizzes using the course website on Canvas and you can locate the quizzes in the “Weekly Unit” tab under the section entitled “Quiz #.” **Each Saturday, by 5pm Central Standard Time (CST), quizzes will become available to you. You must complete the quiz by 5pm CST the following Saturday.** If you fail to complete your quiz by that time, you will receive a “0”. There are no makeup quizzes unless you have a form of university approved absence documentation, such as medical doctors notes or police reports. Quizzes are worth 10 points each for a total of 150 points and will cover the readings and other material assigned for the same week.

Note: Questions from the quizzes will help you prepare for the final exam because some questions will reappear on the final. You can print out or save your weekly quiz results and use that information to help you study for the final.

4. **The Truth about Stories: A Native Narrative reflection paper:** The paper will be an academic APA or MLA formatted 5 page, double spaced, 12-point font reflection paper about the book “The Truth About Stories: A Native Narrative.” Detailed instructions and a grading rubric for this assignment will be posted to Canvas. Your reflection paper is worth 100 points.
5. **Annotated Bibliography:** In preparation for your research paper (choose a specific tribe to research, see below), you will need to locate three peer reviewed research articles of books written about the tribe you chose to write about. You will then need to write up an annotated bibliography for each of the three sources you found. See this website for an example of an annotated bibliography <http://guides.library.cornell.edu/annotatedbibliography> Your annotated bibliography is worth 45 points.
6. **Research Paper:** Choose a specific tribe to research: Your final paper will require that you
a. choose a tribe to research, 2. Locate three peer reviewed research articles about the tribe,
3. apply three course terms/theories/definitions to the information you found while

researching the tribe that interests you. This will be a six page, double-spaced 12 point Times New Roman academic APA or MLA formatted paper. You will need to construct a title and reference page which will not be counted in the six page minimum writing requirement. You must apply three course terms/ideas from the class to three peer reviewed research articles on the topic that you choose to write about. Detailed instructions via a grading rubric will be forthcoming. Your research paper is worth 75 points.

7. **Final Exam:** There will be one final exam that covers readings, discussion boards, and any other supplemental material we engaged with during the semester. You can expect the format to be a combination of multiple choice, matching, and short essay questions. Once you open the exam you cannot close it or return to it later. You will need to complete the exam once it is opened, so be prepared to take the 1 hour 30 minute exam at one time. The final exam is worth 150 points.

EVALUATION OF LEARNING:

Students will be evaluated through their participation in weekly discussion boards, weekly quizzes, a book reflection paper, a research paper, and a final exam. Points are earned in the following ways and will be totaled at the end of the class based on the following scale.

Coursework	Points
Discussion board participation (18 @ 10 points)	180
Thomas King Reading Reflection	100
Quizzes (15 @ 10 pts)	150
Final Paper	75
Annotated Bibliography of 3 research articles for Final Paper	45
Final exam	150
Total:	700

Points	Percent	Grade
630 - 700	90 - 100%	A
560 - 629	80 - 89%	B
490 - 559	70 - 79%	C
420 - 489	60 - 69%	D
0 - 419	0 - 59%	F

Posting of Grades:

- All student grades will be posted using the Canvas Grade book and students should monitor their grade status and my corresponding comments about your work through this tool.
- I will post grades within 7-10 days after the due date. Some assignments, like papers or reflection essays and writing intensive discussion boards posts require much more personalized instructor feedback, which could take longer to grade.

COURSE SCHEDULE

Chapter readings from Native American Voices (NAV) assigned book are below, as well readings about individual tribes, which are located in your weekly units tab.

Week 1. Jan 16 – 20

Topics	Read	Complete
1. Course orientation	Syllabus	<ul style="list-style-type: none"> • Quiz 1 (all quizzes due no later than Saturday at 5pm, CST each week) • Course Introductions • Discussion Board posts - initial response due Wednesday and response to one of your peers due by Saturday 5pm, CST)
2. Peoples and Nations	Read Introduction and chapters 1 and 2 in Native American Voices: A Reader (NAV) pgs. 2-27	

Week 2. Jan 21 – 27

Topics	Read	Complete
Identity	Read Chapters 3-5 in Part I: Peoples and Nations: following in the Footsteps of the Ancestors in NAV pgs. 28-48;	<ul style="list-style-type: none"> • Discussion board posts • Quiz 2

Week 3. Jan 28 – Feb 3

Topics	Read	Complete
Hidden Heritage	Read Chapters 1-5 in Part II: The Hidden Heritage in (NAV) pgs. 52-92;	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz 3

Week 4. Feb 4 – 10

Topics	Read	Complete
American Indian Story (History)	Read Chapters 1-6 in Part III: The American Indian Story (History) in (NAV) pgs. 94-149;	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz 4

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Week 5. Feb 11 – 17

Topics	Read	Complete
Racism, Stereotypes, and Discrimination	Read Chapters 1-5 in Part IV: “The Only Good Indian...” in (NAV) pgs. 151-199;	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz 5

Week 6. Feb 18 – Feb 24

Topics	Read	Complete
Native Representations: Media and the Arts	Read Chapters 1-6 in Part V: Native Representations: Media and the Arts in (NAV) pgs. 201-235;	<ul style="list-style-type: none"> • Discussion board Posts • Quiz 6

Week 7. Feb 25 – March 3

Topics	Read	Complete
	<p>Read Thomas King’s The Truth About Stories: A Native Narrative</p> <p>Write Reflection Paper – See Rubric for Details</p>	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz 7 • Truth about Stories Reflection Paper Due by Saturday at 5pm to your Professors email

Week 8. March 4 – 10

Topics	Read	Complete
Community Wellness	Read Chapters 1-4 in Part VI: Community Wellness: Family, Health, Education in (NAV) pgs. 237-275	<ul style="list-style-type: none"> • Discussion board posts • Quiz 8

March 11-17 Spring Break

Week 9. March 18-24

Topics	Read	Complete
Community Wellness	Read Chapters 5-7 in Part VI: Community Wellness: Family, Health, Education in (NAV) pgs. 276-300;	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 9

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Week 10. March 25-31

Topics	Read	Complete
The Sacred	Read Chapters 1-5 in Part VII: The Sacred: Spirituality and Sacred Geography in (NAV) pgs. 302-337;	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 10

Week 11. April 1-7

Topics	Read	Complete
Native Sovereignty	Read Chapters 1-3 in Part VIII: Native Sovereignty: Self-Governance in (NAV) pgs. 343-375;	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 11 • Turn in Annotated Bibliography to your Professors email by Saturday, 5pm (CST)

Week 12. April 8-14

Topics	Read	Complete
Native Sovereignty: Culture and Sustainable Development	Read Chapters 4-5 in Part VIII: Native Sovereignty: Culture and Sustainable Development in (NAV) pgs. 376-396;	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 12

Week 13. April 15-21

Topics	Read	Complete
Urbanism	Read Chapters 1-5 in Part IX: Urbanism: Ancient and Contemporary in (NAV) pgs. 398-453;	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 13

Week 14. April 22 – 28

Topics	Read	Complete
Indigenous Rights	Read Chapters 1-2 in Part X: Indigenous Rights: Struggle and Revitalization in (NAV) pgs. 455-475; Declaration on the Rights of Indigenous Peoples Rights; Turn in final research paper on Saturday at 5pm (CST) to your Professor's email	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 14 • Turn in Final Paper on Saturday at 5pm (CST)

Week 15. April 29 – May 5

Topics	Read	Complete
Changing racial and ethnic dynamics	Read Chapters 3-6 in Part X: Indigenous Rights: Struggle and Revitalization in (NAV) pgs. 476-495;	<ul style="list-style-type: none"> • Discussion board posts • Quiz 15

Week 16. May 6-11 (final grades reported May 15th)

Topics	Finals Week	Complete
Review & Final Exam	No new readings. Final exam closes at 5pm on May 10 th 2018 (CST)	<ul style="list-style-type: none"> • Discussion Board Posts • Closing Comments Discussion Board Post • FINAL EXAM due by 5pm (CST) on May 10th

Makeup policy

This is a 100% online course. You are responsible for managing your time to make sure you complete all assignments on time. ****There are no make-ups for discussion posts or quizzes.**** A student may only make up an exam if there is illness, injury, or another *documented* excuse. If a student misses an exam due to illness, injury, something out of their control they must 1. Provide documentation (doctor’s note, police report, etc etc.), 2. Must notify me as soon as possible of intent to take a make-up exam, and 3. Prepare to take the make-up exam within 1 week of the excused absence, if possible. Students who miss an exam with no excused absence will receive a zero on the exam. If the student foresees that s/he will be unable to complete the course, then s/he should drop the course or accept the posted grade.

Grade Discrepancy: Procedure to follow when challenging grades in this class.

If you think that one of your assignments has been graded incorrectly, you have the right to challenge that grade. The procedure is as follows:

Carefully review the grade that you received and the reason for that grade. If you continue to think that your grade may have been reached in error:

- a. Title your word document or email with “Assignment (# or title) Grade Discrepancy.”
- b. The paper or email should include the reasons that you think the assignment grade is not accurate. Be specific in your reasons about why this issue should be addressed and the reasons you think there is not a correct grade reflected. You must have specific, logical, and well thought out proof that addresses your specific concerns for it to be valid.
 - a. An example of “proof” would be showing me a copy of your submitted work and marking where you think you have met the course requirement or grading rubric standard.

- b. You must demonstrate to me that you have met the grading rubric requirements which measures your mastery of the course material for a claim to be valid.
- c. After you have written your claim, I would be more than happy to discuss and review any grade concerns. Please email it to aschulhoff@tamuct.edu

***No grade will be changed until you have demonstrated a valid, logical, well substantiated claim and have gone through this procedure.

Drop Policy

If the student wishes to drop this class, s/he must go to the Records Office and ask for the necessary paperwork. **Professors cannot drop a student from a class roll; this is always the responsibility of the student.** The Records Office will provide a deadline date for which the form must be returned, completely signed by the student. The student should attend class until the procedure is completed in order to avoid penalty for absences. Should the student miss the deadline or fail to follow the procedure, she will receive a grade of F for the course.

Academic Honesty

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. More information can be found at www.ct.tamus.edu/StudentConduct.

Disability Support

Texas A&M University – Central Texas complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. TAMUCT promotes the use of the Principles of Universal Design to ensure that course design and activities are accessible to the greatest extent possible. Students who require reasonable accommodations based on the impact of a disability should contact Gail Johnson, Disability Support Coordinator at (254) 501-5831 in Student Affairs, Office 114E. The Disability Support Coordinator is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, helping students request and use accommodations, and coordinating accommodations.

Tutoring

TAMUCT offers its students tutoring, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or by emailing gnichols@ct.tamus.edu. Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. Chat live with a tutor 24/7 for any subject on your computer To access Tutor.com, click on www.tutor.com/tamuct.

The University Writing Center

The University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The Center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

UNILERT

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

Technology Requirements

This course will use the TAMUCT Canvas Learn learning management system for class communications, content distribution, and assessments.

- Logon to <https://tamuct.instructure.com/login> to access the course.
- Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
- Initial password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet.

You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (aschulhoff@tamuct.edu) to discuss your situation.

Canvas supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X 10.9 (Mavericks), 10.8 (Mountain Lion), and 10.7 (Lion)

NOTE: Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are NO longer supported

Check browser and computer compatibility by following the “Browser Check” link on the TAMUCT Canvas logon page. (<https://tamuct.instructure.com/login>) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment.

Upon logging on to Canvas Learn, you will see a link to Canvas Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. The new Canvas is a brand-new interface and you will have to come up to speed with it really quickly. This orientation

course will help you get there. There is also a link to Canvas Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Canvas system will facilitate your success in this course.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Technology Support

For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:
Email: helpdesk@tamu.edu, Phone: (254) 519-5466, Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.
The Instructor reserves the right to change the syllabus based upon student interest and current events.