



Native American Studies - 10929 - SOCI 4389 – 110

Spring 2021

Jan 19, 2021 - May 14, 2021

Instructor: Dr. Anastacia Schulhoff

Class Location: 100 % 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 (NAIS), 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 their contemporary cultures. We will explore critical issues facing Native American communities, including legal and cultural identities, identity claims, cultural revitalization, environmental racism, transnationalism, Indigenous feminisms, gender and sexuality, and Indigenous/tribal sovereignty.

In the process of this class we will read scholarship that introduces us to different methods of studying these issues. Readings will 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. An introduction to the history, cultures, and 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, thus we will look at the social, economic, and political challenges confronting contemporary Native American peoples and their efforts in developing sustainable economic and cultural systems today.

COURSE OBJECTIVES:

1. Explain the interdisciplinary nature of Native American and Indigenous Studies (NAIS)
2. Identify the historical, economic, political, and social situations influencing Native American life in the 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 the influence of the dominant cultures economic, political, legal, and social systems in contemporary Native American life.

Accessing Canvas:

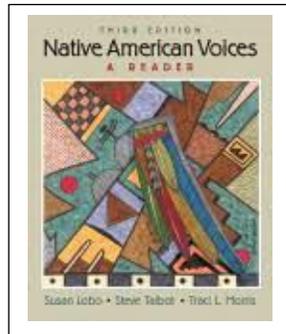
This course is 100% online course and uses TAMUCT Canvas learn system (<https://tamuct.Canvas.com>). Canvas is where you will find 100% of the information related to this course, including discussions, quizzes and exams. Monitor it for announcements every day, not just on the days things are due/assigned,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

Contacting Your Instructor:

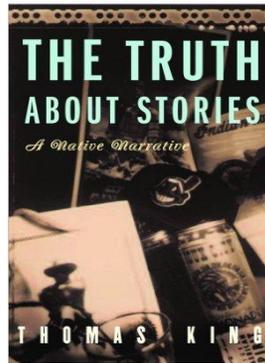
The best way to contact me is through email (aschulhoff@tamuct.edu). I check my email every day between 9am-5pm during the week. Allow 24-48 hours for a response.

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 in Canvas by clicking on the Weekly Modules Tab for the 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 MODULE folders. You can find these files under the Modules tab in Canvas. Quizzes and exams may include questions on any of the readings, supplemental videos, and news articles.
2. **Discussion Boards (DB):** 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 Module folder. You will need to post a minimum of twice per week in the DB – (1) your initial post answering my question and (2) a response post to one of your peers. See below for details about these two required weekly DB postings.

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 Sunday** -- 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. Cite the page number where that information is found and what source it comes from.

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

Weekly Discussion Posting Grading Criteria (Rubric)	Weekly Point Value = 10
<i>Meaningful Sociological Ideas:</i> Ideas examine the topic from a sociological or NAIS 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 up to 10

Message Coherence: Posts explain issues or meaningfully elaborates on the topic by using course material from that week and weeks prior. Make sure to edit your posts and write your ideas clearly and concisely.	3
Relevance of Replies to those who Responded to Initial Post: Responds in a scholarly and intellectually meaningful way to your peers who you are engaging with via your initial posts. If you use “I agree” or “I like” statements, you will earn a zero for this part of the post because this does not add to an intellectual discussion.	2
Relevance of Replies to Other Messages: Responses elaborates, contradicts, modifies, expands, or further explains the original message with information from the course readings, documentaries, and articles.	2

Students will participate in our course discussion board for 16 of the 16 weeks, plus an additional introduction and closing remarks discussion board. There are 180 points in total for the discussion board posts (10 points each x 18 DB posts = 180 points).

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. Remember that **your primary task is not to agree or disagree, but to analyze or extend upon one 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 other’s 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 backed up with data and research that is relevant, reputable, accurate, and applicable 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. 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 Sunday, by 5pm Central Standard Time (CST), quizzes will become available to you. You must complete the quiz by 5pm CST the following Sunday.** 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.
4. **The Truth about Stories: A Native Narrative reflection paper:** The paper will be an academic APA, ASA, or MLA formatted five (5) page, double spaced, 12-point font reflection paper about the book “The Truth About Stories: A Native Narrative.” You will apply three course concepts from the textbook to “The Truth about Stories.” Detailed instructions and a grading rubric for this assignment will be posted to Canvas at a later date. 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 or books written about the tribe you choose to write about. You will 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 or books about the tribe, 3. apply three course terms/theories/definitions to the information you found while researching the tribe you are interested in learning more about. 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 use and apply three course terms/ideas from the class material and three peer reviewed research articles in your paper. Detailed instructions and a grading rubric will be posted at a later date. 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	Percent	Grade
Discussion board participation (18 @ 10 points)	180	90 – 100%	A
Thomas King Reading Reflection	100	80 – 89%	B
Quizzes (15 @ 10 pts)	150	70 – 79%	C
Tribal Research Final Paper	75	60 – 69%	D
Annotated Bibliography of 3 research articles for final paper	45	0 – 59%	F
Final exam	150		
Total:	700		

Posting of Grades:

- All student grades will be posted using the Canvas Grade book. 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. These assignments could take longer to grade.

COURSE SCHEDULE

Chapter readings from **Native American Voices (NAV)** are indicated below, as well readings about additional articles, documentaries, and assignments. Make sure to also look at this weekly readings and assignments in your *WEEKLY MODULES* folder in our course site.

Week 1. Jan 19 – 24

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

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		Wednesday and response to one of your peers due by Sunday 5pm, (CST)
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Week 2. Jan 24 – 31

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 31– Feb 7

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 7 – 14

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

Week 5. Feb 14 – 21

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 21 – Feb 28

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 28 – March 7

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"> • DB Posts • Quiz 7 • Truth about Stories Paper Due by 5pm, Sunday

Week 8. March 7 – 14

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 15-19 Spring Break

Week 9. March 21 – 28

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

Week 10. March 28 – April 4

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 4 – 11

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 • Email <p style="color: red;">Annotated Bibliography Due Sunday, 5pm (CST)</p>

Week 12. April 11 – 18

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 18 – 25

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 25 – May 2

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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 Sunday at 5pm (CST)	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 14 • Turn in Final Paper on Sunday at 5pm (CST)

Week 15. May 2 – May 6

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 6-14

Topics	Finals Week	Complete
Review & Final Exam	No new readings. Final exam closes at 5pm (CST) May 14th	<ul style="list-style-type: none"> • Discussion Board Posts • Closing Comments Discussion Board Post • FINAL EXAM due no later than 5pm (CST) May 14th

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, exams, papers, or quizzes.**** 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.

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.

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.*

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](#)

[<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

The Instructor reserves the right to change the syllabus based upon student interest and current events.