

**Native American Studies 200**  
**Introduction: Native American Studies**  
**Spring 2013**

*This course meets WVU General Education Curriculum (GEC) Objectives: 4, 9*

<b>Instructor:</b>	<b>Phone:</b>	<b>Email:</b>
Melanie Hockenberry, M.A.	304-376- 9999	Through e-Campus

**TECHNICAL SUPPORT**

Communication in this class will occur through eCampus. Students are required to post to the discussion board, take weekly quizzes, and submit assignments and the final project all on eCampus. Use a computer with a reliable internet connection to meet deadlines for all of these activities. If you are unfamiliar with or have any problems or questions related to the eCampus system, please contact the OIT help desk at 304-293-4444.

**TEXTBOOK**

Sutton, M.Q. (2012). *An Introduction to Native North America* (4th ed.). Boston: Pearson/Allyn and Bacon.

**COURSE OVERVIEW**

This course is intended to enhance your existing knowledge and understanding of Native America and to prompt deeper inquiry into several concepts and their interrelatedness (such as colonization, tribal self-determination, race, genocide, ethnicity, ethnocentricity, religious freedom, tribal sovereignty, law, cultural preservation, material and visual culture, economic sustainability, and repatriation). We will explore various aspects of Native America, including history, culture, art, language, land, economics, and tradition. Upon completion of NAS 200 the student should be able to draw important distinctions between the major Native North American cultural groups and identify key Native leaders from both historical and contemporary times, as well as describe how several key federal policies have shaped past and present-day Native life. Because this is an introductory-level course, not all topics will be covered in the same depth, but students will have the opportunity in their assigned work to further explore topics of greatest interest to them.

**COURSE OBJECTIVES FOR STUDENT LEARNING**

1. To challenge stereotypes about Native Americans and acquire a raised sense of consciousness regarding this population.
2. To separate the myths from the facts regarding historical and contemporary Native Americans.
3. To acquire appreciation for the maintenance of cultural integrity among Native Americans.
4. To recognize and appreciate both between-and within-tribal diversity of Native Americans.
5. To recognize the distinctions between major Native American cultural groups.
6. To identify and understand the roles of varying historical and political influences on current issues facing Native peoples and groups.

7. To acquire a definition of tribal sovereignty and identify the various historical and current threats to it.
8. To acquire awareness and understanding of current issues facing Native Americans.
9. To recognize various strategies, indigenous and otherwise, for addressing concerns of Native Americans.
10. To acquire an appreciation of the cultural richness and resilience of Native Americans.

### **STUDENT RESPONSIBILITIES**

This class is taught entirely through eCampus. Hence, it is of vital importance that students are familiar with the requirements they must fulfill as outlined on this syllabus. There will not be reminders to post to the discussion board, to complete the assignments, and to take quizzes—students must be self-disciplined and continually engaged in the activities of this class. Students are responsible for keeping up with required readings and discussions each week, and must follow the schedule outlined on the “Schedule of Topics” and complete each week’s learning module.

Students are to complete assigned readings, access the PowerPoint slides for each week (see link on home page), engage in discussion board postings, complete assignments and quizzes, and submit a PowerPoint presentation.

### **WVU Academic Integrity Statement**

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at:

<http://studentlife.wvu.edu/studentconductcode.html> article III.B.1

Should you have any questions about inadequate research citations or references, or any other activity that could be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

There are many good suggestions available for avoiding plagiarism, etc., using the search term *academic dishonesty* on the Eberly College homepage or this link:

[http://eberly.wvu.edu/current\\_students/advising\\_resources/avoiding\\_plagiarism/unit\\_1\\_academic\\_dishonesty](http://eberly.wvu.edu/current_students/advising_resources/avoiding_plagiarism/unit_1_academic_dishonesty)

**A note about academic dishonesty**... Be aware that this includes submitting the same paper in more than one class or submitting a paper you purchased or borrowed from someone else. Unfortunately, I have occasionally failed students due to academic dishonesty on just one assignment—please don’t try to take the easy way out if it means being dishonest and risking your integrity as a Mountaineer! Always do your own work.

### **WVU Social Justice Statement**

*West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.*

**NOTE:** *If you’re a person with a disability and anticipate needing any type of accommodation in order to participate in this class (including completing written work and/or exams), please advise me by August 30th and make appropriate arrangements with Disability Services (304-293-6700).*

### **CONSIDER A MINOR IN NATIVE AMERICAN STUDIES...**

**The NAS minor requires 18 credits (9 lower- and 9 upper-division).**

These three required lower-division courses *also* fulfill three of WVU's General Education Curriculum Requirements:

History 264, American Indian History (GEC Objective 3 or 7)  
 English 156, Literature of Native America (GEC Objective 5 or 9)  
 NAS 200, Introduction to Native American Studies (GEC Objective 4 or 9)

Upper-division course options have included the following: Native American Filmmakers, Lakota Studies, Intro. to Native Hawaiian Culture and History, Native American Women Writers, Yup'ik [Eskimo] Culture and History, Culture-Tradition-the Sacred, Native American Material Culture, Native American Visual Culture, Lakota Wisdom: Lessons from the Elders and the Land, Pow-wow Highway-Music and Dance, Native American Women in Leadership, American Indian Education, Akicita [Warrior] Spirit: Courage and Community, 18<sup>th</sup> Century American History, Eastern Woodland Indians, Sovereign Tribal Nations, Indigenous Intellectuals, Yup'ik Culture and History, Independent Study, Professional Field Experience [internship], etc.

*The NAS minor is a viable choice for those completing the MDS bachelor's degree or as an "Area of Emphasis" for Regents B.A. students.*

For more information, log on to: [www.wvu.edu/~nas](http://www.wvu.edu/~nas) or contact:  
 Native American Studies Coordinator Bonnie M. Brown  
 304-293-4626 or [BonnieM.Brown@mail.wvu.edu](mailto:BonnieM.Brown@mail.wvu.edu)

### **GRADING PROCEDURES**

The course grade will be based on:

Syllabus Quiz	8 points
Weekly Quizzes	120 points
Discussion Postings	48 points
PowerPoint Presentation	40 points
Responses/feedback on at least	
Four other students' PowerPoint Presentations	4 points
Assignments (12 @ 4points each)	48 points
Total	268 points

90-100% A = Excellent (given only to students of superior ability and attainment)

80-89% B = Good (given only to students who are well above average, but not in the highest group)

70-79% C = Fair (average for undergraduate students)

60-69% D = Poor but passing (cannot be counted for graduate credit)

<60% F = Failure

## GRADING PROCEDURES

The course grade will be based on: (a) Syllabus Quiz (up to 8 points); (b) twelve quizzes (up to 10 points each); (c) postings to chapter questions on eCampus discussion board (up to 48 points); (d) completion of twelve assignments (48 points); (e) completion and posting of PowerPoint Presentation assignment (up to 40 points); and (f) responses/feedback on at least four other students' PowerPoint Presentations (up to 4 points).

**Personal Profile posted on eCampus:** To be completed by January 20th, 11 PM. Write a short paragraph about yourself to help your classmates get to know you better and address the following questions. Where are you from? What is your major? What are your career goals and/or interests? Why did you take this class and what do you hope to learn from it? Up to 4 points of extra credit can be earned for this posting. See link on eCampus Discussion Board. Also attach a photo of yourself.

### **Syllabus Quiz:**

A 8-point Syllabus Quiz is to be accessed on eCampus. It must be taken by Sunday, January 20th, 11 PM to receive credit. You will have 30 minutes to complete the quiz.

### **Quizzes:**

Quiz questions are multiple-choice and will be based on: (a) assigned textbook readings; (b) PowerPoint slides; and (c) supplemental readings or videos provided by the instructor. Quizzes are open-book, but please note that they are timed, and will provide you with 20 minutes to complete 10 questions on each exam. Thus, it is important that students be quite familiar with the material, have their readings organized, and know where to locate content as needed. Quizzes will be posted and available to you on the assigned dates only (see Schedule of Topics, Readings, and Assignments). Each quiz is posted for two days and students can individually select the timeframe they choose to take their quiz within the two day time frame. Missed quizzes cannot be made up at a later date because dates are set-up in eCampus and close at the date/time shown.

**\*\*Please note:** Use a computer with reliable high-speed connection when taking quizzes so that you will not experience disconnection. Computers with high-speed connections are available on campus, as well as in many public libraries. Once you begin an quiz, you cannot stop and start. **In other words, the 20 minute time limit begins as soon as you open the quiz and begin taking it. The quiz must be completed in its entirety at that time.**

### **Posting in eCampus Online Discussions:**

Students are required to post to weekly questions that are on the Discussion Board. There is one question associated with each assigned chapter (12 chapters assigned = 12 discussion questions). Ch. 13 is the only chapter a discussion question is not assigned. **Up to 48 points can be earned this semester for these postings.**

**First,** each week post your responses on eCampus to each discussion question for that week no later than Thursday 11:00 PM of the same week. This posting is worth up to 2 points. The first posting of the week is each student's individual response to the chapter question. Your posting should be well thought out, substantive, and comprehensive. Anything less than a full paragraph is not long enough. The posting should include appropriate language for classroom discussion. If you receive less than two points for this posting, it signifies that not enough effort or thought went into posting your response. Take your time to really think about the question and post though-provoking comments.

**Second,** post a response to at least two other students' postings for each discussion question that week. These postings must be posted no later than Sunday 11 PM of that week, and each posting is worth 1 point.

These postings will be assigned up to 1 point each. Statements such as “I agree” or “You’re correct,” is not enough of a response.

**For example**, during Week 2, each student will post a response to the question for Chapter 1 by Thursday 11 PM. Each student will then post at least two more times that week—twice in response to another student’s posting on Chapter 1. These postings can occur anytime during the week as soon as other students’ postings are on the discussion board that can be read and responded to. These second postings are due by Sunday 11 PM of that week.

A week begins on Monday in this class and ends on Sunday. Students are encouraged to submit their postings early in order to facilitate discussions between one another.

Please be courteous to your fellow classmates in your discussion postings. Sometimes, we will have controversial topics and I encourage you to challenge others’ viewpoints, but in a respectful manner. Please think about your response before posting.

**PowerPoint Presentation Assignment:**

See the eCampus link for details on this assignment that must be submitted on the eCampus Discussion Board. The assignment is worth up to 40 points. Students will post their reactions and comments to at least four other students PowerPoint presentations that have been posted (worth up to 4 points).

**Assignments:**

See the “Assignment link” on the eCampus home page for details on each assignment that must be submitted under the assignment toolbar. All assignments are due by 11pm on Fridays. Assignment 1 “WHO AM I and Where are the Bones of My Ancestors?” will be due during Week 2, Jan. 25th by 11pm. You may submit assignments early. Late assignments will be deducted 2 points each day late. Saturday and Sunday are also counted.

**\*\*\*Note:** Each week you will have a folder labeled “WEEK 1”, “WEEK 2”, etc. and this folder will provide you the links to all assignments, discussions, quizzes, for that given week.

**WEEKLY SCHEDULE OF TOPICS**  
**NAS 200**  
**Spring, 2013**  
**Melanie Hockenberry, Instructor**

1st response to Weekly Discussion Questions need to be posted by Thurs. 11 PM followed by 2 more postings by Sun. 11 PM each week. Weekly quizzes open at 8am on Thursdays and close at 11pm on Saturdays.

<b>Week and Topic</b>	<b>Required Readings</b>	<b>Activities</b>
Week 1 1/14-1/20	Course documents Introduction	<ul style="list-style-type: none"> <li>• Post personal bio by Sunday, Jan. 20th at 11pm</li> <li>• Syllabus quiz completed by 11pm Jan. 20th</li> </ul>
Week 2 1/21-1/27	Chapter 1 Introduction	<ul style="list-style-type: none"> <li>• Chapter 1 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #1 due by 11pm on Friday</li> <li>• Quiz 1 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
Week 3 1/28-2/3	Chapter 2 European Invasion	<ul style="list-style-type: none"> <li>• Chapter 2 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #2 due by 11pm on Friday</li> <li>• Quiz 2 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
Week 4 2/4-2/10	Chapter 3 Native Peoples of the Arctic	<ul style="list-style-type: none"> <li>• Chapter 3 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #3 due by 11pm on Friday</li> <li>• Quiz 3 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>

<p>Week 5 2/11-2/17</p>	<p>Chapter 4 Native Peoples of the Subarctic</p>	<ul style="list-style-type: none"> <li>• Chapter 4 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #4 due by 11pm on Friday</li> <li>• Quiz 4 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
<p>Week 6 2/18-2/24</p>	<p>Chapter 5 Native Peoples of the Plateau</p>	<ul style="list-style-type: none"> <li>• Chapter 5 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #5 due by 11pm on Friday</li> <li>• Quiz 5 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
<p>Week 7 2/25-3/3</p>	<p>Chapter 6 Native Peoples of the Northwest Coast</p>	<ul style="list-style-type: none"> <li>• Chapter 6 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #6 due by 11pm on Friday</li> <li>• Quiz 6 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
<p>Week 8 3/4-3/10</p>	<p>Chapter 7 Native Peoples of the Great Basin</p>	<ul style="list-style-type: none"> <li>• Chapter 7 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #7 due by 11pm on Friday</li> <li>• Quiz 7 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
<p>Week 9 3/11-3/17</p>	<p>Chapter 8 Native Peoples of California</p>	<ul style="list-style-type: none"> <li>• Chapter 8 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #8 due by 11pm on Friday</li> <li>• Quiz 8 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>

<p>Week 10 3/18-3/24</p>	<p>Chapter 9 Native Peoples of the Southwest</p>	<ul style="list-style-type: none"> <li>• Chapter 9 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #9 due by 11pm on Friday</li> <li>• Quiz 9 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
<p>Week 11 3/25-3/31</p>	<p><b>Spring Break</b></p>	<p>No Assignments!</p>
<p>Week 12 4/1-4/7</p>	<p>Chapter 10 Native Peoples of the Plains</p>	<ul style="list-style-type: none"> <li>• Chapter 10 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #10 due by 11pm on Friday</li> <li>• Quiz 10 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
<p>Week 13 4/8-4/14</p>	<p>Chapter 11 Native Peoples of the Northeast</p>	<ul style="list-style-type: none"> <li>• Chapter 11 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #11 due by 11pm on Friday</li> <li>• Quiz 11 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
<p>Week 14 4/15-4/21</p>	<p>Chapter 12 Native Peoples of the Southeast</p>	<ul style="list-style-type: none"> <li>• Chapter 12 Discussion Question: 1<sup>st</sup> response due by 11pm on Thursday with two replies due by 11pm, Sunday</li> <li>• Assignment #12 due by 11pm on Friday</li> <li>• Quiz 12 opens 8 am Thurs. and closes 11pm on Saturday</li> </ul>
<p>Week 15 4/22-4/28</p>	<p>Chapter 13 Contemporary Issues</p> <p>Power Point Projects Due</p>	<ul style="list-style-type: none"> <li>• Power Point project due by 11pm, 4/28</li> </ul>

Week 16 4/29-5/5	Power Point Comments Due	<ul style="list-style-type: none"><li>• Responses/feedback on at least 4 other students' power point presentations by 5/5</li></ul>
Week 17 5/6-5/10	No work can be turned in after 5/6	Final Grades will be posted