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NASX 105H.01: Introduction to Native American Studies

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INTRODUCTION TO NATIVE AMERICAN STUDIES
COURSE SYLLABUS
Spring, 2014

COURSE INFORMATION

- a. Course Number: NASX 105H, Section 01
- b. Course Request Number (CRN): 33860
- c. Room # and time: Stone Hall 304, MWF, 9:10-10:00
- d. Prerequisites: None
- e. Credits: 3

PROFESSOR COMMUNICATION INFORMATION (I like communication!)

- a. Professor: Dr. George R. Price
- b. Office Hours and Location: MWF, 10:15-10:45, 1:00-1:45, and 3:30-5:00, no appointment necessary, or Tu/Th and MWF after 5:00 *by appointment only*, in my office, NAC (Native American Center) 203E (on the 2nd floor, south end of the building)
- c. E-mail: george.price@mso.umt.edu
- d. Phone: 243-2302 (my office)
- e. NASX 105 Moodle web page: Connect through your UM Online account.
Important announcements, some articles (including some required readings), power point slides from the lectures, exam grades, web links and other information will be put on this page throughout the semester. There is also a discussion board where you can raise questions and get feedback from the instructor and your fellow students. It is recommended that students check the Moodle page at least once a day.
- f. The lectures will be available for listening and viewing on **iTunesU**. Instructions for accessing iTunes lectures will be given out separately from this syllabus.

TEXTS:

Required texts:

- 1.) Utter, Jack, *American Indians: Answers to Today's Questions*
- 2.) Price, George R., *Introduction to Native American Studies*, a "Coursepack" of required readings (**the most important of the two books**)

Note: There is a bibliography in the Coursepack which lists and describes many other books on our topics which you may find interesting or helpful for further study. The other textbook also has a bibliography. Articles from scholarly journals will also be recommended and posted on our websites during the course of the semester.

COURSE DESCRIPTION

This one-semester course is an introductory survey of Native American cultures, spirituality, productivity, history, contemporary life, and current social issues. It is also a sampling of some topics that are explored in more depth in the other NAS department course offerings. The subject matter of the course includes study in: oral history, economics, arts, architecture, medicine, sports, traditional environmental-friendly technology, politics, education, U.S. federal Indian policies, Indian/non-Indian intercultural relations, as well as some other topics. We will attempt, wherever possible, to connect the past to the present in our consideration of all of these areas of study.

COURSE OBJECTIVES

Upon completion of the course, students will be able to:

- a. have a good general knowledge of the history, and present circumstances of the Native Peoples of the land that is now called the United States of America.
- b. better understand the traditional religions, philosophies, spirituality, and general world-view of the First Americans.
- c. be much more familiar with the diversity of cultures, ways of life, and collective experiences of the Indigenous Americans of the U.S.
- d. better understand the history and present nature of the political and legal relationship between the Native American tribal nations and the federal, state, and county governments within the U.S.
- e. be familiar with the vast scope of contributions that the American Indians have made to the cultures, health, and humanity of the other peoples of the world.

TESTS AND GRADING

Student grades will be based on the *combined scores* of three exams (two mid-terms and a final). The exam questions will be mostly multiple choice, with one essay question on each of the first two exams, and two essay questions on the final. I realize that multiple choice questions are not the ideal testing and assessment format for every student, but, with our large class sizes and lack of graduate teaching assistants, it is the only method that is practical. **Please bring more than one sharpened #2 pencil and a small, red Scantron sheet (available in the UM Bookstore) to each exam.**

The grading scale for this course will be the normal 100-point scale, as follows:

91.5 to 100 = A	81.5 to 87 = B	71.5 to 77 = C	61.5 to 67 = D
89.5 to 91 = A-	79.5 to 81 = B-	69.5 to 71 = C-	59.5 to 61 = D-
87.5 to 89 = B+	77.5 to 79 = C+	67.5 to 69 = D+	Less than 59.5 = F

The two midterms will count for up to 33 points each, and the final will be worth a maximum of 36 points. There will also be a small, optional, extra credit writing opportunity.

Make-up tests and other special arrangements **must be arranged in advance**, and approved by the instructor. Only very serious, *unavoidable* circumstances will be considered.

Students with University-recognized disabilities who have registered with DSS will be accommodated according to University regulations. Such students should communicate with the instructor as early in the semester as possible about their specific needs.

ATTENDANCE

All students are individually responsible for acquiring the information made available through lectures, reading assignments, and materials handed out in class or posted on our website. Attendance is **not** taken for this class. The afternoon lectures (which cover the same material as the morning lectures) will be recorded and available on iTunesU through the UM One Stop web page. Instructions for iTunes will be posted online. It is also OK to attend the other section of this class (at 2:10 in Urey Lecture Hall, ULH 101) if you cannot make it to this class someday.

ACADEMIC HONESTY

Exams will be monitored and students must work individually. Talking to other students during the exam, copying another student's paper, or other forms of **cheating will result in an "F" grade (zero points) for that exam.** But, with a zero point F, a student would be worse off than with a 17 or 16 point F, and it would be very hard to earn a final point tally of more than 60-something points, or a D for the final grade.

STUDENT CONDUCT

Because of the ongoing problem of disruptive behavior in the large lecture hall classes, many students have asked me to address the issue. The following paragraph is taken from the UM Student Conduct Code, Section V, General Conduct, section A, "Standards of Student Conduct" (The entire code is available on the UM website):

"Students have the responsibility to conduct themselves in a manner that **does not impair the welfare or educational opportunities of others** in the University community. **Students must** act as responsible members of the academic community; **respect the rights, privileges, and dignity of others; and refrain from actions which interfere with normal University functions.**"

This policy definitely includes classroom behavior, as stated in item 10 of that same section: "Intentional obstruction or disruption of normal University or University-sponsored activities, including, but not limited to, **studying, teaching,** research, administration and disciplinary procedures, or fire, police, or emergency services."

Penalties for violations of this code include: expulsion, suspension, disciplinary probation, and other sanctions, depending on the administrative evaluation of the circumstances. Section D, "Temporary Suspension," item 2, states: "Faculty members have the independent authority to exclude a student from any class session in which the student displays disruptive behavior that threatens the learning environment or safety and well-being of others in the classroom. The student remains eligible to return to the next class session. The faculty member maintains the authority to remove the student from each class session during which the student is disruptive. The student may be suspended permanently from a class upon recommendation of the Dean of the College or School under the disciplinary procedures outlined in this Code."

If you know you are going to have to leave class early, please sit near an exit that day and leave quietly. Since the lectures will be recorded and available on iTunes, **on days when you don't feel like sitting quietly and listening courteously to a lecture PLEASE, out of respect for everybody else, DON'T GO TO CLASS!**

COURSE OUTLINE/ CLASS CALENDAR

* = optional reading (more reading material may be posted on Moodle during the semester)

<u>Date</u>	<u>Topic</u>	<u>Relevant Readings</u>
Jan. 27	Introduction and orientation	Utter, pp. 25-56
" 29	Contributions of Native Americans to the world	Coursepack, articles# 1, 2*, & 3
" 31& Feb. 3	" , continued	
Feb. 5-10	Native American spirituality, cosmology, world view	Coursepack articles # 4, 5, 6*, 7*, 8*, 10*. Utter, 132-136, 145
" 10-14	Traditional indigenous economics and government	Coursepack # 12, 13, 14

COURSE OUTLINE/ CLASS CALENDAR, continued

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Feb. 17	Presidents' Day Holiday- NO CLASSES HELD	
" 19	Indian Arts slide lecture, traditional tribal government	Coursepack article # 19
" 21	Previous lecture continued, Brief Review for first exam (There will be a longer review session this evening, time and location TBA)	
" 24	Exam One	
" 26&28	Traditional Native cultures of the Northeast	Coursepack #15, 18* Utter, 165-166
Mar. 3	Traditional Native cultures of the Southeast	Coursepack #16
" 5	" " Southwest	
" 7	Video, "Hopi: Songs of the Fourth World"	
" 10	Traditional Native cultures of California	
" 12	Traditional Native cultures of the Northwest Coast and Southern Alaska	
" 14	" " " " the Columbia Plateau and Northern Rockies	
" 17&19	Native cultures of the Great Plains and western Great Lakes regions	Coursepack #17, 36
" 19	Guest speaker (to be announced)	
" 21&24	European/NatAm cultural differences at first contact	Coursepack #20, 21, 26*
" 24	Colonial-era intercultural relations Brief review for second exam (we will have a longer review this evening, TBA)	Coursepack #22, 23, 24a, 24b, 25*, 28
" 26	Exam Two	
" 28	Previous lecture, cont.; American Indians and the New Republic	Utter, 3-20, 211-14 Coursepack # 27
Mar. 31 to April 4	Spring Break, no classes held	
Apr. 7	The Indian Removal policy and its impact	29*, 31; Utter, pp. 76, 93, 125-126
" 9&11	Treaties, reservations and their impact	Coursepack #32, 33, 34, 37; Utter, 79-92
" 14	Intro to the Allotment and Boarding School policies	Coursepack, #39*, 41
" 16	Indian boarding schools and their impact A movie, "Where the Spirit Lives," will be shown at 7:00, in the Urey Underground Lecture Hall (ULH 101). This is the only outside-of-class event scheduled for this semester. If you cannot attend, the video is available in the Mansfield Library, and will be on reserve all semester.	Utter, 309, 314-319
" 18	Discussion on the film; The Allotment Act and its impact KyiYo Powwow starts tonight (extra credit opportunity, TBA)	Coursepack, #38, 40* Utter, 216-217
" 21	early 20 th century and the Indian Reorganization Act	Utter, 246-276 Coursepack, # 42, 43, 44, 45*
" 23&25	Indian Claims Commission, Termination, and Relocation excerpt from the video: "Broken Treaty at Battle Mountain"	Coursepack, #53 Coursepack, #62, 63*
" 28&30	Indian Activism and the Self-Determination Act	Coursepack, #47, 55, 56, 57
May 2	Previous lecture, cont.; Health and Healing	Utter, 291-324
" 5	Employment and tribal economic development issues	Coursepack, #65, 68
" 7&9	Casinos and N.A. identity issues	Utter, 371-377, 57-69 Coursepack, # 48*, 49, 50*, 51*, 52*
" 9	Tribal resource management and environmental issues and brief review for the final exam (a longer review will also be given, TBA)	Coursepack # 59
" 15	Final Exam, Thursday, May 15, 10:10-12:10	