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Course Summary:
This is an ONLINE introductory course (3 credit hours) that satisfies the University's general education *Social Contexts and Institutions* and *Cultural Diversity and International Perspectives* requirements. This course uses digital lectures, films, tests, and short projects, all of which are available and/or submitted online.

There is no prerequisite for this course.

Your grade in this course will be based on a combination of three exams and three short online projects. There is no final exam in this course.

Larger Themes:
Until quite recently, many people were convinced that American Indians were vanishing. This belief was based, in part, on the observable consequences of centuries of European American presence in North America. For example, by the early twentieth century many Indian communities that had been located east of the Mississippi River had been removed to reservations and specially-designed territories in the West. When many non-Indians thought of Native Americans, they relied very little on actual knowledge, resorting instead to stereotypical images of Indian life as portrayed in Wild West shows and journalistic accounts of "massacres" of White settlers by "savage" Indians. In addition, years of intermarriage and contact between Native Americans, African Americans, and European Americans in the East had created new communities that differed substantially from Indian communities on western reservations.

Today, it is clear that Native peoples have not vanished from North America. Native Americans are asserting their unique identities, rights to self-government, and claims to culture and natural resources. Moreover, in asserting their rights to sovereignty, Indian tribes today increasingly find themselves depicted in the local and national media. Current debates over Indian gaming (casinos), hunting and fishing rights, and the repatriation (return) of tribal remains and sacred objects from museums to Indian communities have captured the attention of the larger American public.

In this course, we will examine the lives of American Indians and the larger issues faced by Indian communities—from their earliest contact with each other and Europeans to the present day. Our approach will be both geographical and topical, and we will cover some groups and subjects in more depth than others. Topics covered include: images of American Indians; the diversity of Native American cultures in the United States; the effects of European contact on traditional American Indian cultures; how Indian identity is legally and socially defined in the United States; special laws that apply to American Indians; religion and sacred sites; museums

and repatriation of Indian remains; Indian lands and natural resources; gaming, tourism, and economic development; and other current debates affecting Indian communities.

Course Objectives:
As a student in this course, you will:

1) Become acquainted with the diverse cultural and political groups indigenous to North America that are often subsumed under the terms "Indians," "American Indians," and "Native Americans."
2) Better understand the history of European expansion into the Americas and its effect on indigenous populations.
3) Gain an appreciation of the issues facing American Indian communities today as a result of this complex history.
4) Be able to answer the following questions that relate to current events: Who is an Indian? What is a reservation? Why do some tribes operate casinos where gambling is otherwise illegal? Are Indians given racial preferences over other groups? What is a treaty? How do many non-Indians view Indians? How do many Indians view non-Indians?

Course Requirements
Online Tests (3 @ 25%)	75%
Short Projects (2 @ 8%; 1 @ 9%)	25%

Grading Criteria
All course requirements will be assessed a letter grade, which will, in turn, be converted to a numeric (100 point) scale and then weighted for final grade calculations. I convert points to final letter grades in this course as follows: Conversion: 100-93 = A; 92-90 = A-; 89-87 = B+; 86-83 = B; 82-80 = B-; 79-77 = C+; 76-73 = C; 72-70 = C-; 69-67 = D+; 66-63 = D; 62-60 = D-; 59 or below = F.

Electronic Learning:
Course Infrastructure and Access: This is an online course that uses a **Blackboard course site** (**www.courses.maine.edu**) and email correspondence via FirstClass. This course does **not** utilize WebCT or FirstClass folders. **Use your Mainestreet ID and Password (the one associated with your maine.edu account, not FirstClass) to login to Blackboard**. You will receive important announcements, assignments, and notes through the Blackboard website. You are responsible for checking the site regularly for updates. I recommend checking the site daily.
Answers to questions frequently asked by students can be found at:
https://www.courses.maine.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_18_1.

1. **Tests are taken on Blackboard in their allotted time frames. The three short projects are also submitted on Blackboard by the date specified.**
2. Computer Literacy Requirements: Access to a computer with broadband, ability to download and upload materials (e.g. submit projects online), send email, read email, and access the Internet.
3. Please make sure you have a **valid email account and that you check it daily**. You will be given a FirstClass email account as a student in this class (even if you are not enrolled at the Orono campus).
4. Bandwidth Requirements: Broadband or high speed Internet connection. Video streaming on Blackboard may require a high-speed connection. Satellite does not always work with streaming.

5. **Technical Help:** You can contact the I.T. Help Center **at help.center@umit.maine.edu or 207 581-2506** for computer-related (including network connection) questions. You can also **contact** cedtechhelp@umit.maine.edu**, 207 581-4591 or 1-877-947-4357.** Broadband connection is available at computer labs at UC Centers throughout Maine. For help locating a UC Center nearest you, please dial UC Tele-service at 1-800-868-7000.
6. Lectures and required videos are on the Course Content page. If the image darkens when you are watching a video, just tap your keypad and it will usually reappear.
7. **Tests are to be taken on Blackboard within the test window** found on the course schedule (end of syllabus). **Tests are multiple choice and open book/notes, but you will only have 75 minutes to complete the test once you begin.** You are **not** permitted to collaborate or share information about the content of the tests; **you must work alone.** Other students may not have the same version of the test that you do.

Required Textbook
The following textbook will be available through the UMaine (Orono) (581-1700, http://bookstore.umaine.edu/) bookstore and also the UMA bookstore (1-800-621-0083, www.umabookstore.com):

Sutton, Mark Q. 2011. *An Introduction to Native North America.* **Fourth** *Edition.* Boston: Pearson Education, Inc. (a division of Allyn and Bacon). Please make sure you have the correct edition.

****Some additional required articles are on Blackboard****

Films
Films are as important as readings and lectures in this course. Please be prepared to take notes during the online films. Some students may wish to download the Microsoft Silverlight viewer or Quicktime. You will be prompted to do so (with link) if your computer needs the viewers when you click on a film.

Minor in Native American Studies
Students are encouraged to explore the possibility of adding a Minor in Native American Studies to their degree program. **For additional information contact me or follow the link to the NAS website on Blackboard**.

UMaine Official Contingency Statement:
"In the event of an extended disruption of normal class activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version."

Where to Find Out About Important Announcements
Important announcements will be made on the course Blackboard site. Please check your email daily as well.

Students with Disabilities
If you have (or suspect) a documented disability that affects your academic work, your ability to attend classes, or the quality of your experience viewing and/or listening to our lectures and/or films, you must contact Disability Services at **121 East Annex**, 581-2319, as early as possible in the term.

Late Project Policy
To be fair to all students, late projects will be accepted within a reasonable time frame but the grade will be lowered according to a formula that will be consistently applied to all students. Projects that are severely overdue will not receive any credit.

Make Up Test Policy
Students are expected to take the online tests during the window they are scheduled. In the event of illness, an emergency, or an unforeseen event over which you have no control, email me as soon as possible and we will discuss your alternatives, including how to provide documentation of your situation and how to arrange for you to make up missed work. I reserve the right to refuse to give a makeup exam.

Technical Note: If you experience a technical problem while taking a test on Blackboard or submitting a paper, please email me as the problem is happening. UMaine technical support staff and I can help. Note that Blackboard keeps track of all student login, test taking, and project submission activity, so we can see where you are at all times and help.

When Collaboration with Other People is Off-Limits (and when it is OK)
Students may not collaborate on tests.
1. You may not share the test questions with other students (sharing test information with other students is considered cheating)

2. You must take your online exam; a test proxy is not permitted (having someone else take your exam for you is considered cheating, whether or not they are compensated)

3. You are not permitted to talk to other students (whether enrolled in the class or not) while taking the exam; this includes sitting next to another student and discussing questions or answers, asking another student to look up information for you, or looking at another student's exam while he or she is taking it (doing so gives you an unfair advantage over other students and is considered cheating)

4. That said, you are permitted to utilize any course materials (readings, films, lectures, guides), your own notes, the Internet, and Blackboard to complete the exam. It is OPEN book and notes

Students may discuss elements of their NAS 101 projects with friends and classmates, when indicated on the project instructions.

1. You must do your own original work for the projects
2. You are always allowed to use the Internet, class notes, and course materials when completing your projects online.

A Note About Failing Grades on Written Work versus Exams
While a student who fails an exam can often earn partial credit for some correct work on the exam (35 points, 55 points, etc.), a student who fails a written assignment may earn no points, rather than some other form of partial credit. I am quite generous when drawing the line between writing earning a "D" grade and writing earning an "F." However, there are times when written work has very little merit or does not truly represent a student's own work (see **Academic Code of Conduct** below) and cannot receive a passing grade.

Academic Code of Conduct
Each student is expected to complete his or her own work, including tests and projects. When an outside source is utilized in a paper, written project summary, or written report, that source must be acknowledged or the student has committed **plagiarism**. Plagiarism will earn a student a failing grade on a written assignment or paper (as would cheating on an exam), and hence that assignment or paper will be scored as a "0." Plagiarism and cheating have <u>severe</u> academic consequences.

The following is taken directly from the U Maine Undergraduate Student Handbook:

"Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers or to submit papers written by another person, to "fake" experimental results, or to copy parts of books or articles [or web sites] into your own papers without putting the copied material in quotation marks and clearly indicating its source. <u>Students committing or aiding any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor.</u> In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University. Details concerning these policies and the avenues of appeal open to students are published in the online University of Maine Student Handbook."

I have a strict anti-plagiarism policy in this course. I am an expert at detecting it. Don't do it.

<u>Regarding the use and citing of online sources</u>: With more and more students using the Internet, it is tempting to search for material online. If you search the Internet often, you may even notice that some web sites copy material from others, often without acknowledging it (hence, they are committing plagiarism!). Importantly, this does not mean that such material is in the public domain, nor does it mean that you, as a student, are permitted to use such material in your papers, projects, and reports without properly attributing it to the Internet source that you utilized. Also remember that all such material, unless paraphrased (i.e., put into **your own** words), <u>must</u> contain quotation marks.

<u>Additional warning</u>: It is not a good idea to be looking at an online source or another person's project while attempting to write your own. This type of writing strategy often leads to lazy language use, copying, and plagiarism. Ultimately, I recommend that at all times you strive to develop your own ways of expressing ideas and cite other people's ideas and words sparingly.

Online Office Hours
I am available via email to talk about your course needs and answer questions. Please feel free to contact me. If we cannot resolve an issue online, we will set up a personal appointment on campus.

About the Schedule
In this course, we will cover different geographic areas (reflecting the diversity of American Indian cultural groups) as well as some larger themes or issues that affect all Native Americans. Readings are listed on the syllabus. Sutton is our main text for the course. However, you will occasionally see another reading on the syllabus. These additional readings are short articles that will appear on Blackboard. Unless otherwise specified, all assigned readings should be completed by <u>the day they are listed</u> on the schedule.

Class Schedule:

Week	Topics	Readings	Assignments	Important Dates
Day 1. 8/1	Introductions & Orientations	Sutton CH 1		
Day 2. 8/2	Historical Overview	Sutton CH 2		
Day 3. 8/3	Imaginings	"The Pocahontas Perplex" and "The Letter of Columbus" -- Blackboard		
Day 4. 8/4	California and the West	Sutton CH 8; "The Sword and the Cross: California Missions" -- Blackboard	**Images Project** Film: *Ishi, the Last Yahi*	**Images Project Due 8/4 (by 11:59 PM)**
Day 5. 8/5	The Southwest	Sutton CH 9 & Hopi Case Study	Film: *Hopi, Songs of the 4th World* **Test #1**	**Test #1 Window (Noon 8/5-11:59 PM 8/8)**
Day 6. 8/8	The Wabanaki of Maine	Neuman (other TBA) -- Blackboard	Film: *Wabanaki, A New Dawn*	
Day 7. 8/9	The Northeast	Sutton CH 11 & Iroquois Confederacy Case Study		
Day 8. 8/10	Alaska	Sutton CH 3 & Aleutian Islanders Case Study		
Day 9. 8/11	The Southeast and Removal	Sutton CH 12 & Cherokee Case Study	Film: *The Native Americans, The Southeast*	**Maine Tribes Project Due 8/11 (by 11:59 PM)**

Day 10. 8/12	Oklahoma and the Plains	Sutton CH 10 & Cheyenne Case Study	Film: *The Native Americans, The Plains II* **Test #2**	**Test #2 Window (Noon 8/12-11:59 PM 8/15)**

Day 11. 8/15	American Indian Education	"Civilize them with a Stick" and "Asgaya Dihi"-- Blackboard	Film: *In the White Man's Image*	
Day 12. 8/16	Who is an Indian? What is a Tribe?	"What If My Grandma Eats Big Macs?" & "If He Gets a Nose Bleed" -- Blackboard		
Day 13. 8/17	Religious Freedom & Environmental Issues	"Indigenous Environmental Perspectives" & "Who Owns Our Past?" -- Blackboard	Film: *The Peyote Road*	
Day 14. 8/18	Indigenous Political Activism (AIM) & Contemporary Issues	Sutton CH 13	**Contemporary Issues Project**	**Contemporary Issues Project Due 8/18 (by 11:59 PM)**
Day 15. 8/19	Course Wrap Up	No new readings	**Test #3 (window opens one day earlier)**	**Test #3 Window (Noon 8/18-11:59 PM 8/22)**

Final date for all work to be in, unless other arrangements have been made with instructor: 8/22 by 11:59 PM.