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# NASX 105H.01: Introduction to Native American Studies

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# INTRODUCTION TO NATIVE AMERICAN STUDIES

## COURSE SYLLABUS

### Fall, 2014

#### COURSE INFORMATION

- a. Course Number: NASX 105H, Section 01
- b. Course Request Number (CRN): 73279
- c. Room # and time: SS (Social Science) 352, MWF, 2:10-3:00
- 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 the occasional Tu/Th, or MWF after 5:00, *by appointment only*, in my office, NAC (Native American Center) 203E (on the 2<sup>nd</sup> floor, south end of the building)
- c. E-mail: [george.price@mso.umt.edu](mailto: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 recorded and available on iTunes U, accessible from the UM One Stop webpage. See the Moodle page for instructions on accessing iTunesU.

#### 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 website 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 first two exams 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 extra credit writing opportunity.

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

## **DISABILITY MODIFICATIONS**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

## **ATTENDANCE**

**Attendance is not taken for this class** (see note at end of “Student Conduct” section on the next page). There is no better way to understand the lectures than to actually be there, but, for those times when you cannot attend, or when you want to review a lecture, the lectures will be recorded and available on iTunesU. 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 Moodle website.

## 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 much 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 ERes during the semester)

<u>Date</u>	<u>Topic</u>	<u>Relevant Readings</u>
Aug. 25	Introduction and orientation	Utter, pp. 25-56
" 27&29	Contributions of Native Americans to the world	Coursepack, articles# 1, 2*, & 3
Sept. 1	Labor Day Holiday, NO CLASS	
" 3	Contributions of Native Americans to the world, continued	
" 5	Native American spirituality, cosmology, world view	Coursepack articles # 4, 5, 6*,
" 8	" " continued	7*, 8*, 10*. Utter, 132-136, 145
" 10&12	Traditional economics and government	Coursepack # 12, 13, 14
" 15	Previous lecture continued, Indian Arts (slide show/lecture)	Coursepack article # 19
" 17	Indian Arts slide lecture, cont.	

## COURSE OUTLINE/ CLASS CALENDAR, continued

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Sept. 19	Traditional Native cultures of the Northeast	Coursepack #15, 18* Utter, 165-166
	<b>Review for first exam</b>	
" 22	<b>Exam One</b>	
" 24	Traditional Native cultures of the Northeast, cont.	
" 26	Traditional Native cultures of the Southeast	Coursepack #16
" 29	" " " Southwest	
Oct. 1	Video, "Hopi: Songs of the Fourth World"	
" 3	Southwest, cont., Traditional Native cultures of California	
" 6&8	California, cont., Traditional Native cultures of the Northwest Coast and Alaska	
" 10	Cultures of the Columbia Plateau and Northern Rockies	
" 13	Guest speaker (to be announced)	
" 15&17	Native cultures of the Great Plains and western Great Lakes regions	Coursepack #17, 36
" 20	European/Indian cultural differences at first contact	Coursepack #20, 21, 26*
" 22&24	Colonial-era intercultural relations	Coursepack #22, 23, 24a, 24b, 25*, 28
	<b>Review for second exam</b> (last thing on the 25th)	Utter, 3-20, 211-214
" 27	<b>Exam Two</b>	
" 29&31	Previous lecture, cont.; American Indians and the New Republic	Coursepack # 27,
Nov. 3	The Indian Removal policy and its impact	29*, 31; Utter, pp. 76, 93, 125-126
" 5&7	Treaties, reservations and their impact	Coursepack #32, 33, 34, 37; Utter, 79-92
" 10	Intro to the Boarding School and Allotment policies	Coursepack, #39*, 41
" 12&14	Indian boarding schools and their impact	Utter, 309, 314-319
" 14	A movie, "Where the Spirit Lives," <b>will be shown at 7:00, p.m., in this classroom or another location, to be announced. This is the only outside-of-class event scheduled for this semester. If you cannot attend, the DVD is available in the Mansfield Library, and will be on reserve there all semester.</b>	
" 17&19	Discussion on the film; The Allotment Act and its impact	Coursepack, #38, 40*
" 21	Early 20 <sup>th</sup> century and the Indian Reorganization Act	Utter, 246-276 Coursepack, # 42, 43, 44, 45*, Utter, 216-217
" 24	Indian Claims Commission, Termination, and Relocation	Coursepack, #53 excerpt from the video: "Broken Treaty at Battle Mountain" Coursepack, #62, 63*
" 26-28	Thanksgiving (for the Wampanoags saving their lives) Vacation, NO CLASS	
Dec. 1	Indian Activism and the Self-Determination Act	Coursepack, #47, 55, 56, 57 Health and Healing, 1975-present Utter, 291-324
" 3	Employment and tribal economic development issues	Coursepack, #65, 68 Casinos and N.A. identity issues Utter, 371-377, 57-69
5	Tribal resource management and environmental issues and <b>Review for the final exam</b>	Coursepack, # 48*, 49, 50*, 51*, 52* Coursepack # 59
" 8	<b>Final Exam, Monday, December 8<sup>th</sup>, 1:10 to 3:10. If you know in advance that you will not be able to take the exam at this time, please make arrangements with the professor in advance to take the exam at another time during Finals Week. UM policy is that final exams can only be taken during finals week.</b>	