COURSE SYLLABUS

AMERICAN INDIAN ETHNOLOGY

Anthropology (ANT 4312-U01) Cross-listed with Liberal Studies (IDS 4920-U06)

Spring 2014. Tuesdays and Thursdays 2:00 to 3:15. Green Library 100a

Maidique Campus, Florida International University

Version of January 8, 2014

INSTRUCTOR

Dennis Wiedman, Ph.D. Associate Professor. Department of Global and Sociocultural Studies.
Office: SIPA 327. Phone 305-348-2262
Office Hours: Wednesdays 3:00 to 4:00, or by appointment.
Email: Wiedmand@fiu.edu  Web Page: www.fiu.edu/~wiedmand
Email communication should be within Blackboard. I try to respond to emails within 3 days.

COURSE DESCRIPTION

This course examines the socio-cultural patterns of selected American Indian groups from pre-history to the present with an emphasis on political, economic, artistic, and religious life. As an overview of Indigenous peoples of North America it emphasizes contemporary issues in Native America and Indigenous peoples of the world. Special attention is given to how anthropological theories and methods can be used to understand the past as well as contemporary life.

COURSE OBJECTIVES

On completion of this course the student should:
1) Recognize the similarities and differences among North American tribal groups.
2) Respect the historical and contemporary importance of tribal sovereignty, kinship relations, oral traditions, spirituality, language, and arts of Native Americans today.
3) Appreciate the economic, health, environmental, political, and legal issues that have been and continue to influence the everyday lives of contemporary Indigenous peoples.
4) Understand the effects of culture change, modernization, and globalization on Indigenous peoples.
5) Value the methods and theories of comparative sociocultural analysis for Indigenous Studies.

REQUIRED READINGS

Muckle, Robert J.

Selected publications are discussed throughout the semester as noted in the schedule below. All are available free of charge through the FIU Library – electronic journals, or as a pdf in Blackboard.

WEB ASSISTED COURSE MATERIALS – Blackboard.

Blackboard supports the student learning experience with related readings, instructions, web page links, study aids, discussions, emails, and extra credit exercises. Student computers should use Mozilla FireFox, MS Word, and Adobe Reader for pdf files.

Announcements: This is where the instructor communicates with the students.
It is important to read announcements as soon as they are posted.

Messages: Send emails to selected individuals using the drop down list.
Email the instructor only within Blackboard Messages.

Forums: Student discussions take place here on course topics.

Internet access can be through any computer. Computers in the FIU computer labs and the library are available for your use. Begin by clicking on “Blackboard Learn” from the FIU current student main page.
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COURSE REQUIREMENTS

Final grades are based on the following components, all of which must be completed in order to be eligible to receive a passing grade.

1) Three Exams enable the student to demonstrate an understanding of the subject. Exams focus on class lectures, films, readings, and special presentations. Each exam is cumulative of entire course with emphasis on materials since the prior exam. Exams are composed of matching, multiple choice, true & false, word identifications, essays, etc. Legitimate reasons for not taking an exam at the scheduled time must be approved by the instructor prior to that date. Failure to take an exam at the scheduled time, without a written medical excuse, will result in a letter grade reduction.

2) Fieldtrip Essay: A field trip to the Miccosukee or Seminole Reservation will be a highlight of the course. Earn points by writing a 500 word ethnography focused on a specific issue.

3) Exercises are in-class and out-of-class assignments that enable students to express their perspectives, course comprehension and research abilities while demonstrating their writing and presentation skills. Out-of-class exercises immerse students in Indigenous Studies, ethnography and the comparative method. Best scores are awarded for perfect punctuation, format, and logic written in the style of the American Anthropologist.

4) Research Essay: This essay is on a contemporary Indigenous issue with an emphasis on historical and cultural contexts for understanding how Indigenous people have addressed this issue. Select an issue based on an article published in the journals “American Indian Quarterly,” or American Indian Culture and Research.” Use ethnographic information from the eHRAF World Cultures, books, articles and authoritative tribal web pages. Minimum of five text pages, not including illustrations, tables, or the “References Cited” section. Be prepared to discuss aspects of this issue and tribal culture history throughout the semester. Class exercises include the research elements facilitating the completion of this essay. A two page proposal based on a selected journal article is due as indicated in class schedule. Students with similar contemporary issues form groups which can make an optional presentation together.

Classroom Etiquette: During class time cell phones and text messaging must be turned off and out of sight. Class discussions demonstrate the student's interest in the course, understanding of the materials, as well as critical thinking and verbal skills. Active, courteous and informed participation is highly desired.

Attendance: In order to succeed in this course, students are expected to attend every class. Avoid arriving late or leaving early since this disrupts the presentation and student concentration. Course materials, exercises and discussions presented in class are the responsibility of the student. In-class exercises are designed to promote attendance.

Style and Format: All written assignments, both electronic or printed, MUST be in the format and style used by the American Anthropologist. Style guidelines are available in Blackboard Course Materials, “Writing Papers in the Style of the American Anthropologist.” Use MS Word, double space using 1 inch top, bottom, and side margins. Use Times Roman 12 point font. Do not use footnotes. Single space the “References Cited” section which immediately follows the text. Do not use separate cover page. Place topic of paper, student name, and date single-spaced on top of first page. Name should appear on the top right of each page. Bottom center page numbers. For printed papers, simply staple pages together, do not use a binder or fancy cover.

Timeliness: Printed exercises and essays are due within 10 minutes of the beginning of the class on the due date; electronic versions are due in Blackboard: Submissions one hour before the beginning of class. Papers received before midnight of the scheduled day receive one-half letter grade less than earned, thereafter they receive a letter grade reduction for each week it is late. Written assignments will not be accepted two weeks after the deadline. When both printed and electronic versions are required, both are necessary in order to receive a grade. The last dates to submit extra credits and late assignments are posted in the course schedule below.
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Turnitin.com: Designated out-of-class exercises and course papers must be submitted through Blackboard:Submissions using Turnitin.com. This University sponsored service improves student writing by preventing plagiarism and provides rich feedback.

Academic Ethics
It is strictly prohibited to submit as one's own work any material produced by other persons, by a professional research agency, or the Internet. It is considered “plagiarism” to not cite the sources of your information. All sources must be identified with in-text citations and in a “References Cited” section using the style of the American Anthropologist. Written exercises and papers must be submitted to Blackboard:Submissions using Turnitin for an assessment of originality. Student’s who violate these principles could receive a grade of “F” for the course. The instructor has the authority to consider academic misconduct charges that carry considerable penalties. Please consult the University student handbook for further information on plagiarism and its consequences.

Optional Ways to Get a Better Grade.

1. Native American Experiences: Attend Native American activities, exhibits, places, etc. Write a 250-500 word (1-2 page) ethnographic description of a specific aspect related to course topic. Must be approved in advance by the instructor. Submit written version in class and Blackboard:Submissions within one week of the event.

2. Optional Presentation: Produce a PowerPoint Presentation based on your research essay. Students must be willing to present before the class in order to receive points. Provide the instructor with the PowerPoint presentation via Blackboard:Submissions. Be sure to reduce the pixel size of the graphic images so that the file is not too large to submit. CDs or thumb drives are not acceptable given the chance for viruses. The Instructor will preview the PowerPoints submitted and invite selected students to present their work before the class. PowerPoints earn up to 3 extra points; presentation to the class earns up to five additional points, 8 points total.

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<tr>
<th>GRAADING</th>
<th>FINAL GRADE CALCULATION</th>
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<tr>
<td>Course Points</td>
<td>Grand Total Points</td>
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<tr>
<td>Three Exams 15, 15 , 15 pts</td>
<td>A = 95 - 100</td>
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<tr>
<td>Fieldtrip Essay</td>
<td>A- = 90 – 94.9</td>
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<td>Exercises **</td>
<td>B+ = 87 – 89.9</td>
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<td>Research Essay</td>
<td>B = 84 – 86.9</td>
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<td>TOTAL</td>
<td>B- = 80 – 83.9</td>
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<tr>
<td>100</td>
<td>C+ = 77 – 79.9</td>
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<td>Optional: Earn points up to:</td>
<td>C = 74 -76.9</td>
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<td>PowerPoint Presentation</td>
<td>** At the end of the semester the total number of points for the</td>
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<td>Presentation to Class</td>
<td>Exercises may be more or less than the Course Points. Points are calculated using the following formula: A) Total points received divided by B) Total possible points, multiplied by C) Course Points = D) Course Points Earned. (A / B) x C = D</td>
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<td>NA Experiences</td>
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** At the end of the semester the total number of points for the Exercises may be more or less than the Course Points. Points are calculated using the following formula: A) Total points received divided by B) Total possible points, multiplied by C) Course Points = D) Course Points Earned. (A / B) x C = D
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READING AND ASSIGNMENT SCHEDULE
Dates for presentations, exams, essays and readings. Readings should be completed by the scheduled week. Modifications discussed in class and posted here in Blackboard: Week by Week supersede the syllabus schedule.

Week One: January 7 and 9
Presentation: Overview of Native America and Indigenous Issues
Syllabus
Blackboard Introduction
Student’s Introduction Who’s Who. Post in Blackboard: Discussions by Jan 9, one hour before class.

Week Two: January 14 and 16
Presentation- Anthropology Defined
Appendix 1. UN Declaration on the Rights of Indigenous Peoples. Pps. 147-156.

Week Three: January 21 and 23
Presentation – Ethnographic Research Methods
Muckle: Chapter 3: Comprehending North American Archaeology. Pps 41-64.
Chap 4: Studying Population, Languages, and Cultures of North America as they were at AD 1500. Pps. 65-83.

Week Four: January 28 and 30
Presentation: Indigenous Studies Resources – eHRAF World Cultures.
Muckle: Chapter Five: Overview of Traditional Lifeways. 85-107.
Bring printed version within 10 minutes of beginning of class.

Week Five: February 4 and 6
Muckle: Chapter Seven: Contemporary Conditions, Nation-Building, and Anthropology. Pps. 129-143.

Week Six: February 11 and 13
Presentation: Maintaining Indigenous Identities (Continued).
First Exam – February 13.

Week Seven: February 18 and 20
Presentation:, Indigenous sovereignty, governance, tourism and gaming. Miccosukee-and Seminole.

Week Eight: February 25 and 27
Presentation: Indigenous sovereignty and governance (Continued)
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Week Nine: March 4 and 6

Spring Break: March 11 and 13. No Class

Week Ten: March 18 and 20
Presentation: Freedom of Religion and Medicine (Continued)
Discussions of contemporary Native American issues chosen by students

Week Eleven: March 25 and 27
Presentation: Modernization and health. Cherokee of Oklahoma:
Discussions of contemporary Native American issues chosen by students
Second Exam – Thursday, March 27.

Week Twelve: April 1 and 3
Presentation: Modernization and Health (Continued.)
Discussions of contemporary Native American issues chosen by students.

Week Thirteen: April 8 and 10.
Presentation: Natural Resource Management. Inupiat of the Arctic: Subsistence hunting and fishing rights.
Discussions of contemporary Native American issues chosen by students
Research Essay: Printed due within 10 minutes of beginning of class Thursday, April 10.
Electronic version due in Blackboard:-Submissions using Turnitin an hour before class.
April 10. Deadline for optimal presentation and all late exercises, essays and extra credits.

Week Fourteen: April 15 and 17
Presentation: Natural resource management (Continued)

Course Overview

Week Fifteen – Final Exam at time in University Schedule
Student Presentations (If necessary)