

## Basic Course Information

Semester:	Spring 2016	Instructor Name:	Manfred Knaak
Course Title & #:	Indians of North America	Email:	<a href="mailto:manfred.knaak@imperial.edu">manfred.knaak@imperial.edu</a>
CRN #:	Anth 106 20808	Webpage (optional):	none
Classroom:	2735	Office #:	Room 2735
Class Dates:	16 February to June 10, 2016	Office Hours:	M, T, TH:5-6 PM;F: Noon-1pm
Class Days:	Tuesday/Thursday	Office Phone #:	760-355-6282
Class Times:	3:35 PM to 5:00 PM	Emergency Contact:	Department Secretary 760-355-6144
Units:	3 units		

## Course Description

An introductory course studying Native cultures of the United States, Canada and Mexico, utilizing archaeological and ethno-historic information. Topic of discussions include pre-historic migration into the Americas, concept of culture areas, cultural and ethnic diversity of American Indians such as linguistic, political, economic and religious diversity, contemporary issues, and adaptations to a diverse geography and environment.

## Student Learning Outcomes

*Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:*

1. Identify and describe cultural and ethnic diversity among the various Native American tribes; their geography and environment; prehistoric migration into the Americas.
2. Describe American Indians interaction with the environment and management of natural resources.
3. Summarize similarities and differences of social institutions of various American Indian tribes.
4. Identify and summarize European effects on American Indian culture as well as contemporary issues.

## Course Objectives

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

1. Describe the diverse geographic and ecological regions and the adaptations of American Indians to a diverse environment.

2. Trace migration routes of the earliest prehistoric cultures and their impact on the Pleistocene flora and fauna.
3. Demonstrate knowledge of the great linguistic diversity of American Indian tribes .
4. Demonstrate knowledge of the similarities and differences of social institutions of various American Indian Tribes.
6. Analyze differences between Spanish, Mexican, and American attitudes and policies towards American Indians.
7. Demonstrate the importance of professional anthropological ethics when working with American Indians, as well as in archaeological research and applied anthropology.
8. Identify contemporary issues of great importance to American Indians.

### Textbooks & Other Resources or Links

#### Required Textbooks:

*An Introduction to Native North America.* By Mark Q. Sutton. Fourth Edition. Routledge :Publisher 2012.

*Custer Died for Your Sins. An Indian Manifesto.* By Vine Deloria, Jr. University of Oklahoma Press. Publisher: 1988.

### Course Requirements and Instructional Methods

Students will be tested on assigned reading material, classroom discussions, multi-media presentations viewed in classroom sessions. The schedules exams consist of true-false, multiple choice and essay questions. Homework assignments and student classroom participation are also part of the assessment. Homework assignments may be from our textbooks and classroom sessions, as well as from the Internet, and will require additional research and writing. Students must take the final exam to receive a final grade.

### Course Grading Based on Course Objectives

Three exams [which includes the final exam] will be given during the Spring 2016 Semester, with each exam consisting of 35 points. Homework assignments shall consist of 45 points. The final grade will be based on an accumulating of points:

Exams: -35 points each [three exams]—105 points

Homework assignments 45 points

**Total points 150 points**

**Points                      Letter Grade:**

<b>150-135</b>	A
134-120	B
119-105	C
104- 90	D
89 - 0	F

## Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

## Classroom Etiquette

- .Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
  - Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
  - Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- [Blackboard Support Site](#). The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

## **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 16/18 February	Chapter 1. Introduction to general prehistory of North America and culture areas.	pp. 1-24
Week 2 23/25 February	Chapter 2. European invasion and conquest; governmental policies towards American Indians; Mission system	pp. 25 - 45
Week 3 01/03 March	Chapter 3. Natives of the Arctic; prehistory of the Arctic; portrait of arctic tribes	pp. 46 - 80
Week 4 08/10 March	Chapter 5. American Indians of the Plateau; prehistory of the plateau; portrait of the Nez Perce	pp. 100 - 118
Week 5 15/17 March	Chapter 6. American Indians of the Northwest; prehistory of the Northwest coast; portrait of the Northwest tribes	pp. 119 - 142
Week 6 22/24 March	Chapter 7. American Indians of the Great Basin; prehistory of the Great Basin; portrait of Great Basin tribes	pp. 143 -165
<b>Week 7 29 Mar 03 April</b>	<b><u>Spring Recess. No Classes</u></b>	
Week 8 05/07 April	Chapter 8. American Indian of California; prehistory of California; portrait of California Indian tribes	pp. 166 - 188
Week 9 12/14 April	Chapter 9. American Indians of the Southwest; prehistory of the Southwest; portrait of Southwest Indian tribes	pp. 189 - 238
Week 10 19/21 April	Chapter 11. American Indians of the Northeast; prehistory of the Northeast; portrait of Northeastern tribes	pp. 274 -306
Week 11 26/28 April	Chapter 12. American Indians of the Southeast; prehistory of the Southeast; portrait of Southeastern tribes	pp. 307 - 338
Week 12 03/05 May	Chapter 10. American Indians of the Plains; prehistory of the Plains; portrait of the Plains Indian tribes.	pp. 239 - 273
Week 13 10/12 May	Chapter 10. American Indians of the Plains—continued-	pp. 239 - 273

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 14 17/19 May	Chapter 13. Contemporary issues	pp. 339 - 354
Week 15 24/26 May	Review of Course	
Week 16 31 May/02 June	Review of Course	
Week 17 06 to 10 June	Finals Week	

**\*\*\*Tentative, subject to change without prior notice\*\*\***