

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Manfred Knaak
Course Title & #:	AIS #106 Indians of North America	Email:	manfred.knaak@imperial.edu
CRN #:	21166	Webpage (optional):	none
Classroom:	2735	Office #:	Room 2735
Class Dates:	11 February to 07 June 2019	Office Hours:	Monday 5 pm to 6 pm Friday 12 pm to 1 pm Tue/Thur 4:30 to 5:30 pm
Class Days:	Tuesday/Thursday	Office Phone #:	760-355-6282
Class Times:	02:40 pm to 4:05 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; art; management of natural resources and adaptations to a diverse geography and environment; impact of European colonialism on Native cultures; contemporary issues.

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, ethnic and linguistic diversity among the various Native American Nations /tribes;
2. Prehistoric migration into the Americas and interaction with the environment and management of natural resources.
3. 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 ecologic 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 Nations/tribes .
4. Demonstrate knowledge of the similarities and differences of social institutions of various American Indian Nations/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, including application of the scientific method.
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 2017

Course Requirements and Instructional Methods

Students will be tested on assigned reading material, classroom discussions, and multi-media presentations viewed in classroom sessions. The scheduled 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 2019 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:

150-135	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. The use of laptop computers requires prior approval 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.
- 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.
- Disrespectful or disruptive behavior toward the instructor or fellow students will not be tolerated.
- **Tardiness is disruptive, and if necessary, the instructor shall institute a tardiness penalty of three points for each late arrival in the classroom. Penalty points are cumulative and will reduce the overall point accumulation and may result in a lower grade.**
- 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 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 School 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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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.

.Veterans Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

.Extended Opportunity Program and Services (EOPS)The Extended Opportunity

Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

. Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further 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 24 hours per day.

Anticipated Class Schedule Spring 2019

Date or Week	Activity, Assignment, and/or Topic	Reading assignments
Week 1 12/14 February	Chapter 1. Introduction to general prehistory of North America and culture areas.	pp. 1-26
Week 2 19/21 February	Chapter 2. European invasion and conquest; governmental policies towards American Indians; Mission system	pp. 27 - 47

Date or Week	Activity, Assignment, and/or Topic	Reading assignments
Week 3 26/28 February	Chapter 2. Removal and Reservation system; assimilation; General Allotment Act of 1887; Indian Reorganization Act 1934	pp. 27 - 47
Week 4 05/07 March	Chapter 3. Natives of the Arctic: prehistory of the Arctic region and portraits of tribes	pp. 49 - 82
Week 5 12/14 March	Chapter 5. Native Peoples of the Plateau: prehistory if the Plateau region and portrait of the Nez Perce	pp. 101 - 119
Week 6 19/21 March	Chapter 6: Native Peoples of the Northwest; prehistory of the Northwest coast; portrait of the Northwest tribes	pp. 120 - 143
Week 7 26/28 March	Chapter 7. Native Peoples of the Great Basin; prehistory of the Great Basin; portrait of Great Basin tribes	pp. 143 -166
Week 8 02/04 April	Chapter 8. Native Peoples of California; prehistory of California; portrait of California Indian tribes	pp. 173- 194
Week 9 09/11 April	Chapter 9. Native Peoples of the Southwest; prehistory of the Southwest; portrait of Southwest Indian tribes	pp. 195 - 244
Week 10 16/18 April	Chapter 11. Native Peoples of the Northeast; prehistory of the Northeast; portrait of Northeastern tribes	pp. 280-312
Week 11 22 to 27 April	Spring Recess	
Week 12 30 Apr/02 May	Chapter 12. Native Peoples of the Southeast; prehistory of the Southeast; portrait of Southeastern tribes	pp. 313 - 342
Week 13 07/09 May	Chapter 10. Native Peoples of the Plains; prehistory of the Plains; portrait of the Plains Indian tribes.	pp. 245 - 279
Week 13 14/16 May	Chapter 10. Native Peoples of the Plains—continued-	pp. 245 - 279
Week 14 21/23 May	Chapter 13. Contemporary issues	pp. 343 - 357
Week15 28/30 Many	Review of Course	
Week 16 03 - 07 June	Final Week	

Tentative, subject to change without prior notice