

LSC Use Only Proposal No:
LSC Action-Date: **AP-5/1/14**

UWUCC Use Only Proposal No: **14-38**
UWUCC Action-Date: **App-10/21/14**

Senate Action Date: **App 11/4/14**

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: **SOC 314 Native Americans**

Proposed course prefix, number and full title, if changing: **SOC 314 Sociology of Native Americans**

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

- Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Melanie Hildebrandt</i>	2/17/14
Department Chairperson(s)	<i>Adrienne</i>	4/3/14
College Curriculum Committee Chair	<i>Mark D. ...</i>	4/9/14
College Dean	<i>T. ...</i>	4/22/14
Director of Liberal Studies (as needed)	<i>D. ...</i>	10/3/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Carol Seehurst</i>	10/21/14

Received

OCT 3 2014

Liberal Studies

Received

APR 25 2014

Liberal Studies

II. DESCRIPTION OF CURRICULAR CHANGES

1. Course Title and Catalog Description Change
New Syllabus of Record

1. Course Title and Catalog Description

SOC 314 NATIVE AMERICANS

(same as ANTH 314) 03c-0 -03cr

PREREQUISITES: None

A survey of culture history and culture area characteristics of Native Americans of North America. A detailed study of representative groups related to historical, functional, and ecological concepts.

Proposed Course Title and Catalog Description

SOC 314 SOCIOLOGY OF NATIVE AMERICANS 03c-0-03cr

PREREQUISITES: None

An introduction to the history, 'traditional' cultures, and changes brought by European settlement and American conquest, and the range of social issues faced by contemporary Native Americans on and off reservations. A special emphasis is placed on the efforts of indigenous Indian societies to maintain and regain access to land and other resources. Activist responses are considered along with the social consequences of past and present initiatives and policies.

2. Justification and Rational for Changes

The title and catalog description changes are requested for the following reasons: The cross listing of Soc/Anth 314 dates back to the time (1990s) when Sociology and Anthropology were a joint department. Since the departments separated, these courses have been taught with distinct disciplinary foci and are to be considered separate courses. The proposed catalog description for Soc 314 reflects application of a sociological lens and theoretical perspectives to the subject matter, with an emphasis on the social, economic, and political challenges facing contemporary Native American peoples and their continued efforts to (re)gain tribal sovereignty and develop sustainable economic and cultural systems.

3. Letters of Support or Acknowledgement

See attached

4. NEW SYLLABUS OF RECORD

Catalog Description:

SOC 314 Sociology of Native Americans

03c-01-03cr

Prerequisite: None

An introduction to the history, 'traditional' cultures, and changes brought by European settlement and American conquest, and the range of social issues faced by contemporary Native Americans on and off reservations. A special emphasis is placed on the efforts of indigenous Indian societies to maintain and regain access to land and other resources. Activist responses are considered along with the social consequences of past and present initiatives and policies.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes- EUSLO)

Objective 1

Compare past and present social issues (health, education, economic, environmental, etc.) faced by diverse indigenous groups in the United States.

Expected Learning Outcome 1

Informed and Empowered Learners

Rationale

This objective meets the informed and empowered learners outcome of the Liberal Studies elective and specifically the **Global Citizenship** liberal studies elective because it requires students to understand that Native American cultures and conditions do not represent a monolithic set of conditions but rather, are shaped by the diverse experiences and contemporary challenges faced by over 562 Federally recognized tribes. Readings, lectures and films are organized around themes (first contact, colonization, Federal Indian policies, assimilation and its cultural implications, religious freedom and civil rights) as they are experienced and responded to by various tribes. Assignments require students to research, discuss, and respond to current events facing Native Americans living on reservations and in urban centers, and to consider the social justice implications of social policy at the federal, state and local levels.

This objective is achieved in a way that meets the required course content and learning objectives of **the Global and Multicultural Awareness** criteria. Students are required to read and respond to the emic perspectives of Native American leaders and scholars from a variety of tribal identities (Mohawk, Navajo, Ojibwe, Lakota, Hawai'i, etc.) as they consider the historical and current impact of Federal Indian policy on the life chances of Native Americans. Assignments will require students to assess the impact of health, education, economic and environmental policies on Native American communities, and evaluate the policies against solutions developed by various tribes to address their particular geographic, historical, cultural or religious needs and sensibilities.

Objective 2

Explain how the experiences of indigenous people of North America differ from those of the colonizing and immigrant peoples.

Expected Learning Outcome 2

Informed and Responsible Learners

Rationale

This objective meets the informed and responsible learners outcome of the Liberal Studies elective and specifically the **Global Citizenship** liberal studies elective inasmuch as students are required to consider how their own world views are shaped by a predominantly Western, Judeo-Christian framework, and how that framework differs from the world views of a variety of indigenous peoples living on the North American continent. Assignments are designed to explore how students' preconceived notions about Native Americans are shaped by dominant cultural practices (media, school curriculum, sports), and how those ideas (mis)shape their understanding of the realities and identity challenges faced by American Indians today.

This objective is achieved in a way that meets the required course content for **Global and Multicultural Awareness** criteria through readings and assignments that ask students to critically evaluate the usefulness of applying Eurocentric sociological theory to the interpretation of Native American struggles for self-determination and sovereignty. Writing assignments and class discussions require students to compare the theoretical and ideological frameworks used to interpret the experiences of America's voluntary or involuntary immigrants, and how those frameworks are inadequate for understanding the Native American experience given the fact that for Native Americans, assimilation into the Western/U.S./dominant world view is tantamount to extinction. By drawing on first-person Native American narratives as well as research by Native American scholars, students will examine how Eurocentric theory and methods are simultaneously resisted by and incorporated into Native Americans' views of themselves.

Objective 3

Identify the origins and functions of Native American representation and identity.

Expected Learning Outcome 3

Informed and Empowered Learners

Rationale

This objective meets the **Global and Multicultural Awareness** learning objectives by requiring students to evaluate the various ways that Native Americans have been framed and represented by the dominant culture, through images, literature, and myth. Assignments will include film, art, and music (song) critiques that will ask

students to assess how portrayals of American Indians have served the political and/or ideological objectives of the dominant culture. Students will then be required to compare those portrayals to those created by Native American filmmakers, artists, and songwriters for the purpose of understanding the importance of self-representation in advancing social justice for Native American people.

Objective 4

Evaluate the basic principles of Federal Indian laws and policies that provide a framework for tribal sovereignty and human rights of indigenous peoples in North America.

Expected Learning Outcome 4

Responsible and Empowered Learners

Rationale

This objective meets the Liberal Studies **Global Citizenship** criteria by requiring students to evaluate past and present litigation efforts initiated by Native American tribes (such as the Shoshone in Nevada and the Navajo in New Mexico) on the matter of religious freedom and land use. Specifically, students will watch documentaries such as *American Outrage* and *Homeland*, and will be asked to evaluate policies that favor commercial mining, water, and agricultural interests over the rights of Native Americans as articulated in the United Nations Declaration on the Rights of Indigenous Peoples.

This objective is achieved in a way that also meets the criteria for **Global and Multicultural Awareness** insofar as students are expected to compare the legal, religious and economic challenges facing Native Americans in the United States to similar challenges, advances, and circumstances facing indigenous peoples around the world. Reading assignments, lectures, and class discussion will ask students to consider how indigenous populations in Bolivia, Canada and Mexico, are balancing the demands of economic development, political empowerment and cultural integrity. While international cases are not the focus of this course, students are required to explain the relationship between colonization and colonialism, economic expansion, transnational migration, and other global phenomena as they effect the rights and lives of indigenous populations in the United States and elsewhere in the world.

III. Course Outline

Week 1	<p>Introduction: Why study American Indian Societies? The challenge of studying American Indian History</p> <p>Readings: Introduction to <i>Native American Voices</i>, p. 2-9 The Pocohontas Perplex, <i>NAV</i>, p. 159-165</p>	3 hours
Week 2	<p>Origins, Creation Stories, and Pre-history First Contact and the American (Indian) Myth</p> <p>Readings: Wilson, <i>The Earth Shall Weep</i>, ch. 1 & 2 (Pit River Indians) "Mis-Misa", in <i>NAV</i>, p. 56-61 First Nation: Indigenous Peoples of Canada, p. 36-40 Treuer, <i>Rez Life</i>, Introduction</p>	3 hours
Week 3	<p>Native American Identity: Tribal Sovereignty Explained Images, Stereotypes, and Representation (part I)</p> <p>Readings: <i>NA Voices</i>: "Indigenous Identity", p 28-35 "ASGAYA-DIHI", p. 246-251 "Creating a visual history", p. 206-211 "Wiping the Warpaint off the Lens", p. 224-228 "Native Peoples of Mexico", p. 42-44 Treuer, <i>Rez Life</i>, ch 1, p. 23-58</p> <p>Film: American Outrage</p>	3 hours
Week 4	<p>Invasion and Colonization Haudenosaunee Confederacy and American Democracy</p> <p>Readings: Wilson, <i>The Earth Shall Weep</i>, ch. 4 <i>NA Voices</i>, "Five Hundred Years of Injustice", pg. 101-104 "Perceptions ... Native Democracies", p. 62-70</p> <p>Film: 500 Nations (segments)</p>	3 hours
Week 5	<p>American Expansion, Cherokee Removal</p> <p>Readings: Wilson, <i>The Earth Shall Weep</i>, ch. 5 <i>NA Voices</i>, "History of Federal Indian Policy" 105-110</p>	3 hours
Week 6	<p>The Great Plains, Indian Wars and Crazy Horse</p> <p>Readings: Treuer, <i>Rez Life</i>, ch, 2</p>	3 hours

NAV The Black Hills: p.. 113-119
 Film: The Spirit of Crazy Horse:
 The Lakota struggle to reclaim the Black Hills

Week 7	Indian Policy since Wounded Knee Education for Extinction- Boarding Schools Forced Sterilization Readings: Wilson, <i>Earth Shall Weep</i> , ch. 6 NAV "We're imitating the Enemy" and "Native American Women and Coerced Sterilization", p. 174- 184	3 hours
Week 8	Sociological Theory: what works, what doesn't Midterm Exam	2 hours 1 hour
Week 9	The SouthWest and California The Navajo Long Walk California Indians Readings: Treuer, <i>Rez Life</i> , ch 3 The Navajo Long Walk, pdf on Moodle NAV, "One more Smile", p. 211-213	3 hours
Week 10	Assimilation policies: Colonial legacies Education, Discrimination and stereotypes, part II Readings: NAV, "Is Urban a person or place?", p. 424-431 "But is it Native American Art?", p. 214-223 "Nat'l Museum of Am Indian, p. 224-229 "Gone with the Wind", p. 229-231 "If we get the girls..." p. 284-291	3 hours
Week 11	Health Policy and the Indian Health Service Economic development and sustainability Gaming and Tourism Readings: NAV "Traveling Traditions," p. 251-257 "American Indian and Alaska Native Health, p. 258-265 "Perspectives on Traditional Health Practices, p. 276-283 "Indian Gaming in the States," p. 363-369 "Lovely Hula Hands," p. 370-375 Treuer, <i>Rez Life</i> , ch. 4	3 hours
Week 12	Native American Activism	3 hours

American Indian Movement/Alcatraz

Readings:

- Wilson, *The Earth Shall Weep*, p. 370-408
- NA Voices: "Reflections of Alcatraz", 416-424
- Women's Class Strategies, p. 445-453
- Treuer, *Rez Life*, ch. 5

Week 13 Environmental Policy 3 hours

Religious Freedom

Readings:

- Wilson, *The Earth Shall Weep*, Conclusion
- NAV, "Indigenous Environmental Perspectives," p. 376-387
- "Alaska Natives Struggle for Subsistence Rights, p. 389-395
- Part VII, entire

Film: Homeland

Week 14 Language and Subsistence 3 hours

Government Sovereignty, and the future

The Bolivian Example- Evo Morales

Readings:

- NAV "Hawaiian Language Schools", p. 480-488
- "Call to Consciousness," p. 489-492
- Part X, entire (UN declaration of rights)

Final Exam 2 hours

IV Evaluation Methods

The final grade will be determined by the following:

	<u>Option 1</u>	<u>Option 2</u>
Attendance	5%	5%
Quizzes and Reading Responses	20%	20%
Assignments	30%	30%
Exams (Midterm and Final)	20%/25%	15%/20%
Field Trip or Event*	n/a	10%
Total	100%	100%

Quizzes and Reading Responses Class participation is required. Students are expected to be prepared for class discussions and to contribute both spontaneously and in response to questions or structured exercises. To encourage and reward preparation, you will be asked to complete daily quizzes or written responses about the assigned readings. You will be permitted to use hand-written notes for these quizzes/reading responses. Quizzes are given during the first 10 minutes of class. If

you arrive late, you will miss the quiz/reading response and not be permitted to make it up.

Assignments

News Report (10%)

See sample assignment

Preconceived Notions (10%)

Make a list of three ideas that you had about American Indians before taking this course. As far as you can remember, where did you learn these ideas? As you read, hear, and view the course material, in what ways have the three ideas been confirmed and/or contradicted? Which **specific** course materials made you reach these conclusions (be **specific** and use proper APA format for citations and references)? (Max. 600 words).

Bury My Heart at Wounded Knee (10%)

Read the lyrics to "Bury My heart at Wounded Knee" by Buffy Saint-Marie and the article by Vander Wall titled "A Warrior Caged" (on Moodle) and write a ~2-3 page report on how the song relates to the actual events described in the article and the documentary The Spirit of Crazy Horse.

Exams

There are two exams for this class—a midterm and a final. The format of these exams will be a combination of multiple choice, short answer, and essay. For students who choose Option 1, the midterm will count 20% and the final, 25%. For students who choose Option 2, the midterm will count 15% and the final, 20%.

Field Trip/Event

After participating in a field trip to the Carlisle Indian Boarding School museum, students will be asked to complete writing assignment connecting what they learned to subject matter covered in class. The specific parameters of this assignment will be explained during the 3rd week of class. (Max 600 words, APA format).

V. Grading Scale

A= 90-100%; B= 80-89%; C=70-79%, D= 60-69%; F <60%

VI. Attendance Policy

The attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalog.

VII. Required Textbooks

Treuer, D. (2012). *Rez Life*. New York: Atlantic Monthly Press.

Wilson, J. (1998). *The Earth Shall Weep*. New York: Grove Press.

Supplemental Readings:

Lobo, S., Talbot, S., & Morris, T. (2010). *Native American Voices: A Reader*. (Third ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. Special Resource Requirements

None

IX. BIBLIOGRAPHY

Adams, David Wallace. (1995) *Education for Extinction: American Indians and the Boarding School Experience*. Lawrence, KS: University of Kansas Press.

Barriero, Jose' (ed). (1992) *Indian Roots of American Democracy*. Ithaca, NY: Akwe:Kon Press.

Champagne, Duane. (2007) *Social Change and Cultural Continuity among Native Nations*. New York: Altamira Press.

Crow Dog, Mary. (1991) *Lakota Woman*. New York: HarperPerennial.

Deloria, Philip J. (1998) *Playing Indian*. New Haven, CT: Yale University Press.

Deloria, Jr. Vine. (1997) *Red Earth, White Lies*. Golden, CO: Fulcrum Publishing.

Deloria, Jr., Vine and Daniel R. Wildcat. (2001) *Power and Place: Indian Education in America*. Golden, CO: Fulcrum Publishing.

LaDuke, Winona. (1999) *All Our Relations: Native Struggles for Land and Life*. Cambridge, MA: South End Press.

Hirst, Stephen. (2006) *I am the Grand Canyon: The Story of the Havasupai People*. Grand Canyon, AZ: Grand Canyon Association.

Iverson, Peter. (2002) *Dine': A History of the Navajos*. Albuquerque: University of New Mexico Press.

Loewen, James W. (1995) *Lies My Teacher Told Me*. New York: The New Press

Mankiller, Wilma (ed.) (2011) *Every Day is a Good Day: Reflections by Contemporary Indigenous Women*. Golden, CO: Fulcrum Publishing.

Mathiessen, Peter. (1992) *In the Spirit of Crazy Horse*. New York: Penguin Books.

McPherson, Robert S. (1998) "Of Metaphors and Learning: Navajo Teachings for Today's Youth." *American Indian Quarterly* (fall) 22:4.

- Mihesuah, Devon Abbott, and Angela Cavender Wilson. (2004) *Indigenizing the Academy: Transforming Scholarship and Empowering Communities*. Lincoln, NE: University of Nebraska Press.
- Moore, Marijo (ed), (2003) *Genocide of the Mind: New Native American Writing*. New York, Nation Books.
- Nabokov, Peter (ed). (1991) *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-1992*. New York: Penguin Books.
- Springwood, Charles F. and C. Richard King. (2001) "Playing Indian: Why Native American Mascots Must End." *Chronicle of Higher Education*, 11/9/01, 48:1.
- Smith, Andrea. (2005) *Conquest: Sexual Violence and American Indian Genocide*. Cambridge, MA: South End Press.
- Tohe, Laura. (2007) "Hweeldi Beehahiih: Remembering the Long Walk" *Wicazo Sa Review* 22.1.
- Treuer, Anton. (2012) *Everything You Wanted to Know about Indians but Were Afraid to Ask*. New York: Penguin Books.
- Stannard, David E. (1992) *American Holocaust: The Conquest of the New World*. New York: Oxford University Press.
- Waldman, Carl. (2009) *Atlas of the North American Indian*, 3rd ed. New York: Checkmark Books.

Sample Assignment for Liberal Studies Course

News Report/Current Events Assignment

10 points

On your assigned date, review two stories of interest in [Indian Country Today](#), [Native American Times](#), [News From Indian Country](#), or the [Native News Network](#), or websites such as Reznet ([reznetnews.org](#)) or [Indianz.com](#). You may also search for articles published in mainstream newspapers or magazines (*Huffington Post*, *The New York Times*, etc.) on topics relevant to Native American contemporary issues.

1. Post those stories on Moodle at least 24 hours before class, offering a one-sentence summary of the topic.
2. In a 500-600 word paper, summarize the main points of the articles and draw clear connections to subject matter we are covering in class. Consider how and why these issues are salient to the particular tribe or general Native American population. How do these issues reflect the impact of history and the dominant group's treatment of American Indians? How do these issues reflect debates within the Native American community? How do these issues challenge widely held views or your own understanding of the steps being taken (or impediments to) Native American self-determination and empowerment?
3. Include in-text citations and a reference list in APA format.
4. Bring your summary paper to class and be prepared to discuss the news items with your classmates.

Grading Rubric

- | | |
|----------|--|
| 1. _ _/1 | Post and summary of news stories on CMS 24 hours in advance |
| 2. _ _/1 | Presentation of news stories in class on assigned date |
| 3. _ _/2 | Grammar, spelling, organization, proper use of APA throughout paper. |
| 4. __/6 | Synthesis of news stories and clear conceptual, theoretical or thematic connections to class materials and/or readings |

Total

10 points

X. Summary of Proposed Revisions

- a. Revision of course objectives
- b. Addition and expansion of other items including assessment resources , sample assignment, and updated bibliography

XI. Rationale for proposed revisions

1. Course outcomes have been updated to reflect the new Liberal Studies Expected Student Learning Outcomes and common learning objectives.
2. The discipline of sociology is rooted in a tradition of praxis, where theories, lessons, or acquired skills are enacted in hopes of engaging citizens and creating social change. As a result, the Department of Sociology is revising many of its courses to meet the Global Citizenship subcategory of Liberal Studies electives with its emphasis on civic engagement and/or social justice. Soc 314 Sociology of Native Americans meets these criteria due to its emphasis on the myriad challenges indigenous peoples and communities in North America have (and continue to) face(d) in their struggle for self-determination. The political, social, cultural and economic changes that shape Native and non-Native intergroup relations are the subject matter of this course. Hence, students who have taken this class will use their increased awareness of the challenges and risks facing Native American people to engage in empirically and theoretically informed debates and take social action around such social justice issues as sexual violence as an instrument of oppression against Native American women, adoption and foster care policies involving Native American children, religious and land use rights, environmental degradation, and economic and political self-determination. The readings and assignments have been extensively revised to highlight the interconnectedness of individuals, institutions, and non-dominant populations – i.e., Native Americans -- within the United States. It thereby meets the Global Citizen competency as a Liberal Studies elective.

The course's design also meets the required content of Global and Multicultural Awareness. Specifically, it introduces students to the historical and contemporary relationships between the dominant (White) society and colonized, traditional indigenous populations within North American/US borders. The course content emphasizes cross-cultural awareness by focusing students' attention on the perspectives and life ways that distinguish Native American cultures from each other, but also from majority and minority populations within the United States. Students are asked to evaluate a subset of Native American cultures in their own terms and consider the possibility that "traditional" societies have things of value to teach those in the "modern" world, especially in terms of reducing our vulnerability to environmental degradation, and cultural identity loss. The sociological analysis of Native American history, US policies vis a vis Native Americans and cultural (religious, family, and world view) differences are studied on their own terms, as well as within the framework of sociological theory and scholarship.

3. Liberal Studies course approval general information questions have been addressed.

Liberal Studies Course Approval General Information

1. This course will be taught every third or fourth semester and will be taught by a single instructor.
2. By virtue of the subject matter and content, this course focuses on the relationships and power differences between Native North American peoples and European settlers (later white Americans), African Americans and other non-indigenous populations. The experiences of Native American women and children constitute a significant portion of this course and are an integral part of the reading assignments. Readings include the works of Wilma Mankiller, Winona LaDuke, Vine Deloria and David Treuer, all of whom are Native American authors, both female and male, firmly grounded in Native American culture, scholarship, tradition and history.
3. As indicated in the syllabus and bibliography, this course has, beyond the text book, several options for a supplemental, non-fiction supplemental reader (e.g. *Native American Voices, A Reader* by Lobo, Talbot, and Morris, or) *Everything You Wanted to Know about Indians but Were Afraid to Ask*, by Treuer and others listed on the syllabus).
4. This is not a majors' course but is designed to serve as an elective for Sociology majors. This course serves the general IUP student population by providing an introduction to the history and current social issues confronting the indigenous peoples of North America and Hawaii.

XII. Old syllabus of record

See attached.

Native Americans, (SO) 314
Fall Semester, 2009
James Dougherty, Ph.D. – Instructor
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Office Hours:
MWF 3:30 PM – 4:30 PM Main Campus
T&TH 12:30 PM – 1:30 PM Punx. Campus
or by appointment

I. COURSE DESCRIPTION

This course will provide a general survey of cultural history and cultural area characteristics of Native Peoples of North America. Participants will also study representative groups related to historical, functional, and ecological concepts. Within this framework we will pursue three broad trajectories: a historical two-part tread that will focus on the diffusion of Native culture to Europe and the European vanquish of indigenous cultures in the Americas. A second track will investigate how Native peoples in the contemporary period are attempting to protect their traditional ways of life through maintaining a close symbiotic relationship with the environment and their culture. And finally we will compare and contrast the Native world view with the so-called “technological society” world view in an effort to help clarify the dominant culture’s historical path in the 21st century. Students will be given an opportunity to establish a dialog with the instructor through classroom activities and reading assignments. Films, videos and small group discussion will also be used to enhance your learning experience.

II. COURSE OBJECTIVES

Goals:

- (1) Investigate pre-contact history, the Aztecs as a case study.
- (2) Compare and contrast the Western European world view with the Native American world view.
- (3) Study the role popular culture plays in influencing perceptions of Native American peoples and their traditional culture.

- (4) Conduct a historical survey of the political and legal relationship between the U.S. government and Native American nations.
- (5) Explore the displacement of Native peoples to their current locations.
- (6) Examine governmental acculturation policies throughout the 19th and 20th centuries.
- (7) Identify landmark U.S. Native American policies.
- (8) Look at economic policies and political directions many Native American tribes are currently pursuing.
- (9) Inspect the current socioeconomic conditions of Native Americans.
- (10) Review the effectiveness of current U.S. governmental policies that are intended to remedy Native American social problems.
- (11) Study the historical and contemporary relationship between Native Americans and the natural environment.
- (12) Consider the Native American perspective on future directions for tribal peoples and the dominant society as a whole.

General Outcomes:

- (1) The development of a critical perspective on Native American history and the relationship between the dominant society and native peoples.
- (2) Increased knowledge of scholarly literature in the field of Native American studies.
- (3) Widen one's critical perspective of the dominant narrative of Native American history.
- (4) A greater awareness of the role Native Americans have played in American society.
- (5) An appreciation of the role of race and racism in Western European culture.
- (5) The sharpening of media studies and critical thinking skills.
- (6) The strengthening of writing and oral presentation skills.

III. REQUIRED TEXTS

- Winona LaDuke, Recovering the Sacred (Boston MA: South End Press, 2005)
- Devon A. Mihesuah, American Indians: Stereotypes & Realities (Atlanta GA: Clarity Press, 2004)
- David E. Stannard, American Holocaust: The Conquest of the New World, (New York: Oxford University of Press, 1992).

IV. ATTENDANCE POLICY

Although I will recognize who does and does not attend, I will not be taking attendance on a daily basis. However, attending and participating can help your cause when the instructor calculates the final grades.

V. COURSE EVALUATION METHODS

Grades will be based upon the following:

Component (1): 5 – Ten question multiple choice quizzes. Unless you have an appropriate excuse for missing a quiz, there will be no make-up quizzes. You will receive a “zero” for each quiz you do not take. The quizzes will represent 10% of your final grade.

Component (2): 3 Essay Exams (together they’ll represent 60% of your final grade)

The three essay exams will be based upon the readings and classroom activities. Each exam will be worth 20% of your final grade.

Component (3): Group Presentation: “Your Tribe” (10% of your final grade)

At the beginning of the course, you will be assigned to a group that will investigate the story of one particular Native American tribe and its social/cultural characteristics. Each group member will investigate one of the following attributes of the tribe: (1) the tribe’s political/economic base – how do they sustain themselves and what kind of political structure do they have; (2) their family structure – what is their family structure and what are their gender roles; (3) their religious and world view – how is it structured and what is their creation story; (4) finally someone in your group will provide an overview of the tribes story/history i.e., where they lived, how long they existed, how they interacted with Europeans, and what happened to them (where are they now?).

Component (4): A Position Paper (15% of your final grade)

Position Paper Guidelines:

An Exercise Investigating the legacy of the US Judicial System and its treatment of Native Americans: The Leonard Peltier Story, a case study

Each student will be required to write a “position paper” on one of the leading issues facing the Native American community today: racism, the demise of their economic and cultural traditions and how this has affected their relationship with the dominant culture’s judicial system. To illustrate this point, you will examine the issues surrounding the case of Leonard Peltier, an activist who participated in the “Native American Movement” and now sits in a federal prison in Lewisburg Pennsylvania for the murder of two FBI on the Oglala Reservation on June 26, 1975. After a thorough investigation of the materials you will write a three page paper that will be based upon your perspective of the case. Peltier supporters claim he was framed by a racist criminal justice system and flimsy evidence while prosecutors contend he received a fair and just trial and should receive the death penalty.

Information for the assignment will come from three sources: The video Incident at Oglala: The Leonard Peltier Story, produced and narrated by Robert Redford and various web sites and the book written by Leonard Peltier, Prison Writings: My Life is my Sun Dance.

Your final position paper should include the following:

(1) Focus on Content:

What happened to Peltier? How did he land on death row? What is the strict legalistic interpretation of what happened between Peltier and the FBI? How would sociologists look at the case? What sociological factors are left out of the more narrow legalistic view? What is Peltier’s fundamental message? How does he look at the role of the U.S. Government in Native American affairs? How does his case fit within the tradition of U.S. Government and Native American relations?

(2) Reflective: What is your perspective?

Do you agree or disagree with Peltier? Why or why not? What is your perspective on the issues raised in this case? Which “camp” do you agree with and why? What do you think is wrong with the other interpretation?

(3) What Should We Do?

What do you think should be done? What would be a fair and humane approach to resolving this and other related or similar issues?

(4) What Does It Teach Us?

What does the case tell us about larger issues concerning racism, economic inequality and fair and just accessibility to resources and institutional policies? What does the story tell us about how society justifies its allocation of resources and who is to blame for not having access to those accouterments?

Course Outline and Reading Assignments:

EX = Exams; PP = Position Paper

GP = Group Presentation

August:

M 31 Introduction & Group Presentation Assignments

September:

W 2 American Holocaust Chapter 1
Topics: "Before Columbus"

F 4 American Holocaust Chapter 1 cont.
Topic: Before Columbus

No Class on Monday September 7th

W 9 American Holocaust Chapter 1 cont.
Topic: Before Columbus

F 11 American Holocaust Chapter 1 cont.
GP#1 Group #1 Topic: Aztec Culture and Civilization
Q#1 (quiz will be on chapter 1)

M 14 American Holocaust Chapter 2
Topic: Before Columbus

W 16 American Holocaust Chapter 2 cont.

F 18 American Holocaust Chapter 2 cont.
GP#2 Group #2 Topic: Mayan Culture and Civilization
Q#2

- M 21 American Holocaust Chapter 3
Topic: Pestilence and Genocide
- W 23 American Holocaust Chapter 3 cont.
Topic: Pestilence and Genocide
- F 25 American Holocaust Chapter 3 cont.
Topic: Pestilence and Genocide
- GP#3
Q#3 Group #3 Topic: Iroquois Culture
- M 28 American Holocaust Chapter 4
Topic: Pestilence and Genocide
- W 30 American Holocaust Chapter 4 cont.

October:

- F 2 Blue Book Essay Exam #1
Chapters 1,2,3,4
- M 5 American Holocaust Chapter 5
Topic: Sex, Race, and Holy War
GP#4 Group #4 Topic: Delaware Culture
- W 7 American Holocaust Chapter 5 cont.
Topic: Sex, Race, and Holy War
- F 9 American Holocaust Chapter 5 cont.
Topic: Sex, Race, and Holy War
Q#4
- M 12 American Holocaust Chapter 6
Topic: Sex, Race, and Holy War
GP#5 Group #5 Topic: Cherokee Culture
- W 14 American Holocaust Chapter 6 cont.
Topic: Sex, Race, and Holy War
- F 16 American Holocaust Chapter 6 cont.
Topic: Sex, Race, and Holy War
- M 19 Blue Book Exam #2 Chapters 5 & 6 American Holocaust

- W 21 American Indians: Stereotypes & Realities, pp 1-70
- F 23 American Indians: Stereotypes & Realities, pp 1-70 continued
GP#6 Group #6 Topic: The Seminoles
- M 26 American Indians: Stereotypes & Realities, pp 1-70 continued
- W 28 American Indians: Stereotypes & Realities, pp 1-70 continued
Q#5 Q#5 on pp 1-70
- F 30 American Indians: Stereotypes & Realities, pp 74 – 147
GP#7 Group #7 Topic: The Apache

November:

- M 2 American Indians: Stereotypes & Realities, pp 74 – 147
- W 4 American Indians: Stereotypes & Realities, pp 74 – 147 continued
- F 6 American Indians: Stereotypes & Realities, pp 74 – 147 continued
GP#8 Group #8: The Western Shoshone
- M 9 **Blue Book Exam #3** on “American Indians” (the whole book)
- W 11 Recovering the Sacred Part I: Sacred Lands and Sacred Places
- F 13 Recovering the Sacred Part I: Sacred Lands and Sacred Places
continued
GP#9 Group #9: The Cheyenne
- M 16 Recovering the Sacred Part I: Sacred Lands and Sacred Places
continued
- W 18 Recovering the Sacred Part II: Ancestors, Images and our Lives
- F 20 Recovering the Sacred Part II: Ancestors, Images and our Lives
continued
GP#10 Group #10: The Hopi

Thanksgiving Break November 23rd – 27th

- M 30 Recovering the Sacred Part III: Seeds and Medicine

December:

W 2	<u>Recovering the Sacred</u> Part III: Seeds and Medicine continued
F 4 GP#11	<u>Recovering the Sacred</u> Part III: Seeds and Medicine continued Group#11: The Navajo
M 7	<u>Recovering the Sacred</u> Part IV: Relatives
W 9	<u>Recovering the Sacred</u> Part IV: Relatives continued
F 11	<u>Recovering the Sacred</u> Part IV: Relatives continued
F18 PP	FINAL EXAM FRIDAY DECEMBER 18TH 2:45 – 4:45 pm Peltier Paper Due

** The instructor has the right to change this syllabus whenever it is deemed necessary at anytime throughout the course of the semester. If modifications are made all students will be informed in an appropriate manner.

Course Requirement Modification:

Civility in the Classroom: “Three Strikes and You Are Out”

In addition to all course requirements listed above, students are expected to behave in a manner that contributes to a positive classroom learning environment. Disruptive behavior i.e., talking out loud, continuously carrying out conversations throughout the class period, texting, listening to electronic devices and so forth will not be tolerated. As a result, those who continue to disrespect students who are trying to learn and the learning process as a whole will be given three options.

Strike #1:

The instructor will ask them to leave the class for the day.

Strike #2:

If they continue to disrupt the class upon returning, the instructor will require that the student leave class for a second time.

Third Strike: “You Are Out”

If the student continues to be disruptive after strike's #1 and #2, they will be terminated from the class for the rest of the semester and will have to resolve their final grade with the instructor on an individual basis. Students who reach this stage will be given the option of taking an incomplete (I) or an "F" as a final grade for the course.

VI. A SELECTED LIST OF BOOKS

- Bieder, Robert E., Science Encounters the Indian, 1820-1880: The Early Years of American Ethnology, (Norman, Oklahoma: University of Oklahoma Press, 1989).
- Brown, Dee, Bury My Heart at Wounded Knee: A Indian History of the American West (New York: Holt, Rinehart & Winston, Inc., 1970).
- Churchill, Ward (ed), Marxism and Native Americans (Boston: South End Press, 1983).
- Churchill, Ward, Struggle for the Land: Indigenous Resistance to Genocide Ecocide and Expropriation in Contemporary North America (Monroe, ME: Common Courage Press, 1993).
- Cayton, Andrew, R. L., & Teute, Fredrika J., Contact Points: American Frontiers from the Mohawk Valley to the Mississippi, 1750-1830, (Chapel Hill, NC: The University of North Carolina Press, 1998).
- Deloria, Vine, Jr., God is Red, (New York: Dell Publishing, 1973).
- Faulk, Odie, B., The Geronimo Campaign (New York, Oxford University Press, 1969).
- M. Annette Jaimes (ed), The State of Native America: Genocide, Colonization, and Resistance, (Boston: South End Press, 1992).
- Jennings, Francis, The Invasion of America: Indians, Colonialism, and the Cant of Conquest (New York: Norton, 1975).
- Mann, Charles, C., 1491: New Revelations of the Americas Before Columbus (New York: Knopf, 2005).
- Mason, W. Dale, Indian Gaming: Tribal Sovereignty and American Politics, (Norman, Oklahoma: University of Oklahoma Press, 2000).

- Mohawk, John, Utopian Legacies: A History of Conquest and Oppression in the Western World, (Santa Fe, New Mexico: Clear Light Publishers, 2000).
- Sale, Kirkpatrick, The Conquest of Paradise: Christopher Columbus and the Columbian Legacy (New York: Alfred A. Knopf, 1990).
- Williams, Walter, L., The Spirit and the Flesh: Sexual Diversity in American Indian Culture (Boston: Beacon Press, 1986).

Liberal Studies Course Approval General Information

From: "Phil Neusius" <phun@iup.edu>
Subject: RE: Soc 314 revision- Letter of support
Date: Mon, 31 Mar 2014 11:14:29 -0400
To: "Melanie D Hildebrandt" <melanie.hildebrandt@iup.edu>
Cc: "Phillip D. Neusius" <phun@iup.edu>

Melanie,
The Anthropology Department is happy to support the Sociology Department's revisions to SOC 314 (Sociology of Native Americans).

Dr. Phil Neusius, Chair
Anthropology Department
Indiana University of Pennsylvania
phun@iup.edu

-----Original Message-----

From: Melanie D Hildebrandt [mailto:melanie.hildebrandt@iup.edu]
Sent: Wednesday, March 26, 2014 2:35 PM
To: Phil Neusius; 'Neusius, Phillip D'; 'Neusius, Sarah W'
Subject: Re: Soc 314 revision- letter of support

This time, with the revised syllabus.

On Wed, 26 Mar 2014 14:34:14 -0400
"Melanie D Hildebrandt"
<melanie.hildebrandt@iup.edu> wrote:

> Hi Phil,
> thank you for your feedback. I
> appreciate your comment about
> "prehistory" and I've replaced that
> word with "history", since that more
> accurately describes what we cover.
>
> I've also added a phrase in one of
> the learning objectives' rationale to
> strengthen the case for the GMA
> requirement. So you think I should
> add more like it?
>

> Given these changes, would you agree
> to support this course revision?
>

> Thanks for your help
> Melanie
>

> On Wed, 26 Mar 2014 10:31:35 -0400
> "Phil Neusius" <phun@iup.edu>
> wrote:

>> Hi Melanie,
>> Sorry I have let this fall through
>> the cracks. I do have a couple of
>> comments/questions before providing
>> the letter of support. First I would
>> question the use of the term
>> prehistory as part of the course
>> description/content. I don't see any primary references anywhere to
>> prehistoric study. I assume that you aren't using archaeological
>> data/study as part of the course. I wonder if another terms such as
>> heritage, history or tradition would better represent the course

>> content. Sarah may have some better perspectives on this.

>> We had our revised Native American
>> course passed at the last chairs
>> meeting. There is still a bit of a
>> struggle to get these accepted as
>> GMA. It
>> looks like you have some good
>> arguments. The one point they wanted
>> us to add
>> in our rationale is the point that
>> Native American groups aren't really
>> assimilated into U.S./western
>> culture/world view.
>> Phil

>>
>> Dr. Phil Neusius, Chair
>> Anthropology Department
>> Indiana University of Pennsylvania
>> phun@iup.edu
>>
>>

>> -----Original Message-----

>> From: Melanie D Hildebrandt
>> [mailto:melanie.hildebrandt@iup.edu]
>> Sent: Wednesday, March 26, 2014 9:19
>> AM
>> To: Neusius, Phillip D; Neusius,
>> Sarah W
>> Subject: Re: Soc 314 revision-
>> letter of support
>>

>> Hi Phil and Sarah,
>> I am just wondering if you've had a

>>chance to look at this course
>>revision. I'd like to submit it to
>>the College Chair's and Liberal
>>studies committee as soon as
>>possible. Please let me know if you
>>can/cannot support it.
>> Thanks
>> Melanie
>>
>> On Mon, 10 Mar 2014 20:51:52 -0400
>> "Melanie D Hildebrandt"
>><melanie.hildebrandt@iup.edu> wrote:
>>> Hello Phil and Sarah,
>>> Attached is the revised Soc 314
>>>syllabus that I'm planning to submit for the Liberal Studies revision
>>>process (I'm catching up slowly).
>>>
>>> Since we have de-coupled the
>>>Anth/Soc 314 course, I'm writing to
>>>request a letter of support for this course.
>>>
>>> As you can see, I've revised things to focus on sociological aspects
>>>of NA life, history, and current issues and to conform to the Liberal
>>>studies elective Global Citizenship and Global and Multicultural
>>>Awareness criteria.
>>>
>>> Please let me know if you have
>>>concerns or questions or if you
>>>support this course revision.
>>> Thank you
>>> Melanie
>>>
>>> Melanie D. Hildebrandt, PhD
>>> Associate Professor, Sociology
>>> Indiana University of PA
>>> 112F McElhaney Hall
>>> Indiana, PA 15705
>>> 724-357-7635
>>> fax 724-357 4842
>>>
>>> OFFICE HOURS: Mon 12-3, Tue
>>>3:30-5, Th 830-9am
>>>
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