AN325  Dr. Obermeyer  (620) 341-5724  bobermey@emporia.edu
Native Peoples of North America  Office: 115D Butcher Ed. Center

Course Description: A survey of American Indian history, culture and contemporary issues.

This year's course that will include a combination of instruction from the required text, online content and presentations as well as in-class lectures. Approximately one chapter per week will be assigned from the required text and is to be read as outside of class work. The two exams that are described below will assess the student's comprehension of the online and in-class content and lectures while the ten Online Quizzes also described below will assess the student's comprehension of the reading from the required text. As is evident from the grading system below, the course will require the completion of all aspects of the course in order to successfully pass the course. Below is a description of the assessments and grading system that will be used to determine the final grade for this course.

Course grading system:
(2) Exams X 75pts each  =  150 pts
(10) Online Quizzes X 20pts = 200 pts
(1) Language Maps  =  50 pts
(1) Power of Kiowa Song  =  50 pts
(1) Lesson Plan  =  50 pts
Total  =  500 pts
500-448 pts (100-89.6%)  =  A
447-398 pts (89.4-79.6%)  =  B
397-348 pts (79.4-69.6%)  =  C
347-298 pts (69.4-59.6%)  =  D
297-0 pts (59.4-0%)  =  F

Exams: There will be two non-cumulative exams and each is worth seventy five points for a total of 150 points. The exams will involve the student demonstrating their comprehension of the learning outcomes. Makeup exams must be completed by the final class day before finals week (See Course Schedule for dates).

Learning Outcomes: This course is designed to enable the student to be able to complete the following outcomes. The exams will consist of questions drawn from the following objectives.

1.  Describe the linguistic diversity of native North America including the major language families and where and among what groups they are spoken. Explain how the linguistic similarities and differences can help us understand the migrations and origins of American Indians as well as connect with them with historic and prehistoric sites. Contrast the languages of North America with European languages.

2.  Describe the patterns of prehistoric American lifeways as archaeologists today describe these macro-changes changes that occurred in the past. Explain the similarities and
differences between New World and Old World prehistory/history and the changes that
occurred when these two patterns came into direct contact. Identify the ways that these
similarities and differences can provide a more sophisticated understanding of American
history.

3. Explain the different ways in which American Indian identity is experienced, enacted and
expressed. Outline the legal foundations and ramifications that surround American
Indian identity and the ability for such a concept to both mobilize/empower resistance,
build a sense of cohesions/solidarity while also as a racially charged concept that
continues to segregate and bureaucratically classify a group of American citizens.

4. Describe the cultural diversity of American Indians and explain how this diversity differs
from Pan-Indian-isms. Explain how some practices such as the Pan-Indian Powwow
differ but can be interrelated with tribally specific practices.

5. Explain the concept of Tribal Sovereignty and describe how this concept provides the
foundation for the federal recognition of American Indian Tribes and their unique
relationship with local, state and federal governments. As an example, explain the extent
of the recent phenomenon of tribal gaming enterprises.

6. Describe Dr. Obermeyer’s research with the Delaware and other American Indian groups.

Online Quizzes: There will be ten chapter quizzes from the required text. The quizzes will
consist of multiple choice, true false and matching questions. The quizzes will cover the
material in the text (see below) that will not be presented in the in-class lectures. The quizzes
will be available online through the course canvas site and will only be available for a set amount
of time. Once the deadline for taking the quiz has passed, a makeup quiz taken during Dr.
Obermeyer’s office hours will be the only available way to makeup missed points. Makeup
quizzes will consist of short answer questions and must be completed by the final class day
before finals week (See Course Schedule for dates).

Textbook (required):
Sutton, Mark,

Lassiter, Luke Eric

Lesson Plan: As an institution with a strong reputation for producing the best teachers in the
state of Kansas, this class will include the creation of a lesson plan for teaching about American
Indians. While your career plans may or may not include teaching as a profession we can all
play the role of teachers from time to time when we find ways to better educate and raise
awareness about commonly held misconceptions among our families, friends, coworkers and
within ourselves. The final assignment then will ask for you to apply a sophisticated
understanding of American Indian languages, history, culture and/or identity learned from this
class to edit a real lesson plan for elementary instruction. The lesson plan will be due by the last day of class before finals week.

**Course Attendance Policy:** Attendance is strongly encouraged but not required. Any changes that are made to the course schedule will only be announced during class.

**NOTE:** Sociology majors/minors and Anthropology minors MUST have a minimum grade of “C” in this class to satisfy his/her degree plans.

**Course Schedule:** This is a 14 week course and it will be structured by the week. Below is the schedule showing the dates of each week, the topic and readings to be read each week and when the exams and map quizzes will be given.

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<thead>
<tr>
<th>Week:</th>
<th>Lecture Topic</th>
<th>Sutton Chpt./Quiz Due</th>
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<tr>
<td>Introduction:</td>
<td>Introduction: Native Peoples and the Anthropological Approach</td>
<td>Chpt. 1/No Quiz</td>
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<tr>
<td>Week 1:</td>
<td>Origins – Creation, Migration and the PaleoIndian and Archaic Periods in North America</td>
<td>Chpt. 2/Quiz #1 by Jan 29</td>
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<td>Week 2:</td>
<td>The American West and the development/impacts of Agriculture in the Eastern Woodlands, Plains and Southwest</td>
<td>Chpt. 12/Quiz #2 by Feb 5</td>
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<td>Week 3:</td>
<td>Columbian Exchange and the Historic Period</td>
<td>Chpt. 11/Quiz #3 by Feb 12</td>
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<td>Week 4:</td>
<td>Major Language Families of Native North America</td>
<td>Chpt. 10/Quiz #4 by Feb 19</td>
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<td>Week 5:</td>
<td>Historical Linguistics, migrations and prehistory</td>
<td>Chpt. 9/Quiz #5 by Feb 26</td>
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<td>Week 6:</td>
<td>Linguistic Preservation and Revitalization</td>
<td>Exam #1 by March 4</td>
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<td>Week 7:</td>
<td>Power of Kiowa Song</td>
<td>Power of Kiowa Song/No Quiz Due</td>
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<td>Spring Break</td>
<td>Power of Kiowa Song</td>
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<td>Week 8:</td>
<td>Power of Kiowa Song</td>
<td>Due by March 25</td>
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<td>Week 9:</td>
<td>American Indian Identity</td>
<td>Chpt. 8/Quiz #6 by April 1</td>
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<td>Week 10:</td>
<td>American Indian Identity Politics: Treaties, Land Rights, Sovereignty and Blood</td>
<td>Chpt. 7/Quiz #7 by April 8</td>
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<td>Week 11:</td>
<td>American Indian Expressive Culture</td>
<td>Chpt. 6/Quiz #8 by April 15</td>
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<td>Week 12:</td>
<td>Pan-Indian?: Powwow, Native American Church and tribal resurgence</td>
<td>Chpt. 5/Quiz #9 by April 22</td>
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<td>Week 13:</td>
<td>Tribal Sovereignty and Federal Recognition in the Self-Determination Era</td>
<td>Chpt. 13/Quiz #10 by April 29</td>
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<td>Week 14:</td>
<td>Indian Gaming and Economic Development</td>
<td>Exam #2 by May 6</td>
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<td>Lesson Plan by May 6</td>
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Academic Dishonesty: Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools and colleges may have provisions for more severe penalties than set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.

Disability Services: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Faculty Initiated Student Withdrawal: If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of the other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of the Vice President of Student Affairs to help insure contacting the student. The office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence.