American Indian Studies 101: 
Introduction to American Indian Studies

Lecture:
Mondays & Wednesdays, 1:00 p.m. to 1:50 p.m., Sabin Hall G90

Discussions:
Fridays, Bolton Hall B64
Section 601 9:00 AM-9:50 AM
Section 602 10:00 AM-10:50 AM
Section 603 11:00 AM-11:50 AM
Section 604 12:00 PM-12:50 PM

Contact Information:
Instructor: Maurina Paradise, paradim@uwm.edu, 414-229-5355 (e-mail is the best method of contact)
T.A.: Kenzie Allen, delany@uwm.edu, 314-322-6465

Office Hours:
Instructor: Mondays & Wednesdays from 2:00 p.m. to 3:00 p.m. and Fridays 1:00 p.m. to 2:00 p.m. and by appointment in Bolton Hall 187.

T.A.: Mondays from 12:00 p.m. to 1:00 p.m. in Holton G48 and by appointment.

If you require any accommodations in order to meet the requirements of this course, please let me know as soon as possible. I am happy to help!!***

If you feel there are extenuating circumstances that prevent you from meeting these course requirements, you must discuss them with me in advance, or within 24 hours in emergency situations. I do not like to give incompletes, so it is to your advantage to communicate with me on a regular basis if you have any problems with these requirements.

Course Description:
This course serves as an introduction to American Indian Studies. The goal of this course is for students to be able to understand, analyze, and articulate the cultures, current social issues, literature, languages, history, politics, and sovereignty of North American Indigenous peoples. A secondary goal will be to have students learn to understand the importance of research and critical thinking when examining issues pertaining to American Indians.

• We will discuss:
  • Identity and stereotypes
  • Early civilizations
  • Existing sovereign nations formally recognized by the Federal (and state) government of the United States as well as those working toward recognition.
  • How these nations maintained political and cultural identity with a particular focus on the local perspective.
  • How their citizens maintain a dual-identity in society today
  • American Indian science, society, language, stories, and history.
Course Objectives:
For you to have an understanding of how:

1. Regardless of how much you know now on the topic—nothing or great amounts of detailed information—there is always more to learn.
2. To understand and celebrate the diversity of the American Indian Nations.
3. The historical context influences today’s social issues and politics.
4. American Indian history and culture relates to you as a resident of Wisconsin and citizen of the United States.
5. American Indian Studies fits into your studies at UWM as you prepare for a variety of careers.
6. To have fun! (yes really)

Course Expectations and Requirements:

1. Attendance:
My policy on attendance is that missed time can be made up with outside assignments and that an A will be numerically achievable with 2 absences and high marks on other assignments. I note this because I am simply unable to offer excused absences. My assumption will be that if you miss class you had a very good reason and gave some thought to the decision. I am always happy to hear from students via email if you’d like to let me know and/or get a make-up assignment. Each class session is worth 4 points. It is imperative that any make-up work be requested within one week of the absence. All make-up work needs to be turned in no later than two weeks after the absence.

2. Class Participation:
Although lectures will be provided, a variety of participation structures will be utilized to advance the course objectives including in-class group discussions along with small group activities. You will be expected to do the readings before the class in which it is assigned. Any additional reading materials, beyond the texts, are available on D2L.

3. Essays:
You will need to write two (2) essays. I will give you some questions to think about (posted on D2L). Your essay will be in response to two (2) different questions for each assignment. Each essay should be 500–1000 words (about 3 to 5 pages double spaced) per question, and written using the APA format. Essays are due to be uploaded to the Dropbox in D2L by midnight on the due date (all due dates are Fridays). The due dates will be the Friday of Week 3 (essay 1) and Week 12 (essay 2)

The point of the essays is for you to gather your thoughts and summarize what you have learned in your own words. Although essay questions will be provided, you may always ask for approval to explore other related topics. Please see me in person or send an email to confirm your topic.

For more information about formatting and style guides check out the UWM Writing Center in person or online at: http://www4.uwm.edu/writingcenter/writers-resources.cfm. OR visit the OWL website resource on essay writing (https://owl.english.purdue.edu/owl/resource/685/01/). All essays will be submitted via D2L dropbox.

4. Final Project:
The Final Project will be a creative “work of interpretation” based on one of the readings assigned or American Indian culture in general. It should intentionally not be a series of words presented as a nonfiction essay. Think early and often about this because you can be very creative here. Connect what interests you in the readings and think about how you most creatively respond to the world. Is it through art? Or through spreadsheets? Maybe it is through stories, songs, or dance? You will need to create something and present it to the class. You will have a maximum of 3 minutes to present. It will need a title and one page of curatorial comments followed by one page citing a minimum of 7 sources.
5. **Midterm & Final Exam:**
Both the midterm and the Final Exam will be a review of course content. If you keep up with the class readings and discussions you will have no problem with the exam. It is not intended to stump or frustrate you but instead to confirm for you (and me) how much you have learned! As you read during the semester you should take summary notes of key ideas. Please don’t fear that the exams will focus on obscure details.

Both the midterm & final will be Scantron so make sure to bring a #2 pencil!

   **Midterm:** Wednesday, March 15, 2017 (week 8)  
   **Final Exam:** Tuesday, December 20, 2016, 10:00-12:00 Noon

*No essays or projects will receive full credit past the due date.*

**Extra Credit:**
Opportunities to earn extra credit will be posted on D2L. These assignments will include attending an event or watching a movie and writing up a short response. The maximum points for each extra credit project done will be equivalent to one class attendance. You may do at most 4 extra credit assignments.

**Grades:**
- **Class Participation:** 20% (both lectures and discussion classes)
- **Essays:** 30% (15% each)
- **MidTerm Exam:** 15%
- **Final Project:** 15%
- **Final Exam:** 20%

*Note that your grade is dependent upon readings AND attendance in both lectures AND discussion sessions.*

**Required Texts:**
4. *All additional required readings will be available via the D2L course site (free).*
Course Content:
(Note this a tentative schedule and subject to change.)

Unit 1: Introduction
1. What is American Indian Studies?
2. Creation Stories
   - D2L: Creation Stories and Maps of WI & Wilfred Buck, Stars
3. Ancient Cultures
   - Ch. 1 Indian Nations of Wisconsin (Loew)
   - Ch. 1 North American Indians (Perdue & Green)
4. Stereotypes & Identities
   - D2L: Miles “Uncle Tom was an Indian”
   - In discussion: Indian mascots and logos

Unit 2: History
5. First Contacts with New Arrivals
   - Ch. 2, Indian Nations of Wisconsin (Loew)
   - Ch. 2, North American Indians (Perdue & Green)
6. The Metanarrative “The Birth of a Nation”
   - D2L: Deloria, “Low Bridge” & Huhndorf, “Going Native” & Morgan "Ancient Society” & Boas, "Methods of Ethnology"
7. People of Wisconsin
   - Ch. 3 to 9 Indian Nations of Wisconsin (Loew)
8. People of the East & Haudenosaunee Influence on Revolutionary America
   - Ch. 3, North American Indians (Perdue & Green)
   - D2L: Influence on Constitution - House Concurrent Resolution 331 & Dennis, The League of the Iroquois
9. People of the West & Cherokee Removal
   - Ch. 4, North American Indians (Perdue & Green)
   - D2L: Meacham, "Andrew Jackson: American Lion" & Boudinot Editorials & Anita Phillips, "Trail of Tears"
10. Indian Boarding Schools
    - D2L: Dixon, Trafzer, Place of Indian Boarding Schools
11. American Indian Movement
    - D2L: excerpt from Like a Hurricane: The Indian Movement from Alcatraz to Wounded Knee
    - In Class video: “Taking AIM: The Story of the American Indian Movement”

Unit 3: Law, Government, Policy
For this section, all needed materials will be provided in class.
12. Constitutional and Legal Definitions of Indian Sovereignty
13. Allotment (Mankiller, Excerpt, Indian Territory) & Blood Quantum
14. The Meriam Report (Meriam Report, Findings and Recommendations; Prucha, "The Guardian on Trial")
15. The Indian Citizenship Act of (1924)
16. The Indian Reorganization Act (1934)

Unit 4: Anthropology
21. Arrival of People
    - D2L: Nichols “Peopling the Land”
22. Linguistics & Languages  
   - D2L: Perely, Zombie Linguistics & Kimmerer “Learning the Grammar of Animacy”

23. Archeology  
   - D2L: Hickey & O'Shea “Bear’s Journey”
   - Native American Grave Protection and Repatriation Act (NAGPRA)

Unit 5: Ecology
24. Traditional Ecological Knowledge  
   - D2L: Blaeser “Wild Rice Rights” & Geniusz “Plants Have So Much to Teach Us”
   - In Class: Menominee Forestry & Bent Trees

25. Ojibwe Treaty Rights  
   - In Class: GLIFWIC site & The Ways

Unit 6: Cultures, stories and storytelling
26. Indian Art through Indian Eyes  
   - Walking the Rez Road, by Jim Northrup

27. Cultural Sovereignty  
   - Ch. 7, North American Indians (Perdue & Green)

28. Early Indian Writers  
   - D2L: Gertrude Bonnin, "School Days of an Indian Girl" & Frances La Flesche, "A Rebuке" (short story)

29. Trickster Stories

Unit 7: Current Affairs
30. Urban Relocation  
   - Ch. 10, Indian Nations of Wisconsin (Loew)

31. Self-Determination and Modern Sovereignty  
   - Ch. 6, North American Indians (Perdue & Green)

32. “Modern” Arts  
   - In Class resources

33. What does the future look like?
**UWM Addendums:**

You should always feel free to ask for more information after class or during office hours and as the student, you are the center of our work, please be assured we want you to learn and like doing it! At the end of this course you will be given an opportunity to evaluate the course and instructor. It is your feedback during the class and after that will improve future classes or ensure that this class is offered again.

Providing access to a diverse student population is imbedded in the philosophy of UWM. We recognize disability as an aspect of diversity that is integral to society and to the campus community. To this end, SAC collaborates with students, faculty and staff to create an equitable and inclusive learning environment. We promote and facilitate awareness and access through training, partnerships, innovative programs and accommodations. SAC is available to provide training to departments and individuals as requested. For more information, contact the Student Accessibility Center at 229-6287 or Laurie Petersen at 414-229-5822 or lauriep@uwm.edu.

Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. UWM remains steadfastly committed to the principles of academic freedom and to the ideal that the “fearless sifting and winnowing by which alone the truth can be found” is the core feature of an institution of higher education. This steadfast commitment requires an equally strong obligation to foster respect for the dignity and worth of each person.

Incivility and disruptive behavior will not be tolerated and may result in a request to leave class. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cell phone, texting, Facebooking, or talking while others are speaking. We appreciate your respect, attention and full participation during class because learning a different perspective can be difficult and we want to give you the best opportunity possible to succeed.

Accommodations will be made for absences due to religious observance and call to military duty. Please let me know in advance if you are unable to attend class for religious or military reasons.

Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. A course marked incomplete must be completed during the next succeeding semester, excluding summer sessions and UWinterim. If the student does not remove the incomplete during this period, the report of “I” will lapse to “F”.

Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.

Students may direct complaints to the head of the academic unit or department in which the complaint occurs.
A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides.

**Credit Hours**
The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a traditional, or face-to-face course, you will spend a minimum of
- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an online course, you will spend a minimum of
- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a hybrid course, you will spend a minimum of
- 18.75 hours in the classroom
- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

**Notes**
The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows.

**Traditional**: 40 hours in classroom, 80 for preparation, 24 for papers and exams  
**Online**: 40 hours of online instruction, 80 for preparation, 24 for papers and exams  
**Hybrid**: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams.

Again, these are minimums.
RESOURCES:

**Students with disabilities.** Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: [http://www4.uwm.edu/arc/](http://www4.uwm.edu/arc/)

**Religious observances.** Policies regarding accommodations for absences due to religious observance are found at the following: [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)

**Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty should be noted. [http://www4.uwm.edu/current_students/military_call_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)

**Incompletes.** The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: [https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)

**Discriminatory conduct (such as sexual harassment).** Discriminatory conduct will not be tolerated. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf)

**Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

**Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf)

**Grade appeal procedures.** Students may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. [http://www4.uwm.edu/secu/docs/other/S28.htm](http://www4.uwm.edu/secu/docs/other/S28.htm)

**Examinations, Finals.** The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams. [http://www4.uwm.edu/secu/docs/other/S22.htm](http://www4.uwm.edu/secu/docs/other/S22.htm)

**Campus safety programs** are available at [www.campussafety.uwm.edu](http://www.campussafety.uwm.edu)