

Syllabus

Anthropology 151, Section 99

Cultures of North America

Instructor: Kendall Janka

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Course Description: In this course, we will trace the culture and history of Native Americans from their earliest origins in the New World through the devastating consequences of American colonization. The course will also address current issues that face living Native American populations. In the second part of the class, cultures from various regions of North America will be studied in depth through mediums such as ethnography, biography, fiction, radio broadcasts, and film.

By the end of this class you should be able to:

1. Discuss, in general terms, the origins and development of pre-European cultural patterns throughout North America
2. Recognize underlying similarities as well as the wide range of variability of native societies in North America
3. Discuss and explain the astonishing proliferation of cultural groups in native North America
4. Discuss the ecological diversity of the native peoples' adjustment to the resources offered by the natural order, including the general patterns of life within each of the major ecological zones
5. Summarize the destruction wrought upon the native peoples and their cultures through the impact of European and American cultural systems
6. Summarize the native people's responses to European and American colonization
7. Discuss the nature of Native American cultural heritage in today's world

Required Texts:

An Introduction to Native North America, Third Edition, Mark Q. Sutton

Native Roots: How the Indians Enriched America, Jack Weatherford

Waterlily, New Edition, Ella Cara Deloria

Papago Woman, Ruth Underhill

Packets and Weekly Assignments: At the beginning of each week I will provide you with a "packet" containing the readings and assignments. You will usually have readings from your textbooks and possibly from the web. There might also be a film to watch for that week or an online audio broadcast. After completing the readings, you will then work on a variety of assignments. Each week, you will need to make three posts to the discussion board. You will respond to one of my questions, ask another question of your own, and respond to another student. You will also submit a response to a critical thinking question and complete a brief reading comprehension quiz every week. Your initial response to one of my questions on the discussion board will be due each Thursday by midnight. All other assignments, including

subsequent discussion board responses, will be due by Monday by midnight. Your initial discussion board posts are due earlier to ensure that there is actually time for some discussion.

Exams: Given the online nature of the class, your midterm and final will be essay format. The midterm will be a short research paper in which you apply some of the information from the first half of the class to the Great Lakes Region. Your final will be an essay exam.

Extra Credit: Extra credit will be awarded for finding websites or articles relevant to the material we are covering. You can also receive extra credit for writing reviews of films related to the class (ask me for a list of titles), or for attending and writing reviews of Pow Wows or other Native American cultural events. There will be a cap of 30 points on extra credit.

Attendance/Participation: Given the online nature of the course, your participation is crucial both for your grade and for the functioning of the class. There is not a separate participation grade, but points for answering discussion board questions are incorporated into your grade. If you do not participate, you will obviously not do very well in the class.

Grading Scale:

100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	B
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59 or lower	E

Late Drop Policy: If you are planning to drop the class at any time during the semester, please let me know out of common courtesy. If you wish to drop the class after the 10 week drop deadline, you must speak with me. Be aware that a low grade is not sufficient reason for dropping the class after the 10-week drop deadline.

Late Assignment Policy: Assignments that are turned in late will result in a 10% deduction per day from the overall grade of the assignment. Late assignments are accepted only one week after their due date. If you have exceptional circumstances preventing you from completing the coursework, you should contact me immediately.

Academic Dishonesty: I take cheating and plagiarism VERY seriously! The problem seems to be getting worse each semester so expect me to be cracking down more than usual. For a first offense, you will fail the assignment or exam and for a second offense, you will fail the course. The most common form of cheating that I see stems from the easy availability of the web. Be aware that I too can search the web and locate your sources. It is very clear to me when you have cheated or plagiarized. Your class is small enough that I can recognize your work and writing style. The other thing that I have noticed is that people try to use responses from friends who have taken the class in prior semesters. Be aware that I am still able to access old responses and that I catch people doing this every semester. You would in all cases be better off to get at least partial credit through your own work than to receive a zero when I catch you cheating! Below is the HFCC policy on academic dishonesty:

Henry Ford Community College considers academic dishonesty to be a serious offense. It is the policy of the College that determination of and appropriate action in respect to academic dishonesty by a student shall be a matter of individual judgment by the instructor. The instructor may administer a penalty up to and including failure in the particular course. It is the professional obligation of the faculty to enforce academic integrity in their courses.

Academic dishonesty is any activity intended to improve a student's grade fraudulently. It includes, but is not limited to, the following:*

- 1. Unauthorized acquisition of tests or alteration of grades (such as the stealing of tests, test keys, or grade books from faculty offices or elsewhere, or the purchasing of tests or grade books);*
- 2. Unauthorized use of notes, books, or other prohibited materials during an examination;*
- 3. Open cheating on an examination (such as copying from another student's paper);*
- 4. Permitting another person to take a test in the student's place or receiving unauthorized assistance with any work for which academic credit is received;*
- 5. Providing unauthorized assistance with any work for which academic credit is received;*
- 6. Revision of graded work in an attempt to receive additional credit fraudulently;*
- 7. Plagiarism (using another person's work without acknowledgment);*
- 8. Any other conduct intended to obtain academic credit fraudulently or dishonestly. If an instructor fails a student in a course for academic dishonesty, the instructor must immediately notify in writing the student and the registrar of the infraction, retaining copies of both notifications. The registrar maintains a record of all such violations. If a student fails two classes as a result of academic dishonesty, he or she is dismissed from the College for two academic years. In addition, a notation of the reason for academic dismissal is placed on the student's transcript. The notation may be expunged at the discretion of the appropriate vice president if the student petitions for its removal after at least two years have elapsed since the disciplinary action. If a student believes that the accusation is false, he or she may appeal through the Student Complaint Procedure. If the appeal reaches the Student Complaint Board, the Board may consider only whether the charge is justified. The Board may not set aside or change the penalty given by the instructor unless the charge of academic dishonesty is set aside.*

**Any action that violates the Student Conduct Policy and Due Process Procedure is also subject to review under that policy.*

Online Conduct Policy: When communicating with others online, it is very important to consider how your words might be taken before sending an email message. It is very difficult to communicate tone in an email message. It is also easy to say things at a distance that you might not say to someone's face. I will try to avoid making these problems as well, but if you think you have been misunderstood, please let me know. Below is the HFCC policy for online conduct:

A. Students at HFCC are expected to show respect for order, law, the personal rights of others, and the educational mission of the College, as well as to maintain standards of personal integrity.

B. Students working online will be held to the same behavioral standards as students in traditional classrooms. Please be aware that I will be observing your threaded discussions with each other, and I will review those discussions, commenting where appropriate with the goal of helping you to better understand the course content. Specifically, you should adhere to the following guidelines:

- *Personal correspondence should be conducted elsewhere.*
- *Treat and respect others as you would like to be treated.*
- *"Flaming", an angry series of words or comments used to personally attack others who may disagree with you, is not permitted.*
- *Take time to review the tone, language, word choice, spelling, and grammar of any written correspondence prior to sending it. You will be judged by the quality of your work.*
- *HFCC's computer use policy is in effect. It can be found at <http://www2.hfcc.edu/resources/policy.htm>.*
- *Students are responsible for completing their own online course work.*

Student Support Services:

Please take advantage of the services listed below!

Instructional Technology & Tech Buddies

If you require assistance accessing UCompass Educator courses, please contact Instructional Technology at 313-845-9663, ext. 3, 4, or 5 or e-mail Victoria Signorelli at signorelli@hfcc.edu, or Kristin Olin-Sullivan at kolin@hfcc.edu, or Darren Rinaldi at drinaldi@hfcc.edu. On-campus assistance is also available in the Student Center at the Tech Buddy Desk or within Instructional Technology, Monday - Friday, 8:30 a.m. - 4:30 p.m. Instructional Technology is located on the lower level of the Learning Technology Center (same building as Campus Safety) room A-004.

Media Center

Located on the second floor of the Library, the Media Center is an open access computer lab where students can go to work on computer assignments, access the internet, and/or check their e-mail. For more information, you may contact the Media Center at 313-845-6386. For more information regarding Library Services, you may phone 313-845-9606.

Assisted Learning Services

The Assisted Learning Services Program is designed to assist physically challenged, learning disabled or academically disadvantaged students at Henry Ford Community College to overcome barriers to education through supportive services. In addition, the Assisted Learning Services Department also provides tutoring services to the general student population. Assisted Learning Services is located in the LRC (Learning Resources Center), north side (parking lot side) main level. For more information, you may contact the office at 313-845-9617 or for the hearing impaired 313-845-9804.

Learning Lab

The learning lab is located on the second floor of the Learning Resource Center. The Learning

Lab assist HFCC students with identifying and improving the skills needed for success in the areas of Reading, Writing, and Math.

Although operation hours may slightly vary each semester, generally, the Learning Lab is open Monday, Tuesday, Wednesday, Thursday, from 7:30 a.m. – 8:40 p.m., on Friday from 7:30 a.m. – 4:30 p.m., and Saturday from 9:40 a.m. – 1:40 p.m. For more information, contact the Learning Lab at 313-845-9643.

Course Outline	
Week 1	Introduction to Anthropology, Ethnohistory, and Native American Studies
Week 2	Stereotypes and Misconceptions
Week 3	Native American Origins
Week 4	North American Archaeology
Week 5	European Invasion
Week 6	Government Policies/Contemporary Issues
Week 7	The Southwest
Week 8	Papago Woman
Week 9	Midterm Project
Week 10	The Southeast
Week 11	The Plains/Skins
Week 12	The Plains/Waterlily
Week 13	The Northwest Coast
Week 14	The Arctic
Week 15	The Arctic/The Fast Runner
Week 16	Final Project