



NAS 204 Native American Experience

Summer – EduCat online

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I am available in Marquette to meet with you
in the CNAS at 112 Whitman Hall.

Email me in EduCat Mail to make an appointment
Privately email grachail@nmu.edu (but remember - I prefer you use EduCat Mail)

Course Objectives & Description

The intent of this course is to introduce you to Native American history, culture, attitudes and issues. Since these subjects are infinitely broad, one of our main focuses will be Native cultures of the Great Lakes region. However, we will also study indigenous cultures and worldviews throughout the United States. Your workload will include reading, viewing films and YouTube, online discussion, journaling and exams. Native peoples have traditionally placed much emphasis on spoken history, song and storytelling. This online format will be missing much of that vital aspect of who Native people have been and are, so it is my intent that our discussion format make up for this. However, that does not mean that incomplete punctuation and improper grammar is acceptable.

Our work will survey the diversity of Native North Americans across the United States and examine their contributions to historical and contemporary American culture. We will explore four of the largest tribal groups in the US and individual Indians who have and are influencing how we all perceive Indian country. We will consider and discuss the processes of imaging and stereotyping Native American peoples. Note: I use the terminology American Indian, Native American, aboriginal, and indigenous interchangeably. First Nations is a Canadian expression.

Texts

Here First: Autobiographical Essays by Native American Writers Arnold Krupat & Brian Swann
American Indian Activism: Alcatraz to the Longest Walk Troy Johnson, Joane Nagel, & Duane Champagne

Focus

Forum discussions and Journals posted to EduCat will constitute half your grade. The other half will accrue as scores on what EduCat terms Quizzes but what you should consider to be course exams. All assigned reading is required and may be tested on as well as being content for discussions and journals. **Forums** will be **respectful** public discussions among classmates and instructor but that does not mean that you are obligated to respond to postings. **Journals** will be reflections that you will write for my eyes only. I encourage you to think of them as personal expression and/or contemplation of course information.



(Purchase both textbooks asap – Week 1 contains assignments from both.)

Discussion & Journal Participation

Reading assignments in textbooks, films, some (but not all) YouTube videos, and lectures that appear in **magenta** on pages 4 and 5 herein (and on EduCat) are all opportunities to accrue points. **You are required to post one discussion each week — 6 total.** Each post will be **graded on a twenty-five (25) point scale for quality of content, readability, organization, grammatical correctness, and mandatory length.** Longer is not necessarily better. Your discussions and

6 x 25 = 150 Forum pts
3 x 25 = 75 Journal pts
225 pts

journal entries should be direct and to-the-point. **A single, original, one-page discussion (325 to 350 words) must be posted to EduCat each week by midnight of the Saturday it is due.** (Week 1 is due the

Saturday of that week by 12:00 midnight.) LATE POSTINGS WILL COUNT ZERO. SEND POSTINGS ON TIME. I suggest you **read all discussion options before choosing one and before reading and viewing assignments.** For example, in Week 1, there are **four options** for discussion. **Recognize them by the word 'Discuss.'** You will also be required to write **three (3) one-page journal entries (325 to 350 words each).** Write all assignments in Microsoft Word, **save them**, then cut and paste them into EduCat. Each of three journal entries can earn twenty-five (25) points. (See points breakdown above.)

Journal entry number 1 is due by Saturday midnight of Week 1.

Journal entry number 2 is due by Saturday midnight of Week 3.

Journal entry number 3 is due by Saturday midnight of Week 5.

Please don't request additional time.
We're all constantly
working with deadlines!

LATE POSTINGS WILL COUNT ZERO. SEND POSTINGS ON TIME.

Early postings of both Forum discussions and Journals are encouraged! **Do work ahead. Send early! Create and save both Forum discussions and Journal documents in a Microsoft Word folder** titled something like NAS 204 EduCat Posts. **Reread each 325 to 350 word essay several times, editing, rewording, and polishing your work** to make its content and grammar as readable as possible. Access **Word Count** and type this **number at the end of each document.** Copy and paste the document with its Word Count into EduCat when it's as improved as possible. In this way, **if a technology glitch occurs, you will always have a backup copy. Track all your own points for Quizzes and for postings. Know each ongoing grade!** **Questions about this? Ask early and often. Do not wait until semester's end to inquire!**

<u>Grade</u>	<u>Scale</u>	<u>Grading</u>	<u>Websites of interest</u>
A	95-100%	380-400	www.u.arizona.edu/~ecubbins/webcrit.html www.indiancountry.com/ www.nmai.si.edu/ www.nativeweb.org/ www.nativepeoples.com http://puffin.creighton.edu/lakota/index.html www.indianz.com www.indians.org www.reznetnews.org www.indians.org www.nativenet.org www.nativetelecom.org/
A-	90-94%	360-379	
B+	87-89%	340-359	
B	84-86%	320-339	
B-	80-83%	300-319	
C+	77-79%	280-299	
C	74-76%	260-279	
C-	70-73%	240-259	
D+	67-69%	220-239	
D	64-66%	200-219	
D-	60-63%	180-199	



Communication

I would happy to meet with you by appointment in my CNAS office on NMU's campus. If you have questions that are not answered **anywhere in this syllabus or in EduCat after you've read both, please email me in EDUCAT MAIL. If you email me, please do so in grammatically correct English letter form.** This is the only form to which I will respond positively. See contact information at the top of page one in this document. Also, **do check for Announcements regularly in EduCat.**

Quizzes (Think of them as your course Exams)

All materials assigned for each week on the syllabus and in EduCat are possible resources for exams (what EduCat calls Quizzes). Please read all the materials and view YouTube videos and films assigned carefully. For more information on grading of see the box at the bottom of page two. **Quizzes in EduCat will be available to you for one week from each Monday (8:00am) through each Sunday (11:59pm in EduCat) i.e. Week 1 Quiz is available from 8:00am Monday of Week 1 through 11:59pm Sunday of Week 1. The only exception is Week 6 since the course ends at midnight on Saturday of Week 6. You must complete each quiz in its preset time frame.** Once you access the quiz, you will have **20 minutes** to complete it.

Videos & Films

Be aware. YouTube videos will not play well in a dial-up environment. Also, **you are assigned two films — Smoke Signals and Windtalkers.** I suggest that you look into availability of both films and view them early. Many libraries have both VHS and DVD facilities available on site. *Smoke Signals* is available in the Center for Native American Studies at NMU along with a television setup to view it in VHS format but it may not be as easy to locate as *Windtalkers* which is newer and generally more available. **Do not wait until the last minute.** Do take film notes.

EduCat

To learn more about EduCat, please access
<https://www.acs.nmu.edu/wildcast/?s=fpls&p=vNV9>

If you fall behind, it may be that you are not reading the syllabus often enough. You should expect to spend 20 to 25 hours a week on work for each NMU four credit summer course.

Plagiarism

Copying anyone else's work and handing it in as your own is theft and cheating, even if you have changed some of the wording. Any work not completely, individually your own, not original, or not cited as to source if it is another's work will be dealt with through the Dean of Students' Office. I am very serious about this. When in doubt, don't!

NMU's Non-Discrimination Statement

Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 502 Cohodas Hall, telephone number 906-227-2420.

ADA Statement

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services by coming into the Disability Services Office at 2001 C. B. Hedgcock; calling 227-1700; or e-mailing disserv@nmu.edu. Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

Native American Experience

Week to Week Working Agenda **Read often!**



Week 1

Getting to know you, me & the Outstanding Native Americans
Lecture—What/who is an Indian?
Outstanding Native American— Who was **Pocahontas**?
Lecture—Characteristics of Native American Literature
Text Intro—*Here First : Autobiographical Essays by Native American Writers*
Assignment: Read *Here First* “Motion of Fire and Form” pgs 262—275

Week 1

Discussion— *Here First*— “Motion of Fire and Form”
YouTube— <http://www.youtube.com/watch?v=IHBI-EuFoLY>
Discuss the YouTube video
Assignment: Read *Here First* “The Buffalo Road” 370—380



Week 1

Discussion— *Here First*— “The Buffalo Road”
Assignment: Read *Here First* “The Unauthorized Autobiography of Me” 3—14

Week 1

Discussion— *Here First*— “The Unauthorized Autobiography of Me”
Outstanding Native American—Who is **Sherman Alexie**?
Text Intro— *American Indian Activism: Alcatraz to the Longest Walk*
Assignment: Read *American Indian Activism* Chapter 2 “Alcatraz, Activism, & Accommodation” 45—51
1st Forum discussion due by 12:00 midnight on Saturday of Week 1.
1st Journal due by 12:00 midnight on Saturday of Week 1.
[Access Quiz \(Exam\) #1 in EduCat. Due by 11:59pm on Sunday \(the following day\).](#)

Week 2

Discussion—*American Indian Activism*— Chapter 2
Outstanding NA—Who is **Winona LaDuke**?
YouTube— http://www.youtube.com/watch?v=ON4_qTATY3A
Read *Smithsonian* magazine article “Going with the Grain” on WebCT



Week 2

Film—*Smoke Signals* Discussion
Assignment: Read *Here First* “The Good Red Road” 110—119



Week 2

Discussion— *Here First*— “The Good Red Road”
Assignment: Read *American Indian Activism* Chapter 3 “Urban Indians and the Occupation of Alcatraz Island” 52—73

Week 2

Discussion— *American Indian Activism* — Chapter 3
Lecture—**The Ojibwe**
Assignment: Read *Here First* “Rituals of Memory” 75—90
2nd Forum discussion due by 12:00 midnight on Saturday of Week 2.
[Access Quiz \(Exam\) #2 in EduCat. Due by 11:59pm Sunday \(the following day\).](#)

Week 3

Discussion—*Here First*— “Rituals of Memory”
Outstanding NA—Who is **Suzan Shown Harjo**?
Assignment: Read *American Indian Activism* Chapter 4 “Alcatraz Recollections” 74—87

Week 3

Discussion—*American Indian Activism*— Chapter 4
YouTube— http://www.youtube.com/watch?v=_hJFi7SRH7Q&feature=related
YouTube— <http://www.youtube.com/watch?v=7fCBspSK4Iw&NR=1>
YouTube— http://www.youtube.com/watch?v=X_ncdvRLmmI&NR=1
Discuss the YouTube videos
Assignment: Read *Here First* “Burying Paper” 30—40



Week 3

Discussion—*Here First*— “Burying Paper”
Assignment: Read *American Indian Activism* Chapter 5 “Reflections of Alcatraz” 88—100

Week 3

Discussion—*American Indian Activism*— Chapter 5
Lecture—**The Cherokee**
Assignment: Read *Here First* “On the Tip of My Tongue” 247–261
3rd Forum discussion due by Saturday at 12:00 midnight of Week 3.
2nd Journal due by Saturday at 12:00 midnight of Week 3.
[Access Quiz \(Exam\) #3 in EduCat. Due by 11:59pm on Sunday \(the following day\).](#)

Week 4

Discussion— *Here First*—“On the Tip of My Tongue”
Outstanding NA—Who were/are the **Navajo Code Talkers**?
Assignment: Read *American Indian Activism* Chapter 8 “A Reminiscence of the Alcatraz Occupation” 119–128

Week 4

Discussion—*American Indian Activism*— Chapter 8
Film—*Windtalkers* Discussion
Assignment: Read *Here First* “Wind Circles” 310–320



Week 4

Discussion—*Here First*—“Wind Circles”
Assignment: Read *American Indian Activism* Chapter 10
“Alcatraz Is Not an Island” 136–139

Week 4

Discussion—*American Indian Activism*— Chapter 10
Lecture—**The Navajo**
Assignment: Read *Here First* “They Moved Over the Mountain” 337–351
4th Forum discussion due by Saturday at 12:00 midnight of Week 4.
[Access Quiz \(Exam\) #4 in EduCat. Due by 11:59pm on Sunday \(the following day\).](#)

Week 5

Discussion—*Here First*—“They Moved Over the Mountain”
Outstanding NA—Who was **Anna Mae Aquash**?
Assignment: Read *American Indian Activism* Chapter 11 “From the Reservation to the Smithsonian via Alcatraz” 140–152

Week 5

Discussion— *American Indian Activism*— Chapter 11
You**T**ube— http://www.youtube.com/watch?v=TdP_m-HBDaw
Discuss the YouTube video
Assignment: Read *Here First* “My Mothers, My Uncles, Myself” 212–228



Week 5

Discussion— *Here First*—“My Mothers, My Uncles, Myself”
Assignment: Read *American Indian Activism* Chapter 14
“The Eagles I Fed Who Did Not Love Me” 207–224

Week 5

Discussion— *American Indian Activism*— Chapter 14
Lecture—**The Sioux**
Assignment: Read *American Indian Activism* Chapter 13 “American Indian Placemaking” 186-203
5th Forum discussion due by Saturday at 12:00 midnight of Week 5.
3rd Journal due by Saturday at 12:00 midnight of Week 5.
[Access Quiz \(Exam\) #5 in EduCat. Due by 11:59pm on Sunday \(the following day\).](#)

Week 6

Discussion— *American Indian Activism*— Chapter 13
Outstanding NA—Who is **Ben Nighthorse Campbell**?
Assignment: Read *American Indian Activism* Chapter 15 “Reflections of an AIM Activist” 225-241

Week 6

Discussion— *American Indian Activism*— Chapter 15
Assignment: Read *Native Peoples* magazine article “Sacred Ground: Landscapes as Living Spirit”
Assignment: Read *American Indian Activism* Chapter 9 “The Native Struggle for Liberation: Alcatraz” 129–135

Week 6

Discussion—*Native Peoples* magazine article—“Sacred Ground: Landscapes as Living Spirit”
Discussion—*American Indian Activism*— Chapter 9

Week 6

6th Forum discussion due before Saturday at 12:00 midnight
[Access Quiz \(Exam\) #6 in EduCat. Due before Saturday, at 11:59pm.](#)

Happy Summer's Remainder

