GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor: Stephanie Londono, MA
Office Hours: By appointment only
E-mail: slond006@fiu.edu

COURSE DESCRIPTION AND PURPOSE

This course, an overview of North American indigenous peoples, demonstrates some of the complex issues surrounding the cultural richness of these societies where rituals and practices have often been denied to the tribes by federal and state governments after the formation of the United States of America (USA/US) in 1776. Many of the indigenous groups or tribes existed prior to the border establishments between the US, Canada and Mexico. Texts for the course are accompanied with electronic readings, DVD's/videos, art and music where appropriate and posted in folders in the course content. Lifeways were denied by federal and state governments. Many of these groups existed prior to the border establishments between the US, Canada and Mexico, and thus the groups overlap boundaries. Three texts books and one novel accompany DVD's/videos, art and music and posted in folders on the home page.

COURSE OBJECTIVES

Upon completion of the course, students will be able to:

• identify American indigenous peoples by region and tribal societies (Module 1);
• note the differences that exist among various groups in the US, Canada, in some cases, Mexico where borders are crossed by the indigenous cultures or tribes. (Module 1);
• understand that indigenous groups are grounded and engaged with the land as sacred—the Earth is the source of human existence that shapes the meaning of motherhood—that is, the land becomes Mother or Grandmother and is honored accordingly through ritual and ceremony (Modules 1-2);
• interpret tribes as their right to be considered sovereign nations;
• define how indigenous life differs from religious life in Western culture as a reflection of the world’s creation, the art of understanding about the Earth does not offer one species dominance over others, but all the Earth as interconnected and appreciated for its diversity (Module 2);
• describe the acts and laws by the US that govern American Indians, particularly AIRFA and NAGPRA;
• describe "Indianness" through rituals, beliefs, regalia, and habitation in North America prior to and after colonization by the Europeans (Modules 2-3);
• explain the differences between Indian social gatherings like a "powwow" and sacred ceremony (Module 3);
• formulate global perspectives of indigenous peoples who share critical issues involving their loss of sacred land, language and culture that affects their survival (Modules 1-4);
• understand and explain the importance of drumming, dancing and the regalia worn by American Indian indigenous groups for ceremony and social gatherings (Modules 2-3);
• describe the indigenous position on protection of the peoples, preserving their traditional cultural property and the safe keeping relics, many of which are endangered (Modules 1-4);
• explain the traditional use of masks from the tribes who use them; explain how masks are used in ceremony versus the common use in secular society for healing purposes (Module 3);
• identify problems that exist with “others” [those who are not indigenous members of tribes] who use Indian traditional property and “Indianness” for a personal economic gain (Module 1 & 4);
• identify the ancient and modern indigenous groups of South Florida (Module 4);
• identify ancient tribal groups of South Florida and peoples of the glades’ cultures like Tequesta, the ancient Tequesta relic: the Miami Circle and the Tequesta Village; the Caloosa, northern Florida’s Timucua, and today’s tribal inhabitants of South Florida- the Miccosukees and the Seminole Tribes of Florida and illustrate their importance from past to present;
• explain the importance of The Miami Circle and the Tequesta Village. (Module 4);
• define Seminole healing and the use of plants for healing purposes (ethnobotany) (Module 4);
• interpret and explain the economic factors for the major South Florida tribes relating their tradition that allowed them to became financially successful (Module 4).

IMPORTANT INFORMATION

POLICIES

Please review the FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Adobe Connect - Read Adobe Connect Privacy Policy
2. YouTube - Read YouTube Privacy Policy

Please visit our Technical Requirements webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Blackboard's Commitment Accessibility webpage for more information.

For additional assistance please contact FIU's Disability Resource Center.

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the
representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

PROCTORED EXAM POLICY

Please note that the information contained in this section applies only if your course requires a proctored exam.

Through a careful examination of this syllabus, it is the student’s responsibility to determine whether this online course requires proctored exams. Please visit our Student Proctored Exam Instructions webpage for important information concerning proctored exams, proctoring centers, and important forms.

COURSE PREREQUISITES

There are no prerequisites for this course.

TEXTBOOK

Native North America  
Larry J. Zimmerman and Brain Leigh Molyneaux  
University of Oklahoma Press, 2000  
ISBN-10: 0-8061-3286-8  
You may purchase your textbook online at the FIU Bookstore.
A Seat at the Table in Conversation with Native Americans
Huston Smith
Univ of California Press, 2006
ISBN-10: 0520244397
EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor and peers
- Review and follow the course calendar
- Log in to the course at least 3 times per week.

The instructor will:

- Log in to the course on a continual basis
- Respond to discussion board postings within 3-4 days or sooner
- Respond to emails within 3 days or sooner
- Grade assignments within 2 weeks or sooner of the assignment deadline

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course is best by email. Make sure to use the email provided in the syllabus (slond006@fiu.edu).

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students’ FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Discussions topics are listed for the semester. You are expected to post your initial response on Thursdays (unless otherwise stated, by 23:55 for the week listed; you should respond to at least 3 others posts by Sunday at 23:55 of the same week or a date otherwise posted. (Possible total score, 10 points, see the Discussion Rubric posted in the information folder and under the Discussion Tool in the drop-down course menu).

Keep in mind that forum discussions are public, and care should be taken when determining what you post.

QUIZZES/EXAMS

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.
There are 4 quizzes, 10 questions each (multiple choice, matching, true/false) and 1 midterm exam (45 multiple choice, matching, true/false items) with 1 short response item, 10 points. A “study guide” will be posted on the course content for the midterm exam.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

**ESSAY/CRITICAL BOOK REVIEW**

All essays and critical book reviews or research papers are written in academic style (1st person for personal reflection and otherwise 3rd person; avoid 2nd person pronouns: you, your, yours) and proper referencing of quotations or concepts from any author to avoid plagiarism. DOUBLE-LINE SPACE your essays; you may include a title page (optional), date, course and your name; properly list all references in a bibliography, even if it is only one resource is referenced.

There are 3 required short essays, approximately 300 words or more; the first essay will be returned with tracked changes for your information that allows a dialogue between us to occur regarding academic style writing. This offers an example of what I expect in written work.

Information material is posted in the course content: "Academic Papers/Essay Recommendations," "Critical Book Reviews" and a "Grading Rubric." The critical book review replaces a final exam. This is a 750-word critical book review from the book by Jessica Cattelino with specific topics posted in the course calendar and on the assignment sheet. You select 1 of the topics for your critical review that must include at least 1 outside resource in addition to Cattelino's book.

Information regarding a critical book review can be found at [Writing a Critical Review](#) and information listed in the information folder.

**GRADING**

The instructor reserves the right to make any changes deemed necessary to the course regarding assignments, assessments or course information. The syllabus is listed in weekly increments with modular titles for continuity within the course. Because this is online, it often requires more diligence than a classroom course. Check each assignment or assessment for due date to ensure you submit in a timely manner. **A zero will be assigned to any item submitted late or missed. NO EXCEPTIONS unless a dire emergency occurs such as a death in the immediate family or hospitalization. In such a case, the professor must be notified as soon as possible. There are no offerings for a reduced grade for late or missed assignments or assessments because you have the course requirements, due dates and times posted online in advance!**

Reminder: I use a 24-hour clock; all assignments and assessments close at 23:55 [11:55 PM] on the due date, usually on Sunday's unless otherwise listed. In the short summer session, some due dates are often due on the same day. Some musical presentations will be added for your listening pleasure that should be of interest for each of the modules and may be used in your essays. These need to be properly referenced in the bibliography. A folder of the musical offerings is provided.

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<td>Short Essay (300 words or more, 1 is a research essay with 2 outside resources)</td>
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<td>Quizzes (matching, multiple choice, true/false)</td>
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<td>Discussions</td>
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<td>15%</td>
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<td>Midterm Exam (matching, multiple choice, true/false) and 1 short response item</td>
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<td>Critical Book or research paper that serves as the Final Exam in 2 parts:</td>
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<tr>
<td>- Part A is the Abstract of 150-200 words with an outline for your review or research including the bibliography, and</td>
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• Part B is the Critical Review (the ESSAY of 750 words or more)

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COURSE CALENDAR

MODULE WEEKLY SCHEDULE

Module 1: The Scared and Tribal America Indigenous Groups

Objectives for Module 1:

- Identify American Indian groups by region
- Note any differences that exist for tribes regarding borders between the US, Canada and Mexico
- Understand that indigenous groups are grounded in the land, Mother Earth, as sacred and honored in ceremony and rituals
- Formulate global perspectives for indigenous peoples loss of land, culture and language
- Indigenous groups often settled where the land meets the water
- Consider tribes to be sovereign nations

Viewing assignments:

- Introduction Folder and Rubrics

Read all information folder listed below; view the Welcome Video

Week 1

- Avoiding Errors
- Academic Essay/Paper Writing
- Rubrics for grading, discussions
- Critical Book Reviews
- PPT Presentation: The Sacred: Land and Circles - Introduction to the Idea of the Sacred in Indigenous American societies, the concepts of land and space
- Glossary Terms for the course

Reading assignments:

- Native North America, Zimmerman and Molyneaux, pp 6-131
- A Seat at the Table, Huston Smith, pp xiii-5; 39-74
- Christopher Vecsey, editor, "Prologue" and "Epilogue" Handbook of American Indian Religious Freedom
- “Epilogue” to the Vecsey "Prologue" pdf
- PDF Teaching Spirits, Understanding Native American Religious Traditions by Joseph Epes Brown with Emily Cousins (New York: Oxford University Press #0-19-513875-9, 2001), Ch 6, pp 83-87

Written assignments:

1. Post biography by Sunday, June 25 at 23:55
2. Return Signature forms that you have reviewed all course information, by Sunday, June 25 at 23:55

**Viewing assignments:**

- DVD’s: Native American Spirituality
- PPT Presentation, “Education of American tribal children”

**Reading assignments:**

- American Indian and Alaska Native Populations, 2010 census
- Top Five Cities Most Native Americans
- Tribal Leaders and list of 566 federally recognized tribes - click on 2014 Tribal Leaders or 2014 Entities List
- Ten Largest American Indian Tribes
- “North American Tribal Information” PDF (by regions in the US): Northeast, Great Lakes, [Southeast- listing of groups in this PDF, more information for Southeast tribes is listed in Module 4], Plains and Oklahoma, Northwest Coast and Canada/Alaska, California, Southwest; each region lists languages, art and notable persons

**Written assignments:**

1. Essay #1 - (300 words or more), “The Earth as a Sacred Place,” due Sunday, July 2 at 23:55, double-line spaced, paragraphs indented, list resources
2. Discussion #1 - Post in your own words what is meant by “Indian religiousness” in the US (refer to Vecsey’s PDF), initial post due Thursday, June 29 at 23:55; respond to at least 3 others posts by Sunday, July 2 at 23:55
3. Quiz #1 (covers all material from Week 1, matching, multiple choice, true/false) including Blackboard course information and “Avoiding Errors,” opens Thursday, June 29 at 08:00; closes Sunday, July 2 at 23:55

### Module 2: American Indian Religious Freedom

**Objectives for Module 2:**

- Define how Indian life differs from those in Western culture where major religions are included in lifestyles; Indians do not have a specific religion per se, but each group practices daily life according to the tribal laws
- Define the art of understanding the Earth as interconnected, one species to another without the hierarchy of humanity; thus appreciation for diversity of all forms of life
- Describe “indianness” through rituals and ceremony
- Consider each tribe as a separate sovereign group with its own tribal laws and practices or beliefs
- Identify the laws pertaining to ceremony and ritual practices as governed by the US: notably AIRFA and NAGPRA
- Formulate global perspectives for indigenous peoples loss of land, culture and language

**Viewing assignments:**

- In Light of Reverence
- In the White Man’s Image
- The Peyote Road (trailer)
- White Shamans & Plastic Medicine Men
- Century of Genocide in the Americas: The Residential School Experience

**Reading assignments:**
Complete Native North America, Zimmerman and Molyneaux, pp 32-69, 116-131, 146-49
A Seat at the Table, Huston Smith, pp 6-38, 97-152, 162-183
PPT and PDF/word doc of global strife of indigenous peoples (attached in course content folder, “The Silent Strife”)

Written assignments:
1. Discussion #2 - Public v Privatization of land, initial post due by Thursday, July 6 at 23:55; respond to at least 3 others’ posts by Sunday, July 9 at 23:55
2. Quiz #2 (covers all material from Week 2 and some of the ideas of the sacred from Week 1, matching, multiple choice, true/false) opens Thursday, July 6 at 08:00; closes Sunday, July 9 at 23:55

Module 3: Rituals, Ceremony and Social Gatherings

Objectives for Module 3

- Understand and explain the importance of drumming, dancing and the regalia worn by American Indian indigenous groups for ceremony and social gatherings
- Define the differences of a social gathering like a “Pow wow” and a sacred ceremony
- Describe the indigenous position on protection of the peoples, preserving their traditional cultural property and the safe keeping relics, many of which are endangered
- Explain the traditional use of masks from the tribes who use them; explain how masks are used in ceremony versus the common use in secular society for healing purposes or celebrations like Mardi Gras or Halloween

Viewing assignments:
- PPT Presentations, “Masks”
- DVD: The Spirit of the Mask
- PDF Teaching Spirits, Understanding Native American Religious Traditions by Joseph Epes Brown with Emily Cousins (New York: Oxford University Press #0-19-513875-9, 2001), Ch 6, pp 83-87
- PDF “The Ghost Dance”

Reading assignment:
- Complete A Seat at the Table
- Complete Native North America, Zimmerman and Molyneaux
- Begin High Stakes by Jessica Cattelino

Written assignments:
1. Essay #2: Personal reflection essay (300 words or more), “Do American tribal peoples experience religious freedom?” Use examples from NAGPRA/AIRFA and their redeeming values as the basis for your essay, due Sunday, July 16 at 23:55
2. Discussion #3: Can genocide be considered regarding the treatment of American Indians in the US? Initial post due Thursday, July 13 at 23:55; respond to 3 others’ posts by Sunday, July 16 at 23:55
3. Quiz #3: Covers material from weeks 2-3, (matching, multiple choice, true/false), opens Thursday, July 13 at 08:00; closes Sunday, July 16 at 23:55

Module 4: Indigenous Groups/Tribes of Florida, Past and Present Weeks 5-6

Week 5
Objective for Module 4

Week 4
July 10 - 16

Week 5
July 17 - 23
Identify ancient tribal groups of South Florida and peoples of the glades' cultures like Tequesta, the ancient Tequesta relic: the Miami Circle and the Tequesta Village; the Caloosa, northern Florida's Timucua, and today's tribal inhabitants of South Florida: the Miccosukees and the Seminole Tribes of Florida and illustrate their importance from past to present; explain the importance of The Miami Circle and the Tequesta Village

Formulate global perspectives of indigenous peoples who share critical issues like the loss of sacred land, language and culture that affects their survival

Identify problems that exist with “others” [those who are not indigenous members of tribes] who use Indian traditional property and Indianness” for a personal economic gain

Define Seminole healing and the use of plants for healing purposes

Interpret and explain the economic factors for the major South Florida tribes relating their tradition that allowed them to became financially successful

**Reading and Viewing Assignments:**

- Complete Cattelino’s *High Stakes*; select topic for critical review from Cattalino’s text from the list below
- View Southeast and South Florida Tribes, “*Mending Circles - The Miami Circle / Tequesta Village*” PPT
- View DVD Osceola’s Journey

**Written Assignments:**

- Midterm exam (Same format as quizzes: 45 items of matching, multiple choice, true/false), 1 short response covers material from Weeks 1-4; **opens Wednesday, July 19 at 08:00; closes Sunday, July 23 at 23:55**
- Essay #3 Explain the importance of Osceola, **due Sunday, July 23 at 23:55**
- Final Part A: 200-word abstract (thesis) with an outline for your review, references list for final book review (you will need to consult at least one outside resource other than Cattelino’s book) Select one from the following topics found in Cattelino’s book: 1) describe how the bingo hall moved into the casino era; 2) Discuss the “politics” of the “Seminole” name afforded to Florida State University as the mascot; 3) Explain NIGA, the National Indian Gaming Association and its importance to the Florida tribes; or 4) the cultural politics of money in the tribes of South Florida; **due Sunday July 23 at 23:55**

**Week 6**

**July 24 - 28**

**Written Assignments:**

- Discussion #4: Explain in your own words why the South Florida tribes have been financially successful. Post initial response **by Tuesday, July 25 at 23:55**; respond to 3 others’ posts **by Thursday, July 27 at 23:55**
- Quiz # 4: (Material from week 5 on South Florida Indian Nations, matching, multiple choice, true/false), **opens Monday, July 24 at 08:00; closes Thursday, July 27 at 23:55**
- Final Part B: Critical book review from your the selected topic as listed above. This is Part B (750 words). No need to list resources as they are included in Part A bibliography, **due Friday, July 28 at 23:55**.