AIS/ANTH 451 Perspectives on American Indian Identity Fall 2014
Professors Linda Rose Locklear

Office: A&L 331 Office Hours: Tuesday or Thursday on the following dates from 10 am - 1pm. Tuesday – September 2, - Thursday September 18, October 9 – I will email you future office hours. (Also by appointment)
Phone: 619-594-6991 or 760-701-0038
E-mail: llocklear@mail.sdsu.edu

COURSE DESCRIPTION
This class will cover a variety of perspectives on American Indian Identity (historical and emergent); compare/contrast identity issues across ethnic groups; ethnic, legal, and cultural definitions, federal vs. tribal definitions and implications of these differences.

Required texts:
Real Indians: Identity and the Survival of Native America
by Eva Marie Garroutte

Other Required Readings are posted on the Blackboard Site

Grading:
Discussion Board 15%
Interview of a Tribal Member 15%
Quizzes (4) 20%
Midterm exam 25%
Final Exam 25%
100%

Interviews Instructions /Suggestions
1. Include the person tribal affiliation, location of the tribe and status.
2. Create a list of interview questions in advance. Include them in the text of your write-up.
3. Beware of “leading” or biased questions, such as “Do you think that mainstream American culture has influenced your tribal culture?” instead, stick with open-ended questions which prompt your interviewee to reflect on their personal opinion on things.
Some questions which other folks had luck with were framed something along the following lines:
- Can you discuss one aspect of your tribe that you would like non-Indians to know about?
- Discuss the legal status of your tribe?
- What criteria is membership based on in your tribe?
- Can you give me an example of ____________ from your personal experience as an Indian person?
- What advice might you have for your children (if you have them) on the subject of ____________?
4. Your interview should contain your interviewee’s opinions, not yours. This means you should also not be filling up your write-up with personal reflections on your interview.
5. Your conclusion should include an analysis of issues raised in the interview that are reflected in course material and readings.
6. The interview should be 2-3 pages, 12 pt font, 1” margins all around, double-spaced. This does not mean you should add unnecessary spaces between each question and response.
Instructions for Discussion Board

At least two posts per week is required. Students will be responsible for posting a brief reaction to a discussion question posted on the discussion board regarding the topic being covered. Students must also post a question or reaction to one other student’s posting for full points.

Grading Rubic for Discussions

5 – Excellent and well-written responses. Includes the reading or related assignments. Both the response and the post connect the major points.
4.5 – Thoughtful responses that include the major ideas related to that week’s discussion. But missing one or two major connections.
4 – A good response that references or generalizes the main points related to that week. Perhaps the response or the post could use some more information or clarity.
3.5 – A good overall response. But either the post or the response was missing the main point.
3 – There is both a post and a response but they fail to convey the main ideas.
2.5 – Great and well-thought out response but only posted one.
2 – One post only, good ideas but missing a major point or two.
1.5 – One post only, nicely written but not well developed.
1 – One post only, lacking depth or a connection to the assignment.
0 – No posts. No Response to another student.

Extra Credit – one per students

Article Review on American Indian Identity
You will also have other opportunities during the semester for earning extra credits by attending an event and writing a reaction paper.

Instructions for Extra Credit Article Review

Pick any topic which we have covered in class, such as: The Federal Acknowledgement Process; legacy of insecurity and pain; the Red Power Movement; the relation of language or cultural practice or land claims, etc. to American Indian identity. You can also do a review of a chapter from a book that covers a tribe or topic about American Indian Identity, such as Lumbee Indians in the Jim Crow South, By Malinda Maynor Lowery. The review should be 1-2 pages; I will post a number of articles on the blackboard site that you may use.

Since there are a number of majors in Anthropology and American Indian Studies, I wanted to give them the opportunity to get first hand information on issues of identity by interviewing a Tribal member. I also want to encourage all of you to do an article review for extra credit. If any students, due to work or distance, are not able to meet and interview an American Indian person, you can write two article reviews in lieu of an interview.

Required Work

Required work will consist of: Participation, on-line discussions, assignments, quizzes and exams. All required work must be submitted through blackboard. Under NO circumstance will required work be accepted via email. Email submissions are often lost or buried in unrelated files so only use Blackboard for this purpose.
• Unless posted otherwise, all required work is due no later than 12:00 AM Sunday.
• The acceptance of late required work will be on a case-by-case basis at the discretion of, and under the conditions set, by the Instructor. Discussion postings CANNOT be submitted late or made up on another date.
• In all cases, permission from the Instructor is required PRIOR to submitting any late required work. Conditions for acceptance of late required work will include penalty points taken from the earned score.

  Note on late work: If the instructor permits late work to be submitted, the maximum points that may be earned will be 50% of the original point value. Under NO circumstance can a missed discussion posting be made up.

• Be advised that assignments may be revised at any time during the scheduled semester by the instructor. It is the student's responsibility to check for changes and updates. It is strongly recommended that this be done on a daily basis.

Instructor Philosophy:

I believe students learn best by cooperation and collaboration, not by competition. Your grade in this class depends entirely on yourself, not on how well you do in comparison to other students.

Addressing the Instructor:

I am a very informal person so please feel free to call me Linda. Unless you have an objection, I will address you by your first name.

On-line Conduct:
Disruptive/disrespectful content posted to the Blackboard site in any manner or in any correspondence is inappropriate and prohibited.

• Critical thinking, which is absolutely essential to learning, requires the free exchange of ideas and opinions. In this course, the free expression of your thoughts and opinions are valued, and you are encouraged to share them with the class.
• You will not be penalized for your ideas or opinions, even if they are in conflict with others, but you need to express them in a civil manner and make no personal attacks on your classmates or the Instructor.
• Derogatory words or phrases which refer to a racial or ethnic group and epithets referring to a person's gender or sexual orientation are unacceptable.
• Please remember that the right to express an idea or opinion does NOT mean you have a right to have those ideas and opinions go unchallenged.
• Your classmates will be allowed to respond to your ideas and opinions, and you may be asked to offer evidence to support your arguments.

Managing Your Online Course

Distance learning is not for everyone. You must have consistent access to the Internet and email as well as know how to use them. In order to get a good grade in the course, you must be self-motivated, and have good time management skills. It is important to keep up with the reading and other assignments every week. Most students consider the course material to be quite interesting, so this should not be too much trouble. However, you must be organized, schedule
your study time on a regular basis, and stick to it. If you do not understand an assignment or the course material, ask for clarification immediately. You are the only one who knows what you do not understand. Don't stay in the fog. It is your responsibility to keep track of test dates and other deadlines. If you begin to encounter difficulties with the course material, or completing the required work on time, please contact the instructor for assistance and suggestions. It is best to do this as soon as the problems are apparent. If you wait until the end of the semester, you will find that there may be few options available to you to remedy the situation.

**Course Updates**

It is expected that students will check the course site on a regular basis. It is the student’s responsibility to stay current with all information posted on the course website. It is strongly suggested that students log on to the site, and check for class-related email at least once a day. Because there is so much information to absorb, this is not the kind of course in which you can wait to do the required work just before the due date and time. If you have a question or don't understand something, ask your instructor.

**Participation/Drops:**

Your participation in this class is expected and required. Failure to participate in discussions, to submit work on time, to fail to submit required work or to respond to instructor communication in a timely manner will negatively affect your grade. It is the responsibility of the student to be aware and act regarding withdrawal from the class for any other reason. An incomplete grade will NOT be given unless initiated by the student and appropriate permission has been granted by the instructor.

If at some time during the semester you decide that you no longer wish to be in the class, it is your responsibility to officially drop by the deadline published in the SDSU *Class Schedule*. If you miss the deadline for withdrawal, I will have to give you a letter grade, regardless of your situation. This is how students get an FW grade.

**Academic Honesty/ Plagiarism:**

SDSU defines plagiarism as “using others’ ideas and words without clearly acknowledging the source of information.” Plagiarism will result in a failing grade for the assignment and possibly broader consequences. If you have any questions about what constitutes plagiarism or about proper documentation, please see me and/or the University’s policy at:
http://www.sa.sdsu.edu/htc/Plagiarism.pdf.

**Learning Disabilities:**

SDSU provides accommodation for students with learning disabilities. For assistance, please contact Disabled Student Services at (619) 594-6473, visit the website at http://www.sa.sdsu.edu/dss/dss_home.html, or email me at llocklear@mail.sdsu.edu
## COURSE OUTLINE Fall 2014

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<tr>
<th>DATE</th>
<th>TOPIC &amp; Assignments</th>
<th>READING, ASSIGNMENTS, &amp; Videos</th>
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| Week. 1 August 25 | **Introduction to Course**  
Pre-Test  
Course Material - General  
Lecture and Power Point about American Indians | Pre-quiz  
Discussion on “Yourself”  
Reading: Real Indians – Introduction  
General Information Article and Power Point |
| Week. 2 September 1 | **Cultural Perspectives**  
Course Material - Enrollment and Disenrollment Material  
September 1-Labor Day | Lecture (Power Point)  
Discussion Board post D-1  
Reading: Real Indians Chapter 1 |
| Week 3 September 8 | **Legal Perspectives**  
Course Material- Federal Acknowledgment Material | Lecture (power point)  
Discussion Board post D-2  
Reading: Real Indians Chapter 2  
Video: “In the Blood” |
| Week 4 September 15 | **Ethnic Perspectives**  
Course Material - Ethnic Fraud Stories and Power Point | Reading: Real Indians Chapter 3  
**Quiz 1** |
| Week 5 September 22 | **Individual Perspectives / Self-Identification** | Lecture (Power Point)  
Discussion Board post D-3  
Reading: Real Indians Chapter 4 |
| Week 6 September 29 | **Radical Indigenism** | Discussion Board post D-4  
Reading: Real Indians Chapter 5 |
| Week 7 October 6 | **Mid Term Exam** | **Mid-term Exam** |
| Week 8 October 13 | **Historical Perspectives** | Lecture (Power Point) on Ward Churchill  
Discussion Board post D-5  
Reading: Churchill |
| Week 9 October 20 | **Urban Indians** | Lecture 8  
Reading: Lobo  
**Quiz 2** |
| Week 10 October 27 | **Language & Identity** | Lecture (power point)  
Discussion Post D-6  
Reading: McCarty et al |
| Week 11 November 3 | **Oral Tradition & Identity** | Lecture (power point)  
Discussion Board Post D-7  
Reading: Cruikshank  
**Quiz 3.** |
| Week 12 November 10 | **Cultural Practice & Identity**  
Veterans Day-November 11 | Lecture (Power Point)  
Discussion Board post D-8  
Reading: Hensel |
| Week 13 November 17 | **Developmental Perspectives on Identity** | Lecture (Power Point)  
Discussion Board post D-9  
Reading: Mihesuah |
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<th>Week 14</th>
<th>Thanksgiving Break: Nov 26 to Nov 28</th>
<th>Quiz 4</th>
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<tr>
<td>November 24</td>
<td>Work on interview</td>
<td>Interview Due by Sunday November 30 Midnight</td>
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<tr>
<th>Week 15</th>
<th>Politics of Identity</th>
<th>Lecture (Power Point)</th>
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<tr>
<td>December 1</td>
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<td>Discussion Board post D-10</td>
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<td>Reading: Nagel &amp; Ramirez</td>
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<th>Week 15</th>
<th>Black Indians- Legal Issues Revisited</th>
<th>Lecture (Power Point)</th>
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<td>December 8</td>
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<td>Reading: Sturm, Ramirez</td>
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<tr>
<th>FINALS</th>
<th>Final Exam</th>
<th>Final Exam Posted December 11, must be taken by December 17</th>
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<td>December 11</td>
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