

Basic Course Information

Semester:	Winter 2026	Instructor Name:	Yuumi Danner
Course Title & #:	AIS/ANTH106—Indigenous Peoples of North America	Email:	yuumi.danner@imperial.edu
CRN #:	15359/15360	Webpage (optional):	N/A
Classroom:	Online	Office #:	Online
Class Dates:	01/05/2026 to 02/04/2026	Office Hours:	By appointment only
Class Days:	Asynchronous (anytime, assignments due dates according to the Canvas calendar)	Office Phone #:	Direct contact via email, Canvas Inbox, or Zoom. Indirect contact: (760) 355-6144 [Department of Behavioral and Social Science Support Office]
Class Times:	Asynchronous (anytime)	Emergency Contact:	(760) 355-6144 [Department of Behavioral and Social Science Support Office]
Units:	3.00	Class Format/Modality:	Online (asynchronous)

Course Description

An introductory course studying native cultures of the United States, northern Mexico, and Canada. This course covers the history of research based on archaeological and ethnohistorical data, such as prehistory and early migration into the Americas. Linguistic, cultural, and religious diversity of the various Native American nations; the diverse geography and environment from the Arctic to the deserts of the American Southwest; the Great Basin; the Columbia Plateau region, and the Great Plains. Coastal areas of the Atlantic and Pacific regions, the impact of European colonialism on Native American cultures, and contemporary issues will be discussed. (Same as AIS 106) (CSU/UC)

Course Prerequisite(s) and/or Corequisite(s)

None.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify and evaluate cultural and ethnic diversity among the various Native American groups; their geography and environment; and prehistoric migration into the Americas.
2. Describe Native American interaction with the environment and their management of natural resources.
3. Summarize similarities and differences of social institutions of the various Native American groups.
4. Identify and summarize the European effect on Native American cultures.



Course Objectives

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

1. Demonstrate the extensive cultural diversity of native cultures.
2. Assess geographic/environmental influences on different native groups.
3. Describe archaeological and ethno-historic research skills to reconstruct prehistoric & present-day cultures.
4. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.
5. Apply theory to describe critical events in the histories, cultures, and intellectual traditions, with a special focus on the lived experiences and social struggles of Native Americans.
6. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
7. Describe how struggle, resistance, social justice, solidarity, and liberation, as experienced by Native American communities, are relevant to current issues.
8. Demonstrate active engagement with anti-racist issues, practices, and movements to build a diverse, just, and equitable society beyond the classroom.

Textbooks & Other Resources or Links

Stebbins, Susan. Native Peoples of North America. Open SUNY Textbooks, Geneseo, NY. 2013. Mountain Scholar Digital Collections of Colorado. <https://mountainscholar.org/items/ee60c8ac-427a-42c7-b072-e9019ab389ce>.

This is a ZTC class. This textbook can be downloaded for free. The link is provided in the Course Materials and Software page in its Canvas course.

Course Requirements and Instructional Methods

Course Requirements

- Reading Assignments

Each module assigns textbook readings and, when applicable, supplemental materials such as videos, digital articles, or map resources. Students are responsible for completing all assigned readings to prepare for quizzes, audio reflections, portfolio entries, and the research proposal.

- Quizzes

Weekly quizzes evaluate comprehension of lecture content, assigned readings, and module materials. All quizzes allow two attempts, with the higher score recorded. Quizzes are designed to reinforce foundational concepts and ensure students remain on pace in the accelerated course structure.

- Audio Reflections (Canvas Studio, 3–7 minutes)

Students will complete short recorded reflections throughout the course. These audio submissions allow students to articulate their understanding of module themes, apply cultural anthropological concepts, and synthesize material in an analytical but informal format. Prompts will be provided in each module. Submissions must be recorded directly through Canvas Studio.

- Research Proposal (Three Submissions)

The research proposal is completed in three stages over the accelerated term:

1. Topic Selection – Students identify their research focus on a selected Native American group or cultural issue, explaining its relevance to course themes.
2. Scholarly Article Review and Citations – Students locate and annotate scholarly sources that inform their topic, demonstrating the ability to evaluate and integrate academic research.
3. Final Research Proposal – Students synthesize background research, apply anthropological theories and methods, and articulate a structured, well-supported proposal.

- Portfolio Entries (Background Research Supporting the Research Proposal assignment)

Students will maintain a cumulative portfolio that compiles research notes, source annotations, cultural data, maps, and relevant observations related to their selected group or topic. The portfolio supports the research proposal and replaces weekly written assignments. Expectations for each set of entries will be outlined in the corresponding modules.

- Final Exam (Reflective Essay)

The final exam during Week 5 is a comprehensive reflective essay that synthesizes course content, key cultural concepts, Indigenous perspectives, and themes related to race, ethnicity, environmental relationships, colonization, resistance, and decolonization. This exam evaluates achievement of the Student Learning Outcomes and requires integrative analytical writing.

- Surveys

Two short surveys will be administered at the end of Week 3 and Week 5. Each survey is worth 5 points and is designed to support student self-assessment, course feedback, and learning progress evaluation.

- Participation

Students are expected to participate and interact with the instructor and with classmates. Your participation will be assessed through various assignments.

Expectations (with classmates and the instructor):

- Be actively involved in your own learning.
- Pay attention to emails and announcements in the course.
- Sign in to your course a few times a week so you don't miss anything.

- You are responsible for knowing when assignments are due and for handing them in on time.
- Check your institutional email frequently.
- Notify me immediately with any concerns or issues you may have; don't leave it until too late.
- Be active with classmates' discussions and interactions.

My contact information, Office Hours, and contact policies are provided in the syllabus and Module 00. I will respond to your emails and questions in a timely fashion, two business days at the most. Any additional course information or updates will be provided through announcements. Feedback on assignments and exams will be provided through the grade book. I will monitor the course activities by acknowledging student contributions and answering questions.

Expectations (assignments):

A. Interact with Respect

- Introduce relevant, facilitating information, ideas, and opinions to enrich the discussion.
- Respond with relevant information or opinions to questions asked.
- Ask clarifying questions.
- Synthesize information, ideas, and opinions to determine relevancy.
- Acknowledge the contributions of others.
- Adjust tone to encourage equitable and respectful discussions.

B. Preparation

- Read thoroughly.
- Take notes.
- Do assignments on time.
- Be prepared for class (readings, assignments, materials).
- Set aside your cultural values (use your cultural relativism lens).

C. Engagement

- Participate in small and large group discussions.
- Utilize Canvas tools to communicate with classmates and the instructor.
- Practice cultural anthropology in your daily life.

Instructional Methods

- Audio Visual
- Lecture
- Discussion
- Quiz
- Group Activity
- Reading Assignments
- Writing Assignments
- Final Exam
- Several hours of independent work done out of class
- Distance Learning

Core Content

1. Prehistoric Migration into the Americas
2. Creation Stories and World View
3. Relations
4. Subsistence
5. Politics
6. Religion and Art
7. Diversity
8. Case Studies

Course Grading Based on Course Objectives

Grading Scheme

A ≥ 90.0% (405-450 points)

B ≥ 80.0% (360-404 points)

C ≥ 70.0% (315-359 points)

D ≥ 59.0% (266-314 points)

F ≤ 58.9% (0-265 points)

<i>Assignments</i>	<i>Maximum Points</i>	<i>% Total Grade</i>
<i>Audio Reflection</i>	80	18%
<i>Quizzes</i>	80	18%
<i>Final Exam</i>	150	33%
<i>Research Proposal (3 parts)</i>	120 (20, 30, 70)	27%
<i>Portfolio</i>	10 (2 x 5)	2%
<i>Surveys (2/semester)</i>	10	2%
<i>Total Available Points</i>	450	100%

- **Each module includes a quiz** that assesses understanding of the assigned readings and lecture materials. All quizzes allow two attempts, and the higher score will be recorded.
- **Audio reflections** are required in designated modules. Students will submit a 3-7-minute Canvas Studio recording responding to a prompt that synthesizes module themes.
- **Portfolio entries** are submitted throughout the course to document background research supporting the student's chosen topic for the research proposal. Portfolio expectations are outlined within each module.



- **The Research Proposal consists of three submissions:** (1) Topic Selection, (2) Scholarly Article Review and Citations, and (3) Final Research Proposal. Instructions and grading rubrics are provided separately within the course modules.
- **The Final Exam is a comprehensive reflective essay** that covers all course materials and Student Learning Outcomes. Instructions and expectations are provided in the Week 5 module.
- **Final Exam allows two attempts**, but the second attempt is intended *only* for technical or accidental submission issues and is *not considered a retake*.
- **Course surveys** will be completed at the end of Week 3 and Week 5. Each survey contributes 5 points toward the final grade.

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism, unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Course Policies

Attendance

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class.

Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, **students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.** Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Netiquette

- "Netiquette" refers to the rules of behaving well online. It can be more difficult to discern meaning in written text than in spoken conversation, so pay particular attention to your words.
- Keep your language clear and concise; ensure posts are on-topic; use correct spelling, grammar, and capitalization (all caps = yelling); and contribute productively to conversations.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Other Course Information

N/A

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and policy explanations, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

Week	Topics	Assignments
Week 1 Jan. 5-9	<ul style="list-style-type: none"> • Syllabus, course orientation, expectations • Prehistoric migration into the Americas • Creation stories and Indigenous worldviews • Introduction to geography, culture areas, and environmental relationships 	<ul style="list-style-type: none"> • Quiz 1: Migration + Creation Stories • Audio Reflection 1 • Research Proposal Part 1: Topic Selection • Portfolio Entry 1: Geography, environmental zones, early lifeways
Week 2 Jan. 12-16	<ul style="list-style-type: none"> • Kinship, relations, and social institutions • Subsistence practices and environmental management 	<ul style="list-style-type: none"> • Quiz 2: Relations, Subsistence, Politics, Religion, and Art • Audio Reflection 2



Week	Topics	Assignments
	<ul style="list-style-type: none"> Indigenous politics, spiritual systems, and expressive traditions (religion, art) 	<ul style="list-style-type: none"> Research Proposal: Continue on research readings Portfolio Entry 2: Kinship, subsistence strategies, ritual practices
Week 3 Jan. 20-23	<ul style="list-style-type: none"> Arctic: Social organization and adaptation Great Plains: Mobility, warfare, politics, and environmental change Great Basin & California: Ecological knowledge, foraging, fire management 	<ul style="list-style-type: none"> Quiz 3: Arctic, Plains, Great Basin Audio Reflection 3 Research Proposal Part 2: Scholarly Article Review (2 sources minimum with citation format) Portfolio Entry 3: Case studies by region Survey 1 (required for points)
Week 4 Jan. 26-30	<ul style="list-style-type: none"> Eastern Woodlands: focusing on Haudenosaunee, Cherokee, and Shawnee Southwest: focusing on Ancient Puebloans, Hohokam, and Mogollon European impact, colonialism, survivance, contemporary Indigenous issues Race/ethnicity, racialization, sovereignty, decolonization 	<ul style="list-style-type: none"> Quiz 4: Eastern Woodlands & Southwest Audio Reflection 4 Research Proposal Part 3: Final Research Proposal (integrates topic, literature review, and proposed approach) Portfolio Entry 4: Colonization, resistance, sovereignty movements
Week 5 Feb. 2-4	<ul style="list-style-type: none"> Final synthesis of course themes Review of SLOs 	<ul style="list-style-type: none"> Final Exam: Reflective Essay Survey 2 (required for points) Portfolio Submission

Subject to change without prior notice