

Basic Course Information

Semester	Spring 2021	Instructor's Name	Manfred Knaak
Course Title & #	Indians of North America/AIS 106	Email	manfred.knaak@imperial.edu
CRN #	21687	Webpage (optional)	none
Room	2735	Office	Room 2735
Class Dates	February 16 to June 11, 2021	Office Hours	By Appointment Monday to Thursday Noon - 1PM. email.
Class Days	All days	Office Phone #	760-355-6282
Class Times	Online -Asynchronous	Office contact if student will be out or emergency	Department Secretary 760-355-6144
Units	3		

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 ethno-historical 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 ANTH 106) (CSU/UC)

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; prehistoric migration into the Americas. (ILO2, ILO3, ILO5)
2. Describe Native American interaction with the environment and their management of natural resources. (ILO2, ILO3)
3. Summarize similarities and differences of social institutions of the various Native American groups. (ILO2, ILO3)
4. Identify and summarize European effect on Native American cultures. (ILO2, ILO3, ILO5)

Course OBJECTIVES:

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

- 1 Describe the diverse geographic and ecologic regions and adaptations of American Indians to various environments.
- 2 Trace migration routes of the earliest prehistoric cultures and their impact on the Pleistocene flora and fauna.
- 3 Demonstrate knowledge of the great linguistic diversity of American Indian Nations/Tribes.
- 4 Demonstrate awareness of the similarities and differences of social institutions of various Indian Nations/Tribes
- 5 Analyze differences between Spanish, Mexican, and American attitudes and governmental policies and their impact on American Indian Nations/Tribes.
- 6 Demonstrate the importance of professional anthropological ethics when working with American Indians.
- 7 Understand the importance and application of ethnographic and archaeological research and the application of the scientific method.
- 8 Identify contemporary issues of importance and great concern to American Indian Nations/Tribes.

Textbooks & Other Resources or Links

1. **Textbook. An Introduction to Native North America. Fifth Edition. 2017.** By Mark Q. Sutton. Routledge Publisher. ISBN: 978-0-133-81409-5 [pbk] ISBN:978-1-315-62133-3 [ebk].

Course Requirements and Instructional Methods

Students will be tested on assigned reading material from our textbook as well as from scientific journals on some of the latest research and contemporary issues of concern to American Indians that may require some additional research and writing. Publicly available video content, if available on You tube, may be assigned for viewing in out of class and can be part of the regular assignment. In general, every two weeks there will one assignment and one quiz. Assignments and quizzes will be timed and will have an open date and a closing date. Quizzes can be of true/false, multiple-choice, fill-ins, and may consist of two or three chapters.

It is your responsibility to monitor your assignment and quiz scores throughout the semester.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

What if I need to borrow technology or access to WIFI?

To request a loaner laptop, MYFI device, or other electronic device, please submit your request here:
<https://imperial.edu/students/student-equity-and-achievement/>

2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

Students Final Grades will be based on the accumulation of points. **No percentages will be used.**

Quizzes: 4 quizzes worth 25 points each—100 points

Assignments: 5 assignments worth 10 points each —50 points

One Final Quiz/Exam: 50 points

Total points that can be earned are **200 points**, which are figured in the following manner:

200-180	A
179-160	B
159-140	C
139-120	D
119- 0	F

I generally shall not accept late assignments or late quizzes. If under special circumstances a late assignment or a late quiz is requested, I shall give the request consideration and may provide the opportunity for a make-up during Final Week, not before. There is a 50% penalty assessment on the assignment or quiz. A late make-up request is given only once, and only for one assignment and one quiz.

Attendance

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted

- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

- 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. See **General Catalog** for details.
- 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.

Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. The use of laptop computers requires prior approval by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the **General Catalog**.
- **Disrespectful or disruptive behavior** toward the instructor or fellow students will not be tolerated.
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
- 2. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.**
 - a. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-

face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.

- b. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.

3. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).

- a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).

4. BRING A MASK TO CLASS (and always wear it).

- a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.

5. GO DIRECTLY TO YOUR CLASSROOM.

- a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.

6. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).

- a. Your classroom is equipped with cleaning supplies. Use them as needed.

7. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).

- a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.

8. BRING YOUR OWN FOOD AND DRINKS.

- a. There is no food service currently offered on campus.

Online Netiquette:

.What is etiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

.Students are to comply with the following rules of netiquette: [1] identify yourself, [2] include a subject line, [3] avoid sarcasm, [4] respect others' opinion and privacy, [5] acknowledge and return messages promptly, [6] copy with caution, [7] do not spam or junk mail, [8] be concise, [9] use appropriate language, [10] use appropriate emotions [emotional icons] to help convey meaning, and [11] use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks [!!!!]].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.

- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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, or 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 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 School 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.

How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;

- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Student Services

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** [Learning Services](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.
- . Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food

Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. When campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit

our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule / Calendar

Week & Date	Assignment and Topic	Pages, Due Dates, Tests, and Reading Assignments
<p><u>Week 1:</u> February 16 to February 20</p>	<p><u>Module Unit #1</u> <u>Chapter 1. Introduction</u> to general geography, culture areas, ethnography and ethnology, and general prehistory of North America.</p>	<p><u>Read Chapter 1</u>, pp. 1 - 26; In Modules check Unit #1; Chapter #1 and study guide on chapter #1.</p>
<p><u>Week 2:</u> February 22 to February 27</p>	<p><u>Module Unit #1</u> <u>Chapter 2 European Invasion.</u> The Norse Discovery; European Colonies in North America; a Brief History of Governmental Policies toward Native Americans; Cultural and Biological Impacts of European Intrusion; The Spanish Mission System; The Fur Trade.</p>	<p><u>Read Chapter 2</u>, pp. 27 - 48; In Modules check Unit #1; Chapter 2 and study guide chapter #2. <u>Complete Assignment #1 on Chapters 1 and 2.</u> <u>Due date for Assignment #1 is February 28.</u></p>
<p><u>Week 3:</u> <u>March 01 to</u> <u>March 06</u></p>	<p><u>Module Unit 1.</u> <u>Chapter 2 European Invasion continued.</u></p> <p><u>Discussion.</u></p>	<p><u>Continue Reading Chapter 1 and 2.</u> <u>Quiz #1 on Chapters 1 and 2.</u> <u>Due date for Quiz #1 is March 07.</u></p>
<p><u>Week 4:</u> <u>March 08 to</u> <u>March 13</u></p>	<p><u>Model Unit #2</u> <u>Chapter 3. Native Peoples of the Arctic.</u> Geography and Environment; prehistory of the Arctic; Ethnographic research; The Unangan [Aleut]: An Arctic Case Study; The Inuit of Quebec: An Arctic Case Study.</p>	<p><u>Read Chapter 3</u>, pp. 49 - 82; In Modules check Unit #2; Chapter #3 and check study guide chapter #3.</p>
<p><u>Week 5:</u> March 15 to March 20</p>	<p><u>Model Unit #2</u> <u>Chapter 4. Native Peoples of the Subarctic.</u> Geography and Environment; Prehistory of the Subarctic; European Contact; Ethnographic research; The Western Woods Cree: A Subarctic Case Study.</p>	<p><u>Read Chapter 4</u>, pp. 83 to 100; In Modules check Unit #2; Chapter #4 and study chapter guide #4; <u>Complete Assignment #2 on Chapter 3 and 4. Due Date 21 for Assignment #2.</u></p>

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<p><u>Week 6:</u> March 22 to March 27</p>	<p><u>Module Unit #2</u> <u>Chapter 5. Native Peoples of the Plateau.</u> Geography and Environment; Basic Prehistory of the Plateau; The Modoc War; The Nimiipuu [Nez Perce]: A Plateau Case Study; VIP Profile: Chief Joseph.</p>	<p><u>Read Chapter 5</u> pp. 101 - 119; In Modules check Unit #2 Chapter 5 and study guide chapter #5; <u>Quiz #2 on Chapters 3,4, and 5. Due date for Quiz #2, March 28</u></p>
<p><u>Week 7:</u> March 29 to April 03</p>	<p><u>Module Unit #3</u> <u>Chapter 6. Native Peoples of the Northwest Coast.</u> Geography and Environment; Basic Prehistory of the Northwest Coast; Broad Portrait of the Northwest Coast Groups; The Kwakwaka'wakw [Kwakiutl]: Northwest Coast Case Study;</p>	<p><u>Read Chapter 6</u>, pp. 120- 143. In Modules check Unit #3 Chapter 6 and study guide chapter #6.</p>
<p><u>Week 8</u> <u>April 05 to</u> <u>April 10</u></p>	<p><u>Spring Recess. Campus Closed.</u></p>	
<p><u>Week 9:</u> April 12 to April 17</p>	<p><u>Module Unit #3</u> <u>Chapter 7. Native Peoples of the Great Basin.</u> Geography and Environment; Basic Prehistory of the Great Basin; Ethnographic research; The Owens Valley Paiute: A Great Basin Case Study: The Chemehuevi: A Great Basin Case Study. <u>Sidelight: The Ghost Dance Religion; VIP Profile: Sarah Winnemucca, Northern Paiute Leader.</u></p>	<p><u>Read Chapter 7</u> pp. 144 - 172; In Modules check Unit #3, Chapter 7 and study guide Chapter #7 <u>Complete Assignment #3 on Chapters 6 and 7.</u> <u>Due date for Assignment #3, April 18</u></p>
<p><u>Week 10:</u> April 19 to April 24</p>	<p><u>Module Unit #3</u> <u>Chapter 8. Native Peoples of California.</u> Geography and Environment; Basic Prehistory of California; Ethnographic research; The Yokuts: A California Case Study; The Chumash: A California Case Study. <u>VIP Profile: Ishi: "The Last Wild Indian in North America."</u></p>	<p><u>Read Chapter 8</u> pp. 173 - 194; In Modules check Unit #3, Chapter 8 and check study guide chapter #8. <u>Quiz #3 on Chapters 6, and 7.</u> <u>Due date for Quiz #3 is April 25.</u></p>

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<p><u>Week 11:</u> April 26 to May 01</p>	<p><u>Module Unit #4</u> <u>Chapter 9. Native Peoples of the Southwest.</u> Geography and Environment; Basic Prehistory of the Southwest; Contact Period; Ethnographic research; A Broad Portrait of Southwestern Pueblo Group; A Broad Portrait of Non-Pueblo Southwestern Groups; The Hopi: A Southwestern Case Study; The Navajo: A Southwestern Case Study; The Raramuri: A Southwestern Case Study. Sidelight: <u>The Navajo-Hopi :Land Dispute. VIP Profile: Geronimo, Apache Leader.</u></p>	<p>Read <u>Chapter 9.</u> pp. 195 to 244. In Modules check Unit #4. Chapter 9 and check study guide for Chapter #9;</p>
<p><u>Week 12:</u> May 03 to May 08</p>	<p><u>Module Unit #4.</u> <u>Continue reading studying Chapter 9.</u></p>	<p>Read <u>Chapter 9,</u> pp. 195 to 244. <u>Complete Assignment #4 on Chapters 8 and 9.</u> <u>Quiz #4 on Chapter 8 and 9.</u> <u>Due date for Assignment #4 and Quiz #4, May 09.</u></p>
<p><u>Week 13:</u> May 10 to May 15</p>	<p><u>Module Unit #4</u> <u>Chapter 10. Native Peoples of the Plains.</u> Geography and Environment; A Basic Prehistory of the Plains; Contact Period; Broad Portrait of Plains Groups; The Cheyenne: A Plains Case Study; The Pawnees: A Plains Case Study. <u>VIP Profile: Sitting Bull, Hunkpapa Leader.</u></p>	<p>Read <u>Chapter 10</u> pp. 245 to 279. In Modules check Unit#4, Chapter 10 and study guide Chapter #10.</p>

<p><u>Week 14:</u> May 17 to May 22</p>	<p><u>Module Unit #5</u> <u>Chapter 11. Native Peoples of the Northeast.</u> Geography and Environment; A Basic Prehistory of the Northeast; European contact and impact; A Broad Portrait of Northeastern Groups; The Haudenosaunee [Iroquois]: A Northeastern Case Study; The Ottawa: A Northeastern Case Study. <u>VIP Profile: Hiawatha; VIP Profile: Pocahontas.</u></p>	<p>Read <u>Chapter 11</u> pp. 280 to 312; In Modules check Unit #5, Chapter 11 and study guide Chapter #11; <u>Complete Assignment #5, on Chapter 11.</u> <u>Due date for Assignment #5 is May 23.</u></p>
<p><u>Week 15:</u> May 24 to May 29</p>	<p><u>Module Unit #5.</u> <u>Chapter 12. Native Peoples of the Southeast.</u> Geography and Environment; A Basic Prehistory of the Southeast; Ethnographic research; A Broad Portrait of Southeastern Groups; The Cherokee: A Southeastern Case Study; The Natchez: A Southeastern Case Study. <u>Sidelight: The Development of the Seminole; VIP Profile: Sequoyah; Cherokee Leader;</u></p>	<p>Read <u>Chapter 12</u> pp. 313 to 342; In Modules check Unit #3, Chapter 12 and study guide Chapter #12.</p>

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<p><u>Week 16:</u> June 01 to June 05</p>	<p><u>Module Unit #5</u> <u>Chapter 13. Contemporary Issues.</u> Sovereignty and Decolonialism; Tribal Recognition; Land Claims and Settlements; Control of the Past; NAGPRA; Health and Welfare; Preservation and Tradition; Religion; Education; Language Revitalization; Misuse of Native Images and Tradition; Economic Development; Gaming; Tourism; Natural Resources; Fishing, Hunting, Gathering; Climate Change, Expression; The Future.</p>	<p><u>Read Chapter 13</u> pp. 343 To 357; In Modules check Unit #5 Chapter 13 and check study guide Chapter #13</p>
<p><u>Week 17:</u> June 07 to June 11</p>	<p>Final Week</p>	<p><u>Final Quiz/Exam</u> <u>Chapters 10, 11, 12, and 13.ONLY.</u></p>
	<p><u>Tentative. Subject to change without prior notice.</u></p>	