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Class Schedule: Online, August 18th–December 3rd

Communication: As a fully online course, you may communicate with me via email or canvas email. If needed, we can schedule an appointment to talk one-on-one via Cisco WebEx.

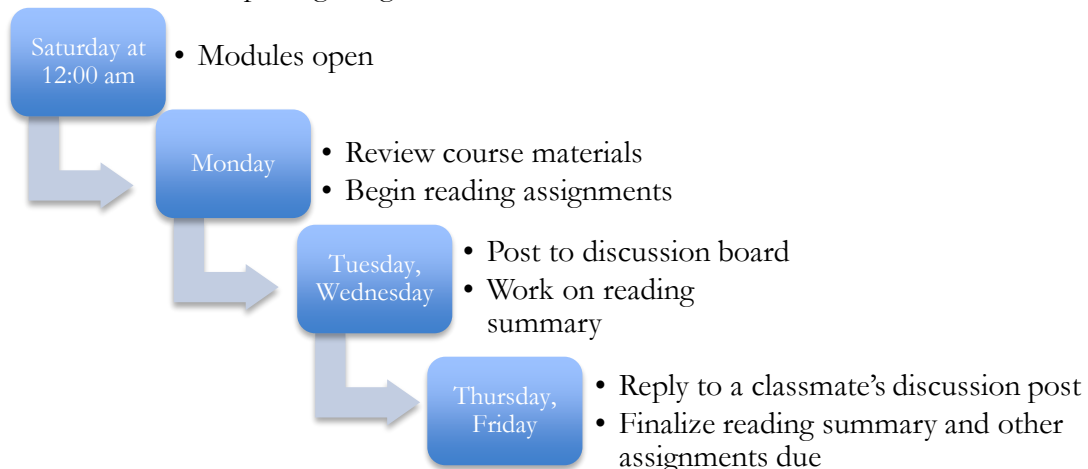
Course Description: This course is an introduction to the American Indian Studies (AIS) discipline. It will examine the issues and forces, past and present, affecting the lives of American Indian peoples and the development of the discipline. We will tackle the following questions:

- what is American Indian Studies;
- whom does it serve;
- whom should it serve; and
- in what ways does the discipline incorporate Indigenous ways of knowing?

Our readings provide a different perspective that includes an Indigenous voice, ideas and understanding of what American Indian Studies should address. The course design offers ample reading to provide you with a broad overview of topics discussed within the AIS discipline. With this overview, you will gain a breadth of understanding around the diversity that exists and the challenges that Native nations face in a contemporary setting. Because this class meets online, discussions are vital for your progression throughout the course. We will have several online meetings that I will schedule in advance. Together, we will make this course interactive. **Credit: 3 semester hours.**

Tips: Each module is open on Canvas for several days. You should clearly note the day and time that each module opens and closes. You can succeed in this course by putting the dates that each module opens and closes in a calendar. I will not reopen modules. You should expect to check and work with Canvas materials at least two to three times a week. I suggest checking assignments and materials early in the week, contributing to class discussion midweek, and commenting on other discussion posts late in the week. Students are expected to do their own work. You can showcase all you are learning – and stay true to the Academic Honor Code – by citing others whose ideas you bring to our conversations. Given the craziness of the world at the moment, we will remain flexible and considerate as we all try to navigate the constant adaptation of living and working during a pandemic.

Suggested timeline for completing assignments



Discussions and Essays: Discussions are a substantial part of your grade. All students are expected to contribute to the discussions and participate in course activities. If an **illness or emergency** interferes with your ability to complete any course work by the due date, contact me directly by e-mail **as soon as possible, before or immediately after**. Please do not wait until the end of the week, month, or the end of the semester. I will consider each case individually for reasonable accommodations.

Required Text: You may purchase the course textbooks at the UNCP Bookstore or online. You may purchase ebooks if available.

Deloria, Jr., Vine. 1988. *Custer Died for your Sins: An Indian Manifesto*. Norman: University of Oklahoma Press.

Orange, Tommy. 2018. *There There*. New York: Knopf.

Wilkins, David E. and Heidi Kiiwetinepinesiik Stark. 2018. *American Indian Politics and the American Political System*. 4th ed. Lanham, MD: Rowman & Littlefield.

Other assigned readings are available on Canvas.

Academic Honor Code: Academic honor and integrity are essential to the existence of a university community, and you and your classmates are important members of that community. All UNCP students are expected to abide by the policies and procedures of the Academic Honor Code, available here: <https://www.uncp.edu/pr/pol-020505-academic-honor-code-policy>

Accessibility Resource Center: Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link:

<http://www.uncp.edu/arc>

Proctoring Statement: The University of North Carolina at Pembroke may require proctored exams for online courses. This means that an approved person or proctor will monitor a student during a test or exam. Each instructor decides the use of proctored exams, and the course syllabus will specify the exams or tests that require proctoring. UNC Pembroke online students, if required by their instructors, may arrange to have their tests or exams proctored by an approved proctor (individual or organization) located in close proximity to them. For ease in identifying approved proctors, UNC Pembroke participates in the UNC Online Proctoring Network. This Network has been established to enhance the academic integrity of online courses by providing students with an accessible pool of approved proctors located within as well as outside the state of North Carolina. The UNC Online Proctoring Network includes proctors who do not charge as well as proctors who do charge for their services. Students are responsible for payment of any proctoring fees if they

choose to utilize a proctor who charges for this service. Students are also responsible for any parking fees that may be associated with their use of a particular proctor.

We will not need a proctor for this fully online course but if a need arises we will use the above policy.

Absences for University-Sanctioned Events: If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University sanctioned event, that absence shall be excused. Students are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

Religious Holiday Policy Statement: Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Face Coverings in Class: As stated in the UNC Pembroke Code of Conduct, all students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. In recognition of this responsibility, and in response to the best available science and current guidance from the Centers for Disease Control and Prevention, every student must wear an appropriate face mask/covering that covers their nose and mouth while in this classroom.

Students who feel they cannot wear a face covering due to a documented health condition, should consult the Accessibility Resource Center regarding alternative options, prior to the beginning of class. Requests/needs will be considered on a case-by-case basis. Documentation from ARC must be provided to the instructor by or before any alternative method is allowed in class. More information for students about the services provided by ARC and the accommodation process may be found at the following link: [UNCP ARC](#).

Students who are not properly wearing a face covering will be asked to leave the classroom; they may return when they follow this basic public health recommendation. The instructor is not responsible for providing any make up instruction or activities beyond what is already being offered to the class. Refusal to leave will result in a student conduct violation. For the safety of the

community, the instructor also has the right to end that in-person class session if a student who is not properly masked will not leave the room.

A number of disposable masks are available across campus. It is the student's responsibility to procure a mask.

Grading Scale:		
A	94- 100%	An "A" means that you understand, can define, and apply the course materials, you've submitted assignments on time and according to the assignment guidelines.
A-	90- 93%	
B+	86- 89%	A "B" means that you have a satisfactory understanding of the course materials; and you've missed two or three assignments.
B	83- 85%	
B-	80- 82%	
C+	76- 79%	A "C" means that you have a general understanding of the course materials; and you've missed more than three assignments.
C	73- 75%	
C-	70- 72%	
D+	66- 69%	A "D" means that you need improvement on applying course materials and submitting assignments.
D	63- 65%	
D-	60- 62%	
F	0- 59%	A "F" means you should contact me right away. We will discuss a plan to make sure you are interacting and engaging the course material as intended.

Grading Criteria:	
Discussions (15 * 10) 5 points for your own post and 5 points for commenting on another post	150 points
Reading Summaries (15 modules *10)	150 points
Short Reactions (Digital story, flipgrid, and reaction papers) (4*25)	100 points
Ellick Forum (2*25)	50 points
Topic Outline	50 points
Final: Tell us what you know	100 points
Total:	600 points

Assignments:

Discussions: All students are expected to actively participate in the course discussions. Each student is required to post at least once and respond to at least one post within each discussion module. I cannot accept discussion posts after the deadline, because your classmates are unable reply to late posts. I will evaluate discussion participation based upon your understanding of the reading materials and your response to your classmates. Your discussion post should reflect the topic of each module in a thoughtful and critical manner. In other words, provide any insight that you have gained from the week's materials. Some find it useful to insert their own experiences with the topic

to articulate their own understanding. Your discussion posts should *not* summarize the readings or lecture notes nor should you respond to a post as “I agree.” *Simply stating, “I agree” does not suffice as a response and will not receive credit.* I expect each discussion post to reflect the topic of each module in a thoughtful and critical manner. Each discussion shall be respectful and free from any cyber bullying.

Reading Summary: To help you conceptualize and make the most of all of our readings, you will summarize and analyze them through reading summaries. The summary should be **a minimum of six (6) paragraphs** in length single-spaced. The summary should include a succinct, well-written analysis of the readings. Suggested format: four-five paragraphs describing the readings with the remaining text providing an analysis of the readings. **All papers are due on the assigned date; one point will be deducted if a paper is turned in after the appointed date.**

Ellick (coffee with sugar) Forum: We will meet three times this session via Cisco Webex. **Everyone is expected to attend two of the three meetings.** The forum will be informal and a chance for us to chat about the course content.

Flipgrid: A few assignments require you to use a digital tool known as Flipgrid. When assigned, the link will be provided Canvas. If you are unfamiliar with the platform, please view this “how to” video in advance: <https://help.flipgrid.com/hc/en-us/articles/360051542894>

Topic Outline: Rather than a typical research paper, we will produce something to teach someone who did not enroll in this course about a concept of your choosing. I will need an outline for this assignment by **Monday, October 4, 2021**. In 2-3 paragraphs, discuss your proposed topic/concept, the medium you will use to explain the concept (anything expect for a standard written paper), and expected outcomes or takeaway points. Don’t forget to state why you chose the topic. **YOU MAY NOT CHOOSE LUMBEE FEDERAL RECOGNITION**, unless you can convince me that you are addressing this topic from a unique and fresh perspective. Resources to use (I recommend visiting at least one of these websites weekly):

<https://nnigovernance.arizona.edu/>

www.Indianz.com

<http://indiancountrytodaymedianetwork.com/>

<http://www.nativetimes.com/>

<http://www.nativenewsnetwork.com/>

<http://www.navajotimes.com/>

<http://www.alaskanewspapers.com/index.php>

<http://cherokeetribune.com/>

<http://indian.senate.gov/>

<http://naturalresources.house.gov/Subcommittees/Subcommittee/?SubcommitteeID=5066>

(Please feel free to suggest other sources as we progress through the semester).

Final: Tell us what you know. This assignment requires you to build upon your topic outline to produce a lesson to share what you’ve learned in the course this summer. The goal is produce something to teach someone who did not enroll in this course about a concept of your choosing. Be as creative as you like. You can use any medium to produce this assignment. Some examples you might use are vlogs (news videos), photo exhibit, social media campaign, and creative writings such as poems, or blogs. Submissions will vary. **All finals are due on the assigned date; ten points will be deducted if a project is turned in after the appointed date, November 19th.**

Course Outline: All assignments are due on Fridays by the end of the day (11:59pm) unless the deadline is otherwise specified. I reserve the right to change the syllabus or course schedule.

Introduction- August 18, 2021

Course Introduction – American Indian Studies

- Introductions and discuss course syllabus (student and instructor expectations)

Module 1 – August 18th–20th

Lumbee Tribe of North Carolina

Required Readings:

- Emanuel, Ryan. 2018. “Climate Change in the Lumbee River Watershed and Potential Impacts on the Lumbee Tribe of North Carolina.” *Journal of Contemporary Water Research & Education*, 163(1), 79-93.
- Lowery, Malinda Maynor. 2018. *Lumbee Indians: An American Struggle*. Chapel Hill: The University of North Carolina Press, chapters Introduction and One.
- Woods, J. Cedric. 2004. “Lumbee Origins: The *Weyanoke*-Kersey Connection.” *Southern Anthropologist* 30, no. 2.

Canvas Discussion

Reading Summary

Digital Storytelling (2-3 minutes): *What did I know about Indigenous people before I enrolled into this course?*

Module 2 – August 23rd–27th

A New Era: Building American Indian Studies

Required Readings:

- Cook-Lynn, Elizabeth. 1999. American Indian Studies: An overview. Keynote Address at the Native Studies Conferences, Yale University, February 5, 1998. *Wicazo Sa Review* 14 (2): 14-24.
- Deloria: “Chapter 1: Indians Today, The Real and the Unreal”
- Knick & Oxendine, “Standing in the Gap”

Canvas Discussion

Reading Summary

Ellick Forum Friday, August 27, 2021, from 9:00-10:00AM on Cisco WebEx

Module 3 – August 30th–September 3rd

Defining AIS

Required Readings:

- Deloria: “Chapter 4: Anthropologists and Other Friends”
- Lomawaima, K. Tsianina. 2015. Federalism: Native, Federal, and State Sovereignty. In *Why you can't teach United States history without American Indians* (1st ed.), ed. Sleeper-Smith, Susan. Chapel Hill, NC: The University of North Carolina Press.
- Wilkins & Stark: Introduction and Chapter 1

Canvas Discussion

Reading Summary

Module 4 – September 7th–10th (Holiday: Labor Day, September 6th)

Land and Identity

Required Readings:

- Holm, Tom, J. Diane Pearson, and Ben Chavis. 2003. "Peoplehood: A Model for the Extension of Sovereignty in American Indian Studies." *Wicazo Sa Review* 18 (1): 7-24.
- Deloria, Jr., Vine. 2013. "Sacred Places and Moral Responsibility." In *God Is Red: A Native View of Religion*. Golden: Fulcrum Publishing.
- Tapahonso, "Blue Horses Rush In"

Canvas Discussion

Reading Summary

Module 5 – September 13th–17th

Policies of the United States

Required Readings:

- Deloria: "Chapter 2: Laws & Treaties"
- Wilkins & Stark: Chapter 5
- Wilkins & Lomawaima, "Introduction"

Canvas Discussion

Reading Summary

Module 6 – September 20th–24th

Tribal Sovereignty

Required Readings:

- Wilkins & Stark: Chapters 2 & 4
- Hiraldo, Danielle. 2018. "Asserting Self-Governing Authority Beyond the Federal Recognition Paradigm: North Carolina's Adaptation of the Indian Child Welfare Act." In Karen Jarratt-Snyder and Marianne O. Nielsen, eds., *Indigenous Justice: Crime and Social Justice*. Tucson, AZ: University of Arizona Press.

Canvas Discussion

Reading Summary

Flipgrid: *Identify a contemporary issue relating to a Native Nation exercising its sovereignty.*

Ellick Forum Tuesday, September 21, 2021 from 1:00-2:00PM on Cisco WebEx

Module 7 – September 27th–October 1st

Oral Traditions and Stories

Required Readings:

- *Aniakta*, "Compass For Our Journey"
- *Spider Woman and the Twins*, pgs. 28-29
- *The Peacemaker's Journey*, pgs. 121-125
- *The Four Sacred Mountains*, pgs. 52-61
- Jacobs, Cynthia. 2009. "Making Pickles and Canning." In *The Children of Job*. USA: Xlibris Corporation.
- Sekaquaptewa, Emory, & Washburn, Dorothy. 2004. "They go along singing: Reconstructing the Hopi past from ritual metaphors in song and image." *American Antiquity*, 69(3), 457-486.

Canvas Discussion

Reading Summary

Module 8 – October 4th–8th

Stereotypes

Required Readings:

- Deloria: Chapter 7: “Indian Humor”
- Wilkins & Stark: Chapter 9
- Fryberg, Stephanie A. 2004. American Indian Social Representations: Do They Honor or Constrain American Indian Identities? Access here:
http://www.indianmascots.com/ex_15_-_fryberg_brown_v.pdf

Canvas Discussion

Reading Summary

Flipgrid: *Reel Injun*

Topic Outline DUE- Monday, October 4, 2021 no later than 11:59pm

Module 9 – October 11th–15th (Indigenous Peoples’ Day: Monday, October 11th/Fall Break: October 14th–16th)

American Indian/ Alaskan Native Health

Required Readings:

- Rodriguez-Lonebear, Desi; Barceló, Nicolás E.; Akee, Randall; Carroll, Stephanie Russo. 2020. “American Indian Reservations and COVID-19: Correlates of Early Infection Rates in the Pandemic,” *Journal of Public Health Management and Practice*, 26(4): 371–377 doi: 10.1097/PHH.0000000000001206
- Rainie, S., Jorgensen, M., Cornell, S., & Arsenault, J. 2015. The changing landscape of health care provision to American Indian nations. *American Indian Culture and Research Journal*, 39(1): 1–23.

Canvas Discussion

Reading Summary

Module 10 – October 18th–22nd

Tribal Governments & Constitutions

Required Readings:

- Wilkins & Stark: Chapter 3
- Cornell: "Wolves have a Constitutions"
- Koenig, Alexa and Jonathan Stein. 2008. “Federalism and the State Recognition of Native American Tribes: A Survey of State-recognized Tribes and State Recognition Processes Across the United States.” *Santa Clara Law Review*, 48(1), 79-153.

Canvas Discussion

Reading Summary

Module 11 – October 25th–29th

Contemporary Issues

Required Readings:

- Deloria: “Chapter 10: Indians and Modern Society”
- Schultz, Jennifer Lee, Stephanie Carroll Rainie, and Rachel Rose Starks. *Residence, Community Engagement, and Citizenship: How do non-resident tribal citizens connect with Native nations? Connecting Across Distance & Difference: Tribal Citizenship in a New Era*. The NCAI Policy Research Center Tribal Leader/Scholar Forum. National Congress of American Indians Mid Year Conference. St. Paul, Minnesota. June 30, 2015. Paper. Access

here: <https://nigovernance.arizona.edu/residence-community-engagement-and-citizenship-how-do-non-resident-tribal-citizens-connect-native>

- Urbina, Alfred, & Tatum, Melissa. 2016. On-the-ground VAWA implementation: Lessons from the Pascua Yaqui Tribe. *Judges Journal*, 55(4), 8-11.

Canvas Discussion

Reading Summary

Module 12 – November 1st–5th

Literature

Required Readings:

- Orange, Tommy. 2018. *There There*. New York: Knopf.

Canvas Discussion

Reading Summary

Module 13 – November 8th–12th

Economic Development

Required Readings:

- Deloria: “Chapter 6: Government Agencies”
- Cornell, Stephen, Joseph P. Kalt. "Reloading the Dice: Improving the Chances for Economic Development on American Indian Reservations."
- Wilkins & Stark: Chapter 6

Canvas Discussion

Reading Summary

Ellick Forum Thursday, November 11, 2021 from 6:00-7:00PM on Cisco WebEx.

Module 14 – November 15th–19th

Education

Required Readings:

- Lomawaima & McCarty: "When Tribal Sovereignty Challenges Democracy: American Indian Education and the Democratic Ideal"
- McClellan, Fox & Lowe, “Where We Have Been”

Canvas Discussion

Reading Summary

Final Project DUE- Friday, November 19, 2021 no later than 11:59pm

Module 15 – November 22nd–23rd

Status of AIS

Required Readings:

- Deloria: “Chapter 11: A Redefinition of Indian Affairs”
- Champagne & Stauss: “Introduction”

Canvas Discussion

Reading Summary

Module 16 – November 29th–December 3rd

Wrap-up

Required Readings:

- Cornell: “Processes of Native Nationhood: The Indigenous Politics of Self-Government”

- Wilkins & Stark: Chapter 10
- Deloria, Philip et al. 2018. "Unfolding Futures: Indigenous Ways of Knowing for the Twenty-First Century." *Daedalus*. 147(2): 6-16.

Reaction Paper: *What have I learned from this course? How has what I've learned impacted the way I understand the curriculum in my home discipline or interested area of focus?*