

# Syllabus

## Native American Studies: Contemporary Perspectives

### Course Overview

This course examines the social, economic, religious, and political issues that Native Americans face in today's world. It looks at a number of Native American professionals and their efforts to eradicate the negative stereotypes that still surround Native American cultures. The course also sheds light on the important contributions that Native Americans have made to art and spirituality. And it demonstrates how both Native American traditions and the fight for Native American civil rights have shaped the history and social fabric of the United States.

### Course Goals

By the end of this course, you will be able to do the following:

- Compare and contrast paradigms regarding attitudes toward the environment and use of resources in the US.
- Describe some of the unifying characteristics of Native American spirituality.
- Explain the American Indian Religious Freedom Act.
- Identify stages of Native American language use and decline.
- Identify and define symbols of Native American health.
- List differences in health care statistics between Native Americans and the general population.
- Make connections between tribal and federal health policies and health care provisions for Indian people.
- Identify modern social and economic issues facing Native Americans.
- Describe several art forms that exemplify functional aspects of Native American art.
- Explain the negative effects of stereotyping.
- Associate the names of several Native American professionals with their accomplishments.
- Identify historical examples of the pow wow and elements of the modern pow wow.
- Define and differentiate the terms indigenous, minority, nation, and state.

## General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Some course readings may require a visit to the school library or public library.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Native American Studies: Contemporary Perspectives is a 0.5-credit course.

## Course Materials

- Notebook
- Computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation

Day	Activity/Objective	Type
5 days: 2–6	<p><b>Worldviews and Paradigms</b></p> <ul style="list-style-type: none"> <li>• <i>Define terms related to the discussion of Native American paradigms and worldviews.</i></li> <li>• <i>List four similarities and differences between Native American and Western paradigms.</i></li> <li>• <i>Give examples of how Native American people express attachment and value to places and regions.</i></li> <li>• <i>Compare and contrast paradigms regarding attitudes toward the environment and resource use.</i></li> <li>• <i>Explain how similarities and differences in paradigms have influenced Native American and non–Native American interactions.</i></li> </ul>	Lesson
5 days: 7–11	<p><b>Spirituality</b></p> <ul style="list-style-type: none"> <li>• <i>Describe some of the unifying characteristics of Native American spirituality.</i></li> <li>• <i>Categorize Native American rituals.</i></li> <li>• <i>Name common sacred items used in Native American spiritual practice.</i></li> <li>• <i>Describe initial interactions with and reactions to European missionaries.</i></li> <li>• <i>Explain how boarding schools and the U.S. federal government attempted to influence Native American spiritual ways.</i></li> <li>• <i>Identify some laws related to Native American spiritual practices.</i></li> </ul>	Lesson
2 days: 12–13	<p><b>Freedom of Religious Practice for Native American People</b></p> <ul style="list-style-type: none"> <li>• <i>Explain the American Indian Religious Freedom Act.</i></li> <li>• <i>Analyze Suzan Shown Harjo's speech for clues about the passing of the American Indian Religious Freedom Act.</i></li> <li>• <i>Describe the concessions Native Americans made in exchange for the American Indian Religious Freedom Act.</i></li> <li>• <i>Organize a four-paragraph essay communicating the significance of events leading up to the passing of the American Indian Religious Freedom Act.</i></li> </ul>	Lab

Day	Activity/Objective	Type
5 days: 14–18	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• <i>Define terms related to the study of languages.</i></li> <li>• <i>Summarize the importance of the oral tradition in Native American communities.</i></li> <li>• <i>List four traditional Native American communication systems.</i></li> <li>• <i>Trace the development of written languages in Native American communities.</i></li> <li>• <i>Identify influences of Native American languages on English spoken in the United States.</i></li> <li>• <i>Summarize the historical reasons for and the modern implications of Native American language loss.</i></li> <li>• <i>Identify stages of Native American language use and decline.</i></li> <li>• <i>Analyze the content of the Native American Languages Act.</i></li> </ul>	Lesson
5 days: 19–23	<p><b>Traditional Health Practices</b></p> <ul style="list-style-type: none"> <li>• <i>Compare and contrast preventative, curative, and holistic philosophies of health.</i></li> <li>• <i>Describe the role of spirituality and the natural world in Native American philosophies of health and health practices.</i></li> <li>• <i>Identify and define symbols of Native American health.</i></li> <li>• <i>Explain how the introduction of European diseases affected Native American populations.</i></li> </ul>	Lesson
6 days: 24–29	<p><b>Contemporary Health Issues</b></p> <ul style="list-style-type: none"> <li>• <i>List differences in health care statistics between Native Americans and the general population.</i></li> <li>• <i>Trace the origins of the Indian Health Service.</i></li> <li>• <i>Summarize the relationship between treaties and Indian health care services.</i></li> <li>• <i>Diagram the structure of the Indian Health Service.</i></li> <li>• <i>Relate the changing environmental and social conditions to the health of Native Americans.</i></li> <li>• <i>Identify factors that influence Native American use of health services.</i></li> <li>• <i>Make connections between tribal and federal health policies and health care delivery for Indian people.</i></li> <li>• <i>Describe how personal beliefs and experiences influence the use of health services and traditional medicine.</i></li> </ul>	Lesson

Day	Activity/Objective	Type
6 days: 30–35	<p><b>Contemporary Social Issues</b></p> <ul style="list-style-type: none"> <li>• <i>Identify modern social issues facing Native Americans.</i></li> <li>• <i>Interpret statistics, graphs, and charts related to the social status of Native Americans.</i></li> <li>• <i>Analyze causes and theories for the social status of Native Americans.</i></li> <li>• <i>Identify efforts to combat challenges of the social conditions in Native American communities.</i></li> <li>• <i>Formulate potential solutions to social problems faced by Native Americans.</i></li> </ul>	Lesson
6 days: 36–41	<p><b>Contemporary Economic Issues</b></p> <ul style="list-style-type: none"> <li>• <i>Identify modern economic issues facing Native Americans.</i></li> <li>• <i>Interpret statistics, graphs, and charts related to the social and economic status of Native Americans.</i></li> <li>• <i>Analyze theories on the causes for the economic status of Native Americans.</i></li> <li>• <i>Identify efforts to combat challenges of the economic conditions in Native American communities.</i></li> </ul>	Lesson
5 days: 42–46	<p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• <i>Define Native American art and its subcategories.</i></li> <li>• <i>Identify the holistic, functional aspects of traditional Native American art.</i></li> <li>• <i>Describe several art forms that exemplify functional aspects of Native American art.</i></li> <li>• <i>Identify Dorothy Dunn and the work she did for the Studio at the Santa Fe Indian School.</i></li> <li>• <i>Match the work of selected contemporary Native American works with the artist.</i></li> <li>• <i>Identify Native American expressions of art in relation to a variety of non–Native American cultures and historical periods.</i></li> <li>• <i>Explain the purpose of the Indian Arts and Crafts Act of 1990.</i></li> </ul>	Lesson
2 days: 47–48	<p><b>Art WebQuest</b></p> <ul style="list-style-type: none"> <li>• <i>Classify online Native American art exhibitions into categories.</i></li> <li>• <i>Analyze an online exhibition, including the artist's method, use of symbols, and political message.</i></li> <li>• <i>Recommend an exhibition based on stated criteria.</i></li> </ul>	Lab
1 day: 49	<b>Midterm</b>	Assessment

Day	Activity/Objective	Type
5 days: 50–54	<p><b>Images in Mass Media</b></p> <ul style="list-style-type: none"> <li>• <i>Define and give examples of the terms media, image, stereotype, and bias.</i></li> <li>• <i>Identify four ways Native American people are stereotyped.</i></li> <li>• <i>Trace the development of selected Native American stereotypes.</i></li> <li>• <i>Explain the negative effects of stereotyping.</i></li> <li>• <i>Identify potential reasons stereotyping occurs.</i></li> <li>• <i>Identify accurate, unbiased, non-stereotypical images of Native Americans in the media.</i></li> <li>• <i>List Native American contributions to and developments in the media.</i></li> <li>• <i>Evaluate Native American media content for accuracy, bias, and stereotypes.</i></li> </ul>	Lesson
5 days: 55–59	<p><b>Mascots and Logos</b></p> <ul style="list-style-type: none"> <li>• <i>Define terms related to the issue of Native American logos, nicknames, and mascots.</i></li> <li>• <i>Interpret statements of policy regarding the use of Native American logos, nicknames, and mascots.</i></li> <li>• <i>Summarize various perspectives on the use of Native American logos, nicknames, and mascots regarding their impact on society.</i></li> <li>• <i>Analyze a case study from the University of Illinois.</i></li> </ul>	Lesson
2 days: 60–61	<p><b>Analyze an Argument</b></p> <ul style="list-style-type: none"> <li>• <i>Compare similar aspects of two perspectives.</i></li> <li>• <i>Contrast different points of two perspectives.</i></li> <li>• <i>Identify the nature of supporting statements.</i></li> <li>• <i>Analyze two arguments and choose the stronger.</i></li> <li>• <i>Critique the strength of two arguments.</i></li> </ul>	Lab
5 days: 62–66	<p><b>Contemporary Professionals</b></p> <ul style="list-style-type: none"> <li>• <i>Identify the value of cultural or ethnic role models.</i></li> <li>• <i>Associate the names of several Native American professionals with their accomplishments.</i></li> <li>• <i>Describe the experiences and challenges faced by various Native American professionals.</i></li> <li>• <i>Draw conclusions about the importance of Native American role models.</i></li> </ul>	Lesson

Day	Activity/Objective	Type
5 days: 67–71	<p><b>Contemporary Organizations</b></p> <ul style="list-style-type: none"> <li>• Describe how and why people organize to meet their needs in U.S. society.</li> <li>• Explain the need for organizations on the local, regional, and national levels.</li> <li>• Articulate the missions of certain contemporary Native American organizations.</li> <li>• Describe the positive effect of Native American organizations on the people they serve.</li> </ul>	Lesson
5 days: 72–76	<p><b>Veterans and the Warrior Tradition</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of the term warrior in Native American societies.</li> <li>• Describe the role of the warrior in Native American societies.</li> <li>• Explain how the warrior tradition fits into recent and current modern-day conflicts.</li> <li>• Relate values of the warrior tradition to specific actions taken by tribal communities.</li> </ul>	Lesson
5 days: 77–81	<p><b>The Modern Pow Wow</b></p> <ul style="list-style-type: none"> <li>• Recall historical examples of the pow wow.</li> <li>• Identify elements of the modern pow wow.</li> <li>• Recognize and describe the types of dances performed at a modern pow wow.</li> <li>• Identify pow wow participants and their roles.</li> <li>• Articulate appropriate protocol for attending a pow wow.</li> </ul>	Lesson
5 days: 82–86	<p><b>Indigenous People Worldwide</b></p> <ul style="list-style-type: none"> <li>• Define and differentiate the terms indigenous, minority, nation, and state.</li> <li>• Define three ways in which an indigenous person may be identified.</li> <li>• Trace modern economies to the influence of colonialism.</li> <li>• Examine case studies of selected indigenous groups.</li> <li>• Summarize the effects of colonization, decolonization, and modern development on indigenous people.</li> <li>• Compare and contrast the experiences of indigenous people in other countries with the experiences of Native American people.</li> <li>• Explain the purpose of the United Nations Draft Declaration on the Rights of Indigenous Peoples.</li> </ul>	Lesson

Day	Activity/Objective	Type
2 days: 87–88	<b>Indigenous People Worldwide</b> <ul style="list-style-type: none"> <li>• Compare similar content of the U.S. Bill of Rights and the UN Draft Declaration on the Rights of Indigenous People.</li> <li>• Contrast different components of the U.S. Bill of Rights and the UN Draft Declaration on the Rights of Indigenous People.</li> <li>• Organize a four-paragraph essay that analyzes the features of two public documents.</li> </ul>	Lab
1 day: 89	<b>Semester Review</b>	
1 day: 90	<b>Final Exam</b>	Assessment