Course Description: An ethnographic and historical examination of Native American cultures in the New World. The course will help students to develop an understanding about Native American art, history, and cultural adaptations to economic, social, and political change.

Student Learning Outcomes:
The course will provide the opportunity for students to develop an understanding of cultural anthropology in the context of Native American experiences. By the end of this class students should be able:
1. to demonstrate an understanding of cross-cultural differences and an understanding of the importance of cultural context.
2. to demonstrate knowledge of the key concepts of culture, diffusion, and cultural relativism.
3. to critically analyze current issues of cultures and sociocultural change and adaptation.
4. to identify and analyze differences and commonalities within diverse cultures as exemplified in Native American experiences.
5. to demonstrate competence in information literacy, including the ability to utilize information technology to find reliable sources.

List of Textbook(s) and Required and Recommended Readings/Materials:

Other readings as assigned.

Technology Requirements:
Students are expected to regularly check their TAMUCC email. In addition online resources are available through Dr. Rhoades’ postings through the class Blackboard site.

Expected Classroom Etiquette:
Plagiarism/Cheating will result in an “F” for the assignment, and persistent misconduct may result in an “F” in the course as well as expulsion from the University. Please review academicaffairs.tamucc.edu/Rules_Procedures/PDF/130299C301.pdf for the University’s policies on academic honesty.

Students must make every attempt to arrive at class on time and to leave only when class is
dismissed. Late arrival and early leaving of classes are disruptive to the learning process and should be avoided. Written documentation is required for excused absences and tardiness (Doctor visits, University related absences, family emergencies, etc.).

I will not drop students from the course for poor attendance. Each student is responsible to drop the course on his/her own if he/she cannot attend classes.

Students should turn off their cell phones during class and MUST turn off all electronic devices during tests! Students are expected to participate in class activities. Borderline grades will be determined by class attendance and participation efforts.

COURSE REQUIREMENTS
You are required to complete 3 exams, a term paper/presentation, and 3 in-class assignments. Students are responsible for the information presented in the required readings and the information provided in lectures, videos, class discussions and assignments. In order to receive a passing grade in this course, you are required to complete the exams and other course assignments. Students are required to participate in class and assist in chapter summaries.

EXAMS are worth 25% each of the total class grade. Tests will include multiple choice and short essay questions requiring a scantron and pencil. I will provide essay questions at least one week prior to each test that will appear on the test so that you can develop your answers BUT you will write the essays at the test.

In-class assignments include discussions or activities using material from the textbook, handouts and films which I will provide. You are required to attend the in-class assignment days which cumulatively are worth 5% of your final grade.

There will be one term paper which will account for the remaining 20% of your grade. This short paper will describe your research some aspect of any Native American culture(s) that you find interesting. I will provide you with directions for this assignment after the first test. You should be able to identify many of the concepts we will talk about this semester in class in your papers. You will be asked to present your research findings in the class on the last two days of class. Papers MUST be documented and plagiarism will result in failure for the assignment.

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

DISABILITY SERVICES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
**GRADE APPEALS PROCESS**

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [cla.tamucc.edu/students/studentinfo.html](http://cla.tamucc.edu/students/studentinfo.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**GENERAL DESCRIPTION OF THE SUBJECT MATTER OF LECTURES OR DISCUSSIONS:**

The following calendar is a suggested schedule for readings, discussions and exams. Other readings may be assigned at a later date. Class participation will be greatly improved if you have finished the readings by the dates assigned.

To minimize confusion, I will hold the exams as scheduled unless the entire class is willing to negotiate to change the date. Exams will cover what has been covered through the class period before the test date.

<table>
<thead>
<tr>
<th>JAN</th>
<th>21</th>
<th>INTRODUCTION TO CLASS</th>
<th>Begin reading Fagan</th>
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<tbody>
<tr>
<td>JAN</td>
<td>23-30</td>
<td>Lecture on social models; From Where to New World; Demography in New World</td>
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<td>FEB</td>
<td>2-27</td>
<td>Overview of New World Archaeology – Fagan Book</td>
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<td>FEB</td>
<td>25</td>
<td>In-Class Assignment, Mandatory Class</td>
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<td>FEB</td>
<td>27</td>
<td>TEST ONE (Fagan Book; notes from lectures, videos, etc.)</td>
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<tr>
<td>MAR</td>
<td>2-13</td>
<td>Creation Legends of Key Native American Peoples</td>
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<td>MAR</td>
<td>16-20</td>
<td>SPRING BREAK</td>
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<td>MAR</td>
<td>17-30</td>
<td>Early Anthropological Research (Assigned readings, TBD)</td>
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<td>MAR</td>
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<td>APR</td>
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<td>In-Class Assignment, Mandatory Class</td>
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<td>APR</td>
<td>6</td>
<td>TEST TWO (remaining parts of Fagan Book; class notes, videos, etc.)</td>
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<td>APR</td>
<td>8-24</td>
<td>Modern Native American Peoples (Begin reading Chagnon)</td>
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<td>APR/MAY</td>
<td>24-29</td>
<td>Paper Presentations</td>
<td>Mandatory Classes</td>
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<td>MAY</td>
<td>13</td>
<td>TEST THREE Wednesday 8:00 – 10:30 a.m. (Chagnon Book, class notes, videos, colleagues’ papers, etc.)</td>
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Makeup Exams