



General Education Course Certification
Application Form

Course Information

| | |
|--|--|
| Department | Anthropology |
| NMSU course prefix, number, and title | ANTH 115 Native Peoples of North America |
| Co-requisite course information, if applicable | |
| NMCNS prefix, number, and title* | |

* See this [state webpage](#) for information on the New Mexico (Common) Course Numbering System (NMCNS)

Campus Representative (CR) Team

| Campus (check all that apply) | Representative Name and Email |
|--|--|
| <input checked="" type="checkbox"/> NMSU-LC (Las Cruces) | Don Pepion <dpepion@nmsu.edu> |
| <input type="checkbox"/> NMSU-A (Alamogordo) | |
| <input checked="" type="checkbox"/> NMSU-C (Carlsbad) | Kenda Josselet <kjossele@nmsu.edu> |
| <input checked="" type="checkbox"/> NMSU-DA (Dona Ana) | Heather Williams <hwilliams@dacc.nmsu.edu> |
| <input type="checkbox"/> NMSU-G (Grants) | |

Approvals: A signature indicates approval of the Application Form and the Sample Assignment.

Academic Department Head:

Rani Alexander Rani Alexander 9-27-19
Printed Name Signature Date

Academic Dean:

Joseph Lakey Joseph Lakey 9/27/19
Printed Name Signature Date

Additional Approvals, if needed: (Honors college dean, cross-listed department head or dean, etc.)

Printed Name Signature Date

Printed Name Signature Date



CR Team process *(for system courses – omit if course is taught on only a single campus)*

Describe briefly the process the CR Team used to create and achieve consensus on the certification documents being submitted to the GECCC.

ANTH 115 is taught on 3 campuses of New Mexico State University. The team interacted through email. The team lead initially prepared the materials and incorporated suggestions and materials from other team members. The draft report was circulated by email, and all team members had the opportunity to make edits and modifications to the final report. Sample assessments were solicited from multiple campuses.

Submission Instructions:

Submit the following documents to the GECCC Chair (davsmith@nmsu.edu) at least two weeks prior to any GECCC meeting for consideration at that meeting. Deadlines for inclusion in a specific catalog are published on the [GECCC Procedures and Forms Page](#).

1. A completed Application Form (this document, in PDF or WORD format). Be sure to include
 - Department Head and Academic Dean(s) signatures on the cover page. For cross-listed courses, include signatures for the cross-listed department head and dean. For Honors courses, include a signature from the Honors College Dean.
 - (for system courses) A description of the CR Team process
2. (PDF) A Sample Assignment as described at the end of this document
3. (PDF) For new GE courses only, a complete course syllabus

For GECCC Use Only

Presented to GECCC on: _____

Sent to Community College VPAAAs on: _____

Catalog editor review completed

Approved, submitted to NMCAC on: _____

Approved pending the following revisions:

Revise and re-submit. Please revise and resubmit the application including signatures after revising as follows:



| | |
|--|--|
| Department | Anthropology |
| Course Number, Title, Credits | ANTH 115 Native Peoples of North America, 3 Credits |
| Co-requisite Course Number and Title, if any | NA |
| NMCNS prefix, number, and title* | ANTH 2140 Indigenous Peoples of North America |

* See this [state webpage](#) for information on the New Mexico (Common) Course Numbering System (NMCNS)

Was this course previously part of the general education curriculum?

- Yes No

Will this course only count toward General Education for an AAS degree? (If unsure, select "no")

- Yes No

A. Content Area and Essential Skills

To which content area should this course be added? (Indicate "Other" if the course is not associated with one of the six NM General Education content areas.)

| Content Area | Required Skills (Narratives must address these skills) |
|--|---|
| <input type="checkbox"/> Communications | Communication Critical Thinking Information & Digital Literacy |
| <input type="checkbox"/> Mathematics | Communication Critical Thinking Quantitative Reasoning |
| <input type="checkbox"/> Science | Critical Thinking Personal & Social Responsibility Quantitative Reasoning |
| <input checked="" type="checkbox"/> Social & Behavioral Sciences | Communication Critical Thinking Personal & Social Responsibility |
| <input type="checkbox"/> Humanities | Critical Thinking Information & Digital Literacy Personal & Social Responsibility |
| <input type="checkbox"/> Creative & Fine Arts | Communication Critical Thinking Personal & Social Responsibility |
| <input type="checkbox"/> Other | Choose any three of the five essential skills |



B. Student Learning Outcomes (SLOs)

List all New Mexico (Common) Course Numbering System (NMCNS) SLOs for the course. *These are available from [this webpage](#).*

Student Learning Outcomes:

1. Demonstrate familiarity with common elements pertaining to the languages and social organization of indigenous peoples in North America.
2. Recognize fundamental differences and similarities among traditional indigenous cultures.
3. Describe social relations of indigenous peoples in relationship to other ethnic groups.
4. Identify and analyze important ways that European societies and cultures and indigenous societies and cultures interacted from the time of Columbus to the present.
5. Evaluate the impacts of Euroamerican policies and programs on indigenous cultures.
6. Distinguish major social issues facing contemporary indigenous communities in North America.
7. Understand objectives and limitations of cross-cultural analysis in anthropology as they relate to the study of indigenous peoples in North America.
8. Demonstrate research and communication skills as they relate to the study of indigenous peoples in North America.

*New Mexico Common Anthropology Courses December 2017, New Mexico Higher Education Department

List all institution-specific SLOs for the course. *Include only SLOs that are distinct from the NMCNS SLOs and that are common to all course sections offered at the institutions regardless of instructor.*

C. Narratives

Complete narratives **only for the three essential skills assigned to the course's content area** as designated in the table in Part A above. A description of each skill and its components is given in the [Essential Skills Rubrics](#).



In each box provided, write a concise narrative that explains how the required skill components are integrated into the course. The narratives should address what students will do in the course throughout the semester to develop the essential skills and how those skills will be assessed. *Hint: embedding the language of the skill components into the narrative helps the reviewer to see how individual component skills are addressed.* The narratives should not address how the discipline fits into General Education. They also should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the required number of the component skills as listed above each narrative box.

Communication

- i. Genre and Medium Awareness, Application and Versatility
- ii. Strategies for Understanding and Evaluating Messages
- iii. Evaluation and Production of Arguments

*Explain how the proposed course addresses **all 3 components** of the Communication skill.*

ANTH 115 engages students in a variety of genres and media that include oral and written communication. In ANTH 115, students learn the important role that culture, history, and politics has played in shaping public experience and understanding of Native American culture. That is, students develop an awareness of how their previous understanding of Native American culture has been shaped by media and different genre (*genre and medium awareness, application and versatility*). Through lectures, films, class discussions, and assignments (see attached syllabus and sample assignment), students learn to reevaluate these messages and to evaluate the impacts of Euroamerican policies and program on indigenous cultures and their modern impact on major social issues today (Learning Objectives 5 and 6). As demonstrated in the sample assignment, students discuss the impacts of Euroamerican policies and programs on indigenous peoples. In this assignment, they are required to describe and explain the factors that hinder or support different aspects of the aboriginal culture (*strategies for understanding and evaluating messages*). In presenting their conclusions, they must support their rationale with documentation of specific factors that support their conclusions (*evaluation and production of arguments*). Finally, at each stage of their reading, students are asked to reflect on how they can communicate what they are learning. In the Learning Log (see attached syllabus), students are asked to reflect on how they can apply what they have learned and how they can teach someone else what they have learned. The objective is not only that they learn the content material, but that they demonstrate how they can share and communicate the knowledge they have acquired.



Critical Thinking

- i. Problem Setting
- ii. Evidence Acquisition
- iii. Evidence Evaluation
- iv. Reasoning/Conclusion

Explain how the proposed course addresses **all 4 components** of the Critical Thinking skill.

Students in ANTH 115 are required to engage in critical thinking throughout the semester. Examples are seen in the syllabus (see attached syllabus) and different student assignments. First, in ANTH 115, students learn about different indigenous cultures, including their traditions and adaptations, throughout different North American regions. Through these case studies (see attached syllabus), students develop an awareness of the cultural variation, different historical experiences, and different social issues that have faced different Native American groups (*problem setting*). In another student assignment, the student demonstrates critical thinking by analyzing cross-cultural situations of indigenous peoples, grounding comparative analysis in the case material (*evidence acquisition and evidence evaluation*). In this reflection essay, students are encouraged to reflect on their own thoughts, values, and assumptions, while grounding their reflections in the cultural evidence they have presented about the different groups (*reasoning/conclusion*). As well, for reflection assignments, the grading rubric (see attached sample assignment) includes an evaluation of student's critical thinking in the particular assignment. Not only for grading the assignment, these criteria also allow students to assess their own development and thoughtful reflections over different assignments over the course of the class.

Quantitative Reasoning

- i. Communication/Representation of Quantitative Information
- ii. Analysis of Quantitative Arguments
- iii. Application of Quantitative Models

Explain how the proposed course addresses **all 3 components** of the Quantitative Reasoning skill.

Not applicable.



Personal & Social Responsibility

- i. Intercultural reasoning and intercultural competence
- ii. Sustainability and the natural and human worlds
- iii. Ethical reasoning
- iv. Collaboration skills, teamwork and value systems
- v. and Civic discourse, civic knowledge and engagement – local and global

Explain how the proposed course addresses **2 out of 5 components** of the Personal & Social Responsibility skill.

One of the main objectives of ANTH 115 is to teach students intercultural reasoning and intercultural competence, through examining the historical experiences and cultures of Native American peoples in North America. By unpacking the historical impact of Euroamerican policies on indigenous peoples, students reflect on earlier assumptions about Native American cultures, develop greater awareness of differences across cultural groups, and recognize the importance of contextualizing their understanding of Native American peoples within the context of colonialism and removal of Native American communities, among other policy factors (*intercultural reasoning and intercultural competence*). In written response statements to readings, students are encouraged to reflect and examine their own thoughts, beliefs, values, and attitudes about their understanding of the specific topic (*intercultural reasoning and intercultural competence*). By examining the historical experiences and persistence of Native American peoples across different regions of the United States, students acquire a deeper appreciation for how each culture adapted to its regional environment and adopted different strategies in order to maintain their indigenous culture in the modern world (see attached syllabus) (*sustainability and the natural and human worlds*). Through this process (in particular through class discussion and reflection), students develop greater recognition of cultural diversity and the human rights of different peoples to maintain their culture, traditional lifeways, and identity in a modern complex society (*ethical reasoning*). As demonstrated in the student assignment and class syllabus (see attached sample assignment and syllabus), students engage in reflection and discussion with other students in the class. Reflecting the cultural diversity that comprises New Mexico, the class is often comprised of students from different cultural backgrounds, including Native American, Latino, immigrant, Anglo, and international students, among others. In each class discussion, students are encouraged to read and respond to other student statements, but always with respect. Students are evaluated on how they ground their responses in the information presented. Here the objective is to foster civil exchange, respect differences, and reach understandings that are grounded in reflective communication (*Civic discourse, civic knowledge and engagement – local and global*). Finally, in cases where the class is offered on-line (see the attached syllabus), rules on netiquette (on-line etiquette) are clearly defined in order to foster discourse and exchange of ideas in a respectful manner.



Information & Digital Literacy

- i. Authority and Value of Information
- ii. Digital Literacy
- iii. Information Structure
- iv. Research as Inquiry

Explain how the proposed course addresses **3 out of 4 components** of the Information & Digital Literacy skill.

Not applicable.

D. Sample Assessment

Sample assignment is attached (see attached), illustrating incorporation of essential skills. Narrative also demonstrates how essential skills are developed and assessed. As well, grading rubric is included, that also demonstrates assessment of essential skills.

Sample assignments will be used to create an “assignment library” to illustrate the teaching of essential skills to future instructors. Note, however, that inclusion of an assignment in the certification proposal does not require a campus or course to use that specific assignment; these are meant as examples. For system courses, campuses are invited to submit additional sample assignments for inclusion in the assignment library. However, if multiple assignments are submitted, ***please indicate clearly which single assignment should be submitted to the state.***

E. Recertification and Assessment

A plan for periodic (~six-year) recertification of general education courses, currently under development, will be tied to our Institutional General Education Assessment Plan.

ANTH 115 Native Peoples of North America – Sample assessment for General Education

Discussions

In on-line discussions, the students deliberate the impacts of Euromerican policies and programs on indigenous people. The students describe and explain factors that hinder or support aspects of the aboriginal culture and social/cultural change regarding effects of colonization or removal/aftermath on Native American communities.

The discussion utilizes the following prototype:

1. I introduce a statement about the discussion topic or subject matter (sometimes I previously assign the student to find information).
2. The student responds to the question or topic information in a succinct but adequate way as provided by the instructor.
3. The student responds to one or more times to one or more student(s) as assigned.
4. The instructor may or may not also participate with the students in the discussion or may provide information to help guide the discussion.

Rubric

| | Beginning 1 point | Developing 2 points | Accomplished 3 points | Exceptional 4 points | No Response |
|---|---|---|--|---|--------------------|
| Topic or subject (first posting) | Description and explanation is limited | Fair description & explanation | Sufficient or good description & explanation | Effective description & explanation | |
| Reinforces, clarifies, or disagrees with another student's posting (second post) | Demonstrates a limited relationship of information to another's posting | Nearly provides an association of information | The information sufficiently demonstrates an associative response | The information clearly and effectively demonstrates an associative response | |
| Line of Reasoning and reflects text information | Demonstrates limited reasoning and plausibility; limited reflection of text information | Fair rationale and credibility; fair reflection of text information | Rationale and plausibility is at an acceptable level of believability; reflects text information | Rationale and credibility is clearly communicated and clearly reflects text information | |
| Demonstrates Critical Thinking | Analysis is somewhat simplistic and generalized | Analysis demonstrates some reflection and judgment | Analysis demonstrates thoughtful breadth and depth | Demonstrates careful and deep reflection | |
| Succinct & adequate responses | Limited adequacy and either wordy or not to the point | Nearly adequate subject matter and fairly succinct | Sufficient brevity and satisfactory description & explanation | Concisely and efficiently covers the subject matter | |

SYLLABUS
ANTH 115 M70 Native Peoples of North America -
CRN: 58778 - On-Line WEB Course
Fall Semester 2019
08/21-12/13

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A. Course Description

This course is a general survey of the ethnology of selected Native groups of North America. The course will take a geographical culture area approach to studying the geography and environment, prehistoric origin, political organization, social organization, language or language grouping, economic systems, material culture and technology, religious beliefs and practices, and changes within the historic period of Native peoples of North America. The material has more in-depth (case study) coverage of one or more of the ancestral groups from each of the ten culture areas.

B. Instructor

1. Name: Donald D. Pepion, EdD, College Professor
2. Address: Anthropology Department
 New Mexico State University
 MSC 3BV, PO Box 30001
 Las Cruces, NM 88003-0074

3. Virtual Office Hours: Tuesdays from 2:00 to 3:00 pm or by appointment; I respond to inquiries within 24 hours.
4. Location: Room 303 Breland Hall
5. Telephone: 575-646-3610 (Office: preferred) or 650-7926 (Cell)
6. Email: Use Canvas mail (preferred) or dpepion@nmsu.edu if it is an emergency.
7. Fax: NA

C. Text/Materials:

1. Required:

Bonvillian, Nancy. (2017). *Native Nations: cultures and histories of Native North America*. Lanham, MY: Rowan & Littlefield Publishing Group, Inc. (Note: the quizzes and exams are based on the current edition)

2. Recommended Supplemental Reading (not required):

Bonvillain, Nancy. (2001). *Native Nations: cultures and histories of Native North America*. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Champagne, Duane. (1994). *Native America: Portrait of the peoples*. Canton, MI: Visible Ink Press

Kehoe, A. (2006). *North American Indians: a comprehensive account*, (Third Edition). Upper Saddle River: Pearson Education, Inc.

Muckle, Robert J. (2012). *Indigenous peoples of North America: A concise anthropological overview*. Toronto: University of Toronto Press Incorporated.

Sutton, Mark Q. (2012). *An introduction to Native North America*. (Fourth Edition). Boston: Pearson Education, Inc.

Talbot, S. (2015). *Native Nations of North America*. Boston: Pearson Education, Inc.

D. Course Goals

1. The student will be able to identify elements or factors of select Native Peoples (*Indigenous or aboriginal*) of North American:
 - a) **Lands** (*geography & environment*) and
 - b) **people** (*culture or lifeways*); and
 - b) **Prehistory**;
2. The student will be able to identify, describe and explain common elements within each of the following three categories of select Native peoples (*Indigenous or aboriginal*) of North America.:

- a) **socio-political-economic history** (*community and political organization*),
- b) **languages and language groups** and
- c) **Social organization** (*family and social life*);

3. The student will be able to describe elements of information, facts, and data relative to the following factors:

- a) **Material culture and technology** (housing, clothing, hunting/farming tools)
- b) **Religion** (beliefs and practices), and
- c) **Contemporary situation** (colonization); of select Native Peoples of North America

E. Course Requirements

1. **Participation Policy:** Active participation is expected. Excused absences for family deaths, illness, or documented university business is in accordance with College Catalogue at <http://catalog.nmsu.edu/undergrad-2009-2010/01-general/regulations.html>. **The student is responsible for notifying with the instructor on a timely basis (before assignments and tests are due) to establish a timeline for make-up work.**
2. **Grading Policy:** Complete all course work at the scheduled time in accordance with the excused absence policy. **Late course work without a prior excused absence is not accepted.** It is the responsibility of the student to contact the instructor for make-up work on a timely basis. An "I" grade requires completion of a minimum of 50% course work in accordance with the College Catalogue (see ULR above). *Incomplete work is not scheduled during the last two weeks of the course.* **Students a cautioned to pay strict attention to the quiz, discussion, report papers, exam, and research paper deadlines on Canvas as you will be electronically shut out if late.** The deadline patterns may vary sometimes depending on the scope and type of work.
3. **Affirmation & Questions:** The student is required to affirm they have read and understand the syllabus. Please document any questions so the professor can provide a clarifying response.
4. **Quizzes and Exams:** There are ten (10) quizzes and four (4) exams based on specified readings of chapters in the text. The short quizzes are based the weekly reading. The standard formats of multiple choices, matching, fill in the blank and/or short narrative response is used. The timed tests require caution. In order to meet the rigor required by academia and accreditation, the quizzes and exams completion time shall get progressively shorter as the course proceeds. Therefore, it is important that students do the reading and studying as with any class. Although the quizzes and exams are essentially 'open book', it is challenging look up answers while taking the test. Not only are the tests timed, but also some are configured in way so one question must be completed before moving on to the next. There are four (4) examinations during the course based on the Course Goals and the learning objectives under each module. Unfortunately, some students may think an on-line course should be easier than the classroom method of teaching and learning. This is not the case. Professors and instructors teaching on-line courses realize that some students complain about the rigorous timed testing at the end of the semester

evaluations. THUS STUDENTS WHO DISAGREE WITH THIS METHOD OF TESTING MAY WANT TO CONSIDER TAKING THE IN-CLASS OR FACE-TO-FACE COURSE.

5. Reflection Assignment: In this assignment, the student provides a written response to a brief question or topic based subject matter relevant to the reading (see attached guideline & rubric).
6. Learning Log: In the Learning Log, the student identifies two (2) things they learned from the reading. For each of the two (2) things, the student states how they can apply what is learned. In stating the learning application, please think of what YOU can do or teach someone with what you learned.
7. Discussions: 'Discussions' are scheduled on Canvas regarding interaction on the course material. The discussion utilizes the following prototype: a) a statement about the discussion topic or subject matter (sometimes the student is previously assigned to find information); b) The student responds to the question or topic information in a succinct but adequate way as provided by the instructor; c) the student responds to one or more times to one or more student(s) as assigned; d) The instructor may or may not also participate with the students in the discussion or may provide information to help guide the discussion. (*See 'Discussions' mode for rubric and guideline on Canvas and attached*).
8. Theme Paper (Final Exam):
 - a. The student will select one tribe or tribal group that is *not one of the case studies* in the text to complete a search of the literature. You may use a tribe or tribal group mentioned in the text as long as it is not a *case study* in the text. There are over 1,000 tribes and tribal groups in North America so the student should not have difficulty identifying a group. However, it is important to insure that the tribe or tribal group has enough source information for your paper.
 - b. Complete a essay paper that is *5 to 7 text (body) pages* in length utilizing the *APA academic form and style*. Canvas has referencing guidelines and information on the left side bar. The Owl Purdue Referencing Lab is an excellent on-line source at <https://owl.english.purdue.edu/owl/resource/560/01/> .
 - c. The paper must be double spaced word processed with *Times Roman New 12 point font* including standard 1" margins. Please number the pages. Please follow academic conventions of style and mechanics.
 - d. Standard elements of academic research paper include front matter, text (body), and references or works cited (back or end matter). Only the text counts for the 5-7 page requirements.
 - e. Minimum of *4 to 5 references* is required. However, I may penalize information and facts included in the paper without referencing. References must be from scholarly works including texts, journals, or other materials (manuscripts, personal journals, government reports, etc.). Only 3 - 4 electronic sources will be acceptable. The researcher evaluates and uses only quality electronic (internet) source. Electronic references must include relevant information in addition to internet address such as author,

source of publication (credibility and qualifications of author are important factors).

- f. A minimum of 4 to 5 *parenthetical citations* consistent with the references (list of sources) or works cited is required. Acknowledge the sources of ideas and information in the document in a consistent and accurate manner. Cite facts and opinions in a way that reflects the source of information of the statements in the writing. Research writing without complete and precise documentation may reflect inaccurate and poor research. Plagiarism is a violation of the NMSU student code of conduct, which has severe penalties. (Note: I am more interested in the students who use their own language in writing then attempting to paraphrase). Canvas has referencing guidelines and information on the left side bar. The Owl Purdue Referencing Lab is an excellent on-line source for parenthetical citations at <https://owl.english.purdue.edu/owl/resource/560/01/>
- g. It is required that your parenthetical references include source page numbers. This will result in a positive assessment of the research paper e.g. points.
- h. The theme paper shall reflect the subject matter of the course. The research topics should be consistent with the class objectives.
- i. Use of course text as references is discouraged, as the paper is a research project that assists the student in finding appropriate material from the library and other sources.
- j. It is important that the student follow the rubric carefully as some sections are worth more points. Thus, the expectation is that more quality information is required for some sections.
- k. The Canvas provides directions submitting reports (usually as a word-processed document attached to the assignment).

F. Grading

| Description | Number | Points | Total Points | % of Grade |
|--------------------------|--------|--------|--------------|------------|
| Affirmation | 1 | 5 | 5 | |
| Reflection Reports | 3 | 9 | 18 | |
| Learning Log | 3 | 12 | 48 | |
| Discussions | 3 | 20 | 80 | |
| Quizzes | 9 | 12 | 120 | |
| Examinations | 4 | 30 | 120 | |
| Theme Paper - Final Exam | 1 | 69 | 69 | |
| Total Possible Points | | | 455* | 100% |

*Grades subject to adjustment to the actual range (modes of central tendency) of scores at the end of the course.

A = 91-100%

B = 81- 90%

C = 71- 80%

D = 61- 70%

F = -0- 60%

Complete all course work at the scheduled time in accordance with the excused absence policy. Late course work without an excused absence is unacceptable. It is the responsibility of the student to contact the instructor for make-up work on a timely basis.

The professor uses rubrics (guidelines) to evaluate the assignments. I score the quizzes and exams by assigning points to questions. I basis determining the letter grade is on a point system using the mode of central tendencies on a percentage of the points. The central tendency points may be adjusted at the end of the course to meet the overall range of student points (students tend to call this curving the grade). *I caution students caution to pay strict attention to the quiz, discussion, report papers, exam, and research paper deadlines on Canvas as you will be electronically shut out if late. The deadline patterns may vary sometimes depending on the scope and type of work.*

Six-Week Early Performance Grades (Requirements for course level 100 – 299)

A Six-Week Early Performance Grade for this course will be posted. You will be able to access your grade through your MY.NMSU.EDU under the Student Tab: Click on Student Record / Midterm Grades. In this class the Six-Week Early Performance Grade will reflect your performance on only a portion of the total graded work in this course. If you are doing well, congratulations on your success – but be mindful that there is still a significant portion of the graded work yet to be completed. *If you are doing poorly, or not as well as you would like, please meet with me to discuss how you can improve. If you have concerns about your progress in multiple courses and need to consider a schedule change, meet with your academic advisor.*

G. Incomplete Grades

An “I” grade requires completion of a minimum of 50% course work in accordance with the College Catalogue <http://catalog.nmsu.edu/undergrad-2013-2014/01-general/regulations.html>. . Assignment of the grade of "I" only occurs if the student is unable to complete the course due to circumstances beyond the student's control; that develop after the last day to withdraw from the course. I do not accept incomplete work during the last two weeks of the course.

H. Course Philosophy & Vision Statement

The role of the instructor is to facilitate the learning process with the student. The student is responsible for their learning. The student comes into the learning environment with knowledge, skills, and abilities. Through communications, the students and the instructor can help each other learn the material.

My vision is to raise the consciousness of students and society about the indigenous peoples of America in order to institute social justice and achieve equilibrium in a quality of life for all.

I. Teaching Methodologies & Communication Skills

This course design maximizes optimal learning methodologies including reading, writing, electronic discussion and interaction, audio/visual aids and computer technologies.

J. Use of Canvas

This course utilizes the Canvas electronic learning management system for instruction, communications, and information. The syllabus, schedule, and guidelines are included in the web-based system. I use Canvas for announcements, modifications, schedule changes, and general information. It is especially important to realize that the course schedule is a guideline which may be subject to modification. The student is responsible for regularly visiting the course Homepage for updated information.

You may access the Canvas electronic learning management system through the NMSU webpage at <http://nmsu.edu/> by clicking on <https://learn.nmsu.edu/>. The web page has a “Student Orientation” and “Student Guide” functions as well as a “Student Support” section. If you need further assistance, please contact the ICT Help Desk at (505) 646-1840 or the Student Computing Center at (505) 646-4209.

Since this is a web-based or internet instructional system, I caution the student to ensure their computer technology is functioning appropriately at all times. I suggest students have an alternative place to access the internet (such as a library, education center, etc.) in case their computer encounters problems. The Canvas allows the instructor to track all student activity on electronic system. I strongly urge students to complete the work on a timely basis. Although most of the work opens at the beginning of the week and closes at the end of the week, the student should not wait to complete work close to the closing time. Canvas does not allow late submissions.

Since most of the work on the Canvas system has an electronic closing date and time, the student will not be able to submit late assignments, quizzes, or examinations. Only prior excused absences in accordance with University policy will allow the Instructor the choice of make-up work.

Remember the general guideline is that a student will spend 2 hours for every credit hour of a course in study and preparation. Thus, the student will spend nine (9) or more hours on this course each week. There are examples of self-assessments including preparation self-tests such as this one at the [Distance Education website](#).

K. Required Technical Skills

Taking an online course requires a number of technical skills as well as other soft skills. However, at a minimum you will need to meet certain technology responsibilities to complete work for this course. If you have questions about technical requirements for the course, please contact me immediately.

To begin in this course, you must:

1. Read this syllabus carefully and contact me immediately if you have any questions. You are responsible for the content and assignments in this syllabus.
2. Be able to obtain access to an internet connection, preferably broadband, and a working computer for the duration of this course.
3. Be Proficient with Microsoft© Office applications.
4. Be able to conduct research searches on the Internet; see the [libguide for this course](#), the [NMSU Library and Research Help for Students](#)
5. Find resources on the Internet; see [Internet Tutorials](#)
6. Be able to send and receive emails and email attachments in an out of class.
7. Know how to change your Canvas Notification settings.
8. Know how to read email in Canvas.
9. Maintain backups of all work you create for this course.

L. Technology Requirements

1. Computer Hardware & Software

<Here is a list of technologies that you will need to fully participant in this course.

- Access to a Windows or Macintosh desktop computer or laptop with internet access, sound, and speakers
- Canvas Learning Management System
- Microsoft Office 2007 or higher
- Adobe Reader (for reading PDF files)
- Adobe Connect (Optional)
- Learning Management System
- [Instructure Canvas](#)
- [Canvas Instructions](#)

2. Web Browsers

< Here is a list the specific web browsers recommended by the IT Department:

Use the following browsers in Canvas. Please remember to update the web browser you are using to access Canvas. Internet Explorer is not recommended for use with Canvas at this time.

- Firefox - <http://www.mozilla.org/en-US/firefox/new/>
- Chrome - <https://www.google.com/intl/en/chrome/>
- Safari - <http://www.apple.com/safari/>

Canvas does not fully support mobile devices; while there is a free Canvas mobile app available through iTunes store, a lot of functionality is unavailable when using a mobile phone. When you take this course, it is assumed you have access to a computer or laptop for full access to functionality in this course.

3. Technical Support

<The ICT Customer Service Center is equipped to deal with all of your information technology (IT) and telecommunications needs at NMSU. The ICT Customer Service Center hours of operation are from 8:00 am until 5:00 pm Monday through Friday Mountain Time. Please feel free to contact them at 646-1840 or via e-mail at helpdesk@nmsu.edu.

You can also go to the [Student Technology Help](#) web page and [Student Resources](#) located at the [Canvas](#) web page for additional information on Canvas.>

M. Netiquette

< Netiquette covers both common courtesy online and the informal rules that students follow when communicating in an online course. It is important remember that the same social rules of discourse apply to human interaction and communication in an on-line situation. Sometimes in electronic communication, we may state something in a way that we would not say in a face-to-face situation, so it is important for us to remember proper etiquette and respect. The same technology that is a wondrous thing can sometimes be frustrating for some of us. Frustration and other feelings are human but we need to handle it in a mature and safe way. In other words, let us not take things like our frustrations on each other. Let it out and a safe place outside of our learning venue. Let us all use common courtesy on-line. It follows the same standards of how we interact with one another in society.>

N. Withdrawals

Withdrawals and drops will be in accordance with NMSU policy. See on-line College Catalogue at <http://catalog.nmsu.edu/undergrad-2009-2010/01-general/regulations.html>.

A point of clarification: If a student drops by 5pm on the last day to cancel a class – for the full semester – a “W” will not appear on his or her transcript. After that at 5pm if a student drops a course a “W” will appear on his or her transcript and they will not receive a refund of any tuition.

O. Discrimination and Disability Accommodation

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact:

Main Campus

Student Accessibility Services (SAS)
Corbett Center Student Union Room 208
Trudy Luken, Director
575-646-6840

sas@nmsu.edu

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Inquiries may be directed to the Laura Castille, Executive Director, Title IX and Section 504 Coordinator, Office of Institutional Equity, P.O. Box 30001, E. 1130 University Avenue, Las Cruces, NM 88003; 575.646.3635; 575-646-7802 (TTY); equity@nmsu.edu.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Laura Castille, Executive Director and Title IX Coordinator
Office of Institutional Equity (OIE) – O’Loughlin House, 1130 University Avenue
Phone: (575) 646-3635
E-mail: equity@nmsu.edu
Website: <http://equity.nmsu.edu/>

Other NMSU Resources:

| | | |
|--------------------------------|----------------|--|
| NMSU Police Department: | (575) 646-3311 | www.nmsupolice.c |
| NMSU Police Victim Services: | (575) 646-3424 | |
| NMSU Counseling Center: | (575) 646-2731 | |
| NMSU Dean of Students: | (575) 646-1722 | |
| For Any On-campus Emergencies: | 911 | |

P. Plagiarism

The current Student Code of Conduct definition of plagiarism can be found at:

<<http://www.nmsu.edu/~vpsa/SCOC/misconduct.html>.> and
<http://www.nmsu.edu/~vpsa/SCOC/misconduct.html>.

The code of conduct reads as follows:* Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other student's work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following would be an example of plagiarism:

- * An idea or opinion, even when put into one's own words (paraphrase)
- * A few well-said words, if these are a unique insight
- * Many words, even if one changes most of them
- * Materials assembled by others, for instance quotes or a bibliography
- * An argument
- * A pattern or idea
- * Graphs, pictures, or other illustrations
- * Facts
- * All or part of an existing paper or other resource

This list is not meant to include all possible examples of plagiarism. See the University Library's web page on plagiarism for further examples.

Additional information: Even with a citation, failure to put quotation marks around direct quotations also constitutes plagiarism, because it implies that the writing is your own. Material should either be paraphrased or clearly designated as a quotation. Note that replacing words with synonyms, changing verb tense or other minor alterations do not qualify as paraphrasing.

You will find information on academic integrity at these sites:

- [NMSU Library](#)
- [NMSU-Las Cruces code of conduct policy](#)
- [NMSU-DACC](#)

Q. **Expectations & Academic Misconduct**

<It is an expectation that students do the readings and course requirements in order to effectively participate in the class discussions, interactions and assignments. I expect students to follow the information and requirements in the syllabus. The student is encouraged to email individually with the professor the posted times or by appointment (or communicate through the Canvas mail individually with the instructor). Students are encouraged to express concerns, clarifications, and/or recommendations individually with the instructor on a timely basis.

It is especially important that students confer with the professor on an individual basis regarding any concerns on a timely basis. Students waiting until the end of the semester to express needs or concerns shall be in an untenable situation where adjustments or changes cannot be made.

On line courses requires the student be diligent and cognizant of timelines. In order to effectively complete an on-line course the student must be self-motivated, as there is not physical place a student needs to be like in a classroom setting. Completing assignments on a timely basis is required. Some students not familiar with the on-line process may not be mindful of due dates and schedules so it important to create a method of reminding oneself. Seasoned on -line course instructors can predict the kinds of excuses that come up.

Remember that an on-line course as the same rigor as the in-class version. Both the student and instructor must be conscious of communicating information on a timely basis. Students are encouraged use chat and mail to interact, assist, and clarify matters. >

Academic Misconduct

Academic and non-academic misconduct: The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online:

<http://studenthandbook.nmsu.edu/>

Academic misconduct is explained here:

<http://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/>

R. Honors Status

Students who wish to have this course count as an Honors course may do so by completing the Course by Contract form: <https://honors.nmsu.edu/for-students/honors-courses-by-contract/> I will assign you additional work that will permit you to gain Honors credits for this course in your major. These credits will count as upper division credits towards the accumulation of 18 credits needed to graduate with University Honors. For additional information on pursuing the Honors recognition at graduation, contact the Honors College at 575-646-2005 or email Dean Chaiken at mchaiken@nmsu.edu. Submit completed Contract forms in person to the Honors College no later than one week after the beginning of each semester.

S. Course Outline

ANTH 115 Native People of North America Fall 2017 – Outline

The course outline is a plan that is subject to modification during the course period. Situations such as new information over the internet instigate additions or timelines that I may adjust to due extenuating circumstances.

COURSE OUTLINE – ANTH 115 Fall 2019

DATE: Aug 21-24

TOPIC: Syllabus & Canvas

READINGS: Read syllabus & review Canvas

LEARNING OBJECTIVES: 1) The student is able to recall and identify elements of the syllabus; 2) The student is able to employ and manage the Canvas electronic system.

ASSIGNMENT: Complete **Affirmation Statement & Questions**

LECTURE/DISCUSSION: na

NOTES: *Late Registration Aug 16; Last Day to Add a Course without Instructor's Permission Aug 17*

DATE: Aug 25-31

TOPIC: History & Native Communities – Part I

READINGS: Ch 2, a Short History; Ch 3, Native Communities Today

LEARNING OBJECTIVES: 1) The student can recall and restate significant historical events in Native history; 2) The student is able to identify and describe important factors affecting contemporary Native communities.

ASSIGNMENT: 1) **Quiz 1** on Short History; 2) Brief **Reflection 1** on Native Communities Today

LECTURE/DISCUSSION: Canvas is open for any comments, questions and/or clarifications

NOTES: *Deadline For Filing Degree Application (Students meeting requirements at end of fall) Aug 25; Last Day to add a Course (Instructor's Permission Required) Aug 25*

DATE: Sept 1-7

TOPIC: Northeast Native Nations – Part II

READINGS: Ch 4 Native Nations of NE; Ch5 The Mohawks

LEARNING OBJECTIVES: 1) The student can recall and identify lands, Nations, effects of colonization and current economic, political and cultural issues of Native people of the Northeast; 2) The student is able to describe and explain aspects of the Mohawk aboriginal culture; social/cultural change: & effects of colonization

ASSIGNMENT: **Quiz 2 and Learning Log 1**

LECTURE/DISCUSSION: See Discussion 1 on Canvas

NOTES: **Labor Day holiday Sept 2**

DATE: Sept 8-14

TOPIC: Native Nations of the Southeast – Part III

READINGS: Ch 7 SE and Ch 8 Choctaws

LEARNING OBJECTIVES: 1) the student is able to recall and identify lands & nations; aboriginal culture; effects of colonization, and current socio-political-economic status of Native Nations of the Southeast; 2) The student is able to describe and explain aspects of the aboriginal culture; social/cultural change; effects of colonization; and removal/aftermath of Choctaw

ASSIGNMENT: **Quiz 3 and Discussion 1**

LECTURE/DISCUSSION:

NOTES: Study and prepare for Exam 1; **La**

DATE: Sept 15-21

TOPIC: **Exam 1**

READINGS:

LEARNING OBJECTIVES: The student is able to formulate and demonstrate learning of the material thus far in the course.

ASSIGNMENT: **Exam 1** is on Part I, II & III of the material covered thus far in the course.

LECTURE/DISCUSSION: na

NOTES

DATE: Sept 22-28

TOPIC: Plains Indians – Part IV

READINGS: Ch 9 Native Nations of the Plains & Ch 10 the Teton Lakotas

LEARNING OBJECTIVES: 1) The student demonstrates the ability to recall and identify the geography, socio-political-economic & cultural systems of Plains Indians. 2) The student is able to analyze, synthesize and evaluate cultural aspects of the Teton Lakota.

ASSIGNMENT: **Quiz 4 and Reflection 2**

LECTURE/DISCUSSION:

NOTES

DATE: Sept 29—Oct 5

TOPIC: The Great Basin – Part V

READINGS: Ch 12 Great Basin Native Nations & Ch 13 the Shoshones

LEARNING OBJECTIVES: 1) The student has the ability to recollect and recognize the lands & nations; aboriginal culture; effects of colonization; a common ritual; and contemporary situation. 2) The student is able to demonstrate learning application on aspects of Shoshone culture groups, religion, and colonization.

ASSIGNMENT: **Quiz 5 & Learning Log 2**

LECTURE/DISCUSSION: na

NOTES

DATE: Oct 6-12

TOPIC: **Exam 2**

READINGS: Exam 2 is on the material covered in parts IV and V of the text.

LEARNING OBJECTIVES: The student is able to distinguish and select appropriate information and data from an assessment tool.

ASSIGNMENT: **Exam 2**

LECTURE/DISCUSSION:

NOTES

DATE: Oct 13-19

TOPIC: The Southwest – Part VI

READINGS: Ch 14 Native Nations of SW & Ch 16 The Dine (Navajos)

LEARNING OBJECTIVES: 1) The student is able to identify and tell elements and factors of the Lands & Nations, Puebloan, Apachean, Piman and Yuman cultures of the SW. 2) The student is

able to discuss and interpret elements relevant to traditional culture, Spanish presence & American colonization and the soci-econ-political transitions of the Navajo culture.

ASSIGNMENT: Quiz 6 & Discussion 2

LECTURE/DISCUSSION: On-line asynchronous discussion

NOTES

DATE: Oct 20-26

TOPIC: California – Part VII

READINGS: Ch 17 California Natives and Ch 18 the Pomos

LEARNING OBJECTIVES: 1) The student is able to recall and identify lands & Nations, aboriginal cultures, colonization, and contemporary situation of California Natives; 2) The student is able to appraise and interpret aboriginal culture, colonization, and contemporary situation of the Pomo.

ASSIGNMENT: Quiz 7 and Reflection 3

LECTURE/DISCUSSION:

NOTES: **Last Day to Drop Course with “W”** (Except courses carrying designated dates) Oct 16

DATE: Oct 17-23

TOPIC: **Exam 3**

READINGS:

LEARNING OBJECTIVES: The student is able to distinguish and select appropriate information and data on an assessment tool.

ASSIGNMENT: Exam is on the Part VI and VII covered in this section.

LECTURE/DISCUSSION:

NOTES

DATE: Oct 29-Nov 2

TOPIC: The Plateau – Part VIII

READINGS: Ch 19 The Plateau Natives and Ch 20 the Nez Perce

LEARNING OBJECTIVES: 1) The student can recall and recognize the lands & Nations; aboriginal culture, colonization and contemporary communities of the Plateau Natives; 2) The student formulate and appraise the traditional culture, trade and transformation, government policies, and contemporary communities of the Nez Perce.

ASSIGNMENT: Quiz 8 and Learning Log 3

LECTURE/DISCUSSION:

NOTES

DATE: Nov 3-9

TOPIC: The Northwest Coast - Part IX

READINGS: Ch 21 NW Coast and Ch 22 The Kwakwaka'wakw

LEARNING OBJECTIVES: 1) The student is able to recall and identify the lands & Nations, aboriginal cultures, European relations, and effects of colonization on the NW Coast Native peoples; 2) The student is able to discuss and explain aspects of the society, colonization and contemporary communities of the Kwakwaka'wakw or Kwakiutls.

ASSIGNMENT: **Quiz 9 and Discussion 4**

LECTURE/DISCUSSION: Asynchronous discussion on aspect(s) of Kwakwaka'wakw culture

NOTES: **Last Day to Withdraw from the University Nov 10**

DATE: Nov 10-16

TOPIC: **Exam 4**

READINGS:

LEARNING OBJECTIVES: The student is able to distinguish and select appropriate information and data on an assessment tool.

ASSIGNMENT: **Exam 4** on material covered in Part VIII & IX

LECTURE/DISCUSSION:

NOTES

DATE: Nov 17-23

TOPIC: The Subarctic and the Arctic

READINGS: Ch 23 Native Nations of the Subarctic and the Arctic; Chap 24 The Inuit

LEARNING OBJECTIVES: 1) The student is able to recall and identify facets the lands & Nations, effects of colonization and contemporary communities of the Native Nations of the Subarctic and the Arctic; 2) The is able to describe and demonstrate application of learning on elements of the environmental adaptations, society, colonization, and contemporary communities of the Inuit.

ASSIGNMENT: **Quiz 10 and Learning Log 4**

LECTURE/DISCUSSION:

NOTES

DATE: **Nov 24-30 Student Holiday**

TOPIC:

READINGS:

LEARNING OBJECTIVES:

ASSIGNMENT:

LECTURE/DISCUSSION:

NOTES

DATE: Dec 1-7

TOPIC: **Final Exam – Theme Paper**

READINGS: On-line & library material identified by the student

LEARNING OBJECTIVES: The student is able to describe and explain on a **theme paper** the lands, social-political organization, language or language grouping, economic systems, material culture and technology, religious beliefs and practices, and changes within the historic period of one Native culture group of North America (The professor provides the guidelines & rubric)

ASSIGNMENT: A **5 to 7 page theme paper (case study)** on one culture group in North America not covered in the text (There are tribes in each of the culture groups not discussed in detail in the text).

LECTURE/DISCUSSION:

NOTES

DATE: Dec 8-13

TOPIC: **Survey**

READINGS:

LEARNING OBJECTIVES:

ASSIGNMENT:

LECTURE/DISCUSSION:

NOTES

T. Rubrics

Affirmation & Questions on Syllabus

In this assignment, the student affirms reading the syllabus and reviewing the Canvas learning system. The student may then record any questions or clarifications they may have regarding the syllabus.

The student obtains five-points for participating in this assignment.

Reflection 1

After reading Chapter 3 on Native Communities, the student provides a short answer statement as follows: Based on the reading what do you think is one of the most significant issues facing Native Communities today? Secondly, why is it a significant or important issue?

Rubric – Short answer

| Criteria | Beginning 1 Point | Developing 2 Points | Accomplished 3 Points | Total Points |
|----------------------------------|---|--|---|-----------------|
| Succinct & adequate | Limited coverage & inadequate information or too wordy & insufficient | Good brevity & suitable information | Concise and to the point; not wordy or insufficient | |
| Clarity, Logic & Reasoning | Somewhat vague & uncertain: Limited coherence & meaning | Good clarity & insight: Fair interpretation & rational | Clearly presents ideas & information Demonstrates critical thought & judgment: | |
| Reflects text information | Limited connection & validation from the reading | Good expression of information from the reading | Indicates data & information from the reading | |
| Total possible points = nine (9) | | | | |

Learning Log

In the Learning Log, the student identifies two (2) things they learned from the reading. For each of the two (2) things, the student states how they can apply what is learned. In stating the learning application, please think of what YOU can *do* or *teach* someone with what you learned. Please use the following format:

- A.1. In three to five sentences state what you learned from the reading
 A.2. In three to five sentences state how you can apply what you learned

- B.1. In three to five sentences state a second thing you learned from the reading.
 2.2. In three to five sentences state how you can apply what you learned.

I use the following rubric to grade the assignment:

Rubric for Evaluation

| | Beginning 1 Point | Developing 2 Points | Accomplished 3 Points | Total Points |
|--|--|---|---|-----------------|
| Learning Factors | | | | |
| 1.A. | Limited demonstration of new knowledge | Demonstrates knowledge | Clearly demonstrates new knowledge | |
| 1.B | Limited demonstration on application new knowledge | Demonstrates application of new knowledge | Clearly demonstrates application of new knowledge | |
| Do/Teach (Learning application) | | | | |
| B.1 | Limited demonstration of new knowledge | Demonstrates knowledge | Clearly demonstrates new knowledge | |
| B.2 | Limited demonstration on application new knowledge | Demonstrates application of new knowledge | Clearly demonstrates application of new knowledge | |

Total possible Points = 12

Discussion

The discussion utilizes the following prototype:

1. I introduce a statement about the discussion topic or subject matter (sometimes I previously assign the student to find information).
2. The student responds to the question or topic information in a succinct but adequate way as provided by the instructor.
3. The student responses to one or more times to one or more student(s) as assigned.
4. The instructor may or may not also participate with the students in the discussion or may provide information to help guide the discussion.

Rubric

| | Beginning 1 point | Developing 2 points | Accomplished 3 points | Exceptional 4 points | No Response |
|---|---|---|--|---|--------------------|
| Topic or subject (first posting) | Description and explanation is limited | Fair description & explanation | Sufficient or good description & explanation | Effective description & explanation e | |
| Reinforces, clarifies, or disagrees with another student's posting (second post) | Demonstrates a limited relationship of information to another's posting | Nearly provides an association of information | The information sufficiently demonstrates an associative response | The information clearly and effectively demonstrates an associative response | |
| Line of Reasoning and reflects text information | Demonstrates limited reasoning and plausibility; limited reflection of text information | Fair rationale and credibility; fair reflection of text information | Rationale and plausibility is at an acceptable level of believability; reflects text information | Rationale and credibility is clearly communicated and clearly reflects text information | |
| Demonstrates Critical Thinking | Analysis is somewhat simplistic and generalized | Analysis demonstrates some reflection and judgment | Analysis demonstrates thoughtful breadth and depth | Demonstrates careful and deep reflection | |
| Succinct & adequate responses | Limited adequacy and either wordy or not to the point | Nearly adequate subject matter and fairly succinct | Sufficient brevity and satisfactory description & explanation | Concisely and efficiently covers the subject matter | |

Theme Paper

- a. The student will select one tribe or tribal group that is *not one of the case studies* in the text to complete a search of the literature. You may use a tribe or tribal group mentioned in the text as long as it is not a *case study* in the text. There are over 1,000 tribes and tribal groups in North America so the student should not have difficulty identifying a group. However, it is important to insure that the tribe or tribal group has enough source information for your paper.
- b. Complete an essay paper that is *5 to 7 text (body) pages* in length utilizing the *APA academic form and style*. Canvas has referencing guidelines and information on the left side bar. The Owl Purdue Referencing Lab is an excellent on-line source at <https://owl.english.purdue.edu/owl/resource/560/01/>.
- c. The paper must be double spaced word processed with *Times Roman New 12 point font* including standard 1" margins. Please number the pages. Please follow academic conventions of style and mechanics.

- d. Standard elements of academic research paper include front matter, text (body), and references or works cited (back or end matter). Only the text counts for the 5-7 page requirements.
- e. Minimum of *4 to 5 references* is required. However, I may penalize information and facts included in the paper without referencing. References must be from scholarly works including texts, journals, or other materials (manuscripts, personal journals, government reports, etc.). Only 3 - 4 electronic sources will be acceptable. The researcher evaluates and uses only quality electronic (internet) source. Electronic references must include relevant information in addition to internet address such as author, source of publication (credibility and qualifications of author are important factors).
- f. A minimum of *4 to 5 parenthetical citations* consistent with the references (list of sources) or works cited is required. Acknowledge the sources of ideas and information in the document in a consistent and accurate manner. Cite facts and opinions in a way that reflects the source of information of the statements in the writing. Research writing without complete and precise documentation may reflect inaccurate and poor research. Plagiarism is a violation of the NMSU student code of conduct, which has severe penalties. (Note: I am more interested in the students who use their own language in writing than attempting to paraphrase). Canvas has referencing guidelines and information on the left side bar. The Owl Purdue Referencing Lab is an excellent on-line source for parenthetical citations at <https://owl.english.purdue.edu/owl/resource/560/01/>
- g. It is required that your parenthetical references include source page numbers. This will result in a positive assessment of the research paper e.g. points.
- h. The theme paper shall reflect the subject matter of the course. The research topics should be consistent with the class objectives.
- i. Use of course text as references is discouraged, as the paper is a research project that assists the student in finding appropriate material from the library and other sources.
- j. It is important that the student follow the rubric carefully as some sections are worth more points. Thus, the expectation is that more quality information is required for some sections.
- k. The Canvas provides directions submitting reports (usually as a word-processed document attached to the assignment).

Evaluation Rubric for Theme Paper

Please review the rubric carefully and note the amount of points awarded for each category. Please use subheadings in your report as follows: a) Introduction, b) Origin Story, c) Culture Areas, d) Language & Language Group, d) Political Organization, e) Social Organization, f) Economy, g) Material Culture & Technology, h) Religious Beliefs & Practices, and i) Current Situation.

| Categories and Qualities | Beginning | Developing | Accomplished | Point Value |
|---|---|--|---|-------------|
| Introducing the idea: Introduction Statement | Neither implicit nor explicit reference is made to the topic that is to be examined | Readers are aware of the overall problem, challenge, or topic that is to be examined | The topic is introduced, and groundwork is laid as to the direction of the report | 3 |
| Genesis/Origin/ Creation Account | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the field of anthropology | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to anthropology field is evident | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable | 3 |
| Culture Areas Occupied | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the field of anthropology | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to anthropology field is evident | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable | 3 |
| Language & Language group | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the field of anthropology | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to anthropology field is evident | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable | 3 |
| Political Organization | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the field of anthropology | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to anthropology field is evident | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable | 3 |
| Social Organization | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the field of anthropology | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to anthropology field is evident | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable | 6 |
| Economy | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the field of anthropology | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to anthropology field is evident | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable | 6 |
| Material Culture & Technology | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the field of anthropology | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to anthropology field is evident | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is | 6 |

| | | | | |
|--|--|--|---|---|
| | | | unquestionable | |
| Religious beliefs & practices | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the field of anthropology | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to anthropology field is evident | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable | 3 |
| Current situation | Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the field of anthropology | All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to anthropology field is evident | The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable | 3 |
| Body: Flow of the report | The report appears to have no direction, with subtopics appearing disjointed | There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order | The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs | 9 |
| Clarity of writing and writing technique | Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident | Writing is generally clear, but meaning is sometimes hidden. Paragraph or sentence structure is too repetitive | Writing is crisp, clear, and succinct. Grammar, sentence and paragraph construction are correct | 9 |
| Conclusion: A synthesis of ideas is presented | There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review | The author provides concluding remarks that show an analysis and synthesis of ideas. Some conclusions, however, were not supported in the body of the report | The author was able to analyze and synthesize ideas and makes succinct and precise conclusions based on the review. Insights into the problem are accurate | 6 |
| Citations/References: Proper APA Format | Citations for statements included in the report were not present, or references which were included were not found in the text, or APA format was not used | Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing or APA format was not used | All needed citations were included in the report. References matched the citations, and all were encoded in APA format. | 9 |

Total possible points 69