My goals for teaching students of all backgrounds (not limited by age, gender, or ethnicity) are all grounded in being engaged in 21st century technology, providing a broader based understanding and interconnectedness between disciplines, and helping students become proficient in reading, writing, and analytical thinking. What drives me in the classroom is my own passion for learning and knowledge. I strive to pass this on to students by assigning what I feel are readings that can allow students to think outside of their comfort zone, have a greater understanding of the discipline, and learn to integrate the knowledge they attain into their own lives or the modern world. I spend a lot of time answering the questions: Who cares? Why learn this? Why does it matter? By the time students leave my class, I am confident they can answer at least one of these questions on one of the topics covered.
Why Study Native Americans?
Prior to Europeans contact, there were many flourishing societies in North America. What we often learn in history books does not fully define the various ways of life that these groups had.

What is this class about?
This class is a survey of Native American groups that lived in the United States prior to contact. These groups had contact with one another but many different ways of life. You will learn how different these groups were and how those differences are often regionally based depending upon the environment they lived in.

Why should you care?
The cultural history of America’s indigenous peoples is not only fascinating, it has had an impact on America today. There are remnants of Native American culture in a lot of American culture in the modern world. For instance, many people have Native American arts and crafts inspired jewelry and decorative art pieces. Furthermore, Native American foods have become part of the American diet, for instance, corn. There is also the importance of learning about different cultures than your own to appreciate not only other people, but also to appreciate your own cultural identity.
**Read.**
You will read assigned books – see pages listed below. You will also have assigned readings posted on the course website.

**Think. Ask. Discuss.**
This is an interactive online class. I really encourage discussions and interactions have a more engaging learning environment. I expect you to ask questions when you need clarification or more information. There are not stupid questions – so please ask away!

**Write.**
You will be writing in an online journal throughout this course. This writing should be based upon the assigned readings and will provide and means for you to have a better understanding of the material assigned.

**Watch.**
You will be watching short videos and a documentary to supplement the course readings.

**Present.**
You will be responsible for presenting a digital humanities project via video, PowerPoint, Prezi or another form of visual presentation.

**Important Dates:**
- Last day to drop with a full refund: 10/25/13
- Last day to drop without a “W”: 10/25/13
- Film report Due: 11/3/13
- Veteran’s Day Holiday: 11/11/13
- Website Review Due: 11/17/13
- Last day to drop with a “W”: 11/27/13
- Thanksgiving Holiday: 11/28-29/13
- Digital Project Due: 12/1/13
- Final Exam due: 12/13/13

**Note:** There will be 9 discussion posts and 8 quizzes due throughout the course. Please see the ETDES discussion board and Assignments, Tasks, and Surveys Tab for due dates.

**Textbook:**
ISBN: 9780205121564
Publisher Website: [http://bit.ly/1eKdvwO](http://bit.ly/1eKdvwO)

**Note – You need the listed edition for this class**

**Textbook Reading Assignments**

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Chapter</th>
<th>Chapter Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/27/13</td>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td>11/3/13</td>
<td>3 and 4</td>
<td>Artic and Subarctic</td>
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<tr>
<td>11/10/13</td>
<td>5 and 10</td>
<td>Plateau and Plains</td>
</tr>
<tr>
<td>11/17/13</td>
<td>6</td>
<td>Northwest Coast</td>
</tr>
<tr>
<td>11/24/13</td>
<td>7 and 8</td>
<td>Great Basin and California</td>
</tr>
<tr>
<td>12/1/13</td>
<td>9</td>
<td>Southwest</td>
</tr>
<tr>
<td>12/8/13</td>
<td>11 and 12</td>
<td>Southwest and Southeast</td>
</tr>
<tr>
<td>12/13/13</td>
<td>13</td>
<td>Contemporary Issues</td>
</tr>
</tbody>
</table>

America is made up of people who came from someplace else. Even the Native Americans came over the Bering strait... America is what it is because people came from someplace else.

  - Isabel Wilkerson
EVALUATION OF STUDENT PERFORMANCE

Discussions                185 points
Website Review   30 points
Film report    30 points
Quizzes  120 points
Digital Project    60 points
Final Exam    75 points

500 Total Points possible
450-500   A
400-449   B
350-399   C
300-349   D
299 and below      F

ASSIGNMENTS

If you do not have a computer at home, you may use the Open Computer Lab during posted hours, located in Library, 2nd floor. Not having internet or a computer is not a valid excuse for late, incomplete, or missing assignments.

ASSIGNMENT SHEETS WILL BE POSTED ONLINE.
GRADING

Your grade in this course will largely be based upon your journal writing responses, examinations, and discussion posts. I have expectations for the work required for each level of academic accomplishments. You can measure your performance throughout the course by the following criteria:

Grade A: Deeply engaged in course material and discussions. An “A” student asks questions, participates in course discussions and does above average assignments. This student writes in the discussion forum regularly and has thoughtful comments and questions. This student logs on to the course website at least 5 times a week and has learned an above average amount of information and through readings, discussions, and examinations and is able to interpret their meanings. They present insightful interpretive claims that are unusually perceptive and may be unexpected.

Grade B: This student is engaged in course material and discussions. A “B” student asks questions, participates in discussions and does above average on examinations. This student writes almost regularly in the discussion forum but does not always have thoughtful insight or questions into the readings. This student logs in at least four times a week and has learned an above average amount of information. This student through examinations, readings, and discussions is able to identify key points but lacks clarity in interpretation of some topics.

Grade C: This student is modestly engaged in course material and discussions. This student logs in a few times a week and has learned an above average amount of information and through reading, examinations, and discussions and is able to summarize information but fails to interpret meanings. They write in the discussion forum, but not consistently and do not always have thoughtful responses in their writing.

Grade D&F: This student is not engaged in course material or discussions. Student logs in once or twice a week, or not at all. Exam scores are low and they miss a substantial number of discussions. This student, because of a failure to participate is unable to summarize or engage with the information being taught and fails to interpret meanings. They do not write regularly or at all in the discussion forum and rarely, if ever, have engaging and thoughtful responses.

Each assignment/examination will be equally weighted. Your grade will be determined by averaging your scores for each assignment, pop quizzes, mid – terms and final examination. The letter grade is assigned on the basis of an A being 90-100 percent of that figure; B, 80-90 percent; C, 70-80 percent; D, 60-70 percent; F, below 60 percent.

NOTE: Late assignments will not be accepted. Exceptions will only be made under the following circumstances; 1) authorized absences from the Administration (i.e., sports events, medical leave, bereavement), 2) illness supported by documentation from family physician or Student Health official, 3) special arrangement made with the instructor. Arrangements to make up missed work (assignments or exams) due to excused absences will be initiated by the student. These assignments must be made up within one week following the date the assignment was due. Otherwise, missed work will be assigned a grade of zero. Students will be allowed to make up any missed exams only if the instructor is notified in advance. No student will be allowed to take an exam prior to its scheduled time.

Remember that it is better to turn something in – even if you think you may fail – 59 points towards your total is a lot better than 0 points. Even though they are both F – the 59 points do matter!
Grade Tracker – Fill in the total points from each assignment. Divide by the total possible points to get your grade on that assignment. To get your final grade, add all of your points and divide by 500.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
</tr>
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<tbody>
<tr>
<td>Discussions</td>
<td>185</td>
</tr>
<tr>
<td>Quizzes</td>
<td>120</td>
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<tr>
<td>Film Report</td>
<td>30</td>
</tr>
<tr>
<td>Website Review</td>
<td>30</td>
</tr>
<tr>
<td>Digital Project</td>
<td>60</td>
</tr>
<tr>
<td>Final exam</td>
<td>75</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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Course Contacts:

Name: _______________________________________________________________________________________

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ACADEMIC DISHONESTY AND PLAGIARISM

Academic dishonesty of any type by a student provides grounds for disciplinary action by the instructor or college. Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. When you incorporate those words and ideas into your own work, you must give credit where credit is due. Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated. Anyone found to be plagiarizing or cheating will (1) receive a zero (fail) on the assignment, and (2) be referred to the Vice President of Student Services for further disciplinary action, following due process. For more information please see the Board Rules on Student Discipline.

COURSE REPEATABILITY

Effective Summer 2012, course withdrawal (“W”) will count as an attempt at a course in the same way substandard grades (“D”, “F”, or “NP”) always have. Only three attempts of any one course will be allowed, with some exceptions.

ATTENDANCE AND DROP POLICY

The only students who may attend classes are those who have been admitted to the college and are in approved active status. Students are expected to attend every meeting of all classes for which they are registered. Violation of this regulation may result in exclusion from class as specified in Administrative Regulation E-13. If you stop attending a class (or wish to drop a class) you must drop the class yourself – officially – over the Internet. Failure to do so may result in a grade of “F” in that class.
DO YOU NEED ASSISTANCE?

If you need assistance with writing or tutoring for your courses – check out THE LEARNING CENTER.

Need money for books, living expenses, course fees? The FINANCIAL AID office may be able to help.

ACCOMMODATIONS STATEMENT

If you are a student with a learning or physical disability and require classroom accommodations, please contact the DSPS office. The Services for Students with Disabilities (SSD) Office is located in Student Services Building, Room 320. SSD Office hours are Monday-Thursday: 8:30 a.m. 4:30 p.m. Friday: 9 a.m.-1 p.m. To reach SSD by telephone call (310) 287-4450. After office hours, please leave a message. SSD can also be contacted at: DSPS@WLAC.edu.

Check out the Tell El-Hibeh webpage to learn more about my research.


Professor Heikkinen cleaning a mummy in Egypt.