The University of South Dakota  
College of Fine Arts  
Department of Art  

AIS/ARTH 251  
American Indian Art History  
Desire2Learn  
Summer 2018 Syllabus  

3 Undergraduate Credit Hours  

Text  
The required textbook for this course is:  

Contacting the Instructor  
Please e-mail me through D2L. My ID is cegeu@d2l.sdbor.edu I will have “Virtual Office Hours” on Mondays and Wednesdays from 9:00 a.m. to 10:00 a.m. I understand that you will have questions at times other than these but in order to keep my professional life in order I must have a designated time to concentrate on answering your questions. I will not be checking into the D2L course and responding to you on a daily basis. That may seem difficult to you because the immediacy of the Internet makes all of us expect immediate turn-around times. All emails will be responded to within 48 hours Monday through Friday. You must sign your name to your emails so that I know with whom I am corresponding.
Getting Started

To get started in the course, you need to access the course in Desire2Learn (D2L). This can be done via the USD student portal, http://my.usd.edu or directly via https://d2l.sdbor.edu The course should be listed under “My Courses.” Note: You will be able to access the course one month before its official start date. The Course Homepage will coordinate your work in this course. You should immediately read the Syllabus, Course Description, and Course Introduction. When you finish reading these documents you will have a clear picture of how to operate in the course. You may want to print these documents and keep them handy.

You should familiarize yourself with the various tools that will be used during the course:

- **Content:** where course materials are located
- **Assessments:** where you will access your Grades and Quizzes (exams).
- **Communications:** where you access the weekly Discussions
- **Resources:** where you will find the Classlist (which you can use to contact me via D2L email)
- **Course Mail:** located at the very top right side of the course page in the gray bar. Course Mail will be used by me for all official course correspondence. When you have unread Course Mail, a red badge will appear on the email icon.

For information about the university’s technical, academic, and student support services, as well as how to take advantage of these services, please refer to the Online Student Handbook at http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx This document also contains important information pertaining to minimum technology requirements, registration information, and other university services and policies.

Technical Standards

You will find information on technology requirements and support in the Online Student Handbook found at http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx or in the course D2L site on the left side of the home page or under Content. If you are unsure as to whether or not your computer meets these requirements, or if you require any technical assistance, please contact the ITS Help Desk at 877.269.6837, 605.677.5028, or helpdesk@usd.edu

Please contact the Help Desk immediately so that your questions/problems can be resolved as soon as possible. It is your responsibility to resolve any issues with access to the course so that you can begin to participate in the course on the first day of the semester.

Course Prerequisites

There are no prerequisites for this course.

Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.
Objectives

Upon completion of the course students will have:

- Achieved an understanding of the diversity and richness of American Indian art.
- Acquired the ability to visually analyze art forms.
- Developed research, writing, and critical thinking skills.
- Please refer to the specific objectives of each lesson for more details.

Description

This course surveys American Indian art ranging from traditional to contemporary.

Course Introduction

The history of Native North American art is a very complex and sophisticated history. The visual arts have served as the carriers of culture for Native American societies. Through the study of these visual records, the student can better understand the rich cultures of Native America. This course is organized to follow the chapters in your textbook. Chapter 1 serves as an introduction to the course and contains many of the general concepts of art and its history with emphasis placed on how these Western concepts can be applied to Indian art.

Chapters 2 through 6 focus on the historical arts of the five major regions of North America: The Southwest, the East, the West, the Northwest Coast, and the North. You will discover, through your readings, that there are many continuities and unities of traditions despite all of the historical odds placed against these cultures. Each people is examined pre-contact and post-contact. Art forms are discussed according to the significance they held for the society and for their aesthetic properties. The effect of Western contact on the people is explored and the devastation to their way of life explained. The last Chapter examines contemporary art and the ways Native artist have engaged in Western artistic movements including modernism and post modernism. By studying Native art you will gain insight into “philosophies and historical experiences that can’t be recovered from written sources.” As Mohawk historian Deborah Doxtator has written, “visual metaphors impart meanings that sometimes do not have words to describe them.”

The pre-contact indigenous peoples produced beautiful objects that were used in daily life or in ceremonies and rituals. The colors, forms, motifs, and methods of production all reflected the tribe’s culture, ancient traditions, and ways of understanding its world. There was no separation, as there has tended to be in Western traditions, between art and everyday life. Artists were important to Native communities and, in many societies, were held in high esteem for their talents. Post-contact, the lives of indigenous people were destroyed as was their way of life. They have had to struggle to survive. The artists have changed and evolved through this time of turmoil. Some changes have been minor as the art form as been preserved as a means of tribal identification and affirmation of tradition. Some Native artists’ works have evolved along similar paths to the Western traditions.

Western historians have, for the most part, always draw a distinction between fine arts and crafts with fine arts being more “important” than crafts. Your textbook authors conclude with the statement that “the very category ‘art,’ that remains so closely identified to the notion of the autonomous, material object, fragments the integrity of Native expressive systems in
which material objects act as connective points among peoples and as metaphors for ideas central to Native cultures.”

Statement of Compliance with the Americans with Disabilities Act
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds E-mail: disabilityservices@usd.edu

Course Guidelines and Assignment Guidelines
You should read both the textbook chapter assigned and the information provided for you in the course guide for each lesson. The course includes seven assignments that must be typed before submitting electronically within the course for class discussion and grading. Before attempting any assignment, read all of the material provided.

Papers must be typed, double-spaced, 12 point Times Roman font, one inch margins on all sides using Microsoft Word. You should use one of the writing styles – MLA, APA, or Chicago. Proofread your work carefully! While spell checker programs are helpful, they do not replace proofreading.

Each individual lesson in this course guide provides you with specific details; however, for your convenience, an outline of the course follows under Course Schedule. The lessons must be completed in the order shown.

There are seven assignments worth ten points each that you must submit to the course discussion board for class discussion and grading by your instructor. The following steps are designed to help you prepare successful written assignments. Please read them carefully before completing each written assignment.

1. Read the course guide and textbook assignment.

2. Write down the question word for word. This step will place the question in front of you, making it easier to refer to the question while answering it.

3. Read and study the question so that you understand its meaning and requirements. This will allow you to write a complete answer. Pay careful attention to each part of a multiple part question, making sure you answer all the parts in you essay.
4. **Plan your essay.** Write an outline of your answer addressing each point you want to make in your essay.

5. **Write a first draft.** These assignments are designed as a way for you to demonstrate your understanding of and express your thoughts on the material being covered in your own words. If you supplement your response with information or ideas from the text or another source, you must credit that source (as I did my sources in the Course Introduction). The length of your essays will vary according to the questions being asked.

6. **Write your finished essay.** Spelling, grammar, style, and documentation are all important in a college level class. I expect well-written and well-organized answers. *Proofread your work carefully!*

7. **Post your essay to the proper discussion number.** Post your essay by either attaching it as a Microsoft Word document file to a message within the discussion or pasting it into your discussion posting. Posting it as an attachment is preferred since pasting it into a message will cause all formatting to be lost.

The purpose of the written assignments is to give you the opportunity to apply the information you are learning in the course. Each assignment should be approached with the knowledge you have gained throughout the course. Many times you will need to refer to earlier information to interpret and understand new material.

Assignments will be evaluated based on your ability to apply the information you are learning to the questions being answered. Be sure to incorporate the vocabulary and concepts you learn in your written answers. I will know you understand the information you are studying when you are able to coherently and correctly apply it in your assignment answers.

**Online Discussion Guidelines**

There are seven online discussions for this course worth five points each for a total of 35 points. These discussions focus on the papers that each student submits, one for each of the seven lessons in the course. The discussion will be used to make comments on the papers submitted by your classmates. This will require you to read their papers and to thoughtfully respond to their research and writing.

“Attendance” and presence are required for this class thus participation in the Online Discussions is mandatory for this class. Students are expected to log on to the discussion a minimum of three times per week and are expected to post a relevant and substantive contribution to the discussion at that time. **These three postings must occur in three separate sessions and on three different days.** You must post your paper to the proper discussion question by the deadline noted in the syllabus. This does not count as one of the three required discussion question postings. Then you need to post three times to the discussion. For example, you might post your first response to one of your classmates’ essays on Monday, respond to the post of a classmate on Tuesday, and post for the third time on Friday by responding to a classmate’s comment on your essay. You will find the dates that each discussion closes in D2L under each discussion topic.

Because this is a university course, you are expected to carefully proofread your postings. This includes using full sentences, proper grammar and punctuation, and correct spelling.
Simply saying “great essay” or “I agree” is not considered a substantive contribution. You must support your position or begin a new topic or add somehow to the discussion when logging on. You will be awarded one point each for your first three logons. The other two points will be awarded based on the relevance and substance of your postings and are only available once you have completed the minimum of three postings. An effective posting will contain terms and concepts from the lessons that relate to the question being discussed. You cannot pass this class without participation in the online discussion.

Discussion question grades are posted after the first three discussions, at midterm, and at the end of the course. Please contact the instructor through private email at any time during the semester for an update on your discussion question points. The instructor will contact students individually if they are not meeting the posting requirements.

During Online Discussions you are expected to use good “netiquette” such as:
1. Check the discussion frequently and respond appropriately and on subject.
2. Focus on one subject per message and use pertinent subject titles.
3. Capitalize words only to highlight a point or for titles. Capitalizing otherwise is generally viewed as SHOUTING!
4. Be professional and careful with your online interaction.
5. Cite all quotes, references, and sources.
6. When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
7. It is considered extremely rude to forward someone else’s messages without his or her permission.
8. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :) or ;) to let others know that you are being humorous.
9. If something angers you, do not respond immediately. Wait and carefully formulate your response so that it is respectful.
10. Never say anything you would not want to see on the front page of your local newspaper.

[The above “netiquette” guidelines were adapted from Arlene H. Rinaldi’s article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.]

**Course Schedule**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Reading Assignment</th>
<th>Written Assignment/Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One</td>
<td>Chapter 1</td>
<td>Write a 2-3 page essay discussing how materials used to create Aboriginal objects are seen as powerful by Native people. What does it mean for wood or stone to be called</td>
</tr>
</tbody>
</table>
| Lesson Two | Chapter 2 | Write a 2-3 page essay answering the following question: Is there a difference between a Kachina and a Kachina doll? What are the differences, if any? What are the similarities?  
**Date Due:** Post on or before Sunday, June 10th at 11:55 p.m. |
| Lesson Three | Chapter 3 | Write a 2-3 page essay answering the following question: On page 107 your textbook authors state “the accounts of early ethnologists who studied these tribes and codified them are full of internal contradictions because they sought to freeze and codify what was, in fact, a world in flux.” Why were these early studies full of contradictions? Why is it so difficult, if not impossible, to identify and categorize a specific artistic style from a specific Eastern people?  
**Date Due:** Post on or before Sunday, June 17th at 11:55 p.m. |
| Lesson Four | Chapter 4 | Write a 2-3 page essay answering the following question: What is the Ghost Dance? What role did it play in indigenous society? This essay is going to require outside research in order for you to include details of the Dance and the costumes and art objects used in the ceremony.  
**Date Due:** Post on or before Sunday, July 1st at 11:55 p.m. |
<p>| Lesson Five | Chapter 5 | Write a 2-3 page essay answering the following question: Should Native peoples be able to use the feathers of birds protected by U.S. environmental laws to create masks and other objects used for ritual ceremonies? Why or why not? Is this an issue of religious freedom? Do laws of religious freedoms |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Chapter(s)</th>
<th>Assignment Description</th>
<th>Date Due: Post on or before Sunday, July 8th at 11:55 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Six</td>
<td>Chapter 6</td>
<td>Find an example of a Northwest Coast chest or blanket that features a formline design. Create a drawing similar to the one on page 215 in your textbook showing the primary formlines in black and the secondary formlines in red.</td>
<td></td>
</tr>
<tr>
<td>Lesson Seven</td>
<td>Chapters 7 &amp; 8</td>
<td>Write a 2-3 page essay answering the following question: Select a work in the modernist style by Yankton Sioux artist Oscar Howe. Describe the traditional meaning and symbolism in the work and contrast these with the style of the painting. Include a reproduction of the work with your paper.</td>
<td>Date Due: Post on or before Sunday, July 22nd at 11:55 p.m.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Comprehensive</td>
<td>Covers Chapters 1-8, must be taken between July 28 and August 3, 2018</td>
<td></td>
</tr>
</tbody>
</table>

**Examination Guidelines**

The final exam will be worth 100 points and consist of 10 fill in the blank and 40 multiple choice questions. The final exam is closed-book, online, and proctored. You may not use any outside materials on the exam. To take the exams, you will go to your proctor’s office and access D2L. Once you are at the course homepage you will click on quizzes in the course menu. This will take you to the quiz/exam page. Click on the final exam. Your proctor will give you the password, which will give you access to the exam. The exam covers the material in Lessons 1-7. The exam is available online and must be taken during the week scheduled in the syllabus. It is your responsibility to contact your proctor and make arrangements to take the exam during the designated dates. **The final exam must be taken July 28 - August 3, 2018.**

The exam follows the written exercises and is comprised primarily of information and discussion material from the textbook, syllabus, and written assignments. Vocabulary terms will be included on this exam. Use the Self-Test/Study Questions found at the end of each of the online lessons to prepare for the exam. Students will find a topic heading under Discussions where they can post questions that they need help with and to check their answers to the questions. The instructor will answer all questions before the students take the exams.
You will not be permitted to use books, notes, or other materials for these examinations. Exams must be taken in the presence of an approved proctor.

Students living in Vermillion:
- Must test at the Vermillion Testing Center
  - **Do not need to turn in a proctor form**
  - Must make an appointment at least one business day in advance

Students testing at the Pierre, Rapid City, or Sioux Falls Testing Centers:
- Do not need to turn in a proctor form but **must** email us to let us know where they are testing

Students testing anywhere else:
- Must turn in a proctor form at least one week before the exam opens

Students are encouraged to list multiple classes on one proctor form. If a student has multiple proctors, they must fill out one form for each proctor. Proctors can be a professional testing center, librarian, full time instructor at a university or college, high school principal or superintendent, full time high school teacher, high school guidance counselors, or full time member of the clergy. For students in the armed forces, education officers or an officer of a higher rank are also permissible. We cannot approve HR representatives or secretaries.

Pierre Area: Capital University Center 605-773-2160
Rapid City Area: University Center 605-718-4193
Sioux Falls Area: University Center 866-220-7085 or 605-367-5989
Vermillion Area: Continuing Education at USD 800-233-7937 or 605-677-6240

The proctor form can be found on the left side of the course home page or under Content in D2L. Fill out this form and send it to Continuing Education at the address provided. Students are required to submit their proctor form by **Friday, May 18, 2018**. New proctor forms must be submitted each semester. If the proctor form is not returned by **Friday, May 18, 2018** the student will not be able to take the required exams.

Continuing Education
The University of South Dakota
414 East Clark Street
Vermillion, SD 57069
Or faxed to: 605.677.6118.

Your exam will not be returned to you but will be kept on file online in D2L. You will be notified online of your grade.
**Course Policies**

**Grading**

The following is a summary of the total points to be earned for each assignment in the course. You may wish to use the space provided to keep track of the points you earn.

Each assignment will weigh the same as another. I will expect and take into account your increasing insight and quality of expression as you go. Written essays are worth 10 points each and are graded according to your ability to *effectively* answer the questions. An effective answer will contain terms and concepts that relate to the question asked. This is your opportunity to show me you understand and are able to apply the new information you are learning. Points will be given by the instructor for each essay and posted to “Grades” in D2L during the week that the essay is due.

The discussions are worth 5 points each for a total of 35 points. You will be awarded one point each for your first three logons. The other two points will be awarded based on the relevance and substance of your postings. An effective posting will contain terms and concepts from the lessons that relate to the question being discussed. Discussion question grades are posted at midterm and at the end of the course. Please contact the instructor through private email at any time during the semester for an update on your discussion question points.

The Final Exam will be graded on a point basis with a letter grade assigned. The grade you see when you finish your exam may not be your actual grade for the exam. The instructor must go in after you complete the exam and double-check your answers on the fill in the blank questions. Your grade may go up as a result of this review, it will never go down! You can view the adjusted grades by clicking on My Grades on the course menu or homepage no later than one week after the end of the exam period.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One Essay</td>
<td>10 points</td>
</tr>
<tr>
<td>Lesson Two Essay</td>
<td>10 points</td>
</tr>
<tr>
<td>Lesson Three Essay</td>
<td>10 points</td>
</tr>
<tr>
<td>Lesson Four Essay</td>
<td>10 points</td>
</tr>
<tr>
<td>Lesson Five Essay</td>
<td>10 points</td>
</tr>
<tr>
<td>Lesson Six Essay</td>
<td>10 points</td>
</tr>
<tr>
<td>Lesson Seven Essay</td>
<td>10 points</td>
</tr>
<tr>
<td>Discussions (5 points each)</td>
<td>35 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
<tr>
<td>Total Available Points</td>
<td>205 points</td>
</tr>
</tbody>
</table>
Grading Scale
Below are the point values and percentage of the final grade assigned to each component of the course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven Written Essays</td>
<td>70</td>
<td>34%</td>
</tr>
<tr>
<td>Seven Discussions</td>
<td>35</td>
<td>17%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>49%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>205</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: You must pass the final exam to pass the course.

The final grade depends upon the total number of points you achieve and will be computed using the following grading scale based on total points awarded for the seven written assignments, seven discussions, and the final exam. It is important to complete all the work to maximize the total number of points.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>184 to 205 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>164 to 183 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>143 to 163 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>123 to 142 points</td>
</tr>
<tr>
<td>F</td>
<td>59% or less</td>
<td>below 122 points</td>
</tr>
</tbody>
</table>

Posting of Grades
All grades, including the course grade, will be posted on D2L and available to students to view by using the Grades link. You can view the adjusted grades on exams by clicking on Grades on the course homepage no later than one week after the end of the exam period. Discussion question grades are posted after the first three discussions, at midterm, and at the end of the course. The instructor will provide feedback to students on exams and discussion when grades are posted and at any other time during the course per student request.
Other Course Policies

Policies and procedures covering this course are detailed in the Online Student Handbook.

Early Alert and Deficiency Grades
University policy requires instructors to submit Early Alert and Deficiency grades for students performing at the D level or below in a course. A student will receive an Early Alert report if the student has not completed the required postings and/or quizzes by the Early Alert deadline. A student will receive a Deficiency at midterm if the student has not completed the required postings.

Instructor Initiated Drop
The Instructor Initiated Drop will be used if the student has not participated in the course discussion by Friday, May 18, 2018 at 5:00 p.m. and/or has not participated in the required discussions by midterm. A student may also be dropped by the instructor for plagiarism or cheating as per College of Fine Arts policy.

Extra Credit
Extra credit is not offered in this course.

Make-up Policy
The exam must be taken on the scheduled date. Make-up exams will be given, at the instructor’s discretion, only to those who make prior arrangements or whose circumstances warrant this allowance.

Incomplete
The grade Incomplete (I) is given at the discretion of the instructor and only if arrangements are made by the student with the instructor for completing the course before the last day of the semester. A student then must complete the course before the end of the next semester or the grade automatically changes to F.

Course Evaluation
Students may be asked to evaluate the course using the institutional form as per the directives of the University.

Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
  a. Given a zero for that assignment.
  b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.