

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



## AIS/ARTH 251 American Indian Art History Desire2Learn

Fall 2009 Syllabus

3 Undergraduate Credit Hours  
This course includes 7 assignments and 1 exam.

### Text

The required textbook for this course is:  
Berlo, Janet Catherine and Ruth B. Phillips. *Native North American Art*. Oxford University Press, 1998, ISBN: 0192842188.

### 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.

## Technical Standards

You will find information on technology requirements and support in the Online Orientation Packet found at <http://www.usd.edu/ce/Orientation.pdf>

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](mailto:helpdesk@usd.edu)

## Course Prerequisites

There are no prerequisites for this course.

## 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” (p. 5).

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" (p. 238).

## 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. Disability Services is the official office to assist students through the policy of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:  
Ernetta L. Fox, Director  
Disability Services  
Room 119, Service Center  
605.677.6389  
[www.usd.edu/ds](http://www.usd.edu/ds); [dservices@usd.edu](mailto:dservices@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.

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. 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 “hello” 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. 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

Lesson	Reading Assignment	Written Assignment/Date Due
Lesson One	Chapter 1	Write a 2-3 page essay discussing the difference between the terms powerful and power-full as used to describe American Indian Art. What do these terms mean? How are they different? How can they be applied to works of art?  <b>Date Due: Post on or before Sunday, September 13<sup>th</sup> at 11:55 p.m.</b>
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?  <b>Date Due: Post on or before Sunday, September 27<sup>th</sup> at 11:55 p.m.</b>
Lesson Three	Chapter 3	Write a 2-3 page essay answering the following question: On page 92 your textbook authors state “the accounts of early ethnologists who studied these tribes and codified them are full of internal

		<p>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?</p> <p><b>Date Due: Post on or before Sunday, October 11<sup>th</sup> at 11:55 p.m.</b></p>
Lesson Four	Chapter 4	<p>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.</p> <p><b>Date Due: Post on or before Sunday, October 25<sup>th</sup> at 11:55 p.m.</b></p>
Lesson Five	Chapter 5	<p>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 supersede environmental laws?</p> <p><b>Date Due: Post on or before Sunday, November 8<sup>th</sup> at 11:55 p.m.</b></p>
Lesson Six	Chapter 6	<p>Find an example of a Northwest Coast chest or blanket that features a formline design. Create a drawing similar to the one on page 185 in your textbook showing the primary formlines in black and the secondary formlines in red.</p> <p><b>Date Due: Post on or before Sunday, November 22<sup>nd</sup> at 11:55 p.m.</b></p>
Lesson Seven	Chapter 7	<p>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.</p> <p><b>Date Due: Post on or before Sunday, December 6<sup>th</sup> at 11:55 p.m.</b></p>
Final Exam	<b>Comprehensive: Covers Chapters 1-7, must be taken between December 11 and December 18, 2009</b>	

## 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 December 11-18, 2009.**
- 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.
- Exams must be taken in the presence of an approved proctor. All students must submit a proctor form. The proctor form can be found at <http://www.usd.edu/ce/ProctorForm.pdf> Fill out this form and send it to Continuing Education at the address provided. Students are required to submit their proctor form by September 8, 2009. New proctor forms must be submitted each semester. If the proctor form is not returned by September 8, 2009 the student will not be able to take the required exams. Students must submit a separate proctor form for each class they are taking that requires a proctor for exams. Do not submit one form for all of your classes.

If you live in the vicinity of Pierre, Rapid City, Sioux Falls, or Vermillion, you are strongly encouraged to take your exams at established testing centers in those areas, as they are equipped to meet the varied needs of students.

USD Testing Site Hours	
<b>Continuing Education – Vermillion</b> <b>800.233.7937 or 605.677.6204</b>	Monday-Thursday 7:30am-6pm Friday 7:30am-5pm
<b>University Center - Sioux Falls</b> <b>866.220.7085 or 605.367.5989</b>	Monday 4:30pm-10pm Tuesday-Thursday 8am-10pm Friday-Saturday 8am-4pm
<b>Higher Education Center - Rapid City</b> <b>800.874.7518 or 605.394.6720</b>	Monday-Thursday 7am-7pm
<b>Capital University Center – Pierre</b> <b>605.773.2160</b>	Monday-Friday 8am-5pm

If you do not live near any of these locations, or if you need alternate provisions, you may propose a proctor that is the superintendent or principal of your local school, the county superintendent of schools, a librarian, a member of the clergy, the registrar or dean of a college or university or any professional. All proposed proctors must be approved by the Division of Continuing Education. To obtain a proctor form, please visit <http://www.usd.edu/ce/ProctorForm.pdf> The form is a PDF document which may be printed and sent to:  
Continuing Education

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

Note: Only one proctor form per semester per course needs to be submitted, and all students must complete and submit the form.

Your exam will not be returned to you but will be kept on file 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.

<i>Assignments</i>	<i>Points</i>
<b>Lesson One Essay</b>	10 points
<b>Lesson Two Essay</b>	10 points
<b>Lesson Three Essay</b>	10 points
<b>Lesson Four Essay</b>	10 points
<b>Lesson Five Essay</b>	10 points
<b>Lesson Six Essay</b>	10 points

<b>Lesson Seven Essay</b>	10 points
<b>Discussions (5 points each)</b>	35 points
<b>Final Exam</b>	100 points
<b>Total Available Points</b>	205 points

## Grading Scale

Below are the point values and percentage of the final grade assigned to each component of the course.

Seven Written Essays	70 points	34%
Seven Discussions	35 points	17%
Final Exam	100 points	49%
<b>TOTAL</b>	<b>205 points</b>	<b>100%</b>

**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.

A = 184 to 205 points
B = 164 to 183 points
C = 143 to 163 points
D = 123 to 142 points
F = below 122 points
F = below 105 points

## 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 Study 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 Tuesday, September 8, 2009 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 Dishonesty: University's Academic Dishonesty Statement**

#### **University Statement on Dishonest Assignments:**

*No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may 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.*

**Course Policy on Dishonest Assignments:** This class follows the official definitions of academic dishonesty as stated in the *Student Handbook*. The relevant passage is reproduced below. Any student violating this code of conduct will suffer the following consequences: A grade of zero will be recorded for the exam or research paper on which cheating or plagiarism takes place and a letter will be sent to the Vice President of Academic Affairs and the Dean of the student's program notifying them of the offense. If a second offense should occur the student will receive a grade of "F" for the semester and a second letter will be sent to the VPAA and Dean.

- A. *Academic Dishonesty: Acts of dishonesty, including, but not limited to the following:*
  1. *Cheating, which is defined as, but not limited to the following:*
    - a. *use or giving of any unauthorized assistance in taking quizzes, tests, or examination;*

- b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments: or*
  - c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.*
- 2. *Plagiarism, which is defined as, but not limited to, the following:*
  - a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with the practices of the discipline;*
  - b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers of other academic materials.*

### **Freedom in Learning**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.