

**Anthropology 3110  
Syllabus - Fall 2021**

**Contact Information/Office Hours**

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**Professor Note**

Most of the design of this syllabus and course are due to the hard work of Dr. Adam Dunstan, the professor of this course prior to me. I've made very few changes to the syllabus and course. The changes I have made include changes to assignments, particularly the number of required discussions, the discussion rubric, tests questions, and the format of the peoplehood project. I've also updated the course policies section and included additional videos in some course modules on Canvas.

**Course Introduction**

“Native survivance is an active sense of presence over absence” - Gerald Vizenor

This course explores the cultural diversity, ways of life, history, and present-day realities of the indigenous peoples of North America – those peoples present on this continent prior to the arrival of Europeans. This course will be particularly geared towards overcoming persistent and incorrect stereotypes among non-indigenous Americans about indigenous peoples. Where mainstream media represents Native Americans as a monolithic whole, we will use ethnographic studies and indigenous scholarship to show how there is no homogenous group of “Native Americans”: rather, there are hundreds of indigenous nations in North America, and we will attempt to briefly survey this vast and rich cultural diversity. Furthermore, while indigenous peoples and colonial assaults against them are often thought of as belonging to history, we will show the continuing struggles of indigenous nations for sovereignty and survivance against colonialism. A final overarching topic will be who has the right to speak about indigenous peoples and if research, itself, is colonial.

**Required Texts**

1. Steve Talbot, Native Nations of North America: An Indigenous Perspective. Pearson, 2015. (T)
2. All other readings will be posted on Canvas (C).

**Indigenous Voices**

To provide additional perspectives, this course will engage with indigenous voices and scholarship in a number of ways. Nearly all of the Canvas readings were written by Native scholars or authors; there are also a number of videos by or featuring indigenous persons.

**Learning Objectives**

Students will:

1. Comprehend cultural diversity among North American indigenous populations, past and present, and discuss examples of specific indigenous cultures.
2. Apply scholarly theories, including the peoplehood matrix, to analyze contemporary indigenous issues.
3. Assess ideological and social factors leading to colonialism historically.
4. Analyze the continuing impacts of colonialism and social, economic, political, and cultural factors affecting present-day issues of sovereignty and survival for Native Americans.
5. Design a presentation on the traditional culture and contemporary situation of an indigenous nation.
6. Assess power dynamics, history, and issues of authority relative to anthropological research of Native Americans.

**Assignments**

**Course Website:** All course materials, readings, and any other resources necessary for this course will be available on Canvas. All assignments, discussions, and tests must be submitted on Canvas or to my UNT e-mail directly if you are having issues with Canvas. Please use your UNT e-mail ONLY to communicate with me or submit assignments. **All due dates are on the course schedule.**

**Introduce Yourself Discussion:** Please take time to introduce yourself to your peers by telling us a little bit about your background. What interests you about this class? What do you expect to learn in this course? Respond to at least one classmate. See Canvas for details.

**Discussion Board Posts/Response Posts:** Students will complete eight discussion board responses which are related to the assigned readings. As part of this assignment, students will also respond to the discussion board post of one of their peers. Use discussion rubric for all responses.

**Peoplehood Project:** Students will develop a poster in which they holistically describe an indigenous nation, and challenges to the peoplehood of this group, based upon research with primary and/or scholarly sources. Additional information is provided on Canvas.

**Tests:** Students will complete three tests via Canvas over the course materials for each of the three units.

**Objectives/Assignments Correlation Table**

<b><u>Objective</u></b>	<b><u>Assignment</u></b>
1: Comprehend diversity among North American indigenous populations, past and present, and discuss examples of specific indigenous cultures.	<b>Peoplehood Project</b> <b>Tests 1, 2, 3</b> <b>Discussions 2, 6, 7, 8, 9</b>
2: Apply scholarly theories, including the peoplehood matrix, to analyze contemporary indigenous issues.	<b>Peoplehood Project</b> <b>Tests 1, 2, 3</b> <b>Discussions 1, 2, 6, 8, 9, 14</b>
3: Assess ideological and social factors leading to colonialism historically	<b>Tests 1, 2, 3</b> <b>Discussions 4, 7, 13</b>
4: Analyze the continuing impacts of colonialism and social, economic, political, and cultural factors affecting present-day issues of sovereignty and survival for Native Americans.	<b>Peoplehood Project</b> <b>Tests 1, 2, 3</b> <b>Discussions 6, 7, 13, 14</b>
5: Design a website on the traditional culture and contemporary situation of an indigenous nation.	<b>Peoplehood Project</b>
6: Assess power dynamics, history, and issues of authority relative to anthropological research of Native Americans.	<b>Tests 1, 2, 3</b> <b>Discussion 15</b>

**Grading Scale**

900-1000 A / 800-899 B / 700-799 C / 600-690 D / 0-599 F

**Grading Composition**

Introduce Yourself Discussion.....10 Points  
 Discussion Boards ..... 240 Points  
 Test 1.....200 Points  
 Test 2.....200 Points  
 Peoplehood Project.....150 Points  
Test 3.....200 Points  
 Total..... 1000 Point

**Course Policies**

## Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

## Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

## Class Participation

### Late Work

Late assignments, discussions, and tests will not be accepted unless you have shown that there is a legitimate (i.e., medical emergency, loss of a family member, etc.) reason your work is late.

## Examination Policy

Tests are open-book exams. You will have at least seven days to complete each test. There are no timed tests in this class. If you lose Internet connection during an exam, let me know immediately and I can extend the due date for you. Make-up exams are allowed when there is a legitimate excuse (i.e., medical emergency, loss of a family member, etc.).

## Assignment Policy

All due dates with assignments are posted on Canvas. They are also on the course schedule at the end of this syllabus.

Extra Credit: Extra credit will be offered on some assignments, discussions, and tests.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

## Instructor Responsibilities and Feedback

Include a statement:

- After having completed a discussion, you should expect to see your grade (with feedback, if applicable) within 7 days (1 week).
- After having completed a Test, you should expect to see your grade immediately.
- After having completed the peoplehood project, you should expect to see your grade (with feedback) within 7 days (1 week). I am available on Fridays between 8:00 AM and 9:30 AM. I am also available by appointment. You can contact me via email at [kimberly.wren@unt.edu](mailto:kimberly.wren@unt.edu). All emails must be submitted from your UNT e-mail address. Please give me 24 hours to respond before you send a follow-up email during the week and give me until Monday if you send an email on the weekend.

## Withdrawal

If you are unable to complete this course, you must officially withdraw by the University-designated date (for a “W” with instructor approval). Withdrawing from a course is a formal procedure that YOU must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F”.

## Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

## Copyright

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

## UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

### Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct \(https://deanofstudents.unt.edu/conduct\)](https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect \(https://it.unt.edu/eagleconnect\)](https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration

dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website \(http://spot.unt.edu/\)](http://spot.unt.edu/) or email [spot@unt.edu](mailto:spot@unt.edu).

### Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-5652648.

### Important Notice for F-1 Students taking Distance Education Courses

#### Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website \(http://www.ecfr.gov/\)](http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

#### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must

obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

### **Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## **Academic Support & Student Services**

### **Student Support Services**

#### *Mental Health*

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

#### *Chosen Names*

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### *Pronouns*

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

### *Additional Student Support Services*

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

### **Academic Support Services**

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

### **A Note on the Syllabus and Schedule**

Syllabus and schedule are subject to change at instructor discretion; please check email and Canvas regularly for updates.

### **Course Schedule**

<b>Weeks</b>	<b>Lesson</b>	<b>Readings/Videos</b>	<b>Assignments</b>
	<b>Unit 1 – An Alternative History of North America</b>		
<b>Week 1</b>	Lesson 1: Indigenous Peoples of North America	Talbot: Chapter 1 Canvas: Blackhorse, “Native American’ or ‘American Indian?’” 1 and 2. Canvas: NCAI, “Proud to Be” (Video)	Introduce Yourself Discussion Discussion 1 Extra Credit
<b>Week 2</b>	Lesson 2: Nationhood and Sovereignty	Talbot: Chapter 2 BB: Grinde and Johansen, “Reaching the Grassroots: The Worldwide Diffusion of Iroquois Democratic Traditions”	Discussion 2
<b>Week 3</b>	Lesson 3: Colonialism – The First 500 Years	Talbot: Chapter 3, and pages 96-109	Discussion 3
<b>Week 4</b>	Lesson 4: Colonialism – the First 500 Years – Pt 2	Canvas: Champagne, “Assimilation, Integration, and Colonization” Canvas: Dunbar-Ortiz, “The Great Sioux Nation and Resistance to Colonial Land-grabbing”	Discussion 4

<b>Week 5</b>	Lesson 5: Indigenous Nations and the State of Texas	Canvas: Wichita and Affiliated Tribes, "History" Canvas: TCH, "Caddo Mounds Historic Site" (Video) C: Sabo, "Dancing into the Past: Colonial Legacies in Modern Caddo Indian Ceremony"	<b>Test 1</b>
	<b>Unit 2 – Indigenous Peoplehood</b>		
<b>Week 6</b>	Lesson 6: Cultural Perseverance and Language Revitalization	Talbot: Chapter 6 Canvas: Holm, Person, and Chavis, "Peoplehood: A Model" Canvas: Cushman, "We're Taking The Genius of Sequoyah into This Century"	Discussion 5
<b>Week 7</b>	Lesson 7: Land and Subsistence	Talbot: Chapter 7 Canvas: Cajete, "Native Ecology" (Video)	Discussion 6
<b>Week 8</b>	Lesson 8: Storytelling, Place- making, and Language	Canvas: Basso, "Wisdom Sits in Places" (Excerpt)	Discussion 7
<b>Week 9</b>	Lesson 9: Sacred Lifeways, Sacred Lands	Canvas: Kelley and Francis, "Places Important to Navajo People"	Discussion 8 Extra Credit
<b>Week 10</b>	Lesson 10: The Potlatch and other Ceremonies of Giving	Canvas: Boas, "The Indians of British Columbia" Canvas: U'mista Cultural Center, "Potlatch" (Website)	<b>Test 2</b>
	<b>Unit 3: Cultural Survival in the 21st Century</b>		
<b>Week 11</b>	Lesson 11: Political Economy of Tribes, Part 1	Talbot: Pages 87-117 and 275-292 Canvas: Huey, "America's Native Prisoners of War" (Video)	
<b>Week 12</b>	Lesson 12: Political Economy of Tribes, Part 2	Canvas: Lomawaima and McCarty, "When Tribal Sovereignty Challenges American Democracy"	<b>Peoplehood Project</b>
<b>Week 13</b>	Lesson 13: Energy, Environmental Justice, and Resource Colonialism	Talbot: Pages 292-317 and 325-344 Canvas: Estes, "Fighting for our Lives: #NoDAPL in Historical Context" Canvas: NCAI, "Climate Change"	Discussion 9
<b>Week 14</b>	Make-up Week		
<b>Week 15</b>	Lesson 15: Borders	Talbot: Chapter 11 Canvas: MacKenzie, "Judas Off the Noose" (pages 355-370)	Discussion 10

		Canvas: "The Tohono O'odham Nation Opposes a 'Border Wall'" (Video)	
<b>Week 16</b>	Lesson 16: Research and Representation	Canvas: Deloria, "Anthropologists and Other Friends" Canvas: Tuhiwai- Smith, "Decolonizing Methodologies" (Excerpt) Canvas: Sarris, "Mabel McKay: Weaving the Dream" (Excerpt)	<b>Test 3</b>

**Note:** Syllabus and schedule are subject to change at instructor discretion; please check email and Canvas regularly for updates.

**Note:** "I" refers to readings from the Talbot textbook (*Native Nations of North America*); "C" refers to readings or videos made available on Canvas.