

**Literature, History, and Sovereignty of Indians in  
the Upper Midwest  
English 350-276  
Summer 2013**

**Michael D. Wilson  
michael@uwm.edu  
Online**

## **COURSE DESCRIPTION**

The purpose of this course is to provide students with a strong background in the history, literature, and the legal/political standing of different tribes in the Upper Midwest, especially the tribes that now reside in Wisconsin.

We will also use our course readings to examine multiculturalism, particularly as it relates to “race,” class, and gender. We will examine the strengths and weaknesses of multiculturalism in academic and corporate environments; and the varying perspectives on such issues as affirmative action and “political correctness.”

Most important to our classroom community is the understanding that this class is not designed to instill guilt in students or to argue for a political ideology. Instead, it is my goal that this class will help students articulate – in an informed and scholarly way – their own informed conclusions regarding the political, aesthetic, and pedagogical place of indigenous people in Wisconsin and in America.

Major goals in this class:

- For students to be able to articulate in a knowledgeable and scholarly way the history and backgrounds of Indian tribes in Wisconsin. In a scholarly sense, certain questions are not “up to the individual” because not all individuals use well-researched information to make their claims.
- For students to understand the various kinds of literature – older and contemporary – that have been produced by Indian tribes of Wisconsin.
- For students to understand the legal and political positions of American Indian tribes that differentiates them from other minority groups in America.
- For students to be able to articulate positions on larger issues – “race,” class, gender, multiculturalism – as they apply to Indian tribes in Wisconsin.

## **PREREQUISITES**

- Students must be self-motivated.
- Students must be reasonably proficient with the use of a computer for this class.

To do well in this class, students must do the following:

- Take the time to read the course material
- Write clearly and correctly
- Be able to recall specific information from the readings
- Be able to understand theoretically challenging concepts
- Be willing to look up words that they do not understand in the dictionary from the readings

Students who are not skilled in these areas are advised to take a different class this term.

### REQUIRED TEXTBOOKS

Available at the UWM Campus Bookstore

Stephen L. Pevar, *Rights of Indians and Tribes* (ISBN-10: 0814767184), Retail price, \$21.00

Patty Loew, *Indian Nations of Wisconsin: Histories of Endurance and Renewal* (ISBN-10: 0870203320), Retail price, \$21.95

Kathleen Tigerman, *Wisconsin Indian Literature: Anthology of Native Voices* (ISBN-10: 9780299220648), Retail price, \$26.95

### ONLINE COURSE

This course will take place completely online. This online courses require that you be self-motivated and a good time manager. If you are not a good time manager, I would strongly urge you to consider taking a class that occurs in a classroom. The units in this course require a fair amount of time to read, listen, and understand. Try not to put work off until the end of class or you may not achieve the grade you desire.

### HOW TO BEGIN

Before you can begin work on the course itself, you must pass a syllabus quiz with a grade of 90 percent, and you must write a short biography. After that, you will have access to the quiz for Unit 1.

You will not see the discussion area in any unit until you have passed the quiz with a 90 percent score.

### GRADES

Do not wait for me to grade your work. (It can take two or three days for me to grade your discussion posts.) Go ahead and move on to the next unit once you have completed a unit.

This is a U-Pace type course with 24 units. You must complete each unit before you can go to the next unit. Your grade will be determined by how many units you complete. To pass the course, you must complete at least 14 units (that includes Unit 14). To make an A in the course, you must complete 24 units.

0 - 13 units = F	16 units = D+	19 units = C+	22units = B+
14 units = D-	17 units = C-	20 units = B-	23 units = A-
15 units = D	18 units = C	21 units = B	24 units = A

For each unit, you must

- Complete a 10-question quiz with a 90 percent score
- Write three posts to the D2L bulletin board for all units

## COURSE "ROLL UP" POLICY

As the semester moves forward, the following units will no longer be available for credit according to the this schedule:

- June 3 (Monday, 11:59pm): Units 1 through 4 will no longer be available for credit
- June 10 (Monday, 11:59pm): Units 5 through 8 will no longer be available for credit
- June 17 (Monday, 11:59pm): Units 9 through 12 will no longer be available for credit

The contents and discussion boards will be open for these units for the entire term, but you will not be able to get credit for these units once the deadline has passed.

- Exceptions will be made only for documented health or work reasons.

## QUIZZES

For 24 units, you will be assigned two or three pieces of writing and/or documentaries. In addition, you will be expected to view the assigned PowerPoint presentations. Questions on the quizzes will pertain to both the reading and documentaries (mostly factual). They will also pertain to information I provide in the PowerPoint presentations.

Each unit will have its own quiz you must take through the D2L system. Each quiz will have 10 questions; you have six minutes to take them. You may take the quizzes as many times as you wish, but you must wait an hour between taking quizzes. **If you do not wait an hour between taking quizzes – whether you pass the quiz or not -- you can not receive credit for that unit.** To pass the quiz, you must get 90 percent correct (9 out of 10).

These 10 questions are randomly chosen by D2L from a pool of questions. Each time you take the quiz, you may get some of the same questions or you may even get a completely different set of questions. Some students have to take the quizzes several times before they achieve 9 out of 10 correct. Try not to get too frustrated, and be sure to ask questions on the bulletin board if you do not understand something from the lessons.

If you have not passed the quiz after taking it 3 or 4 times, please contact me ([michael@uwm.edu](mailto:michael@uwm.edu)) and I will look at your quizzes and give you guidance on the unit information.

## D2L BULLETIN BOARD POSTS

For each unit, you must submit the following three posts:

- A reply to the unit question I supply – 150 words (not counting quotes or a repeat of the question)
- A new post – 150 words (not counting quotes or a repeat of the question)
- Another new post or a reply to a student post – 150 words (not counting quotes or a repeat of the question)

**Note: These three posts must address different topics (you cannot write about the same topic, issue, or subject in your three posts)**

New Post

Your new post should do two things:

1. Post a difficult question to answer from that unit. Do not repeat the question from a previous post or a question posted by another student.

Put yourself in the role of a teacher and to ask a question you would expect another student to be able to answer from the unit information.

- Think about an issue that is difficult to resolve or explain.
- Your question should be the subject line of your post.
- Your question must pertain to the subject of that unit (not the class in general).
- You must offer a good answer the question you post. You cannot post a question and then wonder about the question or the answer.
- If you write a question that requires research, I will ask you to do research to get credit for the question.
- Insight comes not from asking the question you can already answer, but asking the question that has no obvious answer.

2. Discuss your question in 150 words. You don't need to answer the question definitively, but you should engage it with some thought and complexity.

#### Reply Post

1. Respond to a post (not your own) in 150 words. Offer insights you might have to the posts of others, questions that the original poster may not have considered, or your own personal experience with the question.

#### D2L Post Grading -- Pass/Fail

In general, I am lenient with the grading of these bulletin board posts. If it is clear that you are trying hard and putting forth effort -- i.e., posing difficult questions, offering good information and analysis (see note below), and responding to other posts in thoughtful ways -- then you will move through the units without any difficulty.

If your post does not pass for any of the reasons stated below, you will be required to write it again. If you do not re-write the post, you will not get credit for the unit.

There is at last one topic that you cannot write about: How badly the "white man"/Americans/Europeans treated the Indians. I've read that post far too many times already.

Please review the following bullet points. You will not receive credit for a unit for any of the following reasons:

- You do not write a difficult question in the subject line.
- Your posts are not the required word length.
- Your posts do not address the work for that unit.
- You repeat information from another post (yours or another student's post).

- You write questions that require research to answer. (You will be asked to do the research if your question requires it.)
- Your post addresses the same topic, subject, or issue as another of your posts.
- You offer incorrect information about the texts.
- You offer information from outside the course materials that is not peer-reviewed (for example, blogs or other web pages that are not subject to peer review).
- You discuss the intention of the author of a work of fiction.
- You offer “what ifs” or suppositions (e.g., what if there had been no disease that killed so many indigenous peoples).
- You write questions (rhetorical or otherwise).
- Your posts do not offer substantial information.
- Your response only wonders about the question or the answer.
- You respond to a question by saying “it’s up to the individual” (see explanation below).
- You write plot summaries of literary works.
- Your posts are poorly written, especially the problem of repeating information (proper grammar and punctuation -- no texting abbreviations).
- Your posts are offensive, demeaning, or otherwise improper in a classroom situation.
- Your posts talk about how badly the Indian has been treated by the “white man.”

Note: The UWM Writing Center is a free service to students to help with writing proficiency, documentation, and research procedures.

Note: Every post from students to the bulletin board must be appropriate and respectful. If there are instances of abuse, I will administratively drop you from the course and notify the dean immediately.

A note on good information and analysis (or why I can’t use the phrase “It’s up to the individual”).

Using both good information and analysis helps to avoid the idea that, when it comes to Indian issues, everyone is entitled to his or her opinion, also expressed with the phrase “it’s up to the individual.”

As part of the idea of freedom of speech, it’s more or less true that anyone can express an opinion without violating the law. There are exceptions, such as expressing opinions regarding race and gender that cause harm to others in the workplace. Even legally-sanctioned opinions in the workplace can have serious consequences even though they are legal, such as making certain kinds of comments about the boss.

Even though people are able to express their opinions about important issues of the day, not all opinions are equal. News shows on television will occasionally have a “man on the street” interview to hear from non-experts on key issues, but they do not bring them to the studio to have them to extended comments on these issues.

Some people know more than others. Because you are reading and studying issues involving indigenous peoples, you know more than many other people. I can get an opinion from anyone on the street about, say, Indian casinos. But from students in this class, I expect good information and analysis, whether you are reading history, law, literary theory, fiction, or a poem.

At universities, our business is knowledge. Good information generally goes through the following process: Research, Analysis, Presentation, Peer Review, and Publication (or, if you like, RAPPP). The first three must be done in an excellent, professional manner before information and analysis can pass the review by one's academic peers. Only then will scholarship be considered good knowledge.

Many web pages and blogs – including Wikipedia – do not qualify because they have not passed a peer review, in other words, a review by experts in the field. It is true that parts of Wikipedia are copied and pasted from peer-reviewed sources, but it is also true they may also be edited in ways that undermine the peer-review process. Newspapers have their own review process through editors and fact-checkers. Some news organizations do a better job than others making sure that their published materials provide excellent information. For this class, the information you use must have gone through a peer-review process: for example, you may use newspapers, but not Wikipedia.

Passing off questions as being “up to the individual” suggest a kind of proper spirit in assuming that everyone is equal and everyone is entitled to his or her opinion. But in terms of knowledge – whether it is history, the law, or literature – all opinions are not equal, given the level of knowledge that one must first acquire before rendering an analysis that adds to our understanding of an issue. Worse, the turn to the phrase “it's up to the individual” effectively closes off serious inquiries into, for example, areas of serious injustice where good research and analysis are needed.

### **OTHER BULLETIN BOARD USES**

Please check the bulletin board every day. When I post information to the bulletin board, I will assume everyone has read it.

If you have questions about the course that are not personal, do not email me. Please post them to the bulletin board in the appropriate sections: 1) Course Questions 2) Technical Questions. If you have personal questions or problems, please email me.

1) I will check the bulletin board at least three times a day -- morning, afternoons, and evenings. I will respond to any of your course questions during those times. Please use this section to ask questions about course information if you need help understanding anything, or other general off-topic questions you might have about Indian issues.

2) I will try to help you with technical questions, but you can always get help with computer problems from the Help desk: help@uwm.edu or 414-229-4040

### **EMAIL**

For this class, your UWM email address is your official email for this class. You may receive notes from me about your progress, your grades, required revisions to your work, and so on, at your UWM email address. Any information sent to your UWM email address is considered official communication and I will consider the message delivered to you as if spoken in person.

### **FAQ**

*Why can't I see which answers I got right and wrong on the quizzes?*

This course is designed so that students must know the information well. If you read the texts and listen to the lectures carefully, the answers to the quizzes should be obvious to you without your knowing which you got right and which you got wrong.

*Why do I have to wait one hour between taking quizzes?*

The one hour wait time raises the stakes when students take these quizzes. When students must wait before taking quizzes again, they take the time to study the material and they get more out of the class.

*How do I know I'm making good progress in the class?* Please check the "grades" section regularly. I try to catch up with grading every day, but sometimes I get delayed for two or three days.

*What should I do if the computer "freezes" as I am taking a quiz?*

This is highly unlikely since the quizzes contain only 10 items and last six minutes. It is always wise to SAVE your answers as you go. However, if your computer "freezes" while taking a quiz shut down the browser immediately without clicking SUBMIT and immediately log back in and continue the quiz in progress.

*How soon can I retake a quiz?*

You must wait at least one hour before retaking a quiz. **Do not violate the one hour wait for retakes at any time. If you violate the one-hour waiting period – whether you pass the quiz or not – you can not receive credit for the unit.** You may retake a quiz as many times as you wish without penalty to earn the 90% to move on to the next quiz.

Computer problems (i.e., computer frozen, etc.) are not valid excuses for violating the one hour wait rule.

*I just read a post that is not 150 words or did not seem good enough to pass.*

Answer: It may not have been graded by me or corrected by the student yet.

## **STUDENTS WITH DISABILITIES**

This course was designed keeping in mind students with disabilities. If you have a recognized disability under the ADA, please provide me with documentation as soon as possible from the Student Accessibility Center (Mitchell Hall 112, 229-6287, (<http://www.uwm.edu/Dept/DSAD/SAC/>)). I am happy to provide whatever special accommodations the Student Accessibility Center recommends that will allow you to participate fully and to perform well in this course.

## **ACADEMIC HONESTY**

Student academic misconduct procedures are specified in Chapter UWS 14 and Faculty Document No. 1686 and can be found at [http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with your instructor. Do not cut and paste anything from internet sources for this class. Do not pass off information as your own from other texts or web pages by cutting and pasting or by altering them in such a way as to avoid search detection. Students who engage in plagiarism will receive a recommendation of a failing grade for the course.

## INCOMPLETE POLICY

Students will receive “incompletes” in the cases of documented health emergencies or other catastrophic, documented emergencies.

## UNIVERSITY POLICIES

University policies may be found at the following web address:

<http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>

### Policy Links<sup>1</sup>

1. *Students with disabilities.* Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner.  
<http://www4.uwm.edu/sac/SACItr.pdf>
2. *Religious observances.* Accommodations for absences due to religious observance should be noted. <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
3. *Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.  
Students: [http://www4.uwm.edu/current\\_students/military\\_call\\_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)  
Employees: <http://www4.uwm.edu/secu/docs/other/S40.htm>

(Editorially Revised, 3/25/09)

4. *Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.  
<http://www4.uwm.edu/secu/docs/other/S31.pdf>
5. *Discriminatory conduct (such as sexual harassment).* Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.  
<http://www4.uwm.edu/secu/docs/other/S47.pdf>

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<sup>1</sup> Supplement to UWM FACULTY DOCUMENT NO. 1895, October 21, 1993; Revised March 16, 2006; Revised January 24, 2008; Editorially Revised, 8/26/11.



6. *Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.  
[http://www4.uwm.edu/acad\\_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)
7. *Complaint procedures.* Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. <http://www4.uwm.edu/secu/docs/other/S49.7.htm>
8. *Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. <http://www4.uwm.edu/secu/docs/other/S28.htm>
9. *Other* The final exam requirement, the final exam date requirement, etc.  
<http://www4.uwm.edu/secu/docs/other/S22.htm>

*Syllabus Addendum:*  
**Credit Hours**

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a **traditional, or face-to-face** course, you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an **online** course, you will spend a minimum of

- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a **hybrid** course, you will spend a minimum of

- 18.75 hours in the classroom
- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

#### *Notes*

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at [https://www4.uwm.edu/secu/docs/faculty/2838\\_Credit\\_Hour\\_Policy.pdf](https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf).
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at <http://www.uwsa.edu/acss/acps/acps4.pdf>.