



Oglala Lakota College
Humanities and Social Science Department
Course Syllabus
Fall 2016

Rebuilding the Lakota Nation through Education
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo

Course Number and Name: ANTH 413 Tribal Societies in Today's World

Credit Hours: 3

Class Section:

Class Location:

Day/Time of Class:

Instructor:

Phone(s):

E-mail:

Office Hours:

Required Text(s) and Materials:

- Texts from various sources. All readings will be provided as pdf-files. In order to view the files, a pdf-reader is required. One option is Adobe Acrobat Reader which you can download for free here: <https://acrobat.adobe.com/us/en/products/pdf-reader.html>.

Prerequisites: Engl 113 and SoSc 103 and Junior Status

Humanities and Social Science Department Vision Statement:

To produce graduates who will become leaders in their chosen field and help rebuild the Lakota nation through education.

Humanities and Social Science Department Mission Statement:

The mission of the Humanities and Social Science Department is to provide programs ensuring students have the opportunity to learn key workplace skills while integrating cultural aspects of Wolakolkiciyapi. Our programs equip students with:

- verbal, written, and visual communications skills,
- the background necessary for competent and ethical government administration,
- the ability to think critically, and
- a general knowledge in humanities and social science content areas.

Course Description:

This course introduces students to different indigenous/tribal peoples throughout the world. It provides insight into their cultural backgrounds, social and political struggles, and the strategies they have applied to improve their situation. Recent developments at the level of international law are also discussed.

Course Goal:

Students will become acquainted with various indigenous peoples throughout the world and learn about their cultural backgrounds, social political struggles, and the strategies they have utilized in these struggles.

Course Rationale:

This course exists to educate students about indigenous groups throughout the world. Social Science majors can use this course for section 3B of the BA status sheet and it counts as upper-level Humanities and Social Science elective for BSW students. Other majors are welcome to take this course as well.

Outcome Alignment

This section shows you what you will be able to do at the end of this course (Course Learning Outcomes CLOs) and how this course will help you reach OLC's General Education Outcomes (GEOs), which describe the skills and knowledge that OLC would like all graduates regardless of their major to have acquired, as well as the Program Learning Outcomes (PLOs) of the BA in Social Science program.

Course Student Learning Outcomes (CLOs)	GEOs	PLOs
CLO 1: Compare and contrast different indigenous groups, including their cultures, histories, and current struggles	1, 2, 3, 5, 6, 7, 8, 10, 11	2, 3, 7
CLO 2: Examine strategies for recognition and involvement at the local, national and international level	2, 3, 5, 6, 7, 8, 10, 11	2, 3, 4, 6, 7
CLO 3: Describe the scope of cultural anthropology as well as its methods	2, 3, 5, 7	7
CLO 4: Write a research paper about an issue of importance to various indigenous groups by synthesizing information from library sources	1, 2, 5, 6, 7, 8, 9, 10, 11	2, 3, 4, 7

OLC General Education Outcomes (GEOs):

Disposition:

- *GEO 1: Apply cultural values in a learning atmosphere.*

Written and Oral Communication:

- *GEO 2: Communicate effectively in writing using both Lakota and English.*
- *GEO 3: Demonstrate oral communication skills in both Lakota and English.*

Quantitative Reasoning:

- *GEO 4: Apply quantitative analytical skills.*

Critical Thinking:

- *GEO 5: Examine concepts and theories across multiple contexts and disciplines.*
- *GEO 6: Critically review resource material.*
- *GEO 7: Develop ideas to address contemporary issues.*
- *GEO 8: Critically examine sovereignty.*

Technology:

- *GEO 9: Demonstrate proficiency in the use of standard computer technologies.*

Diversity:

- *GEO 10: Examine the importance of diversity.*
- *GEO 11: Examine the contexts of Lakota social organizations, communities and global networks.*

BA in Leadership and Communications – Social Science Emphasis Learning Outcomes (PLOs):

Students who complete this degree will be able to:

- *PLO 1: Use the interpersonal, engagement, and organizational skills necessary to be effective leaders in harmony with Wolakota*
- *PLO 2: Interpret the historical, intercultural, and international contexts of diverse human experience, with a focus on impacts on tribal governance*
- *PLO 3: Develop and evaluate policies and programs, with an emphasis on sovereignty and nation building*
- *PLO 4: Interpret organizational processes and interactions, and their influences on communities*
- *PLO 5: Complete small original social science research projects*
- *PLO 6: Articulate the ethical implications of government leadership*
- *PLO 7: Demonstrate effective written and oral communication skills at the professional level in ways that are appropriate to Lakota culture*

Instructional Methodology:

Lakota Perspective:

This course stresses **Wolakolkiciyapi** of “learning Lakota ways of life in the community.” This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude – wawalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery – woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.

Suggestions for Success:

Homework:

Oglala Lakota College follows the Carnegie model for required out of class work requirements. This means that for this 3-credit online course, you should expect spending approximately 2.5-3 hours per week working on the discussion forums and about 6 hours per week working on other assignments such as reading the assigned texts, writing reading reports, conducting a small (literature) research project, and completing a final exam.

Assessment:

I will assess whether you have reached the course learning outcomes in the final exam and the research paper (summative assessment). More importantly, I will assess whether you are on track of reaching the outcomes by reviewing your participation, reading your reading reports, and examining your annotated bibliography (formative assessment). This will allow me to adjust the course if needed.

Assignments:

Description of Assignment – What?	Rationale – Why?	Weight
<p><i>In-Class Participation</i> It is expected that you actively participate in this course by asking questions, contributing to discussions, responding to my questions and participating in group activities. If you are shy and don't feel comfortable talking in front of your classmates, you can nonetheless earn some participation points if I can see that you are attentive but try to speak up regularly!</p> <p>Texting, talking to your neighbor, walking in and out of class while we are in session, or not being present for the whole class are some examples of behaviors that will lead to a reduction in your grade.</p>	<p>Through social science courses you are expected to gain the ability to critically analyze societal matters.</p> <p>Course Learning Outcome (CLO) alignment: 1, 2, 3 General Education Outcome (GEO) alignment: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 Program Learning Outcome (PLO) alignment: 1, 2, 3, 4, 6, 7</p>	<p>2pts. per week (weeks 1-14)</p> <p>TOTAL: 28pts. (28%)</p>
<p><i>14 Reading Reports</i> You are required to write reading reports about 14 of the 22 assigned readings for this class. These reading reports need to be concise and follow a specific format. The following headings need to be used:</p> <ul style="list-style-type: none"> ➤ Author; Title ➤ Main points of author (do NOT include your own views in this section!) ➤ Analysis of author's point of view: <ul style="list-style-type: none"> ○ Description of author's intentions (=why did s/he write this text?) ○ Explain how the author's intentions influenced the content ➤ My views (describe your views on what is in the text) <p>Each report should be about 1-1.5pages long and NOT longer than 2 pages. Reading reports are due in the week in which that text is assigned. Submissions that are up to one week late are reduced by 10%. Submissions that are more than one week late are reduced by 25%.</p>	<p>Social scientists extensively use scholarly journal articles and reports published by trustworthy organizations. It takes experience reading such texts, especially the articles. You will get ample experience practicing this in this course. The reading reports are meant to help you get a deeper understanding of the texts. They will help you as preparation for and during the final exam, and you will get practice identifying authors' perspectives. The latter will be beneficial not only when taking other upper-level social science courses, but also when in your job you have to make decisions based on what someone else wrote.</p> <p>CLO alignment: 1, 2, 3 GEO alignment: 2, 5, 6, 8, 9, 10, 11 PLO alignment: 2, 3, 4, 6, 7</p>	<p>2.5pts. per reading report; 14 reports are required</p> <p>TOTAL: 35pts. (35%)</p>
<p><i>Research Project: Annotated Bibliography and Research Paper</i> In your research project, you are asked to pick any topic that is of importance to indigenous groups on at least two continents, e.g. uranium mining, access to water, loss of language, resilience, spirituality. Use information found in scholarly journal articles to describe the topic in general, and then analyze how this topic in connection with two indigenous groups which are from different continents.</p> <p>The first part of the research project consists of an annotated bibliography: Search for library sources that you can use for your research project and describe in form of an annotated bibliography how each source provides you with material for the analysis. For full credit, you will need to identify at least six (6) library sources (=scholarly journal articles or books). You will receive detailed instructions on how to conduct this assignment.</p> <p>The annotated bibliography is due in week 10. Late submissions will be accepted until the end of the semester but the grade will be reduced by 10% if the</p>	<p>Research papers require a lot of work but they are standard assignments for upper-level social science courses for good reasons: They require you to locate information on the topic, evaluate the trustworthiness of the source, comprehend and reflect on the material, and to put your thoughts on the subject matter into writing. These are skills that will become useful in many contexts, even if you don't have to write another research paper: For example, for many jobs you will have to be able to locate information. This might not be through library databases as in this task but the process is similar. You also need to be able to determine whether a particular source is trustworthy or not. Another context for this would be trying to decide for whom to vote: just hearing/reading what one person says about a certain candidate, especially if that person is not that knowledgeable, will not provide you with the necessary data to be able to make an informed decision.</p>	<p>Annotated Bibliography: 5pts. (5%)</p> <p>Research Paper: 15pts. (15%)</p> <p>TOTAL: 20pts. (20%)</p>

<p>submission is not more than one week late, and there is a 25% deduction if it is more than one week late.</p> <p>After you have the annotated bibliography completed and therefore have the material for your research project, you write down the analysis in form of a research paper. Your paper needs to include the following:</p> <ul style="list-style-type: none"> - Title page - Abstract - Main body: use information from at least six peer-reviewed, scholarly journal articles or books - References <p>The research paper needs to be at least 3000 words long (not counting title page or references) and in APA format. It is due in week 14. You can send me a draft for feedback earlier. Submission during week 15 is reduced by 10%.</p>	<p>The annotated bibliography assignment gives you experience in conducting literature search and evaluating the sources' trustworthiness and usefulness. It hopefully motivates you to start on your project early so you have enough time to reflect on the subject matter. Also, this assignment will allow me to support you in your research project by giving you feedback on the sources that you are using.</p> <p>The research paper assignment allows you to immerse yourself in the chosen topic more than any other assignment. This will benefit your analytical and writing skills.</p> <p>CLO alignment: 1, 2, 4 GEO alignment: 2, 4, 5, 6, 7, 8, 9, 10, 11 PLO alignment: 2, 3, 4, 7</p>	
<p>Final Exam (Week 15)</p> <p>The final will consist of essay tasks about the reading assignments of the whole semester. You will be able to use the readings and your notes during this in-class exam.</p>	<p>Through your reading reports you will show me that you have read and reflected on the assigned readings but in your essays for the final exam you will go beyond this and demonstrate being able to use the information from multiple sources to find answers to my questions.</p> <p>CLO alignment: 1, 2, 3 GEO alignment: 2, 4, 5, 6, 7, 8, 9, 10, 11 PLO alignment: 2, 3, 4, 7</p>	<p>17pts. (17%)</p>
<p>TOTAL</p>		<p>100pts. (100%)</p>

Grading Scale:

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- 0% - 59% = F

Note: BA in Social Science majors need to earn at least a C in this course!

- A = *Superior Quality Work: Mastery of course content at the highest level of attainment. The grade A indicates a student shows comprehensive knowledge and understanding of the subject matter. The student has demonstrated outstanding promise in discipline under study by scoring 90% or higher on course assignments.*
- B = *Good Quality Work: Strong performance at a high level of attainment. The grade B indicates a student shows moderately broad knowledge and solid understanding of the subject matter. The student has demonstrated promise in the discipline under study by scoring 80-89% on course assignments.*
- C = *Satisfactory Quality Work: Adequate, but not solid, level of attainment of course content. The grade C indicates a student shows reasonable knowledge and understanding of subject matter. By scoring 70-79% on course assignments, the student may continue to study in the discipline with reasonable hope of continued progress.*
- D = *Marginal Quality Work: Minimal level of attainment of course content. The grade D indicates a student shows minimal knowledge and understanding of subject matter. By Scoring 60-69% on course assignments, the student has not demonstrated prospective growth in the discipline.*
- F = *Unacceptable: Almost no attainment of course content. The grade F indicates a student shows an unacceptable low level of knowledge and understanding of subject matter. By scoring 59% or below, the student has not demonstrated the growth necessary for further study in the discipline.*

Policies:

Oglala Lakota College Policies:

http://www.olec.edu/local_links/registrar/docs/student_handbook.pdf

All policies regarding students are fully disclosed in the Oglala Lakota College Student Handbook which may be accessed at the above link. Summaries of the most relevant policies regarding this course are summarized below but it is recommended that students review the full policies in the Handbook.

Disability Policy (85-600)

Oglala Lakota College recognizes physical and mental disabilities that include mobility, sensory, health, psychological, and learning disabilities, and provides reasonable accommodations and/or referrals once the disability is adequately documented. While OLC's legal obligations only extend to disabilities of a substantial and long-term nature, it is also the College's practice to honor reasonable requests for accommodations and/or referrals for temporary disabilities such as physical injury, illness, or complicated pregnancy. The purpose of the provided accommodations is to ensure students with disabilities equal access to education.

Student's Responsibility: It is the responsibility of the student to make his or her disability and needs known in a timely fashion by submitting an application for service to the Coordinator of Student Affairs and to provide appropriate documentation and evaluations to support the accommodations the student requests. The student should also notify instructors at the beginning of the semester.

Please contact the Coordinator of Student Affairs at 455-6083 if you have any questions regarding the application for service process including what documentation is needed and contact information for evaluation services.

Academic Freedom (76-100)

Academic freedom is the absence of restrictions placed upon the spirit of investigation, free inquiry and open discussion. In this spirit, the instructor exercises a professional judgment to select and interpret ideas, and the student has the right to challenge ideas and interpretations.

Academic Dishonesty (76-300)

Academic dishonesty is the taking of an examination or the preparation of papers for credit wherein the student knowingly represents the work of another as his/her own; and/or knowingly breaks stated examination rules. A student may be expelled and barred from further classes upon proof in a hearing set up by the Vice President for Instruction.

Dropping / Adding Courses (81-300)

If a student discontinues a subject and fails to allow the prescribed procedure for dropping a course, it may be recorded on his/her permanent record as an "F." It is the student's responsibility to verify that their online schedule shows that the course is officially dropped.

If a class is dropped after the third week, the student will be liable for the total cost of the tuition.

Attendance Policy (81-350)

If a student wishes to be excused from a class, it is the student's responsibility to clear the absence with the instructor. At that time the student must arrange for a make-up assignment. However, an excused absence is the same as an absence until the student has completed work equivalent to being in class within one week of the absence. Once the make-up assignment is completed, the instructor may change the absent to present depending on the circumstance and quality of work. This will only apply to no more than two absences.

A student will be dropped from a course after three consecutive absences or after five total absences by the Registrar.

Tardiness Policy (81-370)

A student shall be considered tardy for class, if he/she arrives late for class, but during the first hour of the class. A student arriving later than this may be marked absent.

If an instructor is late for a class, students must wait for one-half hour. After this time, the class will be considered cancelled for that week and must be made up.

Standards of Conduct (86-300)

OLC students will abide by the standards of conduct while on college premises. Every student has the right to a safe learning environment. To ensure this safety, acts of misconduct are subject to disciplinary action. Acts of misconduct include a) any actual or threatened physical violence; b) gross disorderly conduct; c) verbal abuse or harassment; d) vandalism of OLC premises; e) attending classes under the influence of alcohol or drugs; f) failure to properly supervise children on college premises; g) any other student conduct that causes a disruption in classes or business transactions on college premises; and h) failure to abide by the College's Gun-free/Weapon-free Policy.

Computer Account and Network Policy (93-500)

Oglala Lakota College network access may be used to improve learning and teaching consistent with the educational mission of OLC. OLC expects legal, ethical and efficient use of the network. All OLC network account usage is subject to examination or investigation as needed without prior notification or consent of the user. The use of the information system is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges.

Forgery of e-mail messages, reading, deleting, copying, or modifying the e-mail of other users, and sending unsolicited junk e-mail or e-mail chain letters are prohibited.

Course Specific Policies

Course Outline and Assignments:

<i>Date</i>	<i>Session Topics / Lesson Outcomes / Alignment with Course Learning Outcomes (CLO)</i>	<i>Assignments-Checklist</i>
Oko Wanci <i>[date]</i>	Introduction to Cultural Anthropology and Indigenous Peoples <ul style="list-style-type: none"> Describe the scope of cultural anthropology (CLO 3) Define the term “Indigenous People” (CLOs 1, 2) 	
Oko Nunpa <i>[date]</i>	Cultural Anthropology and Indigenous Research Methodologies <ul style="list-style-type: none"> Describe the methods utilized by cultural anthropologists (CLO 3) Compare and contrast indigenous and non-indigenous methodologies (CLOs 1, 3) 	<input type="checkbox"/> Read Miller chapters 1 and 2 before class in week 2 <input type="checkbox"/> <i>Optional: Write a reading report on Miller chapter 1 by [date week 2]</i> <input type="checkbox"/> <i>Optional: Write a reading report on Miller chapter 2 by [date week 2]</i>
Oko Yamni <i>[date]</i>	Regional Overviews <ul style="list-style-type: none"> Describe 2014 events in connection with indigenous groups (CLOs 1, 2) 	<input type="checkbox"/> Read one of the “Regional Overview” sections before class in week 3 <input type="checkbox"/> <i>Optional: Write a reading report on one section of the Regional Overview by [date week 3]</i>
Oko Topa <i>[date]</i>	Indigenous Peoples and International Law <ul style="list-style-type: none"> Examine how Indigenous Peoples are nowadays represented in international law (CLO 2) Summarize the main events in the history of support and representation of Indigenous Peoples at the United Nations (CLO 2) Analyze the relevance of the UN Declaration on the Rights of Indigenous Peoples (CLO 2) 	<input type="checkbox"/> Read SOWIP Introduction before class in week 4 <input type="checkbox"/> Read Venne (2011) before class in week 4 <input type="checkbox"/> Read the Declaration on the Rights of Indigenous Peoples (UN DRIP) before class in week 4 <input type="checkbox"/> <i>Optional: Write a reading report on SOWIP Introduction by [date week 4]</i> <input type="checkbox"/> <i>Optional: Write a reading report on Venne by [date week 4]</i> <input type="checkbox"/> <i>Optional: Write a reading report on the Declaration by [date week 4]</i>
Oko Zaptan <i>[date]</i>	Poverty and Well-Being I <ul style="list-style-type: none"> Explain what is meant by the principle of free, prior and informed consent (CLOs 1, 2) Discuss how indigenous groups tend to be disproportionately affected by poverty, marginalization, lack of adequate housing and income inequality (CLO 1) 	<input type="checkbox"/> Read SOWIP Chapter 1 before class in week 5 <input type="checkbox"/> <i>Optional: Write a reading report on SOWIP chapter 1 by [date week 5]</i>
Oko Sakpe <i>[date]</i>	Poverty and Well-Being II <ul style="list-style-type: none"> Discuss tensions between customary law and women’s rights (CLO 1) Examine differences in definitions of progress (CLO 1) 	<input type="checkbox"/> Read MRG “Indigenous Women’s Land Rights” before class in week 6 <input type="checkbox"/> Read Zondiwe Moyo (2014) before class in week 6 <input type="checkbox"/> <i>Optional: Write a reading report on MRG “Indigenous Women’s Land Rights” by [date week 6]</i> <input type="checkbox"/> <i>Optional: Write a reading report on Zondiwe Moyo by [date week 6]</i>

Oko Sakowin [date]	Culture I <ul style="list-style-type: none"> Describe common cultural struggles that Indigenous Peoples face (CLO 1) Explain how rights to culture are protected in UN DRIP (CLO 2) Assess impacts on the environment of differing worldviews of Alaska Natives and the dominant society (CLO 1) 	<input type="checkbox"/> Read SOWIP Chapter 2 before class in week 7 <input type="checkbox"/> Read Chapin (2013) before class in week 7 <input type="checkbox"/> <i>Optional: Write a reading report on SOWIP chapter 2 by [date week 7]</i> <input type="checkbox"/> <i>Optional: Write a reading report on Chapin by [date week 7]</i>
Oko Saglogan [date]	Culture II: Music and Dance <ul style="list-style-type: none"> Describe how and why the scissors dance of Southern Peru evolved into a transnational practice (CLO 1) Analyze how the musical landscapes of the Shona in Zimbabwe enabled them to resist destructive cultural implications of resettlement (CLO 1) Assess the meaning of music and dance for indigenous identity (CLO 1) Compare and contrast traditional native knowledge and Western science (CLOs 1, 3) 	<input type="checkbox"/> Read van Buren (2015) before class in week 8 <input type="checkbox"/> Read Hancock-Barnett (2012) before class in week 8 <input type="checkbox"/> <i>Optional: Write a reading report on van Buren by [date week 8]</i> <input type="checkbox"/> <i>Optional: Write a reading report on Hancock-Barnett by [date week 8]</i>
Oko Nap-cinyunka [date]	Environment I <ul style="list-style-type: none"> Describe the major environmental issues that Indigenous Peoples are facing today (CLO 1) Analyze how Indigenous Peoples are affected by climate change and what coping strategies they use (CLO 1) Discuss how Indigenous Peoples' territories are protected in UN DRIP (CLO 2) 	<input type="checkbox"/> Read SOWIP Chapter 3 before class in week 9 <input type="checkbox"/> <i>Optional: Write a reading report on SOWIP chapter 3 by [date week 9]</i>
Oko Wikcem-na [date]	Environment II: Indigenous Knowledge and Climate Change <ul style="list-style-type: none"> Discuss strategies coastal and small island communities in Southeast Asia use to deal with impacts of climate change (CLO 1) Examine how transmission of indigenous knowledge increases community resilience (CLO 1) Locate and summarize scholarly resources for the research paper (CLO 4) 	<input type="checkbox"/> Read Hiwasaki (2015) before class in week 10 <input type="checkbox"/> <i>Optional: Write a reading report on Hiwasaki by [date week 10]</i> <input type="checkbox"/> Submit the annotated bibliography by [date week 10]
Oko Ake Wanci [date]	Education <ul style="list-style-type: none"> Analyze access to education of indigenous students (CLO 1) Examine strategies for indigenous education (CLO 1) Compare inclusion of indigenous content in the standard curriculum in Sweden and in the US (CLO 1) 	<input type="checkbox"/> Read SOWIP Chapter 4 before class in week 11 <input type="checkbox"/> Read Svonni (2015) before class in week 11 <input type="checkbox"/> <i>Optional: Write a reading report on SOWIP chapter 4 by [date week 11]</i> <input type="checkbox"/> <i>Optional: Write a reading report on Svonni by [date week 11]</i>
Oko Ake Nun-pa [date]	Health I <ul style="list-style-type: none"> Examine access to health of indigenous groups (CLOs 1, 2) Discuss the interdependence between health and other factors (CLO) Evaluate effectiveness of strategies to improve health among indigenous groups (CLO 1) 	<input type="checkbox"/> Read SOWIP Chapter 5 before class in week 12 <input type="checkbox"/> <i>Optional: Write a reading report on SOWIP chapter 5 by [date week 12]</i>
Oko Ake Yamni [date]	Health II: Resilience <ul style="list-style-type: none"> Analyze the factors that contribute to resilience among Indigenous Peoples (CLO 1) Compare resilience among indigenous groups in Australia and in Canada (CLO 1) 	<input type="checkbox"/> Read Kirmayer (2011) before class in week 13 <input type="checkbox"/> Read Gale & Bolzan (2013) before class in week 13 <input type="checkbox"/> <i>Optional: Write a reading report on Kirmayer by [date week 13]</i> <input type="checkbox"/> <i>Optional: Write a reading report</i>

		<i>on Gale & Bolzan by [date week 13]</i>
Okó Ake Topa [date]	Emerging Issues <ul style="list-style-type: none"> • Discuss emerging issues affecting Indigenous Peoples (CLOs 1, 2) • Analyze how indigenous groups use social media (CLO 1) • Write a research paper about an issue of importance to various indigenous groups (CLOs 1, 2, 4) 	<input type="checkbox"/> Read SOWIP Chapter 7 before class in week 14 <input type="checkbox"/> Read Cocq (2015) before class in week 14 <input type="checkbox"/> <i>Optional: Write a reading report on SOWIP chapter 7 by [date week 14]</i> <input type="checkbox"/> <i>Optional: Write a reading report on Cocq by [date week 14]</i> <input type="checkbox"/> Submit the final draft of the research paper by [date week 14]
Okó Ake Zaptan [date]	Final Exam <ul style="list-style-type: none"> • Demonstrate having reached the course learning outcomes in the Final Exam (CLOs 1, 2, 3) 	<input type="checkbox"/> Complete Final Exam in class on [date week 15]

Early Alert System: The Enrollment Management Program of Oglala Lakota College has an Early Alert System in place to provide support for students. This system will be utilized by the instructor to report concerns regarding attendance, missing assignments, or any other matters that may impact the student's ability to successfully complete the course.

Disclaimer: Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook.