

**GAH 1XXX/ The Nanticoke & Lenape Indians of NJ
Stockton University, Spring Semester 2022**

Instructor: Jeremy Newman

Contact Email: jeremy.newman@stockton.edu

Days/Time: TBD Room: TBD

Virtual Office Hours: TBD

Course Objectives:

This course examines the long tribal history and contemporary struggles of the Nanticoke and Lenape Indians of New Jersey. It addresses racial identity, cultural practices, environmentalism and spirituality within the context of tribal sovereignty. Additionally, lectures and course materials counter misinformation and stereotypes.

Required Text:

Hearth, Amy Hill. *“Strong Medicine” Speaks: A Native American Elder Has Her Say*. New York: Atria Books, 2014.

Course Goals:

During the semester students will:

- Examine the link between American Indian sovereignty and tribal identity
- Develop an appreciation for American Indian culture and traditions
- Understand the connection between American Indians and environmentalism

Essential Learning Outcomes:

For detailed descriptions see: www.stockton.edu/elo

- Ethical Reasoning
- Creativity & Innovation
- Global Awareness

Grading:

- 1) Paper 1 (10%)

- 2) Paper 2 (10%)
- 3) Midterm Exam (15%)
- 4) Final Exam (20%)
- 5) Paper 3 (35%)
- 6) Participation (10%)

Note: There are no extra credit assignments.

Grading Scale:

| | | |
|------------|------------|------------------|
| 93-100 (A) | 80-82 (B-) | 67-69 (D+) |
| 90-92 (A-) | 77-79 (C+) | 63-66 (D) |
| 87-89 (B+) | 73-76 (C) | 60-62 (D-) |
| 83-86 (B) | 70-72 (C-) | 59 and below (F) |

Withdrawals:

September X: Deadline to withdraw with a 100% refund

November X: Deadline to withdraw with a W grade

Incompletes:

The instructor will grant an incomplete only in the rare instance that a student is doing well in class and an illness or emergency makes it impossible to complete the course work before the end of the semester.

Academic Honesty:

Instances of academic dishonesty including, but not limited to, plagiarism and cheating are serious violations of academic policy. Beyond immediate failure of the assignment or exam, and possibly the class, any proven case of academic dishonesty is a violation of the Campus Conduct Code and may be punishable by sanctions as severe as suspension and expulsion. Each student is responsible for understanding what constitutes academic dishonesty.

Accommodations For Students With Special Needs:

Stockton University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with documented disabilities who seek accommodations should make their request by contacting the Learning Access Program located in J204 or by calling 609-652-4988. In order to make sure that there is enough time to arrange accommodations, I suggest you give me the paperwork by the end of the second week of the semester or as early as possible to arrange services in this class. Retroactive accommodations will not be granted.

Reading Assignments:

Although lectures and class discussions will highlight key material from the readings, the content of the textbook is the individual student's responsibility. Various Midterm and Final Exam questions will come from the assigned readings. Additionally, students should reflect an understanding of textbook material in class discussions as well as in writing assignments through clear and illustrative explanations.

The Midterm and Final Exams:

The Midterm and Final Exams will contain multiple-choice, true-false and short answer questions. These questions will cover materials from the reading assignments, lectures and class discussions. If a student is going to miss an exam because of a serious illness or an emergency, they must make an agreement, if possible, with the instructor in advance. Beyond an excused absence, students cannot make up missed exams.

Attendance and Participation:

Class attendance is mandatory and active participation is expected. Please note that the instructor will assess the impact of your contributions. In other words, what you say is more important than mere outspokenness. Further, it is vital that we feel comfortable expressing our viewpoints. Rather than censor ourselves, we should discuss topics in an honest and respectful manner.

Students may have two unexcused absences. A third unexcused absence will lower a student's grade by one letter. Being late and leaving early will adversely affect the participation component of a student's grade. The instructor will grant excused absences in the case of a serious illness with a doctor's note or similarly unavoidable and documented life situations.

Lectures and class discussions will largely cover material beyond the scope of the textbook. Students who miss a class or a portion of a class are responsible for securing notes and handouts from fellow students. To use time effectively, we will continue moving forward.

During class, students must have their cell phones set on silent and refrain from sending text messages.

Regarding Late Assignments:

Deadlines are firm. For full credit, assignments are due on time. The instructor will accept late work until the beginning of class one week from the due date for a reduced letter grade. After this, the instructor will not accept late assignments. Students cannot turn in anything after the last class.

Required Text:

Hearth, Amy Hill. *“Strong Medicine” Speaks: A Native American Elder Has Her Say*. New York: Atria Books, 2014.

Additional Readings:

Anders, Gary C. “Indian Gaming : Financial and regulatory issues.” In *Contemporary Native American Political Issues*, edited by Troy R. Johnson, 163-171. Walnut Creek CA: AltaMira Press, 1999.

Blume, Cara Lee. “Working together : developing partnerships with American Indians in New Jersey and Delaware.” In *Cross-Cultural Collaboration : Native Peoples and Archaeology in the Northeastern United States*, edited by Jordan E. Kerber, 197-212. Lincoln: University of Nebraska Press, 2006.

Bourne, Russell. *Gods of War, Gods of Peace : How the Meeting of Native and Colonial Religions Shaped Early America 1st ed.* New York: Harcourt, 2002.

Churchill, Ward. “The tragedy and the travesty : the subversion of indigenous sovereignty in North America.” In *Contemporary Native American Political Issues*, edited by Troy R. Johnson, 17-72. Walnut Creek CA: AltaMira Press, 1999.

Flemming, George D. *Brotherton: New Jersey's First and Only Indian Reservation and the Communities of Shamong and Tabernacle that Followed*. Medford NJ: Plexus Pub., 2005.

Hearth, Amy Hill. "*Strong Medicine*" *Speaks: A Native American Elder Has Her Say*. New York: Atria Books, 2008.

Jackson, Harry S. "The Incomplete Loom: Exploring the Checkered Past and Present of American Indian Sovereignty." *Rutgers University Law Review* 64, no. 2, (Winter 2012): 471-513.

Norwood, John R. *We Are Still Here! The Tribal Saga of New Jersey's Nanticoke and Lenape Indians*. Moorestown NJ: Native New Jersey Publications, 2007.

Phillips, Valerie J. "Seeing Each Other Through the White Man's Eyes." In *Confounding the Color Line : the Indian-Black Experience in North America*, edited by James Brooks, 371-386. Lincoln: University of Nebraska Press, 2002.

Soderlund, Jean R. *Lenape Country: Delaware Valley Society Before William Penn*. Philadelphia: University of Pennsylvania Press, 2014.

Steward, T. G. and William Steward. *Gouldtown, a very remarkable settlement of ancient date: studies of some sturdy examples of the simple life, together with sketches of early colonial history of Cumberland County and southern New Jersey and some early genealogical records*. Philadelphia: J. B. Lippincott Co., 1913.

Welburn, Ron. "A Most Secret Identity: Native American Assimilation and Identity Resistance in African America." In *Confounding the Color Line : the Indian-Black Experience in North America*, edited by James Brooks, 292-320. Lincoln: University of Nebraska Press, 2002.

Wilkinson, Charles F. *Blood Struggle: The Rise of Modern Indian Nations Annotated Edition*. New York: W. W. Norton & Company, 2006.

Assignments

Papers must be 2-3 typed pages (double-spaced, 12-pt. font) with citations and references. Please proofread for spelling and grammar. Be specific and use the correct terminology. The

papers must reflect a firm understanding of the concepts covered in the assigned readings, lectures and class discussions.

Paper 1 (Due: Week 6, beg. of class)

- Native American sovereignty and tribal identity
- Recognition helps ensure cultural survival
- View and write a paper about *A Good Day To Die* (2010)

Paper 2 (Due: Week 10, beg. of class)

- Native American culture and traditions
- Culture is dynamic and evolves over time
- View and write a paper about *Native Art Now!* (2017)

Paper 3 (Due: Week 15, beg. of class)

Paper must be 4-6 typed pages (double-spaced, 12-pt. font) with citations and references. Please proofread for spelling and grammar. Be specific and use the correct terminology. The paper must reflect a firm understanding of the concepts covered in the assigned readings, lectures and class discussions.

- Native Americans and environmentalism
- Standing Rock is about environmental justice
- View and write a paper about *AWAKE, A Dream From Standing Rock* (2017)

Class Schedule

This schedule is subject to change at the instructor's discretion. The instructor will notify students regarding significant changes in advance.

Week 1 - Week 5

Native American sovereignty and tribal identity
Recognition helps ensure cultural survival
Paper 1 is due Week 5

Week 6 - Week 10

Native American culture and traditions
Culture is dynamic and evolves over time
Midterm Exam is Week 8
Paper 2 is due Week 10

Week 11 - Week 15

Native Americans and environmentalism
Standing Rock is about environmental justice
Final Exam is Week 14
Paper 3 is due Week 15

GENERAL STUDIES AGREEMENT FORM

For New General Studies Courses

Please complete and attach all materials for your General Studies Course Proposal Application to this form. If you have questions about the General Studies process or would like to discuss your course prior to submitting your Application, please contact the Convenor of the appropriate General Studies Course Review Committee. The completed application should be sent to the Dean of the School of General Studies.

If you design your own course, you will be asked to submit a Proposal Application. Refer to the document entitled “How to Propose a General Studies Course” for description of the course proposal process and guidelines for completing your Proposal Application.

If you propose to teach an existing course or a section of a course with multiple sections, it will suffice to submit a standard syllabus. However, if you propose to teach a course that is part of the College’s course inventory but may have fallen into disuse because a faculty member either departed or no longer teaches the course, please submit a complete Proposal Application as if the course were new.

Adjuncts of courses that are not part of multiple section offerings agree to meet with the apropos General Studies committee during the second and fourth years of a course offering to review their experience; after that, adjunct faculty will review their course every 5 years. This course review follows the course review process described in the document entitled “How to Propose a General Studies Course”; refer to that section for fuller explanation of the review process and procedures.

All faculty members whose General Studies courses are approved agree to submit their courses for a review process every five years. A section of the web page entitled "How to Propose a General Studies Course" describes the review process; refer to that section for an explanation of the review process and procedures.

Finally, all instructors are advised that the approval of a General Studies course does not automatically insert such a course into an interdisciplinary minor no matter how suitable such inclusion may be. Decisions about faculty membership in the minor and about inclusion of courses in the curricula of minors are at the discretion of the program faculty of the minor. Similarly, courses do not receive attributes or subscripts automatically, either. Nor does a course become part of the Freshman Seminar Program concurrent with its approval as a General Studies course. Attribute and subscript designation and inclusion in the Freshman Seminar Program require separate approval after the course has gone through the General Studies course approval process. Faculty members interested in such designations should contact the appropriate coordinator.

Please sign this page and submit it together with your General Studies Course Proposal Application materials to the Dean of the School of General Studies.



Signature

Date

Please print your name clearly here

Please send this form and any attachments to the Dean of the School of General Studies at least two weeks prior to a scheduled new course proposal meeting. Sample, completed new course forms are accessible on the [General Studies website](#).

GENERAL STUDIES NEW COURSE PROPOSAL FORM

These sections should be completed by the faculty/staff member proposing the course.

| | | |
|---------|--|---------|
| | | |
| Acronym | Course Level (1XXX 2XXX 3XXX 4XXX 5XXX 6XXX) | Credits |

| | | | | | |
|---------------|--|--|---------------------------------------|--|---|
| Schedule Type | <input type="checkbox"/> Lecture (1-5) | <input type="checkbox"/> Seminar (0-6) | <input type="checkbox"/> Tutorial (7) | <input type="checkbox"/> Independent study (8) | <input type="checkbox"/> Internship (9) |
|---------------|--|--|---------------------------------------|--|---|

| | | |
|-----------------|---------|--------|
| | | |
| Instructor Name | Program | School |

| |
|---|
| |
| Complete Course Title (30 characters maximum) |

| | |
|---|--|
| Prerequisite | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If yes, list prerequisite by Acronym & Number | |

| | |
|----------------|---|
| Course Status: | <input type="checkbox"/> New <input type="checkbox"/> Adapted |
|----------------|---|

NOTE: All Subscript designations and/or W/Q approvals must be submitted through the appropriate Convenor.

Course Description for the Bulletin – must be approximately 45 words

The sections below should be completed by the General Studies Convenor.

| | | | |
|-----------------|--------------------------|--------------------------|---|
| Review Outcome: | Yes | No | |
| | <input type="checkbox"/> | <input type="checkbox"/> | Course meets guidelines for "G" category |
| | <input type="checkbox"/> | <input type="checkbox"/> | Course meets at least two General Studies objectives List Objective Numbers _____ |

| | | | | |
|-----------------------|--------------------------|----------------------------|--------------------------|-------------------------------|
| Course As A Whole Is: | <input type="checkbox"/> | Approved Unanimously | <input type="checkbox"/> | Disapproved With A Split Vote |
| | <input type="checkbox"/> | Approved With A Split Vote | <input type="checkbox"/> | Disapproved Unanimously |

| | |
|-------------------------------|--|
| Subcommittee Members Present: | |
|-------------------------------|--|

| | |
|------------------|--|
| Recommendations: | |
|------------------|--|

Program Convenor: _____ Date: _____

Dean of General Studies: _____ Date: _____

1. General Studies Category

Identify and explain the ways in which the course fits the selected [course category](#) (GAH, GEN, GIS, GNM or GSS):

Select Course Category:

Explanation of chosen course category:

2. Course Description (250-300 word explanation of the course, overall focus, and academic rationale):

3. Course Proposal Narrative

Explain the new learning opportunities provided by the course and the interdisciplinary nature of the course; in addition provide a course outline/syllabus, including overall organization of the course – learning modules, breakdown of the in-class and out of class work -- readings and assignment descriptions; please refer to the document entitled "[How to Propose a General Studies Course](#)" for a fuller description.

Interdisciplinary Nature:

Difference from a Program Course in an Academic Discipline

Describe the ways in which the course is different in content, goals, and objectives from a Program course in a discipline:

4. Alignment of Course Goals to Assignments

Identify the objectives met by this course. All courses are expected to meet at least two [General Studies objectives](#) and one or more college-wide ELOs. Content goals specific to the course should also be given here.

Course Content Goals:

List specific goals here (e.g. For a Food Science course - Students will explain the physics of heat transfer and how this influences cooking with different materials)

General Studies Objectives

ELOs

IDEA

Explain how the goals identified above will be met and assessed, for example through specific readings and assignments. If you need more space, please attach additional information with your completed form.

Adjunct faculty proposing a new General Studies course should, in addition, complete a Sponsor Form and attach a CV.

Please send this form and any attachments to the Dean of the School of General Studies at least two weeks prior to a scheduled new course proposal meeting. Sample, completed new course forms are accessible on the [General Studies website](#).