



Woman's Potlatch—1898



Kwakiutl House Posts-1905

Course Description:

The purpose of this class is to give students a general knowledge of the traditional, aboriginal cultural systems of North American Indian peoples. The primary goal during the first part of the semester is to convey something of North American lifeways prior to Euro-American contact, colonization, and assimilation. A survey of the major geographical areas, language groups, environmental and ecological adaptations, technology, religion and world view, kinship systems, and social structures will be accomplished in the first part of the course. This will be accomplished by using methods, theories, and cultural research completed by early explorers, missionaries, and 19th century ethnologists and other social scientists. In order for the student to come to an understanding of these issues, current video, personal accounts, essays and poetry, and in-class speakers will be presented.

Objectives:

- To give the student a basic understanding of the more than 500 Indian Nations that were/are a part of the US and Canada.
- To discuss the interrelatedness of the cultural systems listed above within both historical and current Indian societies.
- To describe and evaluate the techniques of ethnographic data collection in the specific context of relating to Indian peoples of the US and Canada.
- To disseminate the reality of Indian lives to the introductory level college student.

Required Texts:

Mark Q. Sutton.

2008 *An Introduction to Native North America*. 3rd Edition. Pearson Education, Allyn & Bacon, NY.

Alice B. Kehoe

2005 *The Kensington Runestone: Approaching a Research Question Holistically*. Waveland Press, Long Grove, ILL.

Claire R. Farrer

1996 *Thunder Rides a Black Horse: Mescalero Apaches and the Mythic Present*. 2nd Edition. Waveland Press, Long Grove, ILL.

!!!WARNING!!!WARNING!!!WARNING!!!WARNING!!!WARNING!!!WARNING!!!

By intention, this class may be hazardous to your current belief system, worldview, and understanding of the cosmos. There is undoubtedly something here that will offend someone. You should expect to be angry and perhaps even changed by the experience. Some of the materials used in this class may be especially difficult for some students. The graphic nature of these materials makes it essential that students be able and willing to conduct themselves with maturity.

!!!WARNING!!!WARNING!!!WARNING!!!WARNING!!!WARNING!!!WARNING!!!

Basic Student Responsibilities:

In addition to the usual expectations of attendance and preparation, you, the student, are expected to contribute to class discussion. Cultivating an anthropological awareness requires that you learn the basic elements of systematic and critical social science, rather than trusting and relying on ideological or common sense accounts of the world. Therefore, I expect you to think critically, interact with other students and ask questions. ALL questions asked in class are valid and deserve attention. Remember, you have something valuable to say and what you learn from this class will be in proportion to what you put into it!

Attendance and Class Participation:

Your presence is required in this class every scheduled meeting time. I take roll daily and I notice who participates in class discussion. **For college-wide policy, see catalog p. 68.** If you are shy, I urge you to come speak to me in private during office hours. My goal is to create an atmosphere that encourages questions, comments, new ideas at all times. Each day missed over the established allowance costs 4 points. (60 points total)

Daily Quizzes and Homework:

There will be a quiz for every chapter that we cover in the text, usually thirteen to fifteen. They will be either handed out the session before they are due or will be from the discussion questions for each chapter. You must read the chapter in order to complete the quiz. Most quizzes are to be done at home for the next class, however, occasionally, we will do quizzes in class together. So be sure to bring your book to class!!! Quizzes **CANNOT** be made up. However, I will only count the top ten quiz grades for the term. (100 points)

Exams:

There will be a total of three [3] exams for this class. All exams for this class are take-home. Please do not confuse “take-home” with “easy.” The exams take the place of papers for this class and I expect high quality writing, research, and citations. As such, **any type of plagiarism or cheating will be dealt with quickly and severely with an automatic F in the class. For college-wide policy, see catalog p. 69.** We will discuss the format of the exams prior to each one. (300 points)

Final Group Projects:

At the end of the semester, you will present a final project to the class in groups. The final project is worth the same effort as each exam and counts the same. We’ll discuss them in a couple of weeks in class. (100 points)

Grading:

I use a simple tally of points for the final grade. There are 560 points available. If you get:

504-560=A
476-503 =B+
448-475=B

420-447=C+
392-419 =C
364-393=D+

336-363=D
<335=F

CLASS SCHEDULE:

Note: Extra Reading will ALWAYS be accessed online @ www.drbeardmoose.com.

Text and Film Schedule

Lecture/Discussions

Week of 1/26 Chapter 1. The Americas' Earliest Humans
Film: Coming into America

**Peopling of the Americas:
Arrivals and Migrations**

Week of 2/2 Chapter 2. European Invasion and Conquest
Film: In the White Man's Image

Week of 2/9 *The Kensington Runestone* by Alice B. Kehoe

**What are Culture Areas?
Maps & Housing Handouts
A Brief Walk Through the Ten
Culture Areas**

2/16 No Class - Mid-Winter Recess 2/18 Finish KR

Week of 2/23 Anthropology and American Indians:
19th Century Theoretical Beginnings
Readings on-line.
Film: Franz Boas

**Beginnings of the American
School of Anthropology
Theory and Practice**

Week of 3/2 Chapter 3. Native Peoples of the Arctic
Chapter 4. Native Peoples of the Subarctic
Film: Nanook of the North

Week of 3/8 Chapter 9. Native Peoples of the Southwest
Film: The Mystery of Chaco Canyon

**American Indian Spirituality:
An Overview
On-Line Exercise: The Kinaalda**

Week of 3/16 Chapter 10. Native Peoples of the Plains.
Film: Touching the Timeless

Take-Home Exam #1 Due on March 18, no exceptions!

Week of 3/23 Chapter 6. Native Peoples of the Northwest Coast
Extra Reading

**Kinship & Marriage in
Indian Societies
On-Line Exercise: Matrilineal
Kinship & Terminology
The Cherokee**

Out of Class: Trip to AMNH, Manhattan

Week of 3/29 – No Class – Spring Break

Week of 4/6 Chapter 5. Native Peoples of the Plateau
Chapter 7: Native Peoples of the Great Basin
Film: Woven by the Grandmothers

**Gender and Women in
Indian Societies**

Week of 4/13 Chapter 12: Native Peoples of the Southeast
Film: Cherokee Artisans

Arts, Crafts and Material Traditions

Week of 4/20 Chapter 8: Native Peoples of California
Dream Catchers – In-Class Project

Week of 4/27 Chapter 11: Native Peoples of the Northeast
Film: Traveling the Distance

Week of 5/4 Chapter 13: Contemporary Issues
Film: Representations of American
Indians in Hollywood

**Personal Experience:
A Tourist Anthropologist**

Take-Home Exam #2 Due on May 6, no exceptions!

Week of 5/11 Group Projects All Week

5/18 Last Day of Class – Pick up all Materials and Receive
Course Grade

Please keep in mind that any syllabus calendar is meant to guide us through the semester. However, there will be times that we may spend more time on one discussion topic and less on another and the class calendar will change accordingly. The dates for the exams are fixed and will not be moved as is the due date for the paper. Other than that, it is important to remain flexible to ensure the best possible use of class time and to ensure everyone's questions and concerns are answered at all times.