Anthropology 320/CES 377 Native Peoples of North America

FALL 2013

“Look, you’re an academic. Do your homework. If I weren’t supposed to teach you something, why are you in the class?” (Spivak, 1990, p. 93)

MWF 11:10-12:00
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Office Hours: MWF 2:00-3:00 or by appointment

Required Text:


Catalog Description:

A history/culture area study of native North America

Course Description:

This course is designed for the student to come to an understanding of pre-colonial ways of making a living off the land while simultaneously learning what modern Indians kept of their old ways so that you can juxtapose all these aspects in order to have an informed glimpse of the American Indian communities thriving in certain regions of our country.

In considering the geographical locations of where these indigenous people made their living off the land, it is possible to gain considerable insight into their cultures. Indigenous life was and still is so inextricable from the lands on which they live(d) that even tribal languages are land based; entire languages contextualized specifically about the region in which the people lived and all aspects of their economies, this is referred to as, “ethnobotony” and “ethnoscientific” in the field of anthropology (the study of indigenous peoples’ languages and plant knowledge).

We will focus on two aspects of Native American culture; economy and community jobs/roles. In exploring these aspects through research, presentation, class discussion, lecture, and your assigned readings, you should learn key aspects about Native culture which will give you specific skills in the field of anthropology and employment. Knowing the basics of how ancient and modern tribes operated & evolved is essential in continuing a field of study about indigenous peoples. Should you ever become employed in an American Indian environment, you will have a basic understanding of tribal life before & after colonization and how modern Natives struggle to save what is left of their pre-contact knowledge bases.
Course Objectives: WSU Learning Goals which are addressed in my course objectives are highlighted

- To learn how America’s tribal peoples were/are completely tied to their indigenous lands and understand that American Indian cultures are regional because of this tie to the land = **Scientific Literacy, Diversity, Depth, Breadth and Integration of Learning, Quantitative Reasoning**
- In knowing the landscape by weather, plant, and animal – you can have a basic understanding of how the tribe made its living off the land = **Scientific Literacy, Depth, Breadth and Integration of Learning, Critical and Creative Thinking, Diversity**
- Every individual in the community has a specific job that contributes toward the survival of the overall group = **Scientific Literacy, Diversity, Communication, Information Literacy**
- Learn the ancient foodways of Native America which includes the history of food control enacted through colonization policies that resulted in frybread & a high obesity/Diabetes rates = **Quantitative Reasoning, Critical and Creative Thinking, Scientific Literacy**
- To explore the American Indian Movement and the accomplishments that emerged from the civil rights movement which have improved modern American Indian peoples’ reservations and conditions = **Critical and Creative Thinking, Diversity, Information Literacy**
- Students should finish this course with an understanding of key historical policies that effected American Indians and continue to define contemporary Native culture = **Communication, Diversity, Depth, Breadth, and Integration of Learning, Critical and Creative Thinking**
- What I want for you is to acquire a “cultural literacy” through a semester of discussion so that you can confidently and successfully build relationships using what you have learned about Natives should you ever need this skill during your years at WSU or while employed within a tribal environment = **Depth, Breadth, and Integration of Learning, Communication, Information Literacy**

**WSU Learning Goals**

**Critical and Creative Thinking**

*Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways*

**Quantitative Reasoning**

*Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.*

**Scientific Literacy**
Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.

**Information Literacy**

Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand.

**Communication**

Graduates will write, speak, and listen to achieve intended meaning and understanding among all participants.

**Diversity**

Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.

**Depth, Breadth, and Integration of Learning**

Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

**WSU Policies:**

**Plagiarism:** The Council of Writing Program Administrators (CWPA) argues that “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” The WSU Academic Honesty Policy (based on State of Washington Code) expands the CWPA definition of plagiarism as well as explaining other categories of academic misconduct. As a WSU student, you are bound by these policies and are responsible for being aware of and abiding by them. Students who commit intentional acts of plagiarism will be reported to the Assistant Director of Composition and the Dean of Students’ Office and will fail the class. See also www.wsulibs.edu/plagiarism.

**Disability Accommodations:** Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist by email at drc@wsu.edu.

**Cell Phones:** Washington State University cell phone policy is to set your personal communication device to vibrate during class time. Use of cell phones, pagers, PDAs, or similar
communication device is not allowed during classes unless activity supports class activities. Your personal communication devices are an integral part of the WSU’s emergency notification system and in the event of a campus emergency, all cell phones will vibrate simultaneously. If this occurs, you may consult your device to determine if a University emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted upon request.

**Classroom Etiquette:** Student’s grades depend upon being able to pay attention to class lectures and discussions. Please be respectful of students who want to earn high grades by keeping quiet while I am lecturing. In the event of students talking loudly during a lecture, I will ask the disruptive student(s) to stop talking. If a student continues to talk and be disruptive, they will be asked to leave. If the behavior continues, I will request a meeting with the student’s department chair so that action can be taken by the student’s major department to preserve a respectful environment for the rest of the class.

**Student Support Services:** In the event of a death in your family or some other traumatic circumstance which makes it difficult or impossible for you to continue in your courses, contact Student Support Services so that I may work with the counselors to make arrangements for your assignments and/or grade. You need not go through that magnitude of stress alone, that is what Student Support Services is there for – to help you deal with difficult life experiences while at the same time trying to navigate and graduate WSU. Do not force me to deal with your difficult situation – let WSU counselors help student and instructor through it.

**Late Work:** Turn in your late work during office hours only. All late work must be submitted with any of the following documentation:

1) WSU Student Athlete Absence Form
2) Doctor’s Note/Hospital Release Form
3) Job Interview Letter

*The date of your documentation must coincide with the date of the late assignment*

**Assignments:**

- **4 Research & Presentation Assignments = 45%**
- **Attendance during presentation weeks = 15%**
- **10 Angel Submissions = 40%**

**TOTAL = 100%**

**Grading Scale:**

- 100-95% A, 94-90% A-
- 89-87%, B+ 86-84%, B 83-80%, B-
- 79-77%, C+ 76-74%, C 73-70%, C-
Be advised that grading is entirely based on the quality and timeliness of the work that you complete and turn in during the course of the semester. You can keep track of your grades on Angel and the grading reference grid posted on Angel. **You are entirely responsible for earning your grade!**

Research & Presentation Assignments:

Choose a region & tribe to research from the following list, research a different region for each presentation so that you will have a diverse scope of regional knowledge through your sampling of regional tribes.

Regions & Tribes:


Sign up for the region & tribe you have chosen. You will research a specific job that was once/or still is performed by modern day tribal members. Start the Power-point with a description of the tribe’s landscape and choose one traditional food item that was available to these people and how that food was harvested and processed. Address whether or not modern tribal members still harvest this traditional food. Then move on to the “job” you chose which is listed below:

“Jobs”

**Storyteller:**

You will research the mythology of the tribe you picked. Your Power-point will include a brief summary of the tribes’ origin story (do not write entire stories down). Also discuss the trickster figure belonging to these people and a sample trickster summary. Explain how the trickster functions as a cultural mechanism and what he is known for teaching among his people.

**Hunter:**

Research the game hunted by the men of this tribe and the weapons used to kill animals. Also address fishing if the focus of this tribe’s economy was more on fishing than hunting (technique/equipment/types of fish caught). How was the meat processed & stored? Whose job was it to process & prepare the meat?

**Housing:**
How did these people construct their homes? Were they semi-nomadic? Or permanently settled? Was there a summer & winter camp? Were there also summer & winter styles of housing? Who made the shelters? Who lived in the homes? Who owned the home? Was it moveable? Whose job was it to move the home if the people were semi-nomadic? Include photos of the homes & a village layout if available.

Community Members:

What were the following people responsible for in this community during pre-contact times? What are they responsible in modern American Indian communities? What has changed? What has not? Choose 1 or more gender/age categories from the list below:

Elder Women/Grandmothers

Women

Girls

Elder Men/Grandfathers

Men

Boys

Head Man/Village Leaders: How were leaders chosen? What were their duties within the community?

War Chief (if applicable)

Medicine Man: How was a medicine man chosen? How did he learn to do his job? Does the modern day tribe still have a medicine man?

Medicine Woman: How was a medicine woman chosen? How did she learn her job? How did this role impact marriage and child bearing? Did she have to give up men to perform this duty for the tribe? Does the modern day tribe still have a medicine woman?

Holy Man: How was a holy man chosen? What were his duties? How did he get his powers? Did he have to give up marriage and children to be a holy man? Are there still holy men in this tribe? What does a modern day holy man do for his people?

Holy Woman: How was a holy woman chosen? What were her duties? How did she get her powers? Did she have to give up marriage and children to be a holy woman? Are there still holy women in this tribe? What does a modern day holy woman do for her people?

4 Research and Presentation Assignments:
As you are researching this region/tribe, and job, create a 6 slide presentation. You will present your findings to your classmates on what you have learned about the tribal “job” you signed up to research. Your presentation will be 5 minutes in length so that you can cover both pre-contact and modern day aspects of the “job.” Presentations will go in the same order as the sign up sheet. Power-point research presentations are worth 45% of your grade.

**Research Presentation Weeks:**

Attendance will be taken during research presentation weeks. MWF will be worth 15% of your grade.

**Angel Submissions:**

On assigned reading weeks, the four questions you are responsible for bringing to class for discussion will be due on Angel. You will post your questions on Angel at the end of the week after we have had time to discuss the class readings. One question of your choice must also be answered with a few sentences. The Angel submission window will be from Friday 8am – Monday 11:59pm. Angel submissions are 40% of your grade & you will need **10** submissions to pass the course.

**Course Calendar:**

**Week 1: 8/19-8/23**

M Introduction/Discussion Group sign-ups

W American History before Columbus Ch 1 pgs 14-25

F American History before Columbus Ch 1 pgs 26-39 (Angel submission opens 8am)

**Week 2: 8/26-8/30**

M “Indians confront an expanding nation” pgs 232-248 (Angel submission closes for week 1 at midnight)

W Documents pgs 249-262

F Angel submission opens at 8am

**Week 3: 9/2-9/6**

**M Labor Day**

W American Indians and the New Nation Ch 5 pgs 274-300 (Angel submission closes at midnight for week 2 – extended due to holiday weekend)

F Angel submission opens at 8am
Week 4: 9/9-9/13

M Presentation 1 (Angel submission closes at midnight for week 3)
W Presentation 1
F Presentation 1

Week 5: 9/16-9/20

M American Indians and the New Nation Ch 5 pgs 301-324
W Defending the West Ch 6 pgs 332-346 (up to land seizure)
F Angel submission opens 8am

Week 6: 9/23-9/27

M Defending the West Ch 6 pgs (up to land seizure) 346-358/Angel submission closes at midnight for week 5

W NO CLASS

F Documents pgs 359-378 (up to treaty)/Angel submission opens at 8am

Week 7: 9/30-10/4

M Documents pgs 385-401/Angel submission closes at midnight for week 6
W Kill the Indian and Save the Man Ch 7 pgs 412-428
F Angel submission opens at 8am

Week 8: 10/7-10/11

M Presentation 2/Angel submission closes at midnight for week 7
W Presentation 2
F Presentation 2

Week 9: 10/14-10/18

M Kill the Indian and Save the Man Ch 7 pgs 429-447
W Documents pgs 448-475
F Angel submission opens at 8am
Week 10: 10/21-10/25
M From the Great Crash to Alcatraz Ch 8 pgs 484-509/Angel submission closes at midnight for week 9
W Documents pgs 510-512, 516-526, 529-537
F Angel submission opens at 8am

Week 11: 10/28-11/1
M Self-Determination and Sovereignty Ch 9 pgs 546-571
W Documents pgs 572-577, 582(tribal colleges)-609
F Angel submission opens at 8am

Week 12: 11/4-11/8
M Presentation 3 Angel submission closes at midnight for week 11
W Presentation 3
F Presentation 3

Week 13: 11/11-11/15
M HOLIDAY Veteran’s Day
W Nations within a Nation Ch 10, pgs 618-642 (up to “Homelands or Wastelands?”)
F Nations within a Nation Ch 10, pgs 642-664/Angel submission opens at 8am

Week 14: 11-18 to 11-22
M Movie
W Movie
F Movie

Week 15: 11/25-11/29
HOLIDAY – THANKSGIVING BREAK

Week 16: 12/2-12/6
M Presentation 4
W Presentation 4
F Presentation 4