

Introduction to Native American Studies

(ANTH 170.01 - 3 cr)

Alan Marshall
215A Spalding Hall
ph. 792-2348 email: <agmarshall@lcmail.lcsc.edu>

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ACW 132
TTh 1.30-2.45 PM

Office Hours: M&W 9:00 AM-10:00 AM and M&W 1:30-2:30 pm; I am usually in my office (except for meetings and classes) all day, every weekday--stop by if you would like to!

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me.

All class announcements/communication will be made through LCMail: be sure to check in there.

See my web page @ <<http://www.lcsc.edu/amarshal>> where you will find information about my classes, help with research and writing assignments, some student survival tips, and some multicultural issues. Also, I've put up an informal résumé, and pages about my other interests.

"Cowboys and Indians" are an essential part of American identity beginning in small children's play; it is also a multi-million dollar dream appearing in comic books, pornography, "serious" novels, non-fiction, movies, television, the internet, and in the stories told by many of our families. Most of us know very little about the differing historical, social, or cultural realities of "American Indian" life today. These realities have important significance to political and cultural life in our local area, state, and nation. This course begins our education about our neighbors.

Objectives

The fundamental goal of a college education is learning how to "think critically" about oneself and one's world through information gathering, comparison and contrast, analysis of information, and the examination of basic concepts/beliefs underlying how we understand (and often misunderstand) our natural and social environments.

Specifically, we will

1. discuss what is known about Native peoples and their lands before Columbus;
2. review the impact of European nations on Native peoples and their environment;
3. identify ways in which Native peoples "Americanized" Europeans;
4. identify and describe continuing issues in relations between Native peoples and others;
5. think critically about the ideas of "the Vanishing Red Man," assimilation, and culture change;
6. develop an understanding of contemporary American Indian identity.

Texts

Weatherford, Jack. 1992. *Native Roots: How the Indians Enriched America* (Reprint Ed.). New York: Ballantine Books.

Methods

Instruction

lecture	reading	media
writing	note-taking	discussion

Evaluation

examinations	writing assignments
attendance	class participation

Expectations: You are *not* some gadget on an assembly line; you are a “unique” human being. If you were a gadget on an assembly line, all we would have to do would plug a microchip into your head with the information inscribed on it. Instead, you must do something!

To learn this material well you must read the assigned materials before they are discussed in class; learn the terms used in the material; relate them to the principles of anthropology; and demonstrate that you can apply them through examples.

How you do this is your business. I am happy to explain some successful techniques used by others, but only you put them into action.

Timeliness of work: Work not completed on time will be downgraded. Some writing assignments cannot be handed in late. *Do not assume* that you will receive an *incomplete grade (I)* if you do not hand in your work! You will receive an ‘F’ if you have not handed in all assignments by Reading Day. *Exceptions* will be made for health problems or family emergencies, but not for scheduling conflicts with work, travel, or other non-school sponsored events.

Ethics: *Do not plagiarize!* If you are the least bit uncertain as to what this means, look it up in the dictionary and the student handbook. At the least, you will receive a ‘0’ for any assignment that includes plagiarized material. The point of the assignments is for you to develop and refine your thoughts, not parrot someone else’s.

Extra Credit: This work *may* raise your grade from, e.g., a “B+” to an “A-”. Extra credit work is graded on a 0-3 scale. A ‘0’ means that the work is unacceptable. No extra credit work will be considered until all the assigned work due at the time you request it is completed. All extra credit work must be submitted by the 13th week of the semester.

Bibliography

- Brown, Dee. 2001. *Bury My Heart at Wounded Knee: An Indian History of the American West*. New York: Henry Holt and Co.
- Champagne, Duane (Ed.). 1994. *Chronology of Native North American History: From Pre-Columbian Times to the Present*. Detroit: Gale Research.
- Deloria, Vine, Jr. 1992. *American Indian Policy in the 20th Century*. Norman: University of Oklahoma Press.
- Deloria, Vine, Jr., and David Wilkins. 2000. *Tribes, Treaties, and Constitutional Tribulations*. Austin: University of Texas Press.
- Johnson, Troy R. 1999. *Contemporary Native American Political Issues*. Walnut Creek, CA: AltaMira Press.
- Josephy, Alvin M. 2002. *500 Nations: An Illustrated History of North American Indians*. New York: Gramercy Press.
- Gulliford, Andrew. 2000. *Sacred Objects and Sacred Places: Preserving Tribal Traditions*. Boulder: University Press of Colorado.
- Matthiessen, Peter. 1992. *In the Spirit of Crazy Horse*. New York: Penguin Books.
- Pevar, Stephen L. 2002. *The Rights of Indians and Tribes: The Authoritative ACLU Guide to Indian and Tribal Rights* (3rd Ed.). Southern Illinois University Press.
- Prucha, Francis Paul. 1997. *American Indian Treaties: The History of a Political Anomaly*. Berkeley: University of California Press.
- . 2000. *Documents of United States Indian Policy*. Lincoln: University of Nebraska Press.
- Utter, Jack. 2002. *American Indians: Answers to Today's Questions*. Norman: University of Oklahoma Press.

Waldman, Carl, and Molly Braun. 2000. *Atlas of the North American Indian*. New York: Facts on File.
 Weatherford, Jack. 1990. *Indian Givers: How the Indians of the Americas Transformed the World*. New York: Ballantine Press.
 -----. 1992. *Native Roots: How the Indians Enriched America*. New York: Ballantine Books.
 Wilkins, David E. 1997. *American Indian Sovereignty and the U.S. Supreme Court: The Masking of Justice*. Austin: University of Texas Press.

Writing Assignments – There are three kinds of writing assignments are required: "letters," chapter reviews, and a brief essay on a topic of your choosing. See attached sheets for details of the assignments.

Tentative Schedule

	<i>Reading/Assignment Due</i>	<i>Topic</i>
Week 16 08/25 (Tu) 08/27(Th)		Introduction/syllabus
Week 15 09/01 (Tu) 09/03 (Th)		
Week 14 09/08 (Tu) 09/10 (Th)		
Week 13 09/15 (Tu) 09/17 (Th)		
Week 13 09/15 (Tu) 09/17 (Th)		
Week 11 09/29 (Tu) 10/01 (Th)		
Week 10 10/06 (Tu) 10/08 (Th)		
Week 09 10/13 (Tu) 10/18 (Th)		

Week 08 10/20 (Tu) 10/22 (Th)		
Week 07 10/27 (Tu) 10/29 (Th)		
Week 06 11/03 (Tu) 11/05 (Th)		
Week 05 11/10 (Tu) 11/12 (Th)	<i>All extra-credit due</i>	
Week 04 11/17 (Tu) 11/19 (Th)		
Week 03 11/23-27	<i><u>Thanksgiving Break</u></i>	<i><u>Thanksgiving Break</u></i>
Week 02 12/01 (Tu) 12/03(Th)		
Week 01 12/08 (Tu) 12/10 (Th)		
Week 00		

Attachment – Writing Assignment

“letters”

All must be typewritten (1.25” margins; double-spaced; stapled; do not use a report cover or title page; be sure that your name, the course number and title, and the date are in the upper left hand corner of the 1st page).

Letter 1 – The purpose of this assignment is for you to clarify your expectations of the course and your participation in it. What do you want to get from the course? Limit your letter to 150-300 words.

Hang on to this assignment after it is returned!

Letter 2 – The purpose of this assignment is to reflect on your progress in the course; it should be no longer than 1 page. Has the course lived up to your expectations? Have you lived up to *your* expectations? How have they changed? Attach Letter 1 to this one before handing it in. Limit your letter to 150-300 words.

Hang on to this assignment after it is returned!

Letter 3 -- The purpose of this assignment is for you to reflect upon what you have learned in this course, and to make explicit how your perspective on world prehistory has changed. The letter should be no longer than 2 pages. Attach Letter 1 and 2 to this assignment before handing it in. Write retrospectively on your first writing assignment. How has your idea of Native Americans changed? Did you meet your goals in the course? Did your goals change? What is the most important lesson that you learned from this course? Limit your letter to 150-300 words.

Attachment – Writing Assignment

Alan Marshall
ANTH 170
8/23/07

Essay Writing Assignment for "Introduction to Native American Studies"

The purpose of this assignment is to write an essay relating the basic concept of culture to your field of interest or major. In other words, you might write about how community values influence health, education, law enforcement, or literature. Other purposes for the assignment include

- reinforcing the writing lessons that you took in English 102 "English Composition;"¹
- learning how to develop your own study plan;
- independently studying human life and history.

An essay is an *attempt* to understand something – in this case the expression of an American Indian culture through everyday life of a contemporary community. You are not expected to know everything about this community. Rather, you should simply try to get a sense of how culture influences what happens in a situation.

Examples of some topics to write about include "Cultural Differences in Understanding the Lewis and Clark Expedition;" "Navajo Sandpaintings;" "American Indian Food Habits and Diabetes;" "American Indian Issues in a Multicultural Classroom." Or, you may simply want to learn more about "The Cherokee Today." Of course there are many others. These are broad topics – you will want to narrow them considerably for your essay.

Here are the requirements for the finished essay:

1. The essay must be 2-3 pages long, but *no longer than 3 pages* (excluding the "References Cited" page).
2. Papers must be "word-processed" with 1" or 1 1/4" margins and 10 or 12 pt. typeface – be sure to double-space the lines.
3. The first page must have your name, the class number, and date in the upper right hand corner of the first page (see how this assignment is formatted).
4. The essay must have a title on the first page, but do not have a title page (see how this assignment is formatted).
5. You must use 3 or more sources of information; only 1 of those sources can be from the internet; only 1 of the sources can be from a newspaper or newsmagazine. Encyclopedias (including on-line ones, such as *Wikipedia*) are good places to start finding information, but are *very rarely* suitable as sources.
6. You must use in-text citations (either APA or MLA style).
7. You must have a "References Cited" page using the same style as used for in-text citations; this is not included as part of the essay's body.
8. Staple the pages together – *do not* use a title page or put your paper into a folder.
9. Good writing is required for an "A" or "B" grade.

Failing to meet these requirements will result in a lower grade.

During the first part of the semester you will have to inform me as to the topic you will learn about (e.g., "Indian Boarding Schools"), a brief statement as to why you are interested in the topic; this should not be more than 1 paragraph long. Also provide a list of 3 possible sources of information in either APA or MLA style.

Due dates for the assignment are on the "Tentative Course Outline." Failure to submit materials by the due dates will result in a lower grade.

¹ You are **expected** to use the formal aspects of writing that were covered in English 102, such as in-text citations. If you are unsure about these things, then use the writing lab. If you have not taken English 102, you don't belong in this course.

Reading Review Form

Name:

Date:

Article or chapter citation:

Briefly state the article's or chapter's "main idea"/thesis/theme:

Identify three lines of evidence supporting the "main" idea:

Does the "main idea" fit with your knowledge about the topic? How? Why not?

Is there bias or faulty reasoning in the article? What is it?

What did you learn from this article?

Choose 3 words from the article that are unfamiliar to you; write a definition of each and create sentence using each one.